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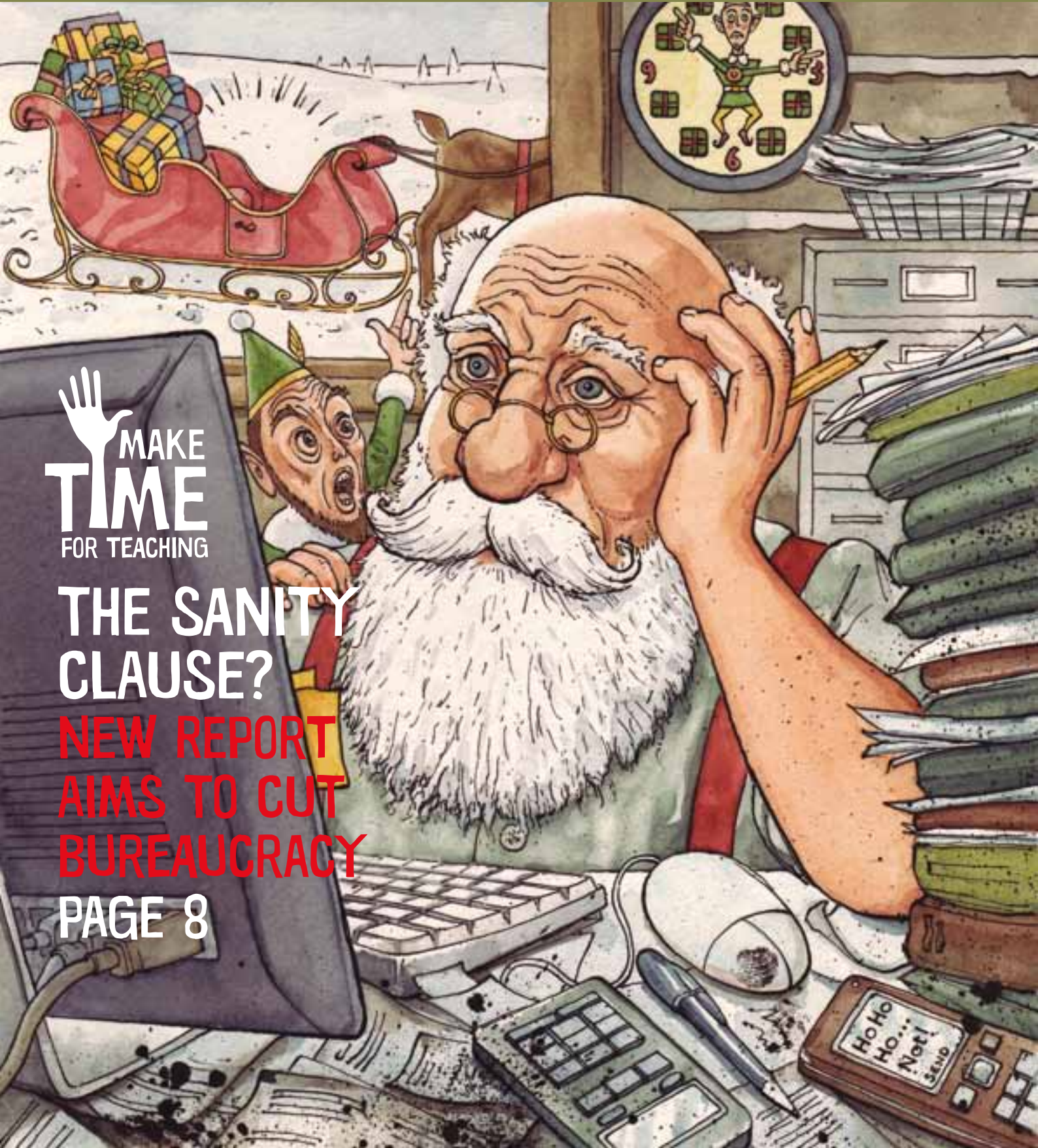
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SEJ



MAKE
TIME
FOR TEACHING

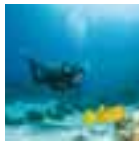
THE SANITY
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NEW REPORT
AIMS TO CUT
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PAGE 8



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No Christmas Bonus on Pay and Conditions

As 2013 draws to a close, it continues to be a difficult time for Scotland's teachers and lecturers on pay and conditions. After years of government-enforced pay freezes, there was some hope of an uplift in teachers' and lecturers' pay this year with the earlier announcement that pay increases, albeit capped at a maximum of 1%, could be offered to public sector workers this year.

