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Angela Constance

Cabinet Secretary for Education and Lifelong Learning



Iain Gray

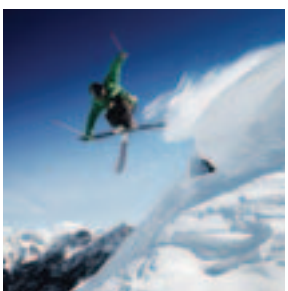
Shadow Cabinet Secretary

EIS Asks the Big Questions

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Campaigning on Teacher Numbers, Pay and Workload

Despite the New Year, the EIS faces a number of familiar challenges in the months ahead. Late last year, it emerged that the number of teachers in schools had fallen again over the year – despite a binding agreement with the Scottish Government and COSLA to maintain teacher numbers in order to keep down class sizes. The EIS was swift to condemn the failure of local authorities to meet this commitment, while highlighting that teacher numbers have fallen by more than 4,000 since 2007.

As the result of significant pressure from the EIS, the issue of protection of teacher numbers remained firmly in the public eye and on the political agenda. As we highlight in our article on page 8 of this SEJ, the indications are (at the time of going to print) that a new, formal agreement on maintaining teacher numbers is set to be implemented with funding incentives for local authorities that comply. This new agreement will mark a significant victory for EIS campaigning on this issue.

On the matter of pay, a claim has been submitted to the Scottish Negotiating Committee for Teachers (SNCT) and we now await a formal response from the employers' side. The EIS, through the Teachers' Panel, is seeking a pay rise with both cost of living and restorative elements. While we anticipate a challenging set of discussions, the EIS is clear that – after a long period of real-terms pay decline – the time has come to give Scotland's teachers a fair pay rise as the first step to restoring teacher pay to an appropriate level.

Reducing excessive workload also continues to be a major priority for the EIS. The early progress following the launch of the EIS Workload Campaign and the establishment of the Tackling Bureaucracy Group by the Scottish Government must be built upon. The aim of delivering a significant and lasting reduction in teachers' workload burdens remains our goal, but we must continue to work together at local and national level to achieve it.

Some major political changes late last year will clearly have a significant impact on Scottish education. The appointment of a new First Minister, Nicola Sturgeon, and a new leader of the largest opposition party in Jim Murphy led to reshuffles on both government and opposition benches. The EIS welcomed both the new Cabinet Secretary for Education, Angela Constance, and the new Shadow Secretary, Iain Gray, to their posts. In an exclusive special 4-page feature in this edition, we ask them both about their views on, and priorities for, Scottish education in the year ahead. Their responses will be of interest to members in all sectors of education.

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All articles and letters in the SEJ represent the views of the individual authors and do not necessarily represent the EIS view or EIS policy. To be considered for publication, all letters and unsolicited articles must be accompanied by a full name and address. The Editor's decision on publication is final, and the Editor reserves the right to edit all submissions.

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Council News...

Pay, Pensions & Teacher Numbers remain priorities for 2015

The first EIS Council meeting of 2015 gave some early indication of the key issues for the year ahead, including pay, pensions and teacher numbers.

Newly elected Vice-President Pat Flanagan delivered his first report on the work of the Executive Committee, including an update on the ongoing dispute at Ayrshire College. The dispute centres around the college's imposition of a change of conditions at the North Ayrshire campus, and a campaign of industrial action commenced on 18 November last year. The EIS Branch Secretary was then suspended by the college the following day due to an allegation of "student complaints." A statutory industrial action ballot of members at all campuses was then authorised by the EIS to seek the immediate reinstatement of the Branch Secretary. The Branch Secretary was reinstated by the college shortly before the EIS was set to announce the result of the wider industrial action ballot. Although some progress has subsequently been made in negotiations, no agreement has yet been reached and at the time of Council (and at the time this SEJ went to press), the programme of industrial action had been reinstated.



Pat Flanagan

Pensions

Pat Flanagan updated Council members on discussions at both Executive and Salaries Committees regarding members' pensions and reported that a major obstacle had been the reluctance of the employers' representatives, COSLA, to meet to discuss the issue. The EIS had made clear to the Cabinet Secretary that the matter remained high on its agenda, and a date has now been set to commence "side-bar" discussions on pensions to determine ways of mitigating the impact of pension changes outwith the scheme. The Salaries Committee, which is responsible for pensions negotiations, had also agreed to issue an update to members on changes to the pension scheme, said Mr Flanagan.

(Editor's note – this update was issued to members by email in late January, and is also available on the EIS website

www.eis.org.uk

Pay

Salaries Convener Tom Tracey advised Council that the teachers' pay claim for 2015/16 (the terms of which were outlined in the December edition of the SEJ) had been formally agreed by the Teachers' Panel and submitted to the SNCT. Mr Tracey advised Council that no formal response had yet been received in relation to the detail of the pay claim from the employers' side. He also advised Council that an SNCT meeting planned for earlier that week had been postponed (at the request of the teachers' side) due to industrial action by the PCS union at Scottish Government sites, including the building where the meeting was scheduled to be held.



Teacher Numbers

The decline in the number of teachers employed over the last year, added to the significant decline in teacher numbers since 2007, was an issue of significant concern for Council members. The EIS has been extremely critical of the fall in teacher numbers (see related feature on p8 of this SEJ) and warned the Scottish Government and COSLA against any move away from the policy of maintaining teacher numbers.

John Dennis (Dumfries & Galloway) had proposed a Motion that the EIS should withdraw from participation in the Educational Outcomes and Teachers Group due to concerns that the group has been formed to provide cover for a move away from the protection of teacher numbers. However, having been told that the EIS has raised similar concerns with both the Scottish Government and COSLA and received firm assurances that protection of teacher numbers would remain on the agenda for the group, Mr Dennis withdrew his Motion, with the permission of Council.

New EIS Vice-President 2014-2015 Elected

Pat Flanagan, a Maths teacher from Aberdeenshire, has been elected as the new Vice-President of the EIS.

Mr Flanagan was elected via a by-election process following the resignation of the previous post-holder. Mr Flanagan assumed the Vice-Presidency with immediate effect following confirmation of the election result.

Pat Flanagan is a long-time EIS activist and the current EIS Local Association Secretary for Aberdeenshire. He joined the EIS in 1995, having retrained as a teacher following a successful career in industry.

He has taught at Fraserburgh Academy, Ellon Academy (where he also served as the school's EIS Representative), and at Meldrum Academy.

Pat Flanagan is also a long-serving member of the national EIS Council, and has served as a member of numerous EIS Committees including the Executive Committee, Salaries Committee, Strategy Committee, Finance Committee and the Employment Relations Committee.



John Inglis

Arms – Length Trusts

Council agreed to develop an EIS policy in relation to any potential move by any Scottish local authority to move its education service into an arms-length trust, following a Motion proposed by David Farmer (Fife). The Motion received additional support from many Council members, including Alan Munro (East Renfrewshire & Finance Convener), Nicola Fisher (Glasgow), John Inglis (East Lothian & Emergency Convener) and Paula Dixon (EIS-FELA).



Mairi Raeburn

Employment Relations

New Employment Relations Convener Mairi Raeburn (elected to follow Pat Flanagan as convener as a result of his election as EIS Vice President) delivered her first report to Council. Ms Raeburn told Council that the Committee had produced a revised paper relating to Violent and Disruptive pupils, including information on the current legal position, health & safety information,

advice to members on recording and reporting of incidents, and guidance on risk assessment. The Committee has also commissioned a series of posters, highlighting key areas of policy and advice, the first of which was issued to schools and colleges with the January edition of the Representatives' Bulletin.

Equality

Bill Ramsay, Equality Convener, updated Council on ongoing work to highlight the impact of poverty on education, including work at LA level with food-banks and both national and local publicity on the EIS Child Poverty Campaign.

Education

Education Convener Susan Quinn told Council that the committee had agreed in principle to be part of a research project into Teachers in Nursery Education. Ms Quinn highlighted that a funding allocation of £10,000 had been granted by the Executive Committee to support the research project. It is hoped that the research will provide valuable data to support the ongoing EIS campaign to protect high quality nursery education.

Members Highlight School Discipline Issues

EIS members have been highlighting the types of discipline challenges that they face in their schools. The EIS Education Committee asked members to report on the situation in their own schools, to help inform future EIS policy on improving school discipline. In just one week information was received from 21 of Scotland's 32 local authority areas, identifying a wide range of discipline related issues.

Reductions in staffing - including a decline in teacher numbers, deep cuts to specialist support staff, and the fall in the number of professional educational psychologists - are exacerbating the problems that many schools face in supporting pupils who have displayed challenging behaviour. With teacher numbers falling and class sizes rising, schools and teachers will face an ever greater challenge in maintaining effective discipline in the classroom..

Once all the information has been analysed, the EIS will use this to help tackle the issue of pupil indiscipline throughout Scotland and as evidence to highlight the need for investment in appropriate resources in schools to support teachers and to bring down class sizes to a manageable level.

News...

School Attack in Peshawar, Pakistan

Commenting following the attack on a school in Peshawar, Pakistan in December, EIS General Secretary Larry Flanagan said:

“Scotland’s teachers, like our colleagues around the world, are in deep shock today following the massacre at a school in Peshawar. The murder of pupils and teachers in their school as they were engaged in learning and teaching is a horrific tragedy.”

“All children and their teachers should have the right to work and learn in peace, in a safe and welcoming school environment. We echo the call from Education International for action to ensure that schools remain safe places to learn, regardless of race, religion or gender.”

Mr Flanagan also sent a letter offering the condolences of Scotland’s teaching professionals to the Consulate of Pakistan.

The Consul General, Syed Ahsan Raza Shah, replied offering gratitude for the expression of condolence: “We are touched by your message of support and condolences at the tragic and senseless act of terrorism targeting innocent school children and teachers. The overwhelming response of support from Scottish society has been heart-warming.”

EIS Condemns Ayrshire College over ACAS Refusal

The EIS has condemned the decision of Ayrshire College management to refuse an EIS offer to enter ACAS arbitration to reach an agreement to end the long-running dispute at the college.

Previously, the EIS had announced that members had rejected the latest offer on working conditions from the college in a ballot. In an attempt to facilitate agreement, the EIS then offered to suspend all strike action and enter into ACAS arbitration. The offer was rejected out of hand by management, with the result that industrial action at the college was reinstated with effect from Wednesday 28 January.

