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Making it all add up

Major test
ahead for CfE

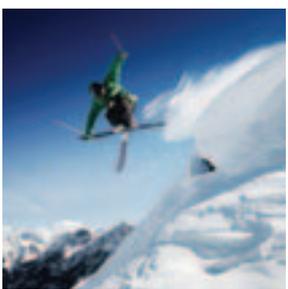
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Major test ahead for CfE

As we approach the Easter break, a major milestone marking the progress of Curriculum for Excellence looms on the horizon in the form of the first exam diet for the new National qualifications. This will be seen as a major test for the entire CfE programme, and will be closely watched by the Scottish Government, opposition parties, the media, employers and tertiary education providers and, of course, by parents and pupils.

Of course, we all hope that the introduction of the new qualifications will be a success, but concerns over progress are increasing with each passing day. The EIS is clear that teachers are doing their part, in very challenging and high-pressure circumstances, to ensure that the Nationals are a success and that no pupil is disadvantaged by being part of the first cohort to sit the new exams.

While the EIS continues to engage constructively to support CfE and has been extremely careful not to create any sense of panic that would alarm pupils and parents, there is increasing concern over the level of support that has been provided to schools ahead of the new exams. In particular, teachers across Scotland have become extremely critical of the quality of support and information that has been provided by the SQA.

Increasingly, many teachers view the SQA as too remote from schools to recognise and appreciate the reality of work in the classroom. Many members will have grown frustrated with continuing statements from the SQA that they have delivered everything to timetable and provided schools with everything that they need to support the new qualifications. It is simply not enough for the SQA to publish information on its own website to a timetable that the organisation has set for itself, and then assume that every teacher who needs to see it will do so. Teachers, who are already working flat-out, simply do not have the time to repeatedly trawl densely packed websites in the hope of finding information that they need. This is just one example of the disconnect between the exams body and those working to deliver the new qualifications in schools.

As we highlight elsewhere in this SEJ, the EIS is continuing to raise teachers' concerns on CfE with the SQA, with the Scottish Government and with others. Some progress has been made, such as the announcement of an additional £5M package of support for the new Highers, which was welcome, and the SQA's amended plans for stage 3 verification of assessment, which followed a call from the EIS for this to be addressed. Extra inset days for the secondary sector have been agreed, and the EIS is still pursuing a similar arrangement for the nursery and primary sectors.

However, given the imminent arrival of the first set of National exams in schools across Scotland, the reality is that any action that the SQA or Scottish Government take now will come too late for this session. A successful outcome in this major test for the National qualifications will be, largely, due to the dedication and professionalism of teachers and the hard work of pupils in our schools.

New agreement is welcome, but pay must be addressed

Following the overwhelming support of EIS members in the recent ballot, the new SNCT pay and conditions package has now been formally agreed. While teachers will welcome the small increase in their pay packet, particularly the back-dated payment likely to arrive with April salaries, the reality remains that the 1% awards for the current financial year and next are, to put it mildly, meagre. Following years of declining real-term pay, and the particularly tough years during the government-enforced public sector pay freeze, the time is coming for the so-called age of austerity to end. In an environment where the economy is recovering and pay awards in the private sector, particularly at Executive level, are increasing significantly, it is time for the government's assault on the pay and living standards of teachers and other public sector workers to end.

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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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New Pay and Conditions Package Formally Agreed

90% support for SNCT agreement in EIS ballot

Council heard the detail of the EIS ballot result on the SNCT Pay and Conditions package for 2013-15, including the 90% support for the proposals from those members who voted. While acknowledging the overwhelming result and welcoming the conclusion of a long process, Council also noted the ballot turnout of 31.4% with concern.

Shortly after the EIS ballot concluded, on the Monday following the EIS Council meeting, a meeting of the full Scottish Negotiating Committee for Teachers formally agreed the new pay and conditions package. All teachers (other than those subject to cash conservation arrangements) will now receive a 1% pay award for this year (backdated until April 2013), with another 1% increase due in April this year.

Commenting, EIS Salaries Convener Tom Tracey, also teachers' side joint-chair of the SNCT, said: "This has been a difficult set of negotiations but we are pleased to conclude the discussion with an agreement which improves the situation

on short-term supply and secures a pay award for teachers."

He added, "The positive elements of this agreement highlight the importance of national bargaining, through the partnership-working framework of the SNCT. The package includes additional gains such as salary protection for Chartered Teachers, and agreement in principle to maintain teacher numbers while tackling growing teacher workload."

But Mr Tracey went on to warn, "While teachers have accepted the overall package, it is clear that the pay element of 1% this year and 1% next year remains highly unsatisfactory. The reality is that teachers' pay has been declining, in real terms, for a number of years during the economic crisis and the government-enforced pay freeze. The EIS is clear that a major restorative pay award for all teaching professionals will require to be delivered to halt the decline in living standards and to ensure that teaching remains an attractive career option for graduates."

Key elements of new agreement

Pay Award 2013-2015

The Pay Award will be 1% from 1 April 2013 and 1% from 1 April 2014. This will apply to all scale and spine points for teachers and associated professionals except for those who are subject to cash conservation arrangements.

Working Hours, Working Week and Teachers' Duties

These elements of the agreement conclude the work of the SNCT on matters arising from the McCormac recommendations presented to the SNCT. While these elements will take effect from 1 August 2014 the Code of Practice on Working Hours, Working Week is issued now to assist workplace discussions for the session ahead. The EIS is clear that the SNCT work arising from McCormac is now completed.

Short Term Supply

The SNCT has agreed to reduce the number of days on short term supply from 5 days to 2 days. Short term supply teachers can be class committed for whole or part days and will be paid on Scale Point 1 with a 10% uplift for preparation and correction.

Statement on Teacher Professionalism

The SNCT has agreed a statement on teacher professionalism which will assist in setting out parameters on workload matters. Further guidance will be issued in due course.

Working Groups on Supply

The SNCT shall set up a Working Group on issues relating to the availability of supply.

Council News Round-up

- Concern over PVG – **Sonia Kordiak** (Midlothian) asked Employment Relations convener **Pat Flanagan** about the implications for members if any local authority employer did not have a PVG scheme in place by the deadline. Pat highlighted that lack of a PVG check would technically debar an individual from employment as a teacher, but that it would then be for that same employing authority to pursue this.
- Education Convener **Kay Barnett** answered a wide range of questions relating to CfE and qualifications in the senior phase. See cover feature on pp8-9 for more information on recent developments.
- **Hugh Donnelly** (Glasgow) successfully called for Council to review school representatives' training at local and national level and to engage with TUC education to ensure that provision is appropriate and of a good standard.

Incoming President for 2014-15

Tommy Castles, the current Vice-President of the EIS, has been elected unopposed to succeed current President Phil Jackson, following the completion of the nominations process.

Mr Castles is a teacher at St John the Baptist Primary School in Uddingston, a long-time EIS activist and frequent delegate to the EIS AGM. Mr Castles is also an EIS school Representative and the current Treasurer of South Lanarkshire Local Association.

Mr Castles will formally take up his post as President at the EIS AGM in June, when Mr Jackson will move into the role of Ex-President.

Elections for the post of EIS Vice-President for 2014-15 were ongoing as this SEJ went to press. The candidates are Patricia Duncan (Perth & Kinross) and Anne McCrae (Edinburgh). The successful candidate will also assume their post at the EIS AGM in June. See the EIS website www.eis.org.uk for news on the result of the Vice-Presidential election.



Victory in Edinburgh College Dispute

The EIS scored a major victory in a dispute with significant implications for FE bargaining in the future. See feature on pp10-11 for more information.



David Eaglesham

The EIS noted with sadness the recent announcement by the Scottish Secondary Teachers' Association (SSTA) that its former General Secretary, David Eaglesham, had died following a long illness.

Commenting following the announcement, EIS General Secretary Larry Flanagan said, "Everyone associated with the EIS was saddened to hear today's news of the death of former SSTA General Secretary David Eaglesham. David was committed to the work of his association, as well as to the cause of Scottish education more generally. The EIS has always enjoyed a positive working relationship, with David personally as well as with the SSTA on issues of mutual interest, through his term as General Secretary and beyond."

Bob Crow

Commenting on the news of the sudden death of RMT General Secretary Bob Crow, EIS General Secretary Larry Flanagan said:

"The entire trade union movement has been deeply shocked and saddened on hearing of the sudden death of RMT General Secretary Bob Crow. Having had the opportunity to work with Bob for the past two years on the TUC General Council, I know that he was a highly effective leader and a committed trade unionist who was dedicated to the service of his members. He is a huge loss to the RMT and to trade unionism."

New Report Highlights the Depths of University Financial Reserves

The EIS released a report highlighting the depth of financial reserves available to Scotland's Higher Education Institutions. The figures reveal that the closing reserves of the country's Universities rose to £2.9Bn last year – a figure the EIS believes is a record high.

The key findings of the EIS report include:

- Analysis of the latest university financial accounts show that total income for the Scottish HE sector rose in 2012-13 by 6.4% to £3.0Bn. The total "closing reserves" of Scottish universities rose to £2.9Bn – which the EIS believes is a record high.
- The sector made an overall operating surplus of £90m in 2012-13, building on previous year's healthy operating surpluses.

- The EIS has analysed the accounts of the Universities in Scotland for 2012-13, and found that 57.9% of the sector's combined income was from public sources. This finding contradicts a Universities Scotland press statement that was used to justify the inflation-busting pay increases enjoyed by some university Principals on the basis that universities receive more than half their funding from private sources.
- The EIS has found evidence that universities are systematically seeking to bear down on staff costs, with a view to it reaching a lower proportion of overall expenditure. The proportion of university expenditure spent on staff costs has continued to fall and is currently 55.8%.
- The EIS analysis shows evidence that the universities' efforts to limit staff costs is focused on staff covered on new JNCHES pay negotiations and that universities are increasing the number of staff on senior pay levels – above £70k. There is also evidence that some Principals have enjoyed substantial pay increases in 2012/13 – the single largest increase is believed to be £53k.

Commenting on the report, EIS General Secretary Larry Flanagan said, "This report is a substantial piece of work that lays bare the healthy financial position of higher education institutions in Scotland. At a time when lecturers are fighting for a fair pay rise, after years of pay restraint and declining real-term salaries, it is quite shocking to see evidence of the very healthy financial position of our universities – mostly built on public money. As pay at HE senior management level continues to soar, including some extremely generous packages paid to university Principals, it is hard to see any justification for a continuing squeeze on lecturers' pay. Lecturers are vital to the success of our HE institutions and to the high-quality teaching and research that our universities are renowned for. It is time for a fair pay offer to be made to reward lecturing staff for the vital and valuable work that they do."

EIS - ULA remains in dispute with employers, and is continuing a programme of industrial action to support their claim for a fair pay settlement.