However, after many months of negotiations, a pay increase has yet to be awarded nationally to teachers or to HE lecturers. The linkage of the teachers' pay offer to proposed changes in working conditions following the McCormac report clearly raised the ire of members, leading to the rejection of the proposals in the recent EIS ballot.

While the EIS made no recommendation as to how members should vote in the ballot in order to promote free debate, we were very careful to provide members with all the relevant information – in a neutral tone – to allow members to weigh the proposals and make up their own minds on how to vote.

The EIS is equally clear that members rejected the post-McCormac proposals, on which they were balloted, not the 1% pay offer. While the EIS believes that a 1% pay award is less than teachers deserve, and that a significant restorative pay award will be required in the future, the Salaries Committee had already recommended acceptance of the 1% pay offer as the best that could be achieved in the current negotiating climate.

So where do we go from here? Discussions are continuing via the SNCT, and the EIS will continue to press for a pay award for teachers. In its editorial, the day that the EIS announced the result of the ballot, *the Herald* newspaper wrote, "The real problem is that by bundling all the issues together, COSLA has boxed itself into a corner. So what can councils do now? Withholding the pay rise on offer to all public-sector workers this year seems unnecessarily antagonistic. There is also a pressing need to address the problems in supply teaching. All sides

agree that schools need a ready pool of able, experienced supply teachers in order to function, and measures in this deal would have delivered that. This is a mess, largely of the councils' making."

In the Higher Education Sector, too, negotiations continue in an attempt to secure a fair pay deal after years of frozen salaries. As this SEJ was about to go to print, EIS-ULA members were set to join colleagues in other HE unions in a day of strike action in pursuit of an acceptable pay agreement.

The EIS, as the main voice of Scotland's teachers and lecturers, will continue to negotiate and campaign for a fair pay award for all of Scotland's teaching professionals. After years of declining real-terms pay, it is time for employers to make a small but significant step to address the shortage in pay packets.

Some Festive Cheer in Workload Report

Some more positive news came recently in the publication of the Report of the CfE Working Group on Tackling Bureaucracy. This group, which was established by the Scottish Government as a response to the launch of the EIS Workload Campaign, and on which the EIS was represented, has produced a significant and helpful report that outlines key steps that must be taken to reduce bureaucracy, cut excessive paperwork, and lighten the workload burden on teachers. Our cover illustration this month offers a light-hearted take on the problems caused by excessive paperwork, while the related feature on pp8-9 takes a look at the key recommendations of the Report and offers the EIS view on how these should be taken forward to cut bureaucracy at establishment level.

Season's Greetings from the SEJ

Despite the challenging situations that we currently face, the SEJ hopes that all EIS members will enjoy the festive season and take advantage of the winter break to spend good times with friends and family. We wish you all the best for the festive season, and hope that you enjoy a healthy and happy year in 2014.

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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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Cover illustration by **Steve Carroll**

EIS COUNCIL NEWS...



MAKE TIME FOR TEACHING

New Report on reducing Teacher Workload

EIS Council welcomed the publication of the Report of the CfE Working Group on Tackling Bureaucracy in schools, which was referred to in the Council Reports from both Vice-President Tommy Castles (for Executive Committee) and Kay Barnett (Convener, Education Committee). The establishment of the Working Group was announced at the

EIS AGM in June by Cabinet Secretary Mike Russell, in direct response to the launch of the EIS campaign to cut workload.

The publication of the Report is an important step in the on-going campaign to cut teachers' workload burden and free up time for teaching by reducing unnecessary paperwork and form-filling.