Commenting, EIS General Secretary Larry Flanagan said, “It is extremely disappointing that the management of Ayrshire College have flatly rejected the offer of ACAS arbitration to resolve this dispute. At every stage, the EIS has attempted to negotiate in good faith to facilitate a fair and workable agreement. Sadly, the intransigence of the college has made the process extremely difficult with the result that the programme of industrial action has been reinstated. Had the college accepted a very reasonable offer of ACAS arbitration, further strike action could have been averted.”

pic: Louis Flood



EIS Delegation to the recent STUC Women’s Conference in Glasgow

This year’s conference featured debates on key issues including the impact of austerity on women, flexible working, childcare, gender stereotyping, poverty and changes to the welfare system. The EIS moved a Motion highlighting the impact of the crisis in Gaza on women, children and families.

Implementation of New Qualifications

The EIS noted, with interest, the recent announcement of the provisional entries for Highers, including the new Highers, by the Scottish Government.

Commenting on the announcement, EIS General Secretary Larry Flanagan said, “The EIS is interested to note that 45% of pupils will sit the existing Higher this session, with a significant number of schools having opted out of the new Higher for this year. The facility for schools or departments to opt out of the new Higher was only delivered after much lobbying by the EIS, and the very high take up demonstrates the wisdom of pursuing this option. Schools and teachers know what is best for their pupils and it is clear that, for this year, many believe that the existing Higher is the preferable choice.”

Mr Flanagan went on to highlight the substantial additional workload burden that has been placed on teachers by the introduction of the new qualifications.

He said, “The introduction of New Higher followed the implementation of National 4 and National 5 which created increased workload and stress due to the implementation timescale and assessment arrangements. The new Higher has in itself generated workload burdens but the worst potential effects and disastrous impact on teachers was avoided by the option for departments to have the choice of whether to implement this year or to delay implementation until 2015-2016. However, it is clear that the additional workload demands on teachers remain considerable and little has been delivered, by way of additional support and resources, to help alleviate this burden.”

At a recent evidence session at the Scottish Parliament, the EIS called for additional per capita funding to be made available to schools to support the purchase of text books for students.

Highlighting the Impact of Hunger on Children's Ability to Learn

EIS Local Associations across Scotland have been holding foodbank drives in their local areas, while also running letter and email writing campaigns emphasising the growing use of foodbanks and highlighting the impact of hunger on young people's ability to concentrate on their learning.

The EIS is also preparing advice to members on how they can support young people in their establishment who are affected by hunger.

The initiative was launched as the result of a Motion raised at the national EIS Council by Education Convener Susan Quinn. Ms Quinn is also a former Primary Headteacher in one of Glasgow's most deprived areas and, in January, took up post as the new EIS Local Association Secretary for Glasgow.

Ms Quinn said, "We are seeing a huge rise in the number of young people coming in to school without having had a proper breakfast. In Glasgow, one child in two is now meeting at least one of the criteria that indicate they are living in poverty. Half of all the children in our largest city – that is why we must act."

Commenting, EIS General Secretary added, "It is simply unacceptable, in a modern and affluent country, for any child to have to come to school hungry. Action is needed now to reduce the impact of poverty and to provide all children with a fair chance to succeed."

Mr Flanagan went on to welcome the roll-out of universal free school meals to all primary 1 to 3 children across Scotland: "The EIS joined with others to campaign for free school meals to be extended to all children in primaries one to three. It is extremely welcome that the Scottish Government has listened, and is working with local authorities to roll out free meals to young primary children in all parts of the country.

"Providing all pupils in P1 to P3 with a free school meal is a significant and positive step, which will aid family budgets, bring important health benefits for young children and help pupils to concentrate on their learning throughout the school day."



Page Scholar Report

In the December edition, the SEJ published an edited version of the report by last year's Page Scholar, Adam Alexander.

However, we unfortunately omitted the information on where the full report can be accessed. This is available online at **EIS website / Education / Education Publications** and includes extensive information on child development, in addition to a full reference list.

Developing Scotland's Young Workforce

The Cabinet Secretary for Fair Work, Roseanna Cunningham, recently announced that a 'National Advisory Group on Developing the Young Workforce' will be formed.

EIS General Secretary Larry Flanagan (appointed as a member of the group), said: "The EIS supported the work of the Wood Commission on Developing Scotland's Young Workforce and is pleased to have been invited to join the National Advisory Group which will support the implementation of the Commission's recommendations.

"The EIS welcomed the Commission's recognition of the vital role that Scotland's FE colleges must play in developing a high-quality vocational education experience for young learners. We also share the aim of delivering enhancements that will ensure colleges enjoy a high status."

He continued, "The Commission also emphasised the importance of partnership working with schools and employers to improve vocational learning opportunities, and the potential for use of the senior phase of Curriculum for Excellence to deliver some aspects of vocational education."

Mr Flanagan added, "The Advisory Group's priority must now be to ensure that the Commission's recommendations are acted upon – including an exploration of how funding and resources should be delivered to ensure that colleges in particular can play their part in this important and ambitious programme."



New EIS Organiser appointed

The EIS has appointed Annie McCrae to the post of Organiser, with primary responsibilities including member recruitment, retention, engagement and training. Annie was a long-serving EIS activist and Council member, who previously taught English at Trinity Academy in Edinburgh.

Annie also qualified as one of the EIS's first group of Equality Reps (see related feature on pp20 of this SEJ). Annie can be contacted at EIS HQ on **0131 225 6244** or **amccrae@eis.org.uk**

EIS Campaigns on Teacher Numbers

Protecting teacher numbers has been a major focus of EIS activity in the recent period.

THE EIS was blunt in its warning to the Scottish Government over any potential abandonment of its commitments to maintain teacher numbers and lower class sizes and wrote directly to Finance Minister John Swinney and Education Secretary Angela Constance to raise our concerns on the terms of the local authority budget settlement, announced late last year, in which no mention was made of funding for these two long-standing policy commitments. Early local authority budget statements have indicated that education is poised to suffer deep cuts this year and local authority group COSLA has already made clear its desire to further cut teacher numbers, with a subsequent increase in class sizes. Indeed, COSLA's public statements indicated a worrying cost-cutting agenda – including threats to teacher numbers through a cut to the length of the primary school week, a move which would be fiercely resisted by the EIS.

In a letter to both Cabinet members the EIS expressed the view that the budget settlements seemed to grant local authorities license to attack teacher numbers and increase class sizes

and brought into doubt the Scottish Government's professed commitments to Scotland's pupils, parents and teachers despite its previous statements about accepting the importance of maintaining teacher numbers to ensure a sound learning environment and high-quality educational experience for pupils.

We have already seen class sizes increase across Scotland – and that was with guarantees on teacher numbers in place. With the potential removal of these protections, councils would be able to cut back still further on teaching staff numbers with damaging consequences for young people in our classrooms.

“the fact of the matter is you cannot deliver outcomes without sufficient input – and that means investment to ensure there are sufficient numbers of teachers working with pupils in the classroom.”

The EIS is clear that whilst others can talk about working to agree a new set of measures based on 'educational outcomes', the fact of the matter is you cannot deliver outcomes without sufficient input – and that means investment

to ensure there are sufficient numbers of teachers working with pupils in the classroom.

The EIS is pleased to report that the response of the Scottish Government was to acknowledge the merit of the concerns raised by the EIS, to reiterate its belief that teacher numbers had to be maintained in line with pupil rolls, and to indicate that it was working with COSLA to establish a mechanism to achieve that aim.

Those discussions have resulted in a proposal which will see teacher numbers protected in line with the current figures, 2014/15, with teacher pupil ratios also maintained and monitored.

To support compliance with these targets, local authorities will be allocated additional funding for maintaining the figures (a carrot rather than the current stick of threatened sanctions).

This marks a significant victory for the EIS and for Scotland's teachers, schools and pupils. It has been achieved by utilising the collective voice and strength of the union to highlight the concerns of teachers, by the Union's willingness to engage constructively with politicians and by the recognition from others that the EIS is the voice of Scottish teachers.

“With the potential removal of these protections, councils would be able to cut back still further on teaching staff numbers with damaging consequences for young people in our classrooms”

For an update on this issue please see www.eis.org.uk



“In Scotland education is seen, almost universally, as a societal benefit, a community of interests and of opportunities”

Defending the Common Weal

EIS General Secretary Larry Flanagan looks at the politics of Scottish education

Despite the significant curricular change of the past decade, with its inevitable disruption and tensions, Scottish Education has benefitted from a broad political consensus about the purpose and nature of our education system. In Scotland education is seen, almost universally, as a societal benefit, a community of interests and of opportunities, an instrument of the “common weal.” The insidious approaches associated with the Global Education Reform Movement (GERM) have been repelled at every turn, whereas in England the damage wreaked by former Education Minister Michael Gove’s enthusiastic embracing of this US led agenda around target setting, league-tables, name-and-shame inspection, and the commodity-led/privatisation agenda is there for all to see – local authorities side-lined, comprehensive education undermined, and professional standards under constant attack.

But might Scottish Education be facing a similarly fractious future- with any former consensus set aside in favour of party political point scoring? Recent

changes have seen a host of new players enter the scene and it is clear from early sparring that education may become a major battleground. In terms of policy priorities and indeed budget spending that is as it should be – education is a major service and one in which voters have a particular interest. The concern for teachers, however, is that often political debate can spill over into attacking, even undermining, the service being delivered at present, in already increasingly difficult circumstances.

Recent discussion on the impact of poverty on educational attainment is a prime example: Angela Constance, the new Cabinet Secretary for Education, has written publically about the importance of tackling this issue; Jim Murphy, Scottish Labour’s new Scottish leader made similar comments in his opening speeches; and Ruth Davidson, also, has sought to gain political capital from the same theme. The evident commitment to this agenda from politicians is welcome but it shouldn’t be a competition about who apparently cares most!