Edinburgh Holds Workload Rally as National Campaign Continues

The EIS continues to build its major Workload Campaign across Scotland in a bid to reduce the workload burden of teaching professionals. The campaign calls for a significant reduction in the unnecessary administrative pressures that have grown in all sectors of education.

Edinburgh & Lothians EIS Local Associations held a Workload Campaign rally in February for all EIS members. This was an opportunity to raise issues and ask questions around the major drivers of workload including excessive planning, reporting, self-evaluation, and quality assurance. EIS President Phil Jackson and Larry Flanagan, EIS General Secretary, addressed the highly-charged meeting of teachers from across Edinburgh and the Lothians.

Tackling Bureaucracy in Partnership

The immediate focus of the EIS Workload campaign is the report of the "Curriculum for Excellence Working Group on Tackling Bureaucracy", which was published at the end of last year.

Copies of this report have been distrib-

uted to schools by Education Scotland. The Report has been supported by Scottish Government, SQA, Education Scotland, COSLA, ADES and all the professional associations. HMI inspectors have been briefed on its content and advised to report, as part of the inspection process, on what it regards as excessive bureaucracy. It is therefore, an authoritative statement.

At a recent meeting of the Scottish Parliament's Education Committee, Dr Alasdair Allan, Schools' Minister, said that he expected the report 'to be acted on without delay.' EIS school branches are encouraged to meet to discuss the report and then to open up a professional dialogue about priorities and actions which might lessen the workload burden.

The EIS is also running a series of events, in partnership with Education Scotland, which will make use of the Tackling Bureaucracy report and explore how it can be used at establishment level to tackle unnecessary teacher workload.



ACT NOW!
ACT TOGETHER
TAKE CONTROL OF WORKLOAD



EIS Marks International School Meals Day, Welcomes New Food Guidance

The EIS has marked international school meals day and welcomed new Scottish Government guidance Better Eating, Better Learning, which aims to encourage young people to make good food choices. The EIS was part of the campaign group that successfully called for the introduction of free school meals for all primary 1 to 3 children – a commitment that the Scottish Government has pledged to deliver from next year. The EIS has recently launched a campaign aimed at tackling child poverty, including a call for access to healthy and nutritious school meals for all pupils to help reduce inequality, improve health and aid learning.

EIS General Secretary Larry Flanagan said, "The EIS was proud to play a role, together with our partner organisations

working with the Child Poverty Action Group, in the successful campaign for free school meals for all children in primary one to three. The delivery of this commitment will have a strong beneficial impact for young children in the early years of primary school. Ensuring that all young children, no matter what their family circumstances, can enjoy a healthy and nutritious meal during the school day will bring real and lasting benefits for children's health and can also aid pupils' concentration and their ability to learn."

Mr Flanagan went on to add, "The EIS has recently launched a new campaign to highlight poverty and inequality issues, specifically in relation to the impact on learning and teaching in Scottish education establishments and young people's health and well-being. We will also work to identify and publicise strategies that can be used to counteract the disadvantaging effects of poverty, both in terms of the educational experience and the health and wellbeing of pupils."

Success for EIS in GTCS Elections

Commenting on the result of the elections to the General Teaching Council for Scotland, EIS General Secretary Larry Flanagan said:

"It is essential that teachers are well represented on the General Teaching Council for Scotland. The EIS urged its members to vote in these elections, to ensure that the voice of the teaching profession can continue to be heard on the GTCS, and it is particularly welcome that every EIS-supported candidate has been successful in being elected to serve on the Council. These newly elected members on the GTCS are all highly experienced and respected teachers who will be effective in representing the views of teaching professionals, in all sectors, across the whole of Scotland."

Calls for the Abolition of Zero-Hours Contracts In FE Sector



The EIS has identified a number of serious concerns regarding the widespread use of so-called 'zero-hours' contracts within the Further Education sector in Scotland. The EIS recently carried out a detailed Freedom of Information (Scotland) request on zero-hours contracts in the Scottish FE sector.

The EIS findings illustrate the irregular and wide variation in the way that Scottish Colleges use 'zero-hours contracts.' The survey highlights that most FE colleges in Scotland do use zero-hours contracts to a greater or lesser extent. The results of the EIS survey also highlight that some Colleges give zero-hours contract holders as few employment rights as legally possible – but also that the majority of Colleges give more employment rights than is legally required.

In the worst examples, the EIS findings highlight a number of serious issues, including potential sex discrimination against women in the use of zero-hours contracts (since the majority of zero-hours contract holders are women), no occupational sick pay, no occupational maternity and paternity pay, limited pensions, and significantly less annual leave than permanent employees. Furthermore most colleges gave payment in lieu of holidays (rolled up holiday pay) rather than paid time off, a practice that the EIS believes is unlawful since employers should pay their employees at the time they take their leave.

Commenting on the survey findings, EIS-FELA President Penny Gower, who is also a lecturer at Edinburgh College said, "Zero-hours contracts, in all their different incarnations, are an abomination in the Further Education sector - which is already one of the most casualised workforces in Scotland. During the merger process at Edinburgh College, our EIS-FELA branch discovered that we had a significant number of lecturers, predominantly female, employed on this type of contract. The branch has opposed the roll-over of these contracts for employees of the merged college, and will continue to do so. This national survey on the use of zero-hours contracts in FE highlights how widely they are used in colleges across Scotland. We will continue to fight the use of zero-hours contracts in FE until we win and these discriminatory contracts are eradicated from our colleges."

EIS General Secretary Larry Flanagan commented, "The results of the EIS survey reinforce our view that zero-hours contracts have no place in Scotland's colleges. The EIS opposes the use of zero-hours contracts as they create an unbalanced or one sided relationship between the organisation and the individual contract holder who may be exploited by the organisation. Zero-hours contracts rob individuals of full and fair employment rights and prevent them from gaining employment stability or financial security."

Additional Support Package for New Qualifications

The EIS welcomed the recent announcement by the Scottish Government that a new £5M support package is being put in place to support the delivery of new qualifications in Scotland's secondary schools. The EIS has been calling for better support for teachers and a lightening of workload and bureaucratic burdens, including changes to SQA verification procedures.

It is encouraging that the Scottish Government and the national education bodies are listening to teachers' concerns that the EIS has raised relating to both workload and bureaucracy, and are taking steps to lighten the load and increase support for teachers and pupils

Many teachers expressed frustration and anger at poor levels of support that had been provided to support the senior phase of CfE, particularly the in-

adequacy of information relating to new assessments and the new qualifications. The EIS has continued to raise teachers' concerns with the Scottish Government, the Scottish Qualifications Authority and Education Scotland to work to ensure that schools receive all the support they need to deliver CfE and the new qualifications.

While this announcement will be very welcome in the secondary sector, it will raise further concerns over the levels of support being provided to facilitate CfE development in the primary sector. The EIS is clear, from speaking to primary teachers and from concerns raised at our Annual General Meeting, Council and Committees, that increased CfE support and additional in-service provision are still required for our primary schools. Teachers and pupils in the primary sector deserve just as much support as those in secondary, with tailored provision to address primary specific CfE issues.

AGM 2014

OBSERVERS

The EIS Annual General Meeting will be held in the Perth Concert Hall, on 5, 6, 7 June 2014. Any member wishing to attend as an observer should contact the General Secretary no later than Friday 2 May 2014.

FEIS

The Statutory Meeting of Fellows of the Institute will be held in the Norrie-Miller Studio in the Perth Concert Hall at 1.55pm on Thursday 5 June 2014.



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The Qualifications Challenge

General Secretary Larry Flanagan gives his view on the current developments in the CfE Senior Phase, and highlights the ongoing EIS campaign to secure better support and resourcing for the delivery of Curriculum for Excellence in all sectors.

Over the last week or so I have been questioned in some detail on the new National qualifications by: a member of the administrative staff at EIS HQ; a casual acquaintance from my local hostelry; a cousin with a child in S4; and the Scottish Parliament's Education Committee. The thrust of the questions has been predicated on the immediacy of the 2014 diet and the need for reassurance that students will be able to succeed in their endeavours.

I believe they will. I do so primarily because I am aware of the selfless and tireless work of Scotland's teachers to achieve this outcome, in spite of the many unnecessary obstacles which schools have had to overcome- and there have been many.

The EIS's submission to Parliament's Education Committee stated that the current level of workload associated with delivering the new qualifications was unsustainable; for that reason alone, a review of the process is required. However, of equal importance is the need to evaluate whether the objectives of the Senior Phase are being delivered in a meaningful way.

CfE promised: a reduction in the overall formal assessment burden for students and staff; more time to facilitate deeper learning; maintaining breadth across the senior school and broadening out achievement; progressive 15-18 pathways for pupils seeking to develop a vocational route; greater interdisciplinary learning. Are these being achieved?

This is a transitional year, of course, and many schools have focussed on protecting the current S4 cohort in the face of significant challenges – the fact that this has meant minimising change is understandable but if when the dust settles, we discover that we have simply replaced Standard Grade with National 4 and 5, we will have ended up with a poorer product.

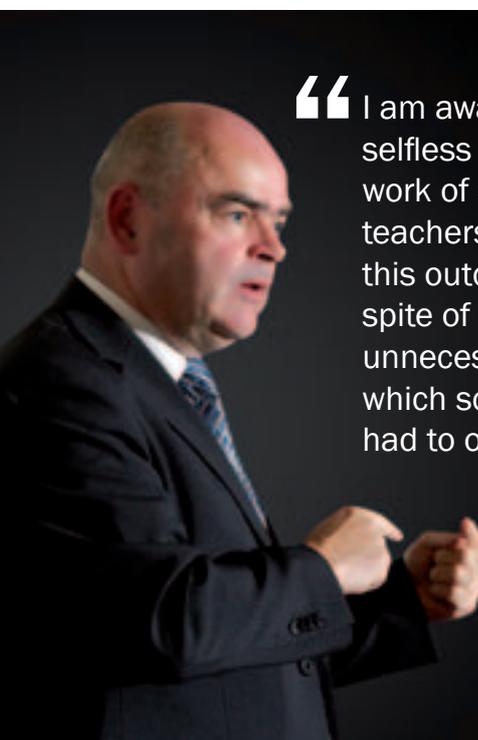
For example, all the evidence suggests that students being presented for National 4 and 5 this year are facing the type of assessment tsunami which caused a major review of Higher Still in the year following its full implementation. And the massive overkill of verification from the SQA has added dramatically to the workload concerns of teachers.

SQA's failure to provide an adequate fall-back from Higher to National 5 led to many schools, understandably, turning away from the by-passing of lower level qualifications through fear of having pupils fall through the qualifications net. There has been a failure, also, to effectively communicate the changed nature of the unit assessments (skills not content), to promote the combined unit assessment, and to avoid punitive thresholds (hashtag questions) for focussed skills.