At the EIS AGM the Cabinet Secretary said in his speech to delegates that it was "unacceptable that any school, Headteacher or local authority should be able to surround the clarity of CfE with a smokescreen of bureaucracy and unnecessary paperwork. That needs to stop and it needs to stop now."

The EIS agrees with that statement. The action plan now published should trigger a review of practice at local authority and school level to ensure that bureaucracy which has grown up around CfE implementation is stripped out, that excessive workload is reduced and that more time for teaching is released.

The EIS Workload Campaign – "Make Time for Teaching" – was established with the aim of delivering a meaningful and

lasting reduction in the workload burden of teachers. Teachers across the country are being placed under a considerable amount of stress due to their growing workloads.

The ongoing implementation of CfE, the introduction of new qualifications this year (Nationals) and next year (New Highers), rising class sizes and a growing administrative burden have all combined to increase teacher workload and reduce the time available for core learning and teaching activity.

The EIS campaign is calling for action to reduce unnecessary and unhelpful workload, freeing up more time for teachers to teach the pupils in their classes.

Council also agreed an updated paper setting out the next steps in the EIS Workload Campaign, including preparing advice for schools on the implications of the Working Group Report, and the preparation of additional publicity and new resource materials to support the campaign at establishment level.

- See cover feature on pp8-9 for more on the Report of the Working Group on Tackling Bureaucracy.

Members Reject Proposed Changes to Working Conditions

EIS members have rejected proposed changes to their working conditions in a consultative ballot. The proposed changes were negotiated through the Scottish Negotiating Committee for Teachers (SNCT) following the publication of the McCormac Report on teacher employment.

Commenting, EIS General Secretary Larry Flanagan said, "The EIS has been consistent in stating that any proposals arising from discussion of the McCormac Report would be subject to a ballot of our members."

"We have now completed that process and the result is a clear rejection by Scotland's teachers of the suggested changes to working conditions. As always, the EIS is listening to its members and will make teachers' views known to the management side of the Scottish Negotiating Committee for Teachers."

Percentage voting Yes – 41.1%,
Percentage Voting No – 58.9%,
Return - 30%

Ballot Result implications, Pay and Conditions



Tommy Castles
EIS Vice-President

Vice-President Tommy Castles and Salaries Convener Tom Tracey both addressed the implications of the recent ballot result on the post-McCormac negotiated

outcomes where members rejected the SNCT proposals. The linking of the proposals to this year's pay offer means that no pay agreement has yet been implemented for this year. Mr Castles updated Council members on discussions that had taken place at Executive Committee following the ballot result, while Mr Tracey answered a number of questions relating to the ballot result, its implications for both pay and conditions, and the next steps in the negotiating process.

Commenting on rejection of the proposals, Mr Tracey said, "Teachers are scunnered for a wide range of reasons – workload, pensions, supply issues

and teachers have now been further scunnered by the pay offer being linked to proposed changes in their conditions. The rejection of the package in the ballot is the collective view of our members and this has sent a clear message to the Scottish Government and COSLA of the depth of teachers' concerns on these issues."

Answering a number of questions, Mr Tracey went on to say, "We will continue to push for our members to receive their pay award, in line with that awarded to other local authority employees."

And, on the question of possibility of COSLA imposing the 1% pay award – as was the case with other groups of local authority workers – Mr Tracey said, "There is legal opinion that the imposition of a pay offer on teachers is not possible. Negotiation and agreement through the SNCT is the only means of securing any pay settlement."

Mr Tracey also advised Council that discussions were continuing through the mechanisms of the SNCT on the pay offer, on proposals for the pay and conditions of short-term supply teachers, and on salary protection for Chartered Teachers.



“It is welcome that, following these discussions, the Cabinet Secretary has listened to teachers’ views”



Decision on New Higher Opt-out welcomed

Education Convener Kay Barnett welcomed the news, announced on the morning of the Council meeting, that Scotland’s secondary schools will be able to choose which version of the Higher exam that pupils should study towards next year. “The decision to delay, or not to delay, will be based on the professional judgement of teachers,” said Ms Barnett. The EIS had previously called on the Scottish Government to introduce this option, in light of teachers’ concerns over the introduction of the new Highers next year.