The EIS has been running a campaign

to highlight the impact of poverty on educational achievement. We know that schools can and do make a difference to individuals, we know that specific projects (like nurture classes) have an impact; that assigned funding, such as the School Improvement Partnership projects, leads to improvements but we recognise, also, that schools by themselves cannot overcome some of the worst consequences of the structural poverty we have in our society – there is a bitter irony in some politicians advocating action on inequality whilst implementing benefit cuts! Blaming others may be a traditional playground response but it won’t serve as a substitute for sober political discourse.

Scotland’s Education system clearly isn’t perfect and any sense of complacency deserves to be challenged. It is however, a good and effective system founded on agreed principles. I know from speaking with teacher trade unionists in other countries that it is a system which is admired around the globe – not least in our nearest neighbour. And at its heart is a sense of common purpose we would do well to preserve.

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Angela Constance

Cabinet Secretary for Education and Lifelong Learning



Iain Gray

Shadow Cabinet Secretary

Representing Education

Late last year, changes of leadership in Scotland's two largest political parties led to major reshuffles in both the Scottish Cabinet and the Shadow Cabinet. This included the appointments of both a new Cabinet Secretary for Education and Lifelong Learning, Angela Constance, and a new Shadow Cabinet Secretary, Iain Gray. The SEJ spoke to both Ms Constance and Mr Gray and posed a series of questions about their views on, and priorities for, Scottish education. Here, we present their answers – **in full, and unedited.**

1) Firstly, congratulations on your recent appointment - what do you see as your own personal challenge over the next year?

AC: Thank you. It really is a privilege to take on this job at an exciting time for Scottish education. I want to work closely with teachers and the wider education community to build on recent successes such as the rise in school-leavers securing positive destinations and the on-going improvements we're making through Curriculum for Excellence and by implementing the Young Workforce Commission's vision for vocational education. At the same time, I'm in no doubt about the challenges we face. I'm absolutely clear that we must do much more to tackle the attainment gap between our least and most advantaged children. Clearly poverty doesn't start in the classroom but both as a social worker previously and a minister now, I've seen what a powerful and positive impact that great teachers are making across Scotland to help children believe in themselves and excel, even inspiring families and wider communities. We must do all we can to close the attainment gap where it exists and that will be at the heart of not just my work, but this Government's work, for the remainder of this Parliament.

IG: Thank you! I am delighted with the job, a portfolio I have never previously held in either government or opposition (apart from HE which was in my brief when I was Enterprise Minister back in 2002). I started professional life as a Physics teacher though, and my passionate belief in education as the key to richer lives as well as greater prosperity remains undiminished. In the shorter term I want to challenge the Scottish Government to turn around some of their failures, not least the reductions in teacher numbers and cuts to our colleges. Longer term I am already working with colleagues to move on from our critique of government policy to our own policy offer. In schools that means addressing how we begin to close the achievement gap, in childcare how we move the debate towards affordable flexible models like those in Scandinavia, rather than an auction of who can offer the most free nursery hours, and in FE how we re-establish the sector as central to our education system, working in partnership with schools, and in articulation with universities to expand the quality, diversity and number of opportunities for all. Clearly this will be the basis for our offer to the electorate in 2016, but I will seek consensus with the current government to move forward now wherever that is possible.

2) Tackling the impact of poverty on educational achievement is a key theme for the EIS. How would you support this aim? Do you agree that ring-fenced targeted additional funding is a critical part of the answer?

AC: Against every main measure Scottish school education is getting better, and I'm seeing each week how teachers have been key to that progress. But of course we need to do more, particularly in primary schools, to ensure every pupil has an equal opportunity to succeed, regardless of background. And yes, that includes targeted support. Initiatives such as our Raising Attainment for All Programme, launched last year and now involving more than 150 schools, are taking us in the right direction. On my first school visit as Education Secretary I was pleased to be able to announce further support through a second round of the Access to Education fund, which we set up to help reduce specific barriers to learning experienced by pupils from disadvantaged backgrounds. The First Minister has made it clear that raising attainment for all and closing the equity gap in educational outcomes is at the heart of this government's work so there will be no let-up in our efforts with schools, teachers and parents to achieve that.

IG: There is no doubt that targeting resources has to be part of this, and we have to find a way to ensure that such targeted resources are used to tackle the impact of poverty on achievement. The complex questions of identifying where to intervene, what that intervention should be, and how we track progress need to be developed with the sector, not least those who are currently working on the frontline of these challenges. However it is clear to me that any plan has to include early intervention, at primary and preschool levels as well as secondaries, and that it must include support for parents and families as well as schools. Readers will know that Jim Murphy has already set some early objectives on this issue, and we are currently developing those aspirations into a policy offer.

3) Where do you stand on the role of nursery teachers, and education, in the pre-5 sector? Should nursery education be a statutory service?

AC: Teachers play an important role in early years settings. We're investing £4 million in developing the early learning and childcare workforce, including supporting additional postgraduate places for primary teachers who want to specialise in early years and additional places for those wanting to undertake the Childhood Practice degree. There isn't a statutory minimum level of access to a teacher in early years care, however I expect local authorities to deploy teachers in ways that make the best use of their skills and experience as part of the wider team. Of course, we have also asked Professor Iram Siraj to independently review the early learning & childcare and out-of-school-care workforce and that will help inform any future developments.

IG: I absolutely believe that access to a teacher is a good thing, and there should be more of it and not less. But when hard questions have to be asked about how we pay for that, we have to ask too what will make the greatest difference to families, particularly the poorest, and I know that there are different views in the sector about this. Therefore I'm open to hearing from the EIS and from others about why this should be a greater priority for early years intervention.

4) Teacher numbers have fallen over the past year, despite an agreement to maintain them, and the EIS is concerned that even more posts are under threat from the current local authority budget round. How do you respond to this scenario?

AC: The change in the pupil-teacher ratio, however small, was in the wrong direction and is disappointing, especially as we provided extra funding to local authorities specifically to support the delivery of the teacher numbers commitment. The recent statistics made clear that the rise in the number of primary teachers was outstripped by an increase in primary school pupils. It remains our priority to maintain teacher numbers in line with pupils and this is a shared commitment with COSLA. We are continuing discussions with them, with local authorities and of course with the EIS and others on the best way to measure a broader range of educational outcomes, including teacher numbers as an important factor in the future.

IG: We believe that the EIS is correct when you say that the move to educational outcome agreements is de facto the abandoning of promises on teacher numbers and class sizes. We have pursued this in parliament at every opportunity, without clarification being provided. Some responses lead us to believe that ministers are now thinking about how they can include some measure of numbers or class sizes in the outcome agreement, but it seems to us that Local Authority budgets will have been set before the outcomes group comes to any conclusion.

Editor's note - Answers were provided prior to announcement of new proposals to protect teacher numbers

5) Reduced staff numbers fuel the workload crisis teachers and lecturers face, increasing stress and ill-health levels. Should employers, particularly local authorities, be taking this issue more seriously? What is the role of Scottish Government?

AC: Teachers have done a fantastic job to ensure the successful delivery of Curriculum for Excellence, helping young people on their educational journey. I've seen that first hand in the few months since I've been Cabinet Secretary – at schools such as Forthview Primary in Edinburgh, where teachers are at the heart of great work to enhance educational communities, bringing the school together with pupils and their families. It's essential that teachers are given the right support and they know that we are listening. Last year, having listened to the profession's concerns about issues around the delivery of the new qualifications, we provided an unprecedented package of funding to support them in this work. And I will continue to listen. As I've said, the capacity of our teaching workforce is critical to our work to improve school attainment and close the equity gap in educational outcomes – our progress will be greater by working together.

IC: Yes. After all, at the most basic level, employers will incur additional costs through cover if sick rates increase. I am also sensitive to the concerns raised by the EIS survey on teachers' workload, with only 33% of respondents being generally satisfied in their working life. Therefore, the more important issue is the long term wellbeing of teachers and the quality of education it is possible to deliver.

6) Do you agree that smaller class sizes would help tackle workload concerns and support effective learning?

AC: Just a few years ago, more than 16,000 P1s were taught in classes of 25 or over. This Government has virtually eliminated classes of this size. We know that the recent increase in the pupil-teacher ratio has been driven by an increase in primary pupils. While any change in the wrong direction is disappointing, teacher numbers have been broadly maintained in the face of Westminster austerity. Ensuring we have an education and lifelong learning system that best supports our children and young people to fulfil their potential is our priority and we are continuing discussions with the EIS, COSLA and others to consider how this is achieved. We have taken action specifically on workload, such as providing an extra in-service day for teachers, but I recognise there is more to do.

IC: In principle, and in general I would agree. Many years ago at Gracemount High I taught classes which had small numbers of partially sighted pupils from Kaimes school integrated into them. At that time Lothian Region held science classes at 14, and it was possible to maintain the quality of learning overall, and give the Kaimes students the additional support they required. Within a few years class sizes had increased to 21 and in my view, the quality of learning offered to Kaimes students had been compromised. So, my own experience tells me that class size is a factor in learning quality most especially for those students who need additional support. However, it is not the only factor, and significant reductions may be necessary to make a real difference. I do not believe that school policy can or should be reduced simply to a debate about class sizes alone.

7) FE colleges have faced considerable challenges over the past few years, including a major programme of mergers, and cuts to staffing and the number of student places. Given the importance of FE in providing vocational education and skills, is this continuing squeeze on the sector in any way justifiable?

AC: Both from my previous post, and today I can see that colleges are now more efficient, more accountable and more focussed on skills for work and economic growth than ever before. That is a credit to the professionalism of the teaching staff delivering courses that are changing young people's lives and prospects right around the country. The Scottish Funding Council's latest figures bear this out: colleges have exceeded targets on FTE places; and since 2008/09 the number of college enrolments successfully completing full-time courses leading to recognised qualifications has risen by a third. At the same time we have stabilised college investment with funding rising from £522m to £526m next year, while the UK Government is cutting their adult skills budget by £466m.

IC: No, it is not, and Scottish Labour has been vociferous in raising concerns about FE mergers, staffing, student numbers, the loss of certain courses, the focus on certain age groups and funding generally. For us colleges have to be at the centre of the educational system, in their own right but also in partnerships with schools and articulation pathways with our universities. This is reflected in good practice around Scotland and in the proposals of the Wood report. It has a vital role to play in closing the attainment gap and addressing Scotland's unsatisfactory record in widening access to HE. Yet these are some of the very activities which have been squeezed out of the FE sector. We must begin to reverse that, and quickly.