Post diet, we need to take stock and adjust where required. If the S3 profile of achievement in the BGE is not to be the basis for forward planning for a student's senior phase, what is - National 1-4 at the end of S3? If students don't study over a two-year course, S4-S5, can we maintain breadth and still create additional time for teaching and learning? Where should we be in two years time?

There are many school experiences out there now – we need to interrogate them in the context of the key aims of CfE and to share lessons learned.

General Secretary's comment adapted from a piece originally published in the Times Educational Supplement Scotland, 14/03/14



“ I am aware of the selfless and tireless work of Scotland's teachers to achieve this outcome, in spite of the many unnecessary obstacles which schools have had to overcome ”

“ We had a branch meeting yesterday and, just as an observation, I can't remember ever seeing a more tired looking group of colleagues. Everyone seems totally and utterly brow-beaten. One of the main things that came out of it were specific worries by "Techie" teachers that they simply do not have sufficient time to complete all the unit assessments in time AND have some space to get the pupils ready for the exams. They currently have pupils staying on till 5pm after school just to try and keep their heads above water. The question they are asking (and not getting any reply from the SQA) is what happens if they don't get through the course? ”

A member of staff from the Department has been in correspondence with someone in the SQA, and whilst I don't understand the details there is evidently a divergence of opinion about what the SQA want and what teachers understand...not an unusual problem. ”

Email received from EIS School Rep



EIS Highlights Continuing Pressures Around CfE Implementation



Highlighting CfE Issues in the Primary and Nursery sectors

As we highlight elsewhere on this page, Larry Flanagan recently gave evidence on behalf of the EIS to the Scottish Parliament's Education Committee on the implementation of CfE. Whilst the focus was on the new qualifications Mr Flanagan took the opportunity to highlight the ongoing need for additional support in the Primary sector, also, and to challenge the oft repeated complacent attitude that everything in Primary and Nursery was resolved.

The additional £5 million support package for the new qualifications is welcome but Scottish Government needs to ensure parity between the sectors, not least when it comes to additional in-service days. The EIS will be pressing home this point.

At the Committee Dr Alasdair Allan, the Schools' Minister, made reference to the Tackling Bureaucracy report and stated that he expected it to be 'acted on without delay'; this report has a number of important recommendations aimed at the primary sector on issues such as reporting, forward planning and tracking.

If you have not yet had a school meeting to discuss it – you should try to organise one. Contact EIS HQ if you need assistance in relation to this.

The EIS has continued to highlight the need for support to allow schools to successfully implement Curriculum for Excellence, including the new National qualifications and, from next year, the new Highers. EIS General Secretary Larry Flanagan recently gave evidence to the Scottish Parliament's Education and Culture Committee, where he highlighted the growing pressure that schools are under – including significant increases in teacher workload, a continuing lack of resources, and growing bureaucratic pressure that has a negative impact on the time available for learning and teaching.

In both written and oral evidence to the committee, the EIS highlighted a number of areas of significant concern in relation to CfE and, in particular, the changes to qualifications that were the focus of the recent Committee meeting.

Mr Flanagan told the Committee "Our key priority, and the key priority of teachers in our secondary schools, is to ensure that the first diet of the new exams is a success so that our young people, their parents, employers and tertiary education providers can have confidence in the new system. However, it is clear that some of the SQA quality assurance measures have become a real workload pressure at a time when people want to be fully focused on learning and teaching and vital exam preparation."

He added, "As we continue towards the first diet of Nationals and move towards the introduction of the new Highers next year, the current levels of workload that teachers are being subjected to are simply unsustainable. It is clear that the amount of workload for teachers in introducing these new exams was massively under-estimated by the Scottish Government, Education Scotland, and the SQA."

Mr Flanagan also noted that there is still some pressure from a number of local authorities for council-wide policy on which version of Higher to present for. Mr Flanagan said that this approach was "Not in keeping with government guidance, which promised a school by school or department by department decision, based on the professional judgement of teachers."



“ Many departments that were verified in round 1 or round 2 are being verified again in round 3. The SQA claim that they would target the verification where there had been most change. Might it be an idea using the freedom of information act, to ask for details about the verifications of Nationals with a breakdown for round 1, round 2 and round 3 by school and subject area? Also why when subjects are successful in round 1 or 2 they are then again targeted in round 3? I may be highly suspicious but might it be that the SQA want to be able to say that successful verifications are increasing - if you target a department and school that has already been successful then the likelihood of this happening would be much higher. I may be paranoid of course. ”

Email received from EIS Member

The EIS welcomes all feedback from members on the new qualifications, all of which is raised with the SQA. Email your comments to lwilson@eis.org.uk

What a Difference a Dispute Makes

A few short months ago, Branch Officials at Edinburgh College were confronted by a management determined to diminish their terms, conditions and working patterns while increasing both their weekly FT and class contact hours. Established legacy agreements protected under TUPE provisions were routinely ignored. CPD was to be exponentially increased and removed from the agency of professionals. Claims to discretionary time were received like a bad smell. College policies, staff were told, were a matter for consultation only. The role of the Branch would be as passive observers, their presence only necessary during discussions as a means of conferring on the outcomes a spurious legitimacy. A Recognition and Procedures agreement worthy of the name appeared a prospect so distant as to oblige officials to reconcile themselves to a protracted and increasingly difficult schedule of negotiations.

Then came the ballot. On a 64% turnout and with almost 92% of members voting for strike action, even officials, both local and national, were taken aback by the extent of the anger articulated by this almost unprecedented result. It was a result that immediately shifted the terrain members would now be fighting on.

Members understood with absolute clarity precisely what they were fighting for. Following the first day, management tabled an offer which, though marginally improving on their initial gambit, failed to decouple pay from conditions and persisted with the misapprehension that pay was the primary concern. 'But they called off the action at Grangemouth once negotiations begun!' they opined.

With respect to the beleaguered UNITE members of Grangemouth, this was not an appeal likely to curry favour with officials.

As action progressed, so the mood became more expansive, confidence

escalated and the picket lines grew. Staff at the college received scores of messages expressing solidarity from around the country. Profound thanks to all those FELA members throughout the Sector who took the time to explain the dispute to their members. Everyone had a stake in this action, and colleagues can take as much succour from its successful prosecution as Edinburgh College can.

Sterling support was also provided by National and Area Officers. Larry Flanagan attended packed out meetings, legitimising concerns and linking demands to the future of FE provision in Scotland as national bargaining approaches. Student reps were vocal in their support. They perhaps, better than anyone, understood the implications for quality of the data on staff absences which emerged from the Board in the midst of the dispute. According to these figures stress, fatigue, depression and anxiety amounts to well over half of all absences amongst academic and support

staff at the College. While this may well compare favourably with other workplaces, the Board's relativist comparisons served only to enrage staff further.

On the initial strike day Edinburgh college lecturers lobbied the Scottish Parliament. A number of Green and Labour MSPs emerged to express their support. No sign of the SNP or Con-Dems, but in regards to the Tories, there's more chance of sightseeing a Panda than bumping into one of those lesser spotted MSPs up here.

UNISON support staff were also vocal in their solidarity. A succession of home cooked cakes kept the picket lines fed, with many people putting on some pounds which provided welcome insulation against the elements.

The union's numbers grew also; rather than be unsettled by the dispute or by the early e-mail missives from management condemning the strike action, staff increasingly gravitated towards the EIS.



EDINBURGH COLLEGE MILTON ROAD PICKET LINE



LOBBY OF SCOTTISH PARLIAMENT BY EDINBURGH COLLEGE LECTURERS ON STRIKE



Statement from a new member about the Edinburgh strike:

I've never been on strike before, I wasn't in the public sector for the 2011 pensions' strike. I have to say, I didn't expect this, didn't know what to expect really, it was a great experience. A real education, meeting others from the same and different campuses, the solidarity and good cheer despite the freezing cold and rain. It just felt like everyone coming together when we had been told that the other campuses were the problem. All the garbage of the day to try to keep us from uniting.

It really cheered me to see so many students sign our petition, send in emails and come along to the lobby too.

What better example could we set for our students than to demonstrate that joining a trade union, coming out on strike and being totally solid, ready to stay out for as long as it took, that we can win.'



ALMOST EVERYONE JOLLY ON MIDLOTHIAN CAMPUS PICKET LINE

The number of FELA members now stand at 501, a rise over a few short weeks from 453.

The armoury was broad and adaptable to a fluid situation. An online campaign, including a members' blog, provided a receptacle for catharsis, debate and discussion. Online petitions, films and photos recorded the strike action, archiving the dispute for posterity, and in the heat of struggle allowing members to visit sources of trusted and alternative narratives as the dispute developed.

This alliance – of staff and students, EIS FELA colleagues from around the country and national officials, support colleagues and politicians – ultimately secured a famous victory. Conditions have not only been protected but enhanced, with a cut in teaching workload, successful resistance to the imposition of a 35 hour week with no discretionary time and 22 hours class contact, with 24 hours in 'exceptional circumstances' and only within tightly limited time frames. Over two years, pay

for most lecturers will rise by 7%. The lowest paid colleagues will see rises of 22%. The branch spoke to members patiently, communicating with humour and determination in terms everyone was comfortable with. Most critically, officials circulated the campuses to listen to their anxieties, channelling their ideas and building confidence not only in their potential to assert agency, but in the commitment of officials to be mandated solely by their demands. Ultimately this is what most effectively disarmed the Board's negotiators; Branch Officials were representatives only, spokespersons for a membership whose belief had been amplified by the confidence that comes from the pursuit of justice, and for whom only one outcome mattered – that the modest expectations of members were met, and met fully.

The Edinburgh College EIS-FELA Branch Committee: Mike Cowley, Donny Gluckstein, Penny Gower, Dan Holland, Alan Holligan, Shaun Miller, John Ryan.



SIGHTHILL CAMPUS PICKET LINE

The EIS and the Referendum

Key Questions on Education and Scotland's Future

On 18 September this year, the people of Scotland will make a momentous choice. Voters in Scotland including, for the first time, young people aged 16 or 17 years, will be given the opportunity to decide if Scotland should become an independent country or remain within the United Kingdom. There will continue to be wide-ranging debate in the run up to the referendum, with both sides of the debate together with each individual political party producing their own information supporting the case for either a yes or no vote.

The EIS is not affiliated to any political party, and our members hold a wide range of personal political views and beliefs. The EIS has taken a policy decision to take no side in the main referendum debate. We firmly believe that it is for each individual to weigh up the evidence and decide whether they wish to vote for Scottish independence or for Scotland to remain within the United Kingdom.