In a media statement ahead of the Council meeting, General Secretary Larry Flanagan said, “The EIS raised teachers’ concerns regarding the introduction of the new Highers in a recent letter to the Cabinet Secretary, and these concerns were again highlighted in our recent meeting with Mr Russell.”

“It is welcome that, following these discussions, the Cabinet Secretary has listened to teachers’ views and is now signalling that individual departments will have the option to choose which version of the Higher pupils should study towards next

year. This is a sensible approach that will enable teachers to use their best judgement in deciding which option is in the best interests of their pupils.”

“It is now imperative for all Councils to follow this lead and support teachers in their decisions, rather than imposing authority-wide policies that may not take into account circumstances in each school or in every department.”

Mr Flanagan went on to add, “While today’s announcement is welcome, the related issue of the provision of adequate resources to allow schools to prepare for the teaching of the new Higher courses still must be addressed. The introduction of the new Highers, so soon after the arrival of the Nationals, has placed significant additional strain on already stretched school resources.”

“The introduction of new courses always brings significant resource implications, such as the need for entire sets of new textbooks and other classroom materials. It is imperative that additional investment should be made to allow schools to update resources, similar to the support package that was provided to assist schools with materials for the introduction of the Nationals this year.”

EIS Council Elections 2014 / 2015

The EIS Council is the principal executive committee of the EIS. It meets around five times a year, usually in Edinburgh, and also at the AGM.

Nomination forms for members interested in standing for election to Council for 2014 / 2015 are available from your Local Association Secretary and from the EIS website – www.eis.org.uk



Employment Relations Matters

Convener Pat Flanagan updated Council on the work of the Committee on both Benevolence cases and on Legal matters. A total of 16 Benevolent grants, totalling £25,350, had been granted by the Committee since the last Council meeting. Payments totalling £55,950 had been secured on behalf of six members in legal cases since the last meeting of Council.

Equality Matters

Equality Convener Bill Ramsay informed Council that, following a Presentation from Rape Crisis Scotland to the Committee, that the EIS would work with this organisation to support and promote their work in schools. A feature will be produced in a future edition of the SEJ to highlight Rape Crisis Scotland’s work.

Motions

The EIS agreed to donate £400 to support a UAF educational trip to Krakow and Auschwitz, as the result of a successful motion from Andrew Fullwood (South Lanarkshire).



Sonia Kordiak (Midlothian) successfully called for the EIS to seek additional in-service days in the current session to support teachers in the implementation of CfE.

NEWS...

University staff strike action

University staff across the UK, including members of the EIS-ULA, were set to walk out for a day of strike action in early December, shortly after this edition of the SEJ went to print.

EIS-ULA members were set to be joined by members of UNISON, Unite and the University and College Union (UCU), in the walk out unless the dispute over pay could be resolved.

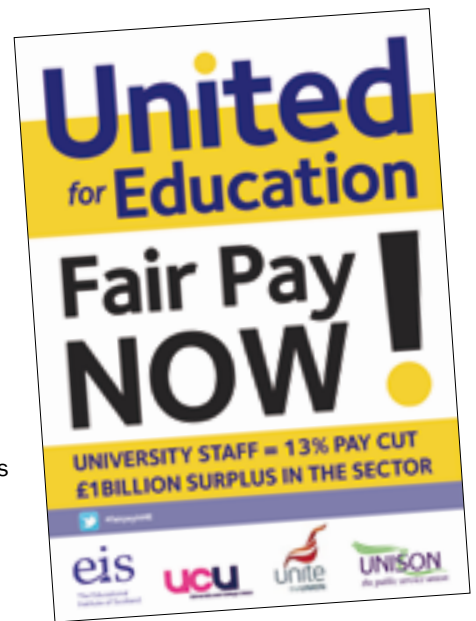
Union members are angry at a 1% pay offer, as recent years have seen their pay fall in real-terms by 13%. The squeeze on staff pay comes at a time when pay and benefits for university leaders increased, on average, by more than £5,000 in 2011-12, with the average pay and pensions package for vice-chancellors hitting almost £250,000.