8) Do you support continuing public sector pay restraint or are you in favour of stimulating the economy through giving Scotland a pay rise?

AC: We're working to build a fairer, more sustainable and more balanced economy - providing opportunities for businesses, and security and support for hard-working people across Scotland. Clearly the UK Government's policy of financial austerity places Scottish Government and local government in a difficult position. Public sector workers, including teachers, work extremely hard to ensure the effective delivery of public services. We will seek to ensure the tripartite discussions of the Scottish Negotiating Committee for Teachers leads to a pay agreement that's fair, supports those on the lowest incomes and protects public sector jobs and services while delivering value for money for the Scottish people.

IG: Scottish Labour fundamentally believes that reversing the real terms decline in pay has to be a key driver of economic growth. We do believe that the priority is to address systemic low wages, through spreading the living wage throughout the public sector and beyond, for example by using procurement of public sector contracts.

9) How can we ensure that Scotland's Higher Education Institutions are competitive, properly funded and well governed in the future and that adequate support is available for students?

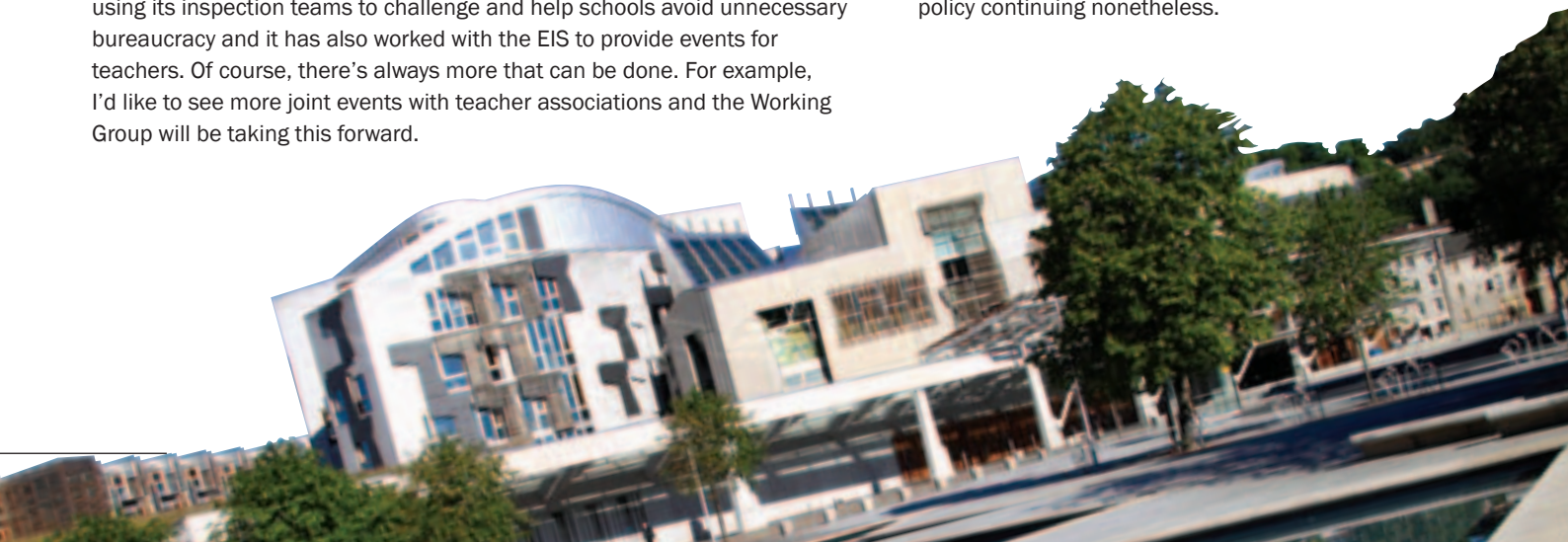
AC: Scotland is a leading nation in higher education and we're committed to enabling our universities to grow. We continue to invest more than a billion pounds in universities each year through the SFC. Our investment is bearing fruit – the number of Scottish-domiciled full-time undergraduate entrants to our HE institutions rose 7% over the year to 2013-14. Of course, Scottish undergraduate students pay no tuition fees and the average student loan debt is the lowest in the UK while graduate employment prospects are also better – clearly showing that our HE sector is in good health. The SFC also has a duty to promote good governance. We are also consulting on proposals for legislation that seeks to inform university governance with more modern and democratic principles.

IG: Jim Murphy has made it clear that he will continue Scottish Labour's opposition to tuition fees. However we now have an unacceptable system of student support which leaves Scottish students with the highest levels of indebtedness in the UK, in spite of long forgotten promises by the SNP to eliminate student debt altogether. Grant levels and thresholds must be adjusted to redress some of the recent changes which have left us in this invidious position.

10) What more can be done to cut bureaucracy in schools and reduce the excessive amounts of paperwork that have arisen relating to CfE, new forms of assessment and new qualifications?

AC: Excessive bureaucracy is in no-one's interests, is completely unacceptable and is something we've been working hard to help tackle. The work we're doing with the EIS and other teacher associations, with local authorities and others has undoubtedly led to progress. The Tackling Bureaucracy working group's report has been well received and since it was published, the SQA has confirmed plans to reduce workload requirements for the new qualifications while maintaining standards. Education Scotland is using its inspection teams to challenge and help schools avoid unnecessary bureaucracy and it has also worked with the EIS to provide events for teachers. Of course, there's always more that can be done. For example, I'd like to see more joint events with teacher associations and the Working Group will be taking this forward.

IG: Scottish Labour supports the work of the cutting bureaucracy group, on which the EIS serves. However, more has to be done with school managements and local authorities to embed the new culture of less standardised testing, and thereby see less testing not required by national policy continuing nonetheless.





Protecting Members in the Workplace

EVERY year, the EIS pursues legal claims for teachers and lecturers who have been injured in the course of their work. Accidents such as slips, trips and falls and deliberate acts such as assaults on staff continue to happen too frequently in our schools, colleges and universities.

The EIS has released figures which highlight that over £180,000 in compensation was paid to teachers and lecturers over the past year in relation to work-related injuries.

Commenting on these figures, Larry Flanagan, General Secretary said, "The main goal must always be to avoid accidents and prevent injuries to education staff. However, whenever an EIS member is injured in the course of their work, we will continue to do all that we can to achieve a fair settlement on their behalf."

Compensation payments are based on strict guidelines and are designed to compensate members for actual loss, including pain and suffering, loss of earnings and future losses. "These damages should never be viewed as some kind of windfall for injured members and their families," he said. "Every case is calculated to the penny with the sole aim of putting members back to the position they were in before they were injured through no fault of their own."

Mr Flanagan was also highly critical of the practices of many insurance companies adding, "The total compensation bill would decline dramatically if insurance companies admitted liability earlier thereby avoiding

the accrual of unnecessary medical and legal bills."

While some of the most serious cases involve assaults on teaching staff, the compensation settlements published by the EIS reveal that the most frequent cause of injury to teachers and lecturers continues to be accidents involving falls caused by slips and trips. Commenting, Larry Flanagan said, "Such accidents are completely avoidable if employers implement basic, inexpensive safety requirements. Compensation payments are made because some employers continue to fail to protect their staff from avoidable workplace injuries.



These can often be avoided by effective risk assessment and correct adherence to simple health and safety procedures."

Mr Flanagan also highlighted the importance of all incidents being properly recorded and reported – including the filing of police reports, where appropriate (e.g. in cases of violence against a teacher).

He said, "It is essential that all injuries in the workplace are reported, logged and that

the police are informed where a potential crime, such as assault, has occurred. Without proper procedures being followed for the recording and reporting of incidents, there is little chance of any action being taken to address the cause of the injury. Teaching professionals are sometimes reluctant to report incidents, for various reasons, but it is important that all incidents are properly reported and logged so that they can then be dealt with appropriately."

EIS launches new poster campaign

The EIS has published the first in a range of new posters, highlighting the issue of violence against teachers and the requirement on all employers to ensure a safe working environment for their employees.

The posters will be sent to EIS Representatives over the next few months, with the first poster already distributed to schools and colleges in the January edition of the Representatives' Bulletin.

The poster campaign was launched as the result of a resolution at last year's EIS AGM, which called on a publicity and advice campaign to raise awareness of issues such as assault in the workplace, duty of care, recording and reporting of incidents and the involvement of the police where necessary.

CPD

Learning Reps

Special
4-page
pull-out

Professional Update and You A Guide for EIS Members

Professional Update affects **everyone registered with GTCS** and came into force in Scotland from August 2014. CPD is an ongoing commitment; the Professional Update process means that every five years, teachers will be required to confirm their engagement in this process with GTCS. This involves two signatures – one from you and one from a CPD coordinator – attesting to your involvement in PRD and Professional Learning.

Note - the launch of PU is not retrospective i.e. if you are in year 1 for sign off you will be attesting to your involvement since the scheme was launched.

Professional Update should be a supportive process around professional development. It is not linked to competence issues, which are dealt with through a totally separate process. **Any EIS member who feels that their Professional Update is being linked to competence in any way should contact the union immediately for advice.**

In this pull-out guide to Professional Update, we look at the key elements of the Professional Update scheme and offer some helpful hints on what is required of you as an individual.

FAQ: The following are a sample of questions asked at EIS PU events.

What if my PRD reviewer doesn't agree with my CPD priorities?

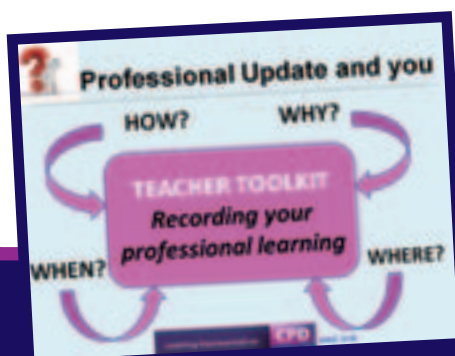
The review process is meant to be a professional dialogue. The role of the reviewer (who should have been trained) is to provide support and challenge. Although your reviewer may well be your line manager, that is not their function in the discussion. He or she does not have control over the agenda – you do.

What is my contractual commitment on CPD?