However, while the EIS will not promote the yes or no case, we will continue to play an active part in the debate of the broader issues, particularly those related to education, equality and social justice. To support this, the EIS is preparing its own Manifesto for the Referendum, highlighting EIS policy and exploring the types of issues that teachers, lecturers, pupils and students will be considering as they think about how to cast their vote on 18 September.

Here, the SEJ looks at some of the issues that will be addressed in the EIS Manifesto for the Referendum. At the time of publication, the content of the Manifesto has not yet been finally approved by the EIS Strategy Committee. The final version will be sent to all political parties and to both Better Together and Yes Scotland campaign groups, and will be circulated to EIS branches and published on the website www.eis.org.uk

Background to the EIS position on the Referendum

The first STUC "A Just Scotland" Report sought to consider a range of issues relating to Scotland's constitutional future from the perspective of the collective values held by the trade union movement based on social justice, solidarity and equality. In short, to talk about the sort of Scotland we want to see following the referendum on Thursday 18 September 2014. The second Report "A Just Scotland 2" concentrates on institutional and macro-economic factors, tackling economic inequality, achieving peace equality and democracy and the politics of independence.

The EIS has consistently supported the STUC "A Just Scotland" Campaign and wants to place on record our priorities for Scottish Education in the run-up to the September referendum and, indeed, beyond. If we want to secure "A Just Scotland" a key prerequisite will be achieving "A Just Education System".

The politics of Scottish Education

Scottish Education has, for many centuries, been distinct from the education system south of the border. Although, in a sense, Scottish Education has been administratively devolved for many years, it was, until 1999, controlled politically by the party in power in Westminster. Since 1999 and the establishment of a Scottish Parliament and Scottish Government, all education policy in Scotland (with the exception perhaps of Higher Education Research Funding) is made in Scotland and delivered in Scotland.

Over the course of the next few months it is the intention of the EIS to highlight our priorities for Scottish Education but it is a matter for each individual EIS member to decide the nature of a future constitutional settlement which will provide us with the more realistic prospect of achieving our ambitions in the course of the next few years.



EIS Priorities for Scottish Education

Regardless of the outcome of the September Referendum, the EIS will continue to campaign on a number of key education objectives:

- Our comprehensive education system in Scotland has proved its worth over many decades and must be maintained and enhanced in order to continue to reduce the effects of inequality in Scottish society more generally.
- Nursery Education should be available for every 3-5 year old in the country and must involve delivery by a fully qualified and GTCS registered teacher.
- Curriculum for Excellence and the new assessment regime require significant resources to be provided and quality professional development for teachers is also necessary to permit the successful ongoing development of the new curriculum.
- The EIS has long argued for the need to reduce all class sizes in school education in Scotland to an absolute maximum of 20 pupils.
- There must be sufficient numbers of essential support staff employed in all of our schools, colleges and universities in order to complement the work of teaching staff.
- Poverty and Deprivation have a marked impact on educational achievement and attainment and continue to blight the life chances of too many of our young people. This remains one of the most important challenges facing Scotland.
- Adequate funding and appropriately qualified staff must be allocated to provide support for all pupils and students who currently experience barriers to their learning which will involve the availability of specialist provision across the country.
- Future Scottish governments should commit to reverse the damaging cuts which have been inflicted on the Further Education sector since 2011.
- The EIS will continue to oppose any attempt to introduce fees for students in Higher Education in Scotland but we do recognise that this will require additional resources to be provided centrally in order to maintain the competitiveness of Scotland's universities.
- The EIS will continue to campaign for a real-term reduction in the workload burdens of all of our members in all sectors of education in Scotland.
- Teachers along with many other workers in the public sector have had their pay frozen (or in some cases reduced) as a result of the recession. Conditions of service have also been altered as part of the austerity agenda pursued by both Central and Local Government. A future Scottish Parliament/Government will have to give early consideration to addressing the decline in pay and conditions of service.
- Like many other public sector employees, Scottish teachers and lecturers face massive changes to their pension provision. Regardless of the outcome of the September referendum, the EIS will continue to put pressure on the Scottish Government to ameliorate some of the pension changes which are being foisted on Scottish teachers and lecturers by the Westminster Government.
- For a number of years now there has existed an agreement with the Scottish Government/COSLA on the minimum number of teachers which will be employed across Scotland's Local Authorities. It has, also, been EIS policy for many years to seek to establish an agreed minimum staffing standard covering schools across the country, to ensure a minimum level of provision for all of Scotland's young people.

Delivering for our young people

EIS members will want to interrogate both the "Better Together" and the "Yes Scotland" campaigns to ascertain which form of future constitutional settlement offers the best and most realistic prospect of delivering our shared goals for Scottish education.

The Scottish electorate, including EIS members, will have to decide which of the two options is likely to deliver both a more prosperous and socially just Scotland which could devote more resource to public services such as education.

The extent to which future additional resources may be allocated to our education system will, ultimately, depend on the political priorities

adopted by the parties which contest the (2016) Scottish Parliament elections following the September 2014 Referendum. Members will want to gauge the extent to which Scottish education is a priority for all four of the major political parties in Scotland.

Whatever the outcome on 18 September 2014, whether the people of Scotland choose the status quo or independence or if a political consensus can develop on the further devolution of powers to the Scottish Parliament, the EIS will continue to challenge those governing Scotland to deliver for our young people an even better and more fulfilling education experience.



EIS Celebrates International Women's Day

The EIS marked International Women's Day with a free concert, headlined by Kim Edgar focusing on the theme of 'Women Rising.'

Compere for the evening was Susie McCabe, a regular on the Scottish comedy circuit for the past 3 years, who sold out two Glasgow International comedy festival shows in her debut year.

Jimmy Ross, Finlay Allison and Gillian Frame performed for the first half of the evening, providing a historical perspective on the notable successes of women in the face of adversity; whether it be the experiences of striking female workers in the Neilston Thread Mills or Mary Barbour's influence on the Red Clydeside movement.

The second half of the evening featured musical contributions by Fiona Liddell and Kim Edgar, providing a more contemporary view of the challenges that women face.

Contributions, in the form of music and prose, from a selection of EIS members – including Ex-President Susan Quinn – also featured in this highly successful event.



photos: Mark Jackson



Professor Ailsa McKay Remembered



The day before International Women's Day, Glasgow Caledonian University announced the sad and untimely death of the noted feminist academic Professor Ailsa McKay. Professor McKay was a long-time EIS member, and had delivered a very well received speech during an appearance at the EIS International Women's Day event last year.

Commenting on the news of her death EIS General Secretary Larry Flanagan said, "Professor Ailsa McKay is a great loss to Scottish society and to education, in particular to her friends, colleagues

and students at Glasgow Caledonian University. Ailsa was a great friend to trade unionism, and to the EIS. She also gave very active support to the work of the STUC, particularly the Women's Committee and their Close the Gap Project."

He added, "Many EIS members will look back fondly on Professor McKay's speech to the EIS's own International Women's Day event last year. Ailsa spoke passionately on a number of issues that she held dear, and left a strong and lasting impression on all those who were in attendance."



Instrumental Music Conference

The EIS, in partnership with the Scottish Government, offered support to a national Instrumental Music Conference at Murrayfield stadium in late February. The Conference brought together Instrumental Music Teachers from across the country to share ideas and discuss some of the key issues facing music education in Scotland.

The morning session of the Conference included a video appearance from Nicola Benedetti, who spoke of the importance of instrumental music tuition in schools. Professor Sue Hallam of London's Institute of Education (IoE) explored the benefits of instrumental tuition for attainment and cognitive development.

In the afternoon, the Scottish Government's Minister for Schools, Dr Alasdair Allan MSP, spoke of the place and contribution of music in a modern Scotland.

A wide range of workshop sessions were also available, and pupils from West Lothian schools and the Greenmill String Project showcased their talents in performance sessions throughout the day.

Participants enjoyed a highly engaging and stimulating conference, and feedback on the event has been extremely positive.

Further information:
www.eis.org.uk (events section)



photos: Mark Jackson



The Choice to Force Change

As a result of the 2013 AGM resolution “that this AGM resolves to publicise the case for boycotting Israeli products,” the SEJ invited **Hugh Humphries**, Secretary of Scottish Friends of Palestine, to offer his organisation’s view on why boycotting Israeli products is an important step to demonstrating support for Palestine.

Israel presents itself as a Western democracy... and at the same time breaks international agreements, fails to uphold the Geneva Convention, takes land to which it has no right, throws children in prison and lies to the world about its nuclear weapons.

Ken Loach, film director and advocate of the cultural boycott of Israel. Source: Berlin newspaper Tagesspiegel



On Gaza’s population of 1.7 million “There is fresh water for a few hours every five days. Fishing boats are not allowed to go out – in any case, what is the point, because the waters are so filthy that no fish they catch can be eaten? The Israelis are victimising the children above all. Half the population of this country is under the voting age. What is being done to those children – the lack of nutrition – is damaging not only their bodies and brains; it will go on for generation after generation.

It is totally unacceptable that the Israelis should behave in such a way, but they do not care. Go to Tel Aviv, as I did not long ago, and watch them sitting complacently outside their pavement cafés. They do not give a damn about their fellow human beings perhaps half an hour away.

The Israelis do not care about condemnation. They are self-righteous and complacent. We must now take action against them. We must impose sanctions. If the spineless Obama will not do it, we must do it – even unilaterally . . . nothing it (Hamas) has done justifies punishing children, women and the sick as the Israelis are doing now. They must be stopped.”

These are not the words of Scottish Friends of Palestine but of Sir Gerald Kaufman, MP for Gorton, Manchester, speaking during a debate in the House of Commons on the 5 February.

With Mr Kaufman being a critical friend of Israel these words are all the more significant. So why is it that even friends of Israel now have common ground with the proponents of Palestinian rights and argue for the imposition of sanctions, the boycott of Israel and its products?

As alluded to by Gerald Kaufman, the Israeli state and the majority of its citizens have no interest in the Palestinian under occupation (or, indeed, the millions in the Palestinian Diaspora refused the right of return to their own land). Since the birth of Israel in 1948, the Palestinians have been consigned to the margins. Those remaining are constantly reminded of the unwanted, pariah, status they hold in their own land. Increasingly they are subject to conditions of forced displacement from their homes and land; ethnic cleansing by any other name.

In Gaza the siege, now in its seventh year, imposed on this strip of land has resulted in gross inhumane conditions. This is not an accident. It is a result of deliberate strategy. In the West Bank, which includes East Jerusalem, illegal settlements abound, serviced by an apartheid road network for use by Jewish travellers only. The Palestinian is corralled behind concrete walls and razor wire fences. Checkpoints abound resulting in a matrix of control which denies the people free access to schools, university, doctor, dentist, visits to relatives as well as the doubling or trebling of journey times. Meanwhile, within Israel itself, those

20% of its citizens who are Palestinian Israeli are subject to a wide range of discriminatory laws and practices. At the last count there were at least 55 laws which discriminate against the Israeli citizen based on their ethnic origin with residency, nationality and citizenship rights best described as Kafkaesque. Those Palestinian Israeli citizens designated as “present absentee” can look over the fence at their family’s home, to which they have title, yet are not allowed to reclaim.