EIS General Secretary Larry Flanagan, said: "Staff in our higher education establishments have simply had enough after years of real-terms decline in salaries and are determined to make a stand in defence of their pay."

"EIS-ULA lecturer members will stand united with colleagues from our sister academic and support staff unions in the ongoing campaign for fair pay for all workers in our HE institutions. Our members never choose to take industrial action lightly, but now feel that they have no other option in light of the current stance of their employers."

A previous strike by groups of university staff, on 31 October, left some campuses deserted. Around the country, lectures were cancelled, libraries shut and deliveries turned away. Services such as cleaning, catering and security were also affected.

The cumulative operating surplus in



the higher education sector is now over £1 billion and many higher education institutions have built up cash reserves. Overall staff costs in higher education, as a proportion of income, have fallen from 58% in 2001/02, to 55.5% in 2011/12.



"His reply painted a rosy picture of teachers who were clear about what they were doing, and enthused about the opportunities on offer – not something that mirrored my experience"

Cabinet Secretary delivers on AGM commitment with school visit

At last year's EIS AGM, I asked Cabinet Secretary Mike Russell how happy he would be if he had a child about to start on National 4/5 courses. His reply painted a rosy picture of teachers who were clear about what they were doing, and enthused about the opportunities on offer – not something that mirrored my experience. However, he did also say that I should feel free to contact him if I had specific queries

or concerns around my own subject area, and so I decided to take him up on this.

I am a physics teacher at Firrhill High School in Edinburgh, and am a member of an email forum that is run by and for Scottish physics teachers (made possible by very generous support from the Institute of Physics.) Thus, I was able to gather examples from around the country of the impacts of late changes to course content, lack of clarity over assessment requirements, the excessive bureaucracy involved in the new courses, and the myriad other problems that will be familiar to any teacher trying to implement the new National courses. I was also able to raise

the concerns that many have about trying to implement the new Highers for the coming session, and press the case for a delay.

Mr Russell listened carefully to the points I made, and he and I enjoyed a robust debate over many of the issues. He has agreed to look into some of the problems I highlighted, and has asked me to get back in touch with him in January to let him know if there has been an improvement in the clarity of the guidance offered over assessment. Watch this space!

Alison Murphy, Edinburgh



Professional Learning - EIS Leading the Way

The EIS has been praised for the role it is taking in promoting the professional learning agenda for teachers and lecturers. Professor Colin Martin, at a recent event, said that the EIS is leading the way in this agenda. This supports evidence gathered previously by Dr Alex Alexandrou, Learning Rep evaluator, that both from a UK and international perspective, the union is at the forefront of promoting quality CPD including through its expanding Learning Rep network. The union is also expanding its professional learning agenda to open up more opportunities for members. The CPD events, organised by the EIS, attracted around 2,500 participants over the past eighteen months and over 500 participants in September/October alone.



These events cover many important aspects around CPD affecting members and many more events are being organised to be held throughout Scotland starting in January 2014. The EIS is the only educational union in Scotland driving this agenda forward. Evaluations from the events are glowing and reflect how much they are appreciated by those who attend.

Referendum White Paper & EIS policies

The EIS is keen to encourage debate on all relevant issues ahead of the referendum, and it is important that a range of clear information is published to inform discussion. Teachers and lecturers will be particularly keen to hear from both sides of the debate on the detail of future plans for education and public services in Scotland, and the publication of this White Paper is

an important part of this on-going process. The EIS will study the detail in the White Paper and use this to inform future discussions, both internally and also with external organisations including Scotland's political parties and government.

The EIS will also be producing its own manifesto of Education policy, highlighting the essential issues for Scottish education that will require to be considered by both sides of the debate no matter what the result of the Referendum next year.