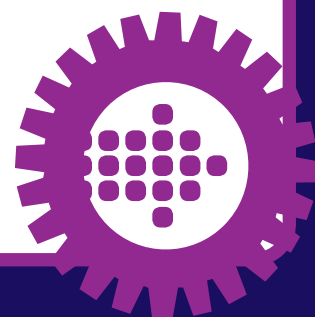
The contractual commitment is for an additional 35 hrs dedicated professional learning above your 35 hour week. However, much CPD may take place within your contractual week e.g. inset days. You should record this as part of your record, even though it will not count towards the 35 hours requirement. Remember, also, that if you spend time during the school day engaged in professional learning and as a consequence find other work, such as marking, displaced to outside your school week – you are entitled to count that time as part of CPD hours.

What if there are no courses available which I wish to attend?

Courses can be useful but it is important to remember that there are many other, often more effective, ways of engaging in professional learning e.g. learning communities, action research, focussed professional reading, membership of working groups, visits to other establishments and so on.



A helpful Teacher toolkit, developed by EIS LR Bill Harris can be found in the CPD section of the EIS website: www.eis.org.uk



What Does Professional Update Mean in Practice?

As a teacher you are required to undertake CPD/Professional Learning and keep a portfolio of evidence which demonstrates the impact of this on learning and teaching in the classroom.

Local Authorities have to ensure that they have a policy in place on PRD (professional review and development) and Professional Update. These policies must be approved by the GTCS. Details of the validated policies, recording systems, self-evaluation and other useful guides from various local authority areas can be found at www.gtcs.org.uk/professional-update/sharing-practice-in-professional-update.aspx

Professional Update includes the following elements:

- An annual update of contact details to GTCS
- Engagement in professional learning
- Self-evaluation against the appropriate GTCS Professional Standard
- Discussion of this engagement and the impact of this, as part of the PRD process
- Maintain a professional learning record and associated evidence of impact
- 5 yearly confirmation of this engagement to GTCS (Professional Update sign-off process)

The implementation of Professional Update sign-off is on a phased basis, depending on your year of GTCS registration. Around 20% of teachers in any one year will be due for sign off – **to check when you are required to do so please see the inset box.**



Registrants will be required to complete Professional Update based on year of initial registration. The second digit of your Registration Number will indicate when you will be required to undertake Professional Update:

Registration Numbers	Year
x9xxxx and x4xxxx	2014/15
x0xxxx and x5xxxx	2015/16
x1xxxx and x6xxxx	2016/17
x2xxxx and x7xxxx	2017/18
x3xxxx and x8xxxx	2018/19

CPD

Learning Reps

CPD/Professional Learning

There are many different types of CPD/Professional Learning associated with Professional Update. Below are just a few of the many listed by GTCS on their website www.gtcs.org.uk/professional-update/professional-learning.aspx

- Self-evaluation and critical reflection processes
- Experiential, action or enquiry-based learning
- Professional dialogue with colleagues, other professionals, parents, and learners
- Focused professional reading and research
- Leading or engaging in practitioner enquiry/action research

Attendance at the CPD events organised by the EIS should be logged as they clearly have impacted on knowledge.

Reflecting on Professional Standards

Every teacher in Scotland must meet the Standard for Registration. This standard, therefore, provides a reference framework for everyone. If you so choose, you would be able to demonstrate throughout your career that you are a reflective practitioner by reference to this basic standard.

However, if you aspire to a management or leadership role, then you may choose to reflect, also, upon the Standard for Leadership and Management. Similarly, if you are a Chartered Teacher or an experienced teacher you may find the Standard for Career Long Professional Learning useful.

It will very much depend upon where you are in your career and what your professional aspirations are. **It is perfectly acceptable to reflect against just one of the Standards.**

A helpful Teacher toolkit, developed by EIS LR Bill Harris can be found in the CPD section of the EIS website: www.eis.org.uk



Evidence of CPD/Professional Learning

There have been many queries from members about the amount of evidence they are required to have. **Evidence does not mean volumes of ring binders stuffed with paper!** It may simply be a diary note of progress in a class, or by a pupil, or an observation on impact. It is about being able to demonstrate impact on teaching and learning, recognising that this may be longer term or aspirational.

Your CPD portfolio should give a description of the activity you have undertaken and when this took place. You should then say what impact it had (this is the most important part as you are reflecting on the activity you have undertaken); what difference it has made to you; and what evidence do you have to support this.

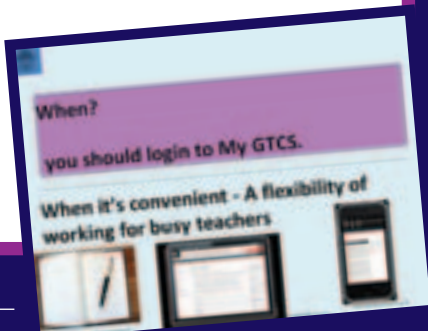
Recording CPD/Professional Learning

One way to record CPD/Professional Update is to open a MyGTCS account which not only enables you to record this learning but also includes information sections online to help you get the best from the additional features. Further details on how to use a MyGTCS account can be found at: www.gtcs.org.uk/GTCS-login.aspx If you need further practical assistance you can contact your local EIS Learning Rep who will be able to help you.

Some local authorities are using Gateway or another system for teachers to record their CPD/Professional learning - as long as this information is logged on the system which is being used then teachers are ensuring that they have the necessary information for their PRD and Professional Update.

If you open a MyGTCS account this will advise you if the local authority you work for is using a different system. Your local authority should also have advised you of this.

You are only required to keep one record.



PRD Meeting

PRD meetings are about professional dialogue. Your reviewer should have been trained to support you in determining your professional learning needs but she/he cannot dictate them to you.

Members have asked about the link between their PRD and the school improvement plan. Clearly there is liable to be some link between your development needs and the school improvement plan. However, our Learning Reps encourage teachers to look at their own professional needs first. There are many areas you can reflect upon to do this as effective self-reflection and evaluation takes account of a wide range of evidence and factors:

- The new Professional Standards/ Relevant competency framework
- Service priorities/School Improvement Plan
- Current delivery of remit & responsibilities
- Skills, knowledge & understanding required to deliver professional responsibilities in the year ahead
- Progress to date in meeting development objectives
- Outcomes and impact of last year's development activities
- The effectiveness of models of delivery undertaken
- Areas of professional satisfaction, success, strength, interest
- Personal, professional aspirations

Support on Professional Update from the EIS

The EIS has over 100 highly trained Learning Reps who give information, guidance and advice on all aspects of CPD/Professional Learning. They will be able to give you specific guidance on all aspects of Professional Update including practical assistance on your CPD Portfolio, Logging your CPD/Professional Learning, PRD, Evidence of Impact – the contact details for all Learning Reps can be found at: www.eis.org.uk/LRcontacts. If you find that you work in one of the few local authorities where we do not yet have a Learning Rep please contact Lyn McClintock lmcclintock@eis.org.uk who will put you in touch with a Learning Rep.

The EIS now has specific Professional Update information on the website which can be found in the CPD/LR section via www.eis.org.uk

A helpful Teacher toolkit, developed by EIS LR Bill Harris can be found in the CPD section of the EIS website: www.eis.org.uk

Retired Teachers

There are two statuses for teachers – Associate and General.

Any retired teacher who does not intend to undertake supply work but still wishes to remain on the GTCS register can have Fully Registered (Association) status.

Any teacher retiring can request that their Professional Update is brought forward to allow them to continue to teach on supply once they have retired.

Full details relating to both of the above categories and how they relate to Professional Update can be found at www.gtcs.org.uk/professional-update/retired-teachers-and-supply-work.aspx

Professional Update Categories

Full details of how Professional Update affects each category of teacher can be found at www.gtcs.org.uk/professional-update/professional-update-categories.aspx

Further Education Lecturers

GTCS are piloting Professional Update with a small number of registered lecturers in the college sector during session 2014/15.

If you should receive a letter indicating that your Professional Update is due during this session you should contact GTCS and you will be able to defer: professionalupdate.gtcs.org.uk

University Lecturers

GTCS is currently in the process of validating University Professional Review and Development schemes to ensure that they meet the principles of Professional Update. The validation criteria for universities and other relevant information can be found at www.gtcs.org.uk/professional-update/professional-update-categories.aspx

Supply Teachers

GTCS has validated Local Authority, University and Independent Sector Professional Update schemes. They have had a specific focus on provision for supply teachers. The following should be in place within each Local Authority:

- Many aspects of Professional Update such as recording systems, guidance materials, professional learning opportunities and specific support for supply teachers will vary depending on where you are currently working
- You should check locally to see what information, handbooks, networks, meetings, policies etc. are in place for supply teachers and how best to access them.
- Supply teachers working in more than one Local Authority can nominate one Local Authority as their employer and notify the others that they will be following the Professional Update process in their chosen Local Authority. Further information should be available from Local Authority staff with responsibility for Professional Update.
- Supply teachers engaging in only sporadic work and with no access to a local authority system can record their professional learning on the online profile available through MyGTCS. If you do not have access to a designated line manager at the point where you are required to complete the Professional Update sign-off, you can submit your professional learning record directly to GTCS using the MyGTCS online profile system.

For full details on the above and how Supply Teachers can engage in professional learning go to: www.gtcs.org.uk/professional-update/supply-teachers.aspx





Newly Released Papers Highlight Truths About 1980s Dispute

THE 1980s Tory government wanted to “let Scotland stew in its own juice” during the long-running teachers’ pay dispute, led by the EIS, in the 1980s.

Correspondence that was made public for the first time recently under the 30-year rule reveals how Thatcher’s government responded to the most sustained campaign of industrial action in the history of Scottish education.

The 1984-86 pay dispute, when the EIS launched targeted action against Tory seats north of the border, prompted some highly revealing exchanges between the Prime Minister, senior Cabinet members and civil servants.

Repeated pleas from Malcolm Rifkind, the then Scottish Secretary, for a wide-ranging inquiry would eventually help to end the dispute.

The newly-released records highlight that a number of senior figures in the Tory government were strongly opposed to ordering what would become known as the Main Inquiry.

The government papers record that, in late January 1986, party chairman Norman Tebbit phoned Downing Street to say that “Under no circumstances should the Scottish Office tail be allowed to wag the English dog.”