The 2002 Rome Statute of the International Criminal Court has a name for it: apartheid.

This apartheid has many forms. The occupied Jordan Valley has long been the scene of home demolition and family evictions. When the Israeli army wishes to carry out live fire practice, villagers – the elderly, the young, the new born, the sick – are all decanted into the searing heat, with no, shade or the freezing winter with no shelter. Water storage cisterns and tanks are either demolished or confiscated. In recent months whole villages and tented structures of the Bedouin communities have been bulldozed - to the extent that the International Red Cross has now ceased providing emergency tents and shelter material because they are either confiscated or destroyed by the Israeli forces. Overlooking this mayhem are the illegal settlements which, together with their lush well-watered lawns, remain untouched.



“You can play your part, quite simply, by checking the label of the goods you buy”

On the same day that Gerald Kaufman was speaking from the heart, the bulldozers and Israeli military were at work in the three Jerusalem neighbourhoods of Beit Hanina, Sur Bahir and Jabal al-Mukabbir. The result? Residents assaulted and injured while trying to prevent the demolition of their homes. Furniture and household effects scattered amongst the debris of four mounds of rubble. One news agency captured the image of a distressed resident, still in bed, attached to an oxygen mask and cylinder.

Then we have the illegal settlements implanted on confiscated Palestinian land. In this respect it is encouraging to see private business lead the way where governments have lamentably failed. In recent weeks Israel's Bank Hapoalim, Africa Israel Investments Ltd. and Danya Cebus have been blacklisted by companies in Denmark, Norway and Holland because of their involvement in the funding of settlement construction in breach of international humanitarian law.

However, the presence of the settlements and settlers is now impacting upon the whole social fabric of Palestinian life. With children reacting against the presence of settlers, they are increasingly the focus of attention of the occupation soldiers whose actions and abuse of the children convey the message “accept the presence of the settlers and we will leave you

alone.” At Scottish Friends of Palestine's recent seminar, Children in Chains, (reported in the December 2012 SEJ) the principal speaker, Gerard Horton, now of the organisation Military Court Watch, commented that mothers of the children taken into military detention often suffer a “psychotic death.” They don't know what is happening to their children. They may not see them for months. For some, the adult males of the family are also in Israeli detention. And yet somehow life must continue as normal for the sake of the rest of the family - with the burden shouldered by the mother.

Israel must be brought to its senses and take heed of international law as it relates to the rights of the Palestinian people. In the absence of government action to achieve this, civil society must adopt the crucial role of endorser and enforcer of boycott, divestment and sanctions against the brutality and arrogance of the Israeli state. You can play your part, quite simply, by checking the label of the goods you buy. You can demonstrate to Gerald Kaufman's café companions in Tel Aviv that life cannot continue as usual as long as the humanity and rights of the Palestinian people are trashed.

Hugh Humphries
Secretary, Scottish Friends of Palestine
www.scottishfriendsofpalestine.org



“the elderly, the young, the new born, the sick – are all decanted into the searing heat with no shade or the freezing winter with no shelter”



Edinburgh Health and Wellbeing Event

A joint Health and Wellbeing event was organised by the EIS CPD and Learning Rep Co-ordinator, EIS Edinburgh Learning Reps Bill Harris and Jim Pringle and Lesley Norris, Employee Health & Wellbeing Adviser from City of Edinburgh Council. This event was held due to the success of the event on the same topic held in February 2013 which attracted large numbers of participants and glowing evaluations. This event focused on the health and wellbeing of teachers and lecturers.

Over 90 participants gathered in the Edinburgh Training Centre on Friday 28 February to attend workshops on An Invitation to Think Differently, Balance and

Bounce, Pressure Points, Towards Social and Emotional Health and Wellbeing, Moving from Classroom Stress to Teacher/Lecturer Presence, Illness Recovery and Positive Mental Health, One Planet Picnic – An Exploration and Expression of Happy Healthy Eating Experiences.

Participants were able to attend two of the above workshops which each lasted an hour. The afternoon started with an excellent buffet lunch and an opportunity for the participants to chat to teachers and lecturers from different schools and colleges across Edinburgh and the Lothians. There was also a break in between the workshops to give everyone a chance to network and chat to others about their experiences of the first workshop they attended.

The evaluations from this event are again glowing and we will certainly be looking to hold a similar event in the future.

Our thanks go to Lesley Norris, all the workshop contributors including John Tuite who has provided an article for this SEJ on the work that he is involved in, the Edinburgh Training Centre for excellent support in the organisation of the event and on the day and also to all those who attended and made it such an enjoyable and beneficial afternoon.

The Edinburgh Learning Reps, Bill Harris and Jim Pringle, are there to assist members with their CPD and can be contacted by emailing:

Bill Harris: wharris@eis-learnrep.org.uk
Jim Pringle: jpringle@eis-learnrep.org.uk

Advanced Body Language Skills

John Tuite, one of the workshop contributors at the Edinburgh Health and Wellbeing Event, details below the work he is involved in:

“Research points out that what we say represents a small percentage of what is actually communicated. But how often does professional development recognise that?”

John Tuite works with teachers in a way that recognises they are not just brains carried around by bodies. What happens below the neck is hugely important, often decisive in challenging situations. What gets in the way of good teaching is often the bodies built in response to pressure. “I wanted to offer teachers a way to work with their body and all its intelligence, as well as their minds. The work offers simple practices to be both strong and open, resilient and connected in and out of the classroom.”

John’s Teacher Presence workshops begin by exploring how powerfully the body can

shape our responses. John continued “I help people get familiar with their particular signature response to pressure. Then we offer powerful tools to shift into more empowered, creative, and compassionate states. This enables you to make gentle changes, opening up new actions and possibilities, re-engaging clarity, creativity and inclusiveness. Most importantly, even when you are experiencing conflict and opposition.”

John taught in challenging London schools for 18 years, serving on leadership teams in four schools. He was an Advanced Skills Teacher. Prior to this he worked as a builder, an arborist and a councilor.

He now works full-time as a leadership coach, and a qualified Leadership Embodiment Teacher. He is also the Senior Instructor of a centuries old martial art, Southern Shaolin Five Ancestor, having practiced within this tradition since 1974. He is internationally awarded at Master level.

He can be contacted at john.tuite@centreforembodiedwisdom.com or through www.clearcircle.org



“This enables you to make gentle changes, opening up new actions and possibilities”



EIS President, **Phil Jackson**

“an opportunity to start the professional dialogue on the challenges facing Scotland’s teachers”

Building Professional Learning Conference

Teachers and prominent members of the Scottish education community recently gathered in Stirling to explore the road ahead for Scotland’s learners and teachers.

A major conference - organised jointly by the EIS and Education Scotland - brought together teachers and education policy-makers from across the country to discuss professional learning and the positive impact it can deliver for both teachers and learners.

Explaining the importance of this major partnership event, EIS President Phil Jackson, said, “It is vitally important that organisations like Education Scotland can work in partnership with the EIS and that the voice of Scotland’s teachers is listened to and acted upon in these challenging times. This conference gives us an opportunity to start the professional dialogue on the challenges facing Scotland’s teachers and lecturers in a wide range of areas.”

Mr Jackson added, “The CPD agenda has been a great success story for Scotland’s teachers and for the EIS in particular with thousands of teachers attending EIS organised events and a rapidly expanding force of committed EIS Learning Representatives who are making a real difference in our learning establishments. I see this conference as the beginning of a high profile focus on addressing the issues facing education in Scotland.”

Alan Armstrong, Strategic Director at Education Scotland said, “We want to help ensure that practitioners across Scotland are getting the support they

need and the opportunity to benefit from well-focused, stimulating professional learning throughout their careers. We are pleased to work with the EIS and its networks, alongside colleagues also leading national initiatives. These events promote high-quality professional learning and leadership amongst education practitioners.”

The keynote speaker was Kenneth Muir, Chief Executive of the General Teaching Council for Scotland (GTCS). Mr Muir set professional learning within the wider context of other developments taking place in Scottish education. He suggested, for the first time in a generation, there is an alignment of educational policies and developments designed to move the Scottish education system from being a good one to becoming a great one; a system that sustains continuous improvement in outcomes for learners and ongoing professional learning for teachers. As the most significant resource in schools, he highlighted the central role played by teachers to school improvement efforts and pointed to how GTCS’s recently-revised Professional Standards and the introduction of Professional Update are designed to support teachers deliver high quality outcomes for learners.

The Conference programme was designed to inform and engage delegates and to support the development of professional learning. There were also opportunities to participate in workshop activities co- led by EIS Learning Representatives and Education Scotland’s Teacher Education team. Delegates included Learning Representatives, Local Association Secretaries and Headteachers from the EIS, the National CLPL Network and invited guests from other national organisations.

Further information

Lyn McClintock

EIS National CPD and Learning Rep Co-ordinator

e: lmclintock@eis.org.uk

t: 0141 353 3595

CPD Events in your area

South Lanarkshire, Saturday 29 March 2014, Hamilton Academicals Football Ground, Keynote Speakers confirmed: Susan Quinn, EIS National Ex-President and Norrie McKay, GTCS

Angus/Dundee, Saturday 26 April (venue to be confirmed):

West Lothian, Friday 16 May: To register please email lmclintock@eis.org.uk

University of Aberdeen, Saturday 17 May 2014: Keynote Speakers: Ken Muir, GTCS and Kay Barnett, National EIS Education Committee Convener. Registrations will be invited soon.

Glasgow, STUC Offices, Professional Update – Making it Real: Saturday 17 May. Three practical workshops being provided by Susan Quinn, EIS National Ex-President; Jim Whanel, Glasgow QIO and Norrie McKay, GTCS. Registrations will be invited soon through CPD Manager 2 and for those who cannot access this they will register by emailing Jayne Rowe, EIS Glasgow Learning Rep jrowe@eis-learnrep.org.uk

Edinburgh, St Thomas of Aquins High School, Friday 23 May 2014: Invitations to register will be invited soon.

North Lanarkshire – event is being organised. Details will be issued soon.

Moray – event is being organised. Details will be issued soon.

Highland – event is being organised. Details will be issued soon.

Tackling Bureaucracy Events:

Several events are being organised, Aberdeen (26 April) and Stirling (24 May) to provide teachers with practical workshops to assist them. Details of the events will be circulated soon including an event in Edinburgh in September.