Mobile Technology in Schools

Commenting on the Scottish Government's publication of Guidance on the Safe and Responsible use of Mobile Technology in Schools, EIS General Secretary Larry Flanagan said:

"Mobile technology such as smart-phones and tablets can offer educational benefits and open up exciting learning opportunities for pupils, but it is essential that this is used appropriately within the school environment."

"This new guidance, which complements existing EIS advice for teaching staff, brings an important national perspective to the issue of safe and responsible use of mobile

technology in schools."

"Misuse of mobile technology by pupils, for example to abuse or embarrass another pupil or a member of staff, is a serious issue that causes significant disruption to learning and teaching and can have a severe impact on individuals."

"While mobile technology can be utilised very positively in schools, and often offers a valued sense of additional security for parents, it is essential that there are very clear policies stating what is and is not acceptable use of this technology in the school environment."

View the full report at www.scotland.gov.uk/Publications/2013/11/4092

Support for new National Qualifications

Education Scotland worked in partnership with teachers in secondary schools to develop and publish web-based course materials for the new national qualifications which are now available on Glow. Schools from 20 local authorities have contributed a wide range of materials which sit alongside a variety of materials from Education Scotland. This dedicated area provides access to a collection of support across the full range of new qualifications.

- Developed by teachers for teachers
- Exemplars which can be adapted to suit local circumstances
- Material currently available for National 3, National 4 and National 5
- Materials being developed for National 1, National 2 and National 3
- Materials being developed for every Higher which provide learning and teaching advice and suggested application of that advice, for example, where there are areas of significant change

Qualification / Support Material / Availability

National 1

Learning and teaching advice for all 5 broad areas

[End of December 2013](#)

National 2

Learning and teaching advice for all 15 courses

[End of December 2013](#)

National 3

Professional Focus Papers and Course Support material for all 39 courses

[January - March 14 \(some focus papers are already available\)](#)

National 4

Professional Focus Papers and Course Support Material for all 95 courses

[Available Now](#)

National 5

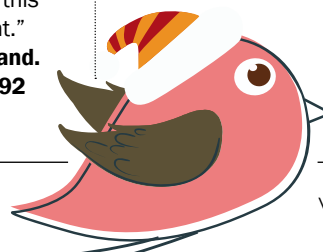
Professional Focus Papers and Course Support Material for all 95 courses

[Available Now](#)

Higher

A resource for all 48 courses providing learning and teaching advice and course support materials

[January - March 14](#)



Curriculum for Excellence Working Group on Tackling Bureaucracy



Philip Jackson, EIS President

The inside view

President Phil Jackson was one of two EIS representatives on the CfE Working Group and played an active role in the work of the group. Here, Phil offers his view on the most important recommendations arising from the Working Group's report.

Workload has been an ever growing concern for many years now. So what is different this time?

Well, since the announcement by Cabinet Secretary Mike Russell at our AGM in June, a working group with all the main stakeholders in Scottish education, including two representatives from the EIS, has produced a paper on tackling bureaucracy.

For the first time in my many years as an EIS activist I feel that the will to act is there. The words of Dr Alasdair Allan in his introduction to the paper, "Our message is clear: the purpose of CfE is to promote better teaching and learning. This must not be obscured by bureaucracy and unnecessary paperwork. That is unacceptable and needs to stop now" couldn't be plainer.

The EIS Workload Campaign resides within each and every teacher and lecturer in Scotland and each and every teacher and lecturer in Scotland must engage with it. But it is more than that. It is clear from the paper that each and every local authority must engage in the process as well and, together, we must

mount a determined and sustained attack on excessive workload. In fact every stakeholder in Scottish education has a part to play in reviewing their procedures, practices and expectations in the fight against unnecessary bureaucracy.

We cannot afford to do otherwise, not only to ensure that we are effective professional practitioners, but for the sake of our own health and wellbeing and the health and wellbeing of those around us.

We must stop planning, tracking and reporting to an excessive degree. Whatever is driving this: electronic systems, GIRFEC, even CfE itself, must pass the test of being fit for purpose, reliable and of making what we do more efficient. If these waste time and add to workload then that is unacceptable.