He added that Scottish teachers should be told there was no reason they should be “Bloody minded and treated differently.”

The following month, Treasury official

JB Unwin wrote to Mrs Thatcher saying: “The Treasury remain strongly opposed to either an inquiry or a statutory review body, and would still prefer to let the ACAS process take its course in England and Wales, and let Scotland stew in its own juice.”

However, Rifkind was adamant that an inquiry was required: “We have had a series of explosions of public anger with a steady level of discontent in between, kept going by media coverage of the dispute that is much more intense than in England and Wales. The threat to examinations will produce further acute difficulty for us and our colleagues in Scottish regions who face re-election in May.”

“let Scotland stew in its own juice”

He later wrote: “For the sake of the government’s credibility with the Scottish people I need a decision which makes sense in Scottish conditions, and I am quite clear that the best – indeed the only – solution on offer is a wide-ranging independent inquiry.”



Commenting on the release of the records, EIS General Secretary Larry Flanagan said, “Given the disdain with which the Thatcher era government treated Scotland and its workers, particularly public sector workers, the revelations revealed in these papers will come as little surprise to Scotland’s teachers. The teachers’ industrial action campaign of the 1980s, led by the EIS, was a significant milestone in industrial relations in this country. It marked the first time that any group of workers, anywhere in the UK, successfully stood firm in defiance of a concerted, ideologically driven attack by the Tory government.”

He added, “While opinion may sometimes be divided on whether teachers won, it is clear that we certainly did not lose, and were successful in seeing off the worst of Thatcher’s attack. The dispute also helped to bring teachers together behind a common cause, encouraged member activism and helped the EIS to emerge as an even stronger, more effective union at the end of the campaign.”

Blazing a Trail

THE Scottish Government's 'Working Together Review: Progressive Workplace Policies in Scotland' published in August 2014, recommended that "The Scottish Government should work with the STUC and public sector unions to introduce trade union Equality Representatives into Scottish public sector workplaces. Equality Reps should be given access to appropriate training and facility time to perform this role effectively." The STUC thoroughly welcomed this recommendation from the perspective that the desire to realise equality for all in the workplace and in wider society, should be at the core of trade union endeavour.

That the EIS, began a programme of recruitment and training of Equality Reps, more than a year prior to the completion of the Working Together Review, is testament to the longstanding commitment of our Union to the principles of equality, fairness and social justice. Within workplace establishments and beyond, the EIS has, over many years, actively

challenged discrimination in its many forms, against those who are recognised by the Equality Act 2010 as sharing protected characteristics on the grounds of race, gender, disability, pregnancy and maternity, religion and belief, age, sexual orientation, marriage and civil partnership and gender reassignment. Moreover, EIS campaigning and activity on equality issues has a wider reach than the nexus of existing equality legislation, extending to poverty, particularly child poverty, and its resultant socio-economic injustices.

Making a key contribution to the Union's work on equality, are our EIS Equality Reps whose role it is to be up to date with, advise on and liaise with other reps in relation to, equality related matters; to influence and monitor equality policies and practices; and generally to promote equality within the workplace in partnership with employers.

EIS Equality Committee Convener, Bill Ramsay is certain of the crucial role that EIS Equality Reps have in taking forward

the equality agenda within the Union and within the teaching profession more widely. "Like issues around health and safety, the work of an Equality Rep is core to trade union activity. It has the potential to impact upon almost every aspect of the working life of a teacher as an employee of course, but also as someone who imparts knowledge and encourages self-awareness among the pupils she/he teaches."

Undoubtedly, the challenge for our Equality Reps is sizeable but is being well met by the passion and commitment of those who have taken up the torch, undertaking the role and the associated TUC training, thus far. Nelson Mandela, lifelong champion of equality, once said: "A good heart and a good head are always a formidable combination." The EIS's dedicated Equality Reps promise to be formidable in their pursuit of equality within our workplaces and wider society. Meet some of them on these pages:

Diane Smithyman

Primary Teacher, Western Isles Local Association

What motivated you to become an Equality Rep?

I consider that the EIS has always led the way in terms of keeping equality issues on any agenda and my longstanding involvement with the Union, both locally and more recently nationally, has allowed me to be aware of up-to-date information in respect of equality work. As a Support for Learning Teacher I have an awareness of issues, in particular with regard to disability, in respect of working with pupils but realised that I was less knowledgeable about how equality issues might impact on colleagues. The Equality Reps course provided an ideal opportunity to further my knowledge.

How have you been able to use your training either at establishment or Local Association level or both?

'Equality Issues' is now a standing item on the Local Association Executive agenda. The Local Association Secretary has checked in with me to see if I considered that there were any equality issues in terms of a case he was handling. My involvement with the local authority Equality and Diversity Steering Group has come about because of my training, allowing me to play a direct part in policy formation and monitoring on behalf of teaching colleagues.



Julie Ferguson

Teacher of Biology, Orkney Local Association

What motivated you to become an Equality Rep?

I am disabled myself, and I've been discriminated against and harassed many times. I wanted to learn more about equality laws so that I could help others who experience any kind of bullying. I'm much better at standing up for others than I am for myself, unfortunately.



What advice would you give to other EIS members who may be interested in becoming an Equality Rep?

If you're thinking about becoming an Equality Rep, definitely, you should do it...you will learn about distressing events, you will be asked to help support members with advice.... you would be able to help improve people's lives. You may be responsible for helping teachers stay in their jobs because you fought for the support they need. I almost quit teaching, but I didn't because people helped me.

Nicola Dasgupta

East Ayrshire Local Association Secretary and Primary Teacher

Why do you think the role of the Equality Rep is important in your sector?

I think the role of Equality Rep is really important because a lot of things go on that really shouldn't. Quite often people don't realise that they're breaking the law under the Equality Act 2010. Their motivations might be well intentioned but if it works to the detriment of members then it's not acceptable. I really want to raise awareness in my local authority and work in partnership with East Ayrshire Council to eradicate discrimination, change attitudes and to ensure full compliance with legislation, not just in policy but also in practice.



What challenges, if any, have you faced in the role so far and how have you tried to overcome them?

The biggest challenge so far has been raising awareness of equality issues within the membership and wider community. I am looking forward to working with East Ayrshire Council to overcome this and to having a more open dialogue about equality priorities.

Des Kenny

Primary Teacher, Glasgow Local Association

What are the benefits of the training that you've had so far?

The training gave me a base knowledge of the protected characteristics and the differing forms of discrimination. We discussed case studies as groups to get to the crux of issues. There is also a keen sense of collegiality with the other group members and hopefully a long-lasting support network will arise. I have already been in contact with two reps from two different authorities, with some discussion and help shared.



What advice would you give to other EIS members who may be interested in becoming an Equality Rep?

I would recommend this course to passionate individuals as equality is, without doubt, an area that needs to be pushed to the fore with regard to our workplaces.

Asif Chisti

Principal Teacher of Modern Languages, Fife Local Association

What kind of trade union experience did you have prior to taking up this role?

I've been an EIS member since becoming a teacher and have twice been elected to the Union's Anti-Racist Sub Committee. I also represent the EIS on the STUC Black Workers' Committee and have attended STUC conferences.



Why do you think the role of the Equality Rep is important in your sector?

Mainly because Equality Law affects everyone in schools. Often there are problems that arise in the workplace that people do not regard as being related to equality and there are often rights set out in legislation that can help people resolve any difficulties.

The aim of the EIS Equality Committee is to train Equality Reps within every Local Association and within FE and HE Branch to ensure that EIS members across Scotland are able to benefit from the kind of expertise that our Equality Reps offer. A further round of training is due to begin in March. If you, like Diane, Des, Asif, Nicola and Julie would like to take up the torch and train as an EIS Equality Rep, get in touch with your Local Association Secretary or Andrea Bradley, National Officer Education and Equality (abradley@eis.org.uk) to find out more.

To learn more about Equality Reps, or to find contact details, visit www.eis.org.uk and click the Equality Reps button.

Gwen Mayor Trust – Funding Awards

THE Gwen Mayor Trust recently announced its awards for 2014/15. Seventeen school projects from across Scotland have been successful with amounts ranging from £100 to £600 being awarded. A total of £5545 has been awarded from the Trust fund this year.

Amongst the successful applications this year were a community allotment project from Cowdenbeath Primary School in Fife (£300 awarded for the purchase of a polytunnel, net, tape and paving chips), a torchlight reading club from Calderwood Primary School in South Lanarkshire (£400 awarded to assist in purchase of e-readers, cases, torches and reading packs) and a project to create a virtual tour of historical and cultural landmarks from Clackmannan Primary School in Clackmannanshire (£325 awarded to assist in the purchase of GPS receivers). The table opposite gives further detail on each of the successful applications, and the amount of funding awarded to each project.



About The Gwen Mayor Trust

The tragedy which occurred at Dunblane primary school on March 13 1996, when sixteen young children and their teacher were murdered, and many others wounded, by a single gunman remains firmly embedded in Scotland's collective memory. None of us have ever forgotten the horror of the Dunblane tragedy and we can all remember exactly where we were and what we were doing when we first heard the terrible news. While the community of Dunblane has taken great pains to move on from the horror of that day, the victims of the tragedy cannot and will not ever be forgotten.

The teacher who was killed beside sixteen of her primary one pupils that day was Gwen Mayor. In the days and weeks following the tragedy, there was a huge level of demand from EIS members for a fitting memorial to Mrs Mayor and the pupils who had died. Following a flood of financial pledges, both from EIS members as well as from other organisations across the country, the EIS established a charity known as the Gwen Mayor Trust.

The purpose of the Trust is to advance education by providing financial support for projects in connection with the arts, culture, music or sport. Gwen Mayor's daughter and a former colleague from Dunblane Primary School are among the Trustees to the Fund. Originally, funds were raised from teachers in Scottish schools in the months following the tragedy and since then a number of organisations, including trade unions, and many individuals have contributed to the Fund. All primary schools in Scotland are eligible to apply for Gwen Mayor Trust funding.