Check out the EIS website for upcoming events in your area.

www.eis.org.uk

(Details will appear in the Events section)

A Common Weal Education

The SEJ looks at “How schools could deliver transformational change and put equity at the heart of education” – a report for the Jimmy Reid Foundation by Professor Brian Boyd

This report examines the role of schooling in creating a civilised society. It looks at the aims of education and emphasises the importance of ‘The New Basics’ like the ability to think – critically and creatively - empathy, working with others, problem-solving and resilience in a modern economy and society.

It argues that the Finnish education system provides a Common Weal model of education we can learn from. Finland finished top of the Programme for International Student Assessment (PISA) ranking. The key characteristics of Finnish education are:

- **formal schooling begins at age seven; up until then, play is the core activity;**
- **all children attend comprehensive schools until age 16;**
- **there is no ‘internal selection’ (setting and streaming);**
- **there are no ‘private’ schools and fee-paying is banned;**
- **the curriculum is not prescriptive, offering professional autonomy within guidelines;**
- **formal exams do not take place until age 18;**
- **league tables do not exist;**
- **teachers take five-year degree courses covering theory and practice and teach no more than four lessons daily; and**
- **there is no schools inspectorate.**

The report then assesses schooling in Scotland at the level of early years, primary education, secondary education and additional support needs. The potential for radical renewal of the curriculum is identified as a key area for improvement.

The Report suggests we should move to a system of ‘exit exam’ only in the last year of school which is designed to assess how well a pupil has learned and how well they are able to apply their learning in new and different contexts. These could be different exams for different purposes, taking into account the proposed destinations of the student.

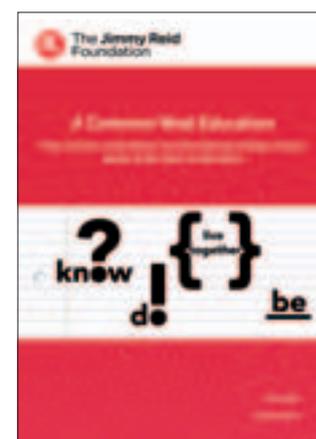
It argues that the commonly held idea that parents are resistant to any change is not played out by the facts. It says that when parents are

asked for their views they are capable of taking a broad view of education and are capable of participating in debate about fundamental issues affecting not simply their own child but children as a whole. Parents and students are both key stakeholders in the education system but are under-represented at decision-making levels, the report argues.

Professor Boyd notes that the transition from school to post-school education is often made more difficult, especially for those from deprived backgrounds, by a lack of communication between schools and FEIs/ universities and a focus on attainment rather than achievement. Glasgow Caledonian University has shown that it is possible to drastically improve the number of school students from deprived backgrounds going to university simply by improving the link-up between the university and local primary and secondary schools.

He also highlights the importance of learning being considered a life-long objective rather than finishing at the end of school years is emphasised. New ways to encourage and nurture adult learning like ‘life skills’ and non-formal learning could be integrated into the accreditation system of learning qualification, he says.

The report finishes by arguing that if Scotland were to look for models of schooling which offer the greatest likelihood of building a successful and equitable society, the Nordic countries, particularly Finland, are the most fruitful. England, under the leadership of Michael Gove MP, the Education Secretary, appears to be determined to dismantle the comprehensive system, removing the requirement to deliver the national curriculum from Academies and fast-tracking graduates into teaching with only six weeks’ training. The report states that the choice is clear: a comprehensive system with the highest expectations of all children, taught by the best teachers with a mission to educate the whole child in a system which is not dominated by formal exams; or one which is elitist, discriminatory and focused on examination success as the main measure of effectiveness.



The EIS View

The Jimmy Reid Foundation report is a welcome contribution to the education debate in Scotland. It raises key questions about the purpose of education and the EIS would be sympathetic to many of its conclusions especially around tackling inequity and defending the concept of comprehensive education. CfE, of course, is predicated on many of the principles espoused in the report but as we approach the first phase of the new qualifications it is timely to review, in response to the report, whether an appropriate balance has been achieved in relation to the importance of qualifications and the need for young people to have the skills needed for the 21st Century. The EIS is clear that there has been significant over-assessment in the first year of the programme; exit-only exams would be an idea worth considering in any review of CfE implementation.

- Adapted from the Jimmy Reid Foundation Report, available for download from: <http://reidfoundation.org/the-library/>

Childcare

The SEJ explores the benefits - for children, families and wider society - of universal access to free childcare for working parents.



“ In the long run, a positive impact on individual children, on their education, health, behaviour and future earnings can result ”

The 2013 AGM called for ‘access to free universal childcare in Scotland.’ Obvious benefits can be realised if the terms of the resolution are fulfilled.

In the short term, economic growth can be stimulated, with a positive impact on employment in general, and, within the childcare sector in particular. In the medium term, a positive impact on the female labour force and the possibility in reducing the gender pay gap can result. In the long run, a positive impact on individual children, on their education, health, behaviour and future earnings can result. This also translates into wider benefits for society at large, including those from deprived backgrounds and those enduring similar disadvantages.

In addition, flexible childcare can bring women out of unemployment, as many struggle to find flexible jobs. It also reduces the stresses of juggling family and work life as women, especially single mothers, are traditionally expected to. Flexibility should relate to the employee and not the employer. This particularly applies to the teaching profession, where many women fulfil a programme of education, in many cases right up to post-graduate level, but then find that they cannot sustain suitable employment. This has resulted in a level of investment which has been simply wasted.

Universal childcare should be about choice. It should allow an individual to decide how they want to make a contribution to society, either through paid work, but also through caring – something that has become undervalued through the years. It should not be something that supports a ‘long hours’ working culture, but something that is ‘family-friendly.’

Increased provision of free childcare is part of a package of reforms which have been approved by MSPs. The Children and Young People (Scotland) Bill was passed with 103 MSPs voting for it and with 15 abstentions. The bill will see an increase in free childcare for three, four and vulnerable two-year-olds, from 475 to 600 hours - around 16 hours per week - from August.

However, if the benefits previously outlined are to be fully realised, the implementation of such policy has to be carefully addressed. Within childcare there is acceptance that there are two components - childminding and the education of the child. The quality of both should not be diminished.

A child as an active learner is reflected in the principles of Curriculum for Excellence which is common to all learners from 3-18. Overall, there has

been a dilution of early years education delivered by teachers in Scotland over the last 10 years and the distinctions between ‘education’, ‘early learning’ and ‘childcare’ have become blurred. EIS strongly believes, therefore, that it is vitally important that fully qualified and registered nursery teachers plan and deliver these educational opportunities to suit the particular needs of all of Scotland’s youngest learners. Increasing the number of hours of funded early learning and childcare will not in itself result in an increase in the quality of educational provision.

Throughout this article, the focus has been on a female perspective. The opportunity to influence wider societal issues should not be lost. In particular, out-dated attitudes on gender roles should be challenged and that childcare should be seen as an issue for both men and women.

Recently, Scottish Government announced that Professor Iram Siraj will lead a team that will examine the skills and qualifications of those working in the Early Years sector. The EIS will take this opportunity to make strong representation and reinforce key messages and principles to this review body.

ShareAction and the EIS: using shareholder power to fight corporate abuse

ShareAction is a campaigning charity that champions sustainable and responsible investment and works to tackle corporate abuse using the tactic of shareholder activism. We campaign on issues ranging from the Living Wage, workers' rights in the UK and around the world, corporate tax avoidance, Arctic drilling and climate change.

We are excited to have EIS affiliate to ShareAction and join us as a member organisation. We were particularly pleased to see that it came as a result of a motion brought at the EIS congress, through the trade union's democratic processes – it shows us that the movement for responsible investment is growing as people recognise the need to engage with financial markets to address social injustice.

At ShareAction, we are proud of our close links to the trade union movement. EIS join Unite, Unison, CWU, TSSA, Prospect, PCS and UCU as member organisations of ShareAction. Shareholder activism can help the union movement stand up for workers' rights, protect their savings and pensions, and make sure that workers have a say in the way that companies are run.

We have worked with Unite and Unison to help lift 7000 workers in the UK on to a Living Wage – by using investor power to apply pressure on big companies whose shares are traded on the London stock market and held in many pension funds. We have also joined with our trade union allies to challenge high executive pay and worked with Unison to challenge pension fund investments in risky new fossil fuel projects – which threaten the environment as well as workers' savings.

The billions of pounds in pension funds gives workers with pension savings a stake in businesses operating around the world. Most people feel disconnected from what happens to their savings, but that's changing.

More and more savers are asking questions and demanding a voice in the system that takes care of their money. ShareAction wants to make sure that pension savings are used to protect workers' rights, people and the planet, and that pension funds invest responsibly and sustainably to provide people with the financial security they need in retirement.

The pension system we have today is unaccountable to the people whose money they manage. It's a system that lacks proper checks and balances and often pursues short-term profits at any cost.

ShareAction's ambition is a big one: to democratise the finance system and ensure that the investment sector serves people and the planet, not just itself.

ShareAction's ambition is a big one: to democratise the finance system and ensure that the investment sector serves people and the planet, not just itself. The aftermath of the financial crisis has demonstrated the influence of global capital and financial power on our domestic politics. It also shows the need for working people to get organised and get progressive voices into the corridors of financial power. Pension funds are the link between workers and the investment markets; through pension funds ordinary people have a stake in investment markets, and can build a powerful voice to demand that companies behave responsibly.

As well as pushing for the democratisation of finance, we also campaign on a range of social justice issues with a raft of different tactics. We coordinate supportive investors to take action together, train people to ask tough questions at company AGMs, and enable workers to lobby their pension funds directly. Some of ShareAction's work is particularly relevant to EIS members in either local government pension funds, or in the Universities Superannuation Scheme (USS). Members of these funds can contact them directly via ShareAction's website to influence how their money is invested on their behalf.

The Green Light campaign brings together a broad coalition of environmental charities, trade unions and activist organisations to demand that pension funds face-up to the financial and environmental risks of climate change. Pension funds could be powerful players in the fight against climate change. The billions they control could fund a just transition to a greener, safer future - investing in green jobs and infrastructure - where environmental and financial stability go hand in hand. For more information go to: <http://greenlightcampaign.org.uk/>

ShareAction's Living Wage campaign builds on the great work being done by trade unions and community groups to demand that all workers are paid a wage they can live on. We harness investor power to spread this campaign into the private sector, encouraging pension funds to tell the companies they invest in to pay up. Read more here: <http://action.shareaction.org/page/content/Living-Wage/>

“ ShareAction has become the premier organisation to give voice to those who wish to invest their values as well as their assets ”



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ShareAction's member organisations, now including EIS, help shape and support ShareAction's campaigns. EIS is our first Scottish based member organisation, and we look forward to building up our activity in Scotland. We already engage with the Scottish financial sector; now we can actively engage with Scottish civil society. Working together we will make sure that EIS members can make their voices heard in the investment system, and tackle irresponsible corporate behaviour head on.