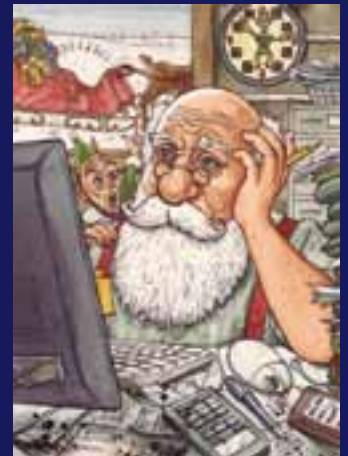
We need to spend more time on reflection and on professional dialogue and challenge bureaucracy at an individual level, at school level and at local authority level. The paper makes this clear. Local authority planning and school improvement plans must reflect the aims of the paper and back them up with concrete actions. The Scottish Government, Education Scotland, the SQA and parents all have a part to play. But we will only make significant progress if all of our members engage in the process. The will is there. We must now translate that will into action.

EIS calls for firm action following publication of Report

Commenting on the Working Group's report EIS General Secretary Larry Flanagan said: "The EIS welcomes this report. Pointless paperwork and dubious auditing around CfE implementation has created excessive and unacceptable workload burdens for teachers and stolen time from teaching and learning. The EIS will be using this report, as part of our Workload Campaign, to advise members on taking the necessary action to tackle bureaucracy in our schools."

"However, these recommendations must now be put into action, and it is for the individuals and organisations that can affect teacher workload – such as school management, local authority education directorates, school inspectors, Education Scotland and the SQA - to take cognisance of the report and then take definitive action to cut back on the burden they place on teachers."

WORKLOAD CAMPAIGN ACT NOW!



*Teachers have a clear intention
To give the kids their full attention,
But the end of term is drawing nigh
And paper work is running high.*

*Bureaucracy has run amok,
Its mantra simple – work, work,
work!*

*The answer to this fearsome reign?
Support your union's workload
campaign.*


**MAKE
TIME
FOR TEACHING**

Find out more
WWW.EIS.ORG.UK



The Report

The CfE Working Group on Tackling Bureaucracy was established following a commitment by Education Secretary Michael Russell at the EIS AGM to tackle concerns over unnecessary bureaucracy associated with the implementation of Curriculum for Excellence.

The Group was chaired by Dr Alasdair Allan, Minister for Learning, Science and Scotland's Languages, and tasked with identifying the main drivers around excessive bureaucracy relating to the implementation of CfE and making proposals for addressing the issues involved

The Group identified the main drivers of excessive bureaucracy as:

Over-detailed planning processes.

Planning at the level of every individual experience and outcome; planning with too many layers and too much repetition. A lack of balance between written planning and planning based on professional dialogue.

Assessment, tracking and reporting systems that are not fit-for-purpose.

Inappropriate use of ICT systems; quality assurance and monitoring processes that make insufficient use of evidence from day-to-day learning and teaching; and sometimes cumbersome approaches to profiling and reporting to parents.

Adopting rather than adapting.

Inflexible use of "one size fits all" approaches to CfE rather than adapting to suit local circumstances.

Unnecessary auditing and accountability.

Local authorities sometimes requiring excessive detail for auditing and accountability. Schools over-preparing for inspections based on misunderstandings about Education Scotland's expectations.

Lack of confidence. Headteachers and staff still need to gain full confidence in the changes that they are making to their practices. This leads to detailed approaches being adopted in the developmental phase which could be - but are often not - reduced as familiarity and confidence grows.

Unclear expectations. Uncertainty over what schools have to do, should do and can choose to do in implementing CfE.

Key Messages

Scotland's approach to learning and teaching – Curriculum for Excellence – is about empowering teachers to improve outcomes for pupils. This new approach is bringing real benefits. However, in some cases, too much paperwork and overly complex processes are getting in the way of teaching and learning. This needs to be addressed. Everyone has a part to play in tackling excessive bureaucracy.