Comment from Gwen Mayor's Daughter

"It is incredibly hard to put into words what the Gwen Mayor Trust means to my family and I. The events of March 1996 will live with us, and many others, forever. The loss and devastation we encountered, and continue to, is indescribable. There is little comfort to be gained from such tragedy. However the Gwen Mayor Trust has gone some way to aiding the healing process as being something positive to come from our loss. The trust being set up as a lasting memory to my mum was an incredible and poignant mark of respect and honour to her. The purpose of the trust truly emulates the things about which my mum was most passionate – art, music, culture and sport. As a trustee, deciding where the funds should be distributed is an extremely difficult and at times emotional task – especially as so many of the applications are put together with much thought, time and effort, and with such worthwhile projects in mind. A few successful applicants have also gone to the trouble of sending a letter of thanks after the project has been completed and this is particularly touching. I am extremely proud to be involved in the trust and gain much comfort from it and the fitting tribute to my mum that I feel it signifies. I only hope that Primary Schools around Scotland continue to value the purpose of the trust, making the most of what it has to offer and helping honour her memory."

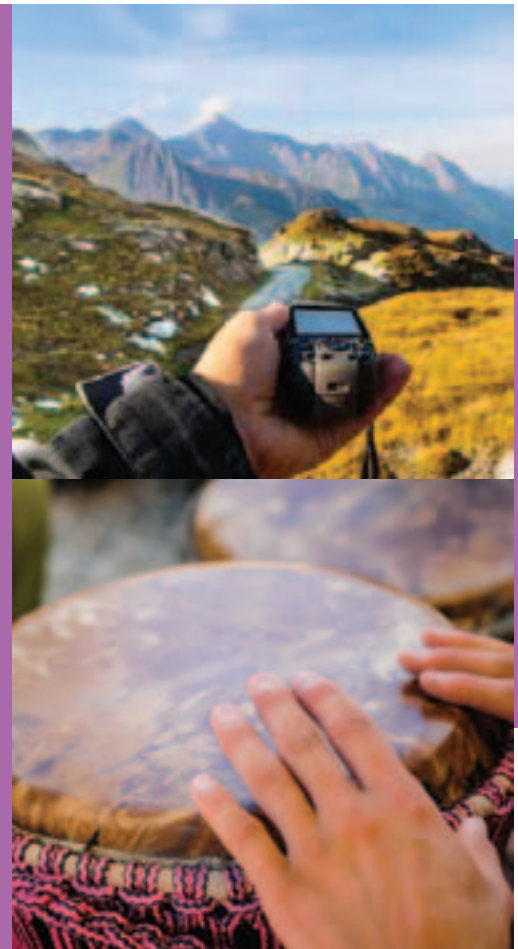


Successful Applications 2014/2015

Amount	Total Cost of Project	School	Project Type
200	200	Glendelvine PS Caputh Perthshire	Art
400	1100	Middleton Park School Aberdeen	Art
500	950	Castlehill PS Bearsden Glsgow	Art
600	594	St Catherine's PS Edinburgh	Music
400	1000	Crimond School Fraserburgh	International
500	735	Kirkstyle PS Kilmarnock	Art
100	400	Sorn PS Ayrshire	Drama
300	300	Cowdenbeath PS Fife	Community
300	702	Auchtermuchty PS Fife	Outdoor Learning
100	400	Kersland School Paisley	Art
400	1000	Calderwood PS Rutherglen	Reading Club
300	500	Riverside PS Govan	Sports
200	800	Shiskine Isle of Arran	Sports
200	253.26	Pitcairn PS Perth	Sports
320	520	Struthers PS Troon	Sports
325	624	Clackmannan PS Clackmannan	Community
400	900	Gylemuir PS Edinburgh	Cultural

Total number of successful applications = 17

Total amount awarded = £5545



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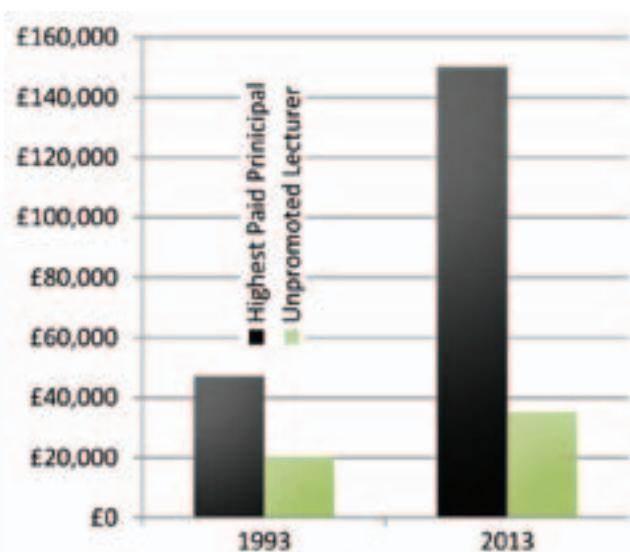
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The Principal of the Pay Divide

THE savage cuts which have hit the public sector continue to spread misery for many, including society's most vulnerable, as reported in a previous edition of the SEJ. However, despite George Osborne's appeal to the national stiff upper lip, not everyone is 'in the same boat', as a comparison between FE Senior Management benefits now against those of 20 years ago clearly demonstrates.

In 1993 the highest paid principal in Scotland was on a salary of £47,025. In real terms, allowing for RPI increases of around 80%, this equates to £84,647 by 2013. However, the highest paid Principal that we know about was paid £150,000.



2013 Salary figures were the most up to date available at time of writing

This represents a real terms increase of 77%. Had un-promoted lecturers received similar increases they would have been getting paid £64,515 by 2013. In fact, un-promoted lecturers in the same college experienced a real terms pay cut of 3% over the same period. Most promoted lecturers suffered similar cuts.

Of course Principals will argue that they have far more responsibility than before and now preside over larger colleges. Ignoring that we have all experienced a large increase in the number of students we are responsible for, this might be a plausible argument. However, the number of persons helping the principals manage their

responsibilities has also increased, as have their salaries in real terms.

In 1993 only the principals of the very largest colleges would have been paid on the highest scale point. Most were on a real terms equivalent of around £75,000. At the same college that has the highest paid principal there are another five people being paid at least this amount or considerably more.

In 1993 the average depute principal

Jim O'Donovan on behalf of the EIS-FELA national executive committee investigates growing concerns that an over paid management elite are flourishing to the detriment of all others.

was paid today's equivalent of around £65,000. By 2013, in one college alone, there were another 13 people being paid roughly this amount.

To sum up, the senior management salary bill in one college in 2013 could have supported 7 principals and 14 Depute Principals in 1993.

So much for incorporation and merges producing efficiency savings in management costs.

Perhaps of even greater concern is the ever increasing size of the golden handshakes being lavished on FE's overpaid elite for voluntarily vacating posts that are redundant. Following the recent mergers in Glasgow, two principals, a vice principal and a human resources director between them bagged well over a million pounds in severance payments. Anyone reading about this could be forgiven for concluding that, rather than facing ruinous cuts, the FE sector is flooded with cash.

Such levels of SMT pay and severance payment would be unjustifiable in the best of financial circumstances, but against the background of austerity and attacks on the most disadvantaged in society they are quite simply obscene.

The EIS is, of course, committed to resisting public expenditure cuts. However, it must also campaign to ensure that the funding that is received is invested in frontline services – teaching and support for teaching.

Not everyone is 'in the same boat'

STRESS, Wellbeing and Deprofessionalisation

STRESS. We've all heard of it. We've all experienced it in one form or another. Some of us may have even taken time away from work and been signed off with workplace-related stress.

The recent EIS wellbeing survey (May 2014) highlighted significant concerns about stress with contributing factors cited as: excessive workload, unnecessary admin tasks, pace and amount of change and issues with management and poor leadership being the key and consistent themes running throughout this review.

In Further Education, the Edinburgh College EIS-FELA branch found it useful to conduct its own internal health and wellbeing surveys: one in 2013 and one in 2014. The findings mirrored the results of the national survey- increasing stress in the teaching profession has clearly become a serious issue for a considerable proportion of our membership. However, the benefit derived from conducting our own surveys is that we have been able to pinpoint specific branch issues which can then be addressed at a more local level. An additional advantage of this approach has been that it provides a useful comparison from the previous year and sets down a helpful marker to evaluate whether management addressed any of the concerns raised in 2013. Our review shows that in the 20 month period between the surveys, over 50% of our members feel that there is either some or a significant amount of work that needs to be done in addressing workload and work patterns; consultation and communication around change; systems of support from managers. In fact, every category confirmed that the majority of respondents felt that not enough was being done to address these issues. In addition, data shows that the majority of respondents are suffering from occasional or frequent common indicators of stress such as headaches, continual tiredness, anxiety, depression and indigestion.

Perhaps more worryingly is that the proportion of staff taking time away on the basis of work-related stress has increased during this period of time. Over

60% of lecturers who had taken time off for work-related stress had not reported it as such, thereby calling into question the 'official' figures. This is clearly a major problem and one we should all reflect on as we attempt to make our colleges healthy environments to work in.

Whilst the facts themselves are damning and are indicative of many things which are arguably wrong with education, managements and mergers, the open comments section of the survey proved far more insightful. For example, the so-called 'rationalisation of FE' which aimed to reduce layers of management and duplication of courses has proven so far to be disastrous in the eyes of many respondents. A structural deficit has left many lecturers bewildered and confused over responsibilities and a range of tasks have fallen between the cracks, the result

“It is often forgotten that a key component of good communication is the listening element”

of which is not only increased stress levels amongst our members but also the impact that this has upon students who are struggling with bursaries, childcare, guidance and UCAS forms with no clarity in who to turn to. Members have consistently offered solutions to alleviate some of these stressors, such as reintroducing a Course Leader/ Senior Lecturer position, however these reasonable pleas fall firmly on deaf ears despite the suggestions being in the best interests of the lecturers. A further consequence of this structural deficiency is the increase of a bullying culture. The power vacuums which have been left to fester for too long now stand exposed as being worthy of Game of Thrones style storylines. This should be qualified by saying that it is not global and some managers genuinely try to support their staff as best they can in these austere times, however this does not dilute the



reality that it has been allowed to happen and persist.