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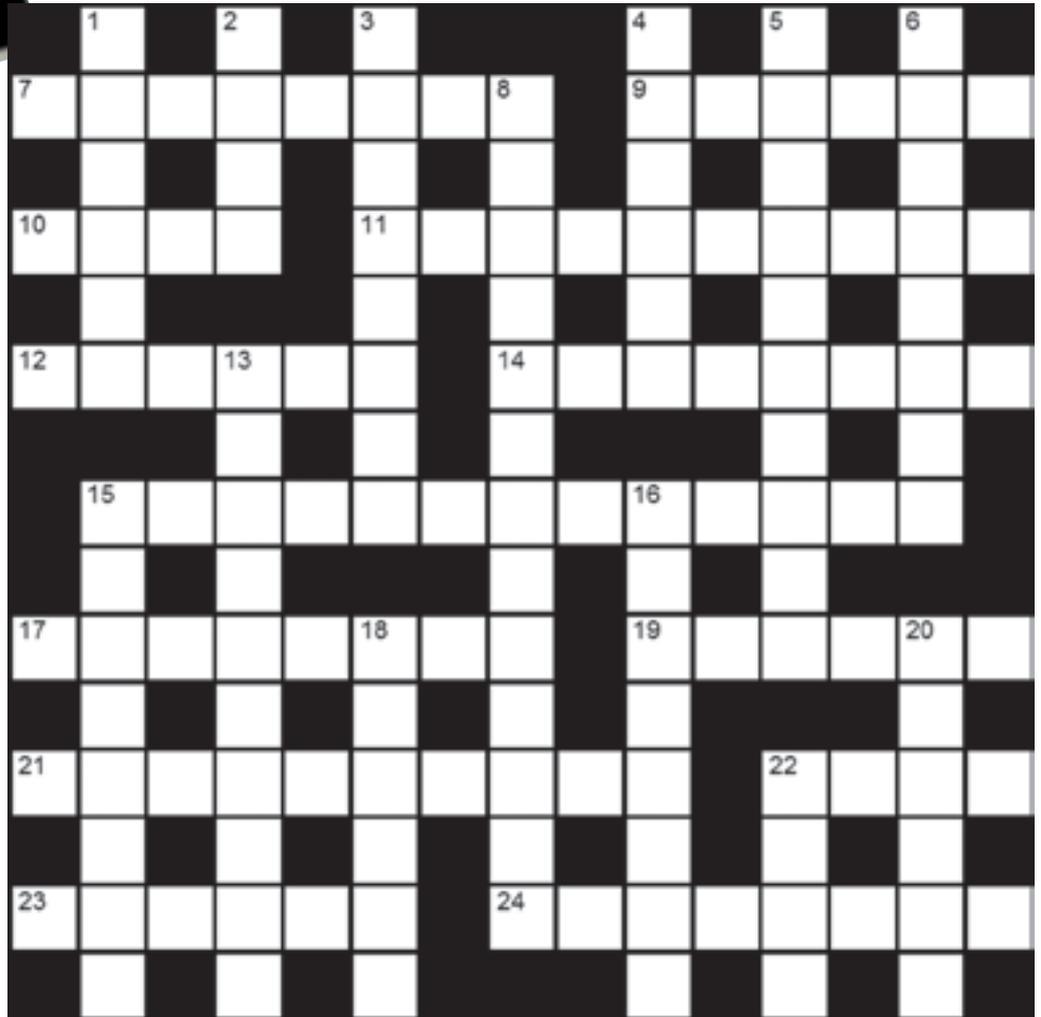
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The first all correct entry picked at random will win. Details of the winner, together with the solution to this month's puzzle will be published in the next edition of the SEJ. Employees of the EIS and their families are not eligible to take part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



across

- 7 Sell singer James into blood feud (8)
- 9 Relieve pain so others can be included (6)
- 10 The French compete soundly to raise tax (4)
- 11 Insulate, perhaps from bad behaviour (10)
- 12 A drumbeat on your skin, I doubt it! (6)
- 14 Militant propensity perhaps? (8)
- 15 Britney Spears muddled church goers (13)
- 17 Green vegetable sounded like a nice dug in Scotland (8)
- 19 Free sample of perfume discovered in broken down street (6)
- 21 Catastrophe, this instant, in the film! (10)
- 22 Container primarily for; violets and snowdrops exclusively (4)
- 23 The Welsh appoint with authority, for Dai never found out (6)
- 24 Lost rack could provide grip on icy paths (4-4)

down

- 1 Oh dear me, sounds swell! (6)
- 2 As nervous as a sharp axe, maybe (4)
- 3 A cat with body odour and one mega byte exploded (4-4)
- 4 Part of the Esso Industry provides excuse to the Court (6)
- 5 Olympic acme, seldom glad unfortunately (4,6)
- 6 Picks, carbon to be included in summer favourite (4-4)
- 8 Trap Priestess into buying business for sale of its parts (5-8)
- 13 Military waterproof perhaps (6-4)
- 15 Sweat for every church steeple (8)
- 16 Again recover position with 13 down (8)
- 18 The former pupil was tall and rectangular (6)
- 20 Else in senile storage in silo (6)
- 22 Endorsement of initial visit in state abroad (4)

Crossword 79 answers:

Across: 9 Unexceptionable, 10 Diploma, 12 Pointer, 13 Countless, 14 Nudge, 15 Officer, 18 Nemesis, 21 Equip, 23 Waterpolo, 25 Thin air, 26 Ingrown, 29 Russian Roulette

Down: 1 Curd, 2 Seep, 3 Acrostic, 4 Opiate, 5 Diapason, 6 Ensign, 7 Ebb tides, 8 Fearless, 11 Inoff, 15 Overture, 16 Flutiest, 17 Rewiring, 19 Marigold, 20 In law, 22 Placid, 24 Tailor, 27 Onto, 28 Noel



SEJ FORUM



Dear Editor

I have noted recently, both from other teaching unions and from the press, the rise in false allegations being made against teachers and childcare workers in Scotland (indeed all over the UK). Why is there nothing published about this in the SEJ? There have also been TV documentaries as well as a lot of items on the internet, and websites dedicated to supporting teachers who have had false allegations made against them.

However, due to our "broken Britain" scenario, where thousands of children now have a social worker allocated to their family, and the Scottish Government is speaking about assigning a responsible adult to every child in Scotland, there are now more dysfunctional families than ever before. This often spills over into the classroom, where teachers have their teaching continually interrupted to deal with the problems and "baggage" which children bring to school with them, and are increasingly the victims of false allegations by streetwise children, whose knowledge

of legal matters leave professionals behind nowadays. This is an educational issue. Why are there no articles on this topic in our Union magazine, or best – practice guidelines being issued? Why is there no support for teachers, and discussion with LEAs on how to protect vulnerable teachers more? Why do we have to get updates from other Teachers' Unions in order to survive?

Many pupils and parents, in this time of recession, see teachers, schools and LEA's as fair game, in this "compensation culture" we now live in. Under 16's have "rights without responsibilities" with teachers being told by pupils "we can sue you..." when things do not go their way. Many teachers who go through investigation for frivolous things, find it impossible to return to teaching, with their good name, marriage and career in ruins. No one seems interested, and it is just a case of "let's just get a replacement teacher" when this happens.

School bus drivers now have cameras installed, in sealed boxes, due to threats

and false allegations being made to them, simply for requesting reasonable behaviour on their buses. Why not cameras in the classroom – for the protection of pupils as well as staff? Why not some dialogue in the SEJ? Why not some action? Why not some support for teachers here – or is the EIS simply not concerned in this "throw away" society?

Yours sincerely,
Name and address supplied

Editor's reply - The EIS frequently highlights the issue of malicious or false allegations against teachers, in the media and elsewhere. See SEJ Volume 97, No. 5 (October 2013) for one recent example - a 4 page feature entitled 'When Things Fall Apart' which dealt with false allegations and offered a legal view on how to cope in such cases. Members wishing advice on these issues should speak to their EIS Representative or LA Secretary in the first instance.

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Managing Extra-Curricular Demands



Let's suppose you are a busy classroom teacher, juggling the demands of a young family at home with a boisterous class of eight-year-olds at school. Your class takes a lot of energy to settle down for work each morning – and at each subsequent break throughout the day.

It's Monday morning and Amy is in tears again, even before the bell has gone. Recently fostered, after a placement with her grandparents ended violently, you have to remind yourself that it is only a year since Amy's mother died from a drugs overdose. If you didn't, your exasperation might seep out as you comfort her just enough to get her into class.

Once in there, disorder rules. At the heart of it, two boys are baiting each other; One of them, Sam, is not going to back down. You suspect he is somewhere on the autistic spectrum, as yet undiagnosed - that mix of over-sensitivity and bulliness - and his feelings have been hurt. And Amy's crying again. The other children have responded to your presence and start to settle down. So that just leaves Sam and Amy and you to deal with.

How do teaching staff cope with extra-curricular demands of this nature? Who offers them support to ride the emotional roller-coaster that whizzes and plummets through the school curriculum on bad and not-so-bad days? In Place2Be's experience most teachers cope by simply carrying on. Support for the emotional impact of children like Sam and Amy can be hard to come by.

In Place2Be we might expect to meet up with this teacher at break or lunchtime and talk through with her how her morning went. We may suggest strategies for her to support Sam, including that he come and see us in Place2Talk, our drop-in, solution-focussed self-referral sessions for children (10 minute sessions at break time). We may bring forward Amy's session with her Place2Be counsellor, recognising that she is not coping well at the moment. We may simply listen to the teacher.

And indeed, Sam did come to the Place2Talk and together we worked out painstakingly and rationally how he might take control of similar situations and not rise to anyone's bait. And over the next few weeks, Amy played intensively with the doll's house in the Place2Be room,

in which she installed dolls representing herself, her mum and her grandparents. There were fights and tears, but it wasn't until a new set of parents moved into a room in the house that Amy's mum and grandparents could move out, leaving her there. Amy's foster parents have since applied to adopt Amy, and the tears before class have stopped.

Teachers know that some children arrive at school not ready to learn. But knowing that is not the same as having the time, the resources or even the skills to manage all the issues that children can bring. This is where a service like Place2Be can make the difference by attempting to provide that responsive space for schools at every level in a direct and non-stigmatising way.

Jonathan Wood - National Manager (Scotland) Place2Be

Place2Be is the leading UK provider of school-based mental health support, unlocking children's potential in the classroom - and beyond.

www.place2be.org.uk

If you would like Jonathan to address an emotional health/wellbeing issues that you're currently challenged by, in your classroom or the wider school environment - get in touch with the Editor and we'll pass your enquiry direct to Jonathan.