By far the most common cause of stress was the perception of a 'deprofessionalisation' of the lecturing role amongst members, with particular reference to meaningful consultation which is vital to all our members. It is often forgotten that a key component of good communication is the listening element. Negative commentary such as 'a top-down approach', 'lack of any form of consultation with teams', 'managers without sufficient experience' and 'decisions taken without thought given to the consequences on students and staff' were consistent throughout our survey.

It is estimated that unreported absence alone is costing our college around £100,000 per year. This is a conservative estimate and would likely double when you include support staff in the mix.

To sum up, we request that members consider the importance of their own wellbeing and inform colleagues at the first sight of stress. Please approach your reps for advice and support. We encourage reps to adopt a similar approach and survey members in your own branch (please get in touch if you wish to use our survey as a template!). Finally, a cautionary plea to members of middle management and above - we must counsel that you take on board these warning signs and confront head on the workplace stress which is becoming endemic across educational establishments. Ask yourself- is it worth the health of your staff to ignore it?

The Edinburgh College EIS-FELA Branch Committee

EIS End of Year Quiz 2014 Answers



Congratulations to our winner: Janet Abernethy (Shetland)

Section 1

2014 - Were you paying attention?

1. Bulgaria and Romania
2. Skeleton
3. The Ebola virus.
4. The Masters
5. St Johnstone
6. Philip Hammond.
7. Clyde.
8. The Sunday Post.
9. U2
10. Angela Constance.

Section 2

1. Eddie Felson
2. James Earl Jones
3. Survivor
4. Desmond Llewellyn (Q).
5. Alien
6. Seven
7. James Dean
8. Brief Encounter
9. Despicable Me 2
10. Humphrey Bogart

Section 3. Food and Drink

1. Wine
2. Lamb
3. Blini
4. Coffee
5. Basil
6. (d) Glengoyne

7. Walnuts

8. Italy
9. 6 (six)
10. (c) Haricot beans

Section 4. The Lyrics Round

1. Merry Xmas Everybody - Slade
2. Do they know it's Christmas? - Band Aid
3. Dancing Queen - Abba
4. Merry Christmas Everyone - Shakin' Steven
5. Chain Reaction - Diana Ross/Steps
6. It's the most wonderful time of the year - Various/Andy Williams
7. I'm so excited - The Pointer Sisters
8. Last Christmas - Wham
9. The Christmas Song or Chestnuts roasting on an open fire- Various/Nat King Cole
10. Fairy-tale of New York - The Pogues and Kirsty McColl

Section 5. And finally

1. (c) Moldova
2. Cricket
3. Istanbul
4. Benjamin Franklin
5. Fifteen
6. Four
7. Pac-Man
8. Seattle
9. Greece, Russia, Poland, Ukraine, Romania
10. 42

Sudoku

3								4
	6	8				1		
			7	2		9		
5				6		2		
	3	1				9	7	
	8		9					6
	2		5	4				
		3				2	1	
8								7

Effective Time - Management



Notices

EIS sends condolences to victims of Glasgow bin lorry crash

Commenting following the Glasgow bin lorry crash in George Square, EIS General Secretary Larry Flanagan said: "The EIS sends its sincere condolences to the family, friends and colleagues of all of those who were tragically killed in the terrible bin lorry crash in Glasgow. Our thoughts are also with all of those who were injured and with the members of the public and emergency services who assisted victims in the aftermath of this terrible accident."

Amongst the fatal victims was Glasgow teacher Stephenie Tait. Commenting, Mr Flanagan said, "Everyone associated with the EIS was particularly saddened to learn that one of our own, Glasgow teacher Stephenie Tait, was amongst those who died. We are thinking of Stephenie's family, friends, pupils and colleagues at this very difficult time."

Kenn Bryce-Stafford



As this SEJ went to press, we received sad news of the passing of long-serving EIS activist Kenn Bryce-Stafford. Kenn was a prominent member of Edinburgh EIS Local Association and a former LA President, a frequent AGM delegate and a long-standing former member of EIS Council. He was awarded a Fellowship of the EIS in 1997. The EIS offers its sincere condolences to Kenn's wife, Margaret, and to all family, friends and colleagues.

Maryam Najafian

The EIS offered its condolences following the death of Maryam Najafian, a primary teacher from South Lanarkshire. Ms Najafian was seriously injured in a sledging accident in Kelvingrove Park in Glasgow and later died in the city's Southern General Hospital.

The EIS said, "We are deeply saddened by the sudden passing of Lanark Primary teacher Maryam Najafian. The EIS offers its condolences to Ms Najafian's family, friends, pupils & colleagues."

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WIN a Tablet

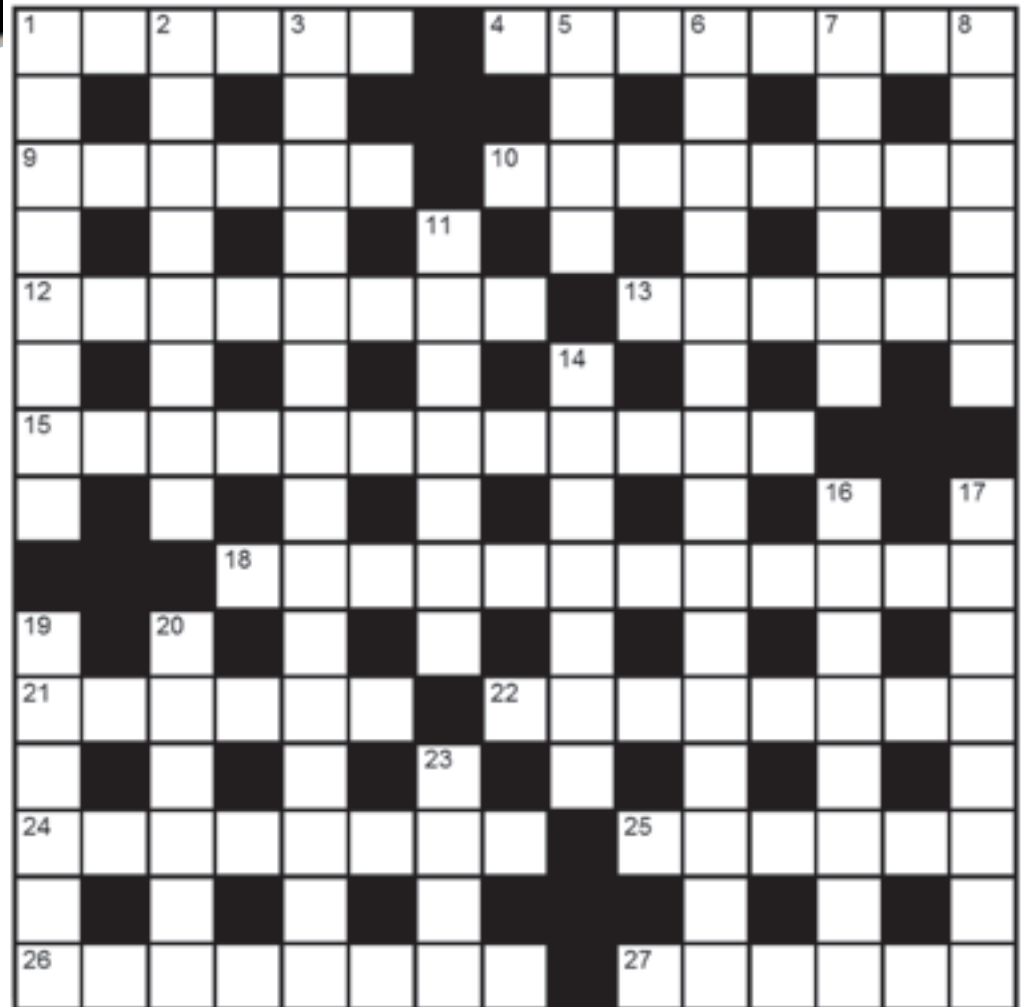
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The first all correct entry picked at random will win. Details of the winner, together with the solution to this month's puzzle will be published in the next edition of the SEJ. Employees of the EIS and their families are not eligible to take part in this competition.



across

- 1 Sounds like bronchial irritation, could end up here though! (6)
- 4 Had cross exchange with one holding heavy weight (4-4)
- 9 Make wealthier, Henri Choubareaux did! (6)
- 10 Despot, the French said to actor in a roundabout way (8)
- 12 Step first, new teacher becomes vehement (8)
- 13 Male chicken allegedly with you and me formed closed political grouping (6)
- 15 Ferment a rant, working on someone else's land (6,6)
- 18 Holds tonsorial curls whilst travelling on the Bealach na ba say! (7,5)
- 21 David, the philosopher, is now fashionable and in his grave (6)
- 22 Imparts a highly seasoned meat (8)
- 24 Allow, suspend or engage fallow land perhaps (3-5)
- 25 Last syllable found in occult imagination (6)
- 26 Stupid young cow follows the earth's nearest neighbour (8)
- 27 French morale derived from both the ripest priest! (6)

down

- 1 Ring drunk in Scottish river to preserve wood (8)
- 2 Goes before soundly crossing boundary rope (8)
- 3 Lucid cinema isn't helped by having background tunes (10,5)
- 5 A detective with a pH less than 7 (4)
- 6 Trouble containers to keep cosy in winter! (3,5,7)
- 7 Science of light whisky dispensers (6)
- 8 Force us reds to revolution (6)
- 11 Worn by many starting under national infantry force orders (Royal Marines) (7)
- 14 Ronald, I became first say! (7)
- 16 More furtive when grass, say, was right (8)
- 17 Ambitious snake I tirade against (8)
- 19 Eastern cuisine giving dark addition (3,3)
- 20 Got the correct name for segregated area in city (6)
- 23 Graven image doted on lovingly to start with (4)

Crossword 83 answers:

Across: 1. Washing-up liquid, 9. Stances, 10. Quantum, 11. Odium, 12. Sealeries, 13. Sweetmeat, 15. Radii, 16. PO box, 18. Pay-phones, 20. Reservoir, 23. Acari, 24. Antenna, 25. Disdain, 26. Entente cordiale.

Down: 1. Weston-super-Mare, 2. Stabile, 3. Income-tax, 4. Gasps, 5. Piquantly, 6. Irate, 7. Untried, 8. Domestic science, 14. Espionage, 15. Rehearsed, 17. Bush-tit, 19. Niagara, 21. Run-on, 22. Radio.





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