Sudoku

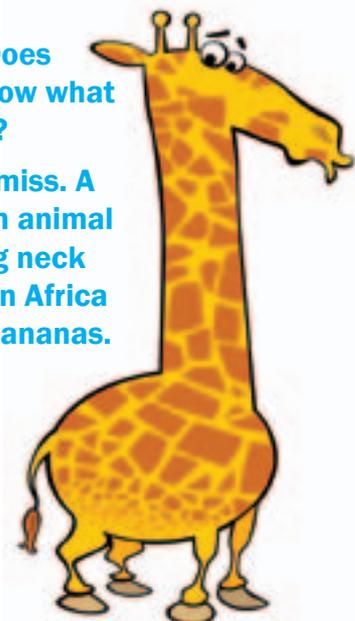
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				8	4	1		3
	4							
		3		9			6	

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

Children (and Teachers!) Say the Funniest Things...

Teacher: Does anyone know what a graph is?

Pupil: Me miss. A graph is an animal with a long neck that lives in Africa and eats bananas.



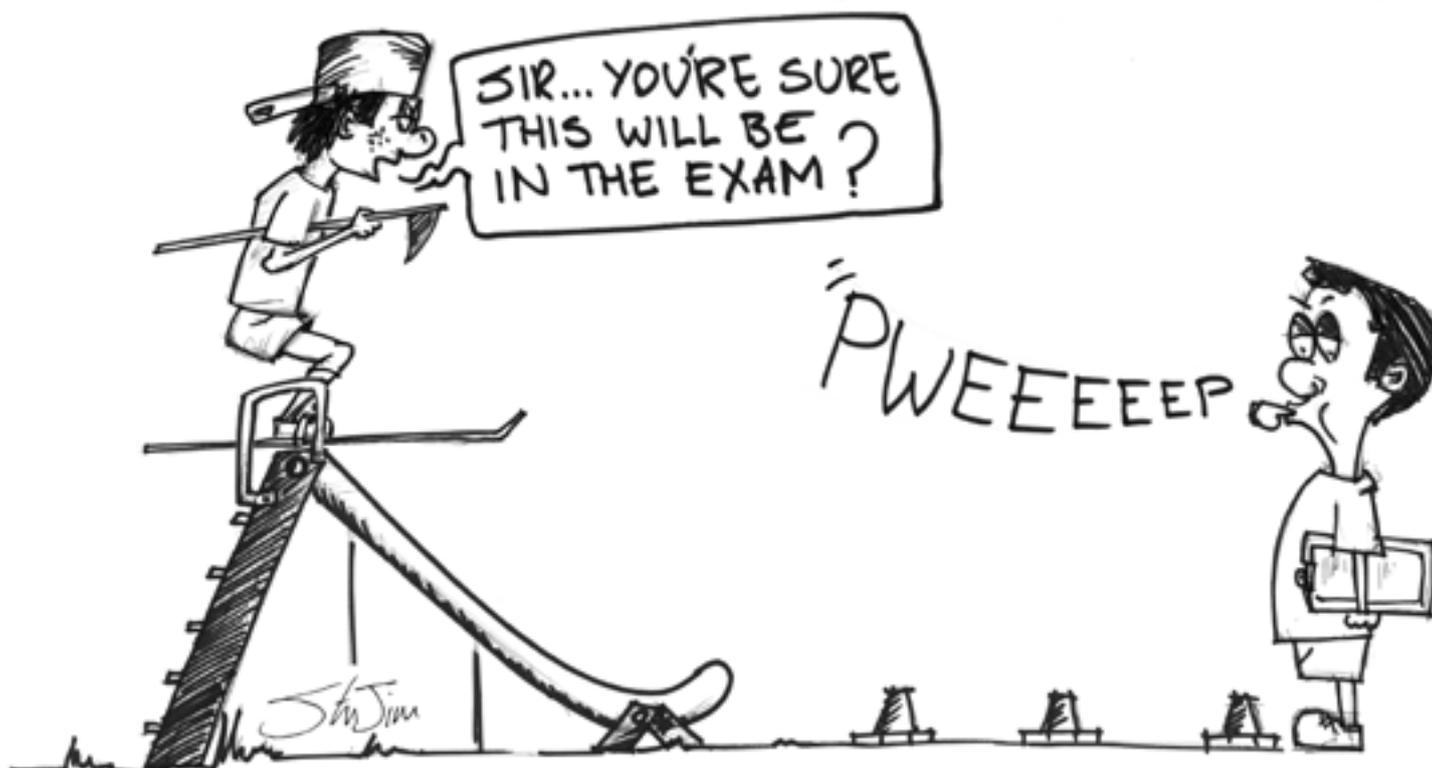
A PE class, somewhere in the West of Scotland, and an S4 pupil doesn't want to take part in the lesson...

Teacher: "OK, everyone, today we're going to focus on Javelin."

Pupil: "Awww, sir...I don't want to javel cos I'm no use at it."



A National Question



**The Educational Institute of Scotland
Trade Union Reform and Employment Rights Act 1993**

In terms of the above Act, the following statement relating to the year ended 31 August 2013 is issued to members of the Institute.

1. Total Income and Expenditure

The total income and expenditure of the Institute and its branches as included in the Annual Return to the Certification Officer was

	Members Dues (£)	Other Income (£)	Total Income (£)	Total Expenditure (£)
General Fund	5,599,691	633,795	6,233,486	5,459,481
Professional Fund		544,191	544,191	85,944
Local Associations	770,953	18,613	789,566	771,729
	6,370,644	1,196,599	7,567,243	6,317,154

2. Political Fund

The total income and expenditure of the Institute's Political Fund as included in the Annual Return to the Certification Officer was

Total Income (£)	134,702
Total Expenditure (£)	14,447

3. Other Information

The salary paid, including employers' superannuation and benefits provided to or in respect of the General Secretary, as included in the Annual Return to the Certification Officer, amounted to £111,785 comprising £85,672 in salary and £26,113 in benefits. No salary was paid or benefits provided to or in respect of the President or any member of the Executive.

4. Auditors' Report

The following report by the Institute's Auditors, Haines Watts, Chartered Accountants and Statutory Auditors, Q Court, 3 Quality Street, Davidsons Mains, Edinburgh was included in the Annual Return to the Certification Officer:

We have audited the financial statements of the Educational Institute of Scotland for the year ended 31 August 2013 on pages 2 to 23 which comprise the Income and Expenditure Accounts, Balance Sheets, related Notes to the Accounts and the Consolidated Balance Sheet. These financial statements have been prepared in accordance with the accounting policies set out therein.

This report is made solely to the Institute's members as a body in accordance with the Trade Union and Labour Relations (Consolidation) Act 1992. Our audit work has been undertaken so that we might state to the members those matters we are required to state to them in an auditors report and for no other purpose. To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than the Institute and the members as a body, for our audit work, for this report, or for the opinions we have formed.

RESPECTIVE RESPONSIBILITIES OF THE INSTITUTE AND AUDITORS

As explained more fully on page 24, the Trade Union and Labour Relations (Consolidation) Act 1992 requires the Institute to prepare financial statements for each financial year which give a true and fair view of the state of affairs of the Institute and of the income and expenditure of the Institute for that period in accordance with applicable law and United Kingdom Generally Accepted Accounting Practice.

Our responsibility is to audit and express an opinion on the financial statements in accordance with applicable law and International Standards on Auditing (UK and Ireland). Those standards require us to comply with the Auditing Practices Board's Ethical Standards for Auditors.

SCOPE OF THE AUDIT OF FINANCIAL STATEMENTS

An audit involves obtaining evidence about the amounts and disclosures in the financial statements sufficient to give reasonable assurance that the financial statements are free from material misstatement, whether caused by fraud or error. This includes an assessment of: whether the accounting policies are appropriate to the circumstances and have been consistently applied and adequately disclosed; the reasonableness of significant accounting estimates; and the overall presentation of the financial statements

OPINION ON FINANCIAL STATEMENTS

In our opinion the financial statements:

- give a true and fair view of the Institute's affairs as at 31 August 2013 and of its income and expenditure for the year then ended; and
- have been properly prepared in accordance with United Kingdom Generally Accepted Accounting Practice (but with the exception of a cashflow statement) and the requirements of the Trade Union and Labour Relations (Consolidation) Act 1992

MATTERS ON WHICH WE ARE REQUIRED TO REPORT BY EXCEPTION

We have nothing to report in respect of the following matters where legislation requires us to report to you if, in our opinion:

- adequate accounting records have not been kept; or
- a satisfactory system of control over transactions has not been maintained; or
- the financial statements are not in agreement with the accounting records and returns; or
- we have not received all the information and explanations we require for our audit

Haines Watts, Chartered Accountants & Statutory Auditors

Q Court, 3 Quality Street, Edinburgh EH4 5BP

Dated: 31 January 2014

5. Irregularity Statement

A member who is concerned that some irregularity may be occurring, or have occurred, in the conduct of the financial affairs of the union may take steps with a view to investigating further, obtaining clarification and, if necessary, securing regularisation of that conduct.

The member may raise any such concern with such one or more of the following as it seems appropriate to raise it with: the officials of the union, the trustees of the property of the union, the auditor or auditors of the union, the Certification Officer (who is an independent officer appointed by the Secretary of State) and the police.

Where a member believes that the financial affairs of the union have been or are being conducted in breach of the law or in breach of rules of the union and contemplates bringing civil proceedings against the union or responsible officials or trustees, he should consider obtaining independent legal advice.

[Note: The above wording is reproduced as required by the Trade Union Reform and Employment Rights Act 1993. The Institute, however, being established by Royal Charter, has the legal power to hold property and other assets in the corporate name "The Educational Institute of Scotland" and any reference to trustees in the text should therefore be disregarded.]

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Little things matter

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CFPOCA0079 01.14 BD34799.




A young person with autism isn't the same as a young person with autism.



Can you tell the differences between these two young people with autism? Possibly not, but at New Struan School we can. New Struan is run by Scottish Autism, Scotland's leading autism charity. It's designed for autism and purpose-built to provide the sort of specialist learning environment that mainstream education can't always deliver.

Here we use our 35 years of experience and specialist training to get to the core of an individual's autism. Our teachers have the expertise to reduce a pupil's anxieties and to break down barriers to learning.

Every young person at New Struan School has a Personalised Learning Plan. Places range from 52-week placements to day-only places and we work with young people from across Scotland.

To find out more visit www.newstruanschool.org/individual or you can contact Head Teacher Jasmine Miller for an initial chat on 01259 222000.

If you know a pupil with autism who might benefit from this unique learning environment, please get in touch. Places are limited, but for some young people going to New Struan School could be the only alternative to going nowhere at all.

Scottish
autism

newstruan school
Included, confident learners in the community

Phone: 01259 222000 | Web: newstruanschool.org/individual | Email: newstruan@scottishautism.org