Actions

- Professional dialogue is key to improving learning. Paperwork should be kept to the minimum required to support this process.
- Forward planning is a professional tool to assist teaching and learning. Teachers should plan to the level of detail which will work best for their pupils. This will vary with the teacher's level of experience, familiarity with the material and preferred style, so there should not be a one-size-fits-all approach. Daily plans should be brief and mainly for teachers' use (e.g. a diary approach.)
- Forward planning should be proportionate; there is no need to plan, assess, record and report at the level of each and every Experience and Outcome. It is almost always better to group together related Es and Os and focus on the most significant aspects of learning and teaching.
- Forward planning should support professional dialogue rather than simply fulfil an audit function.
- Whole school approaches to self-evaluation play a key role in improving performance but over-reliance on audit and "tick box" approaches can distract from high quality learning and teaching. Self-evaluation should focus only on the key information required to support improvement.
- ICT planning and reporting systems should be used with caution. There should be a realistic evaluation of

the time required to utilise such systems and this should be factored in to school improvement plans. Just because such systems can support very detailed planning and reporting, does not mean they should be used in that way. What matters is that systems are used effectively to support and protect time for professional dialogue.

- Parents are looking for reports that give a clear, rounded personalised summary of their child's learning and progress. They want good quality conversations with teachers that feel personal and specific to their child. The paperwork needs to support this rather than becoming an end in itself.
- Report card formats and other arrangements for reporting should avoid jargon and "tick box" approaches such as covering each and every Experience and Outcome.
- Assessment judgements, particularly within broad general education but also in the senior phase of CfE, should be based on evidence drawn mainly from day-to-day learning and teaching. Tracking pupil progress and moderation is important; however, there is no need to produce large folios of evidence to support this. Assessment within CfE is based on the exercise of professional judgement.



For further information and to view the full Report of the Working Group, visit: www.scotland.gov.uk/Topics/Education/Schools/CfE tackling bureaucracy group

The vital role of teaching professionals on the GTCS

The Convener of the General Teaching Council for Scotland, David Drever (also a former EIS President and a prominent activist) offers an overview of the work of the GTCS, and highlights the importance of effective teacher representation on the Council.

Teachers in Scotland have a very real and practical interest in the work of the GTCS. The Council is responsible for setting and monitoring Standards across a range of teachers' professional skills; it has a key role in improving teaching and learning in our schools through personal professional development; it is delivering a scheme of Professional Update for every registered teacher; and it is the statutory regulatory body that determines Fitness to Teach. It is also one of the few regulatory bodies in which practising registrants are elected and comprise a majority on the Council.

Over the past period GTCS has moved increasingly centre stage in Scottish Education. It became the world's first fully independent Teaching Council in 2012, reflecting growing political confidence in the work of the Council. Similarly GTCS was tasked by the Scottish Government with developing a scheme of Professional Update that is in the second year of pilot and will be rolled out for all teachers in August 2014. Professional Update will provide confirmation of teachers' personal professional development in a five year cycle. The EIS and other important stakeholders are represented at a senior level on the Advisory Group that has provided invaluable practical advice as the scheme takes shape.

This year has also seen the launch of a new suite of Professional Standards that are intended to address the professional needs of teachers at every stage in their career, from the newly qualified to those of long experience in the classroom and in management posts.

The success of both the new Standards and Professional Update will advance the quality of teaching and learning in our schools



while establishing continuous professional development as both entitlement and obligation. These developments will need close monitoring and support from GTCS and will remain an important aspect of its coming work.

A further priority for Council is recruitment and registration within the Further Education sector. We are seeking closer links with FE lecturers and look to work with the new college groupings that are emerging. We believe that GTCS registration will bring professional benefits to all teachers within the College sector.

Effective teacher representation is crucial to the success of GTCS. The council comprises thirty seven members - 19 elected teacher members across all areas, and 18 appointed members that represent the other key stakeholders in Scottish Education and the public interest. This

broad grouping brings together the wide range of professional and regulatory skills that are needed in a Teaching Council. Within that, the professional practitioner experiences of the elected teachers provide a vital dimension to the work of the Council and help inform decision making. The duties of Council members are varied, but consistently require the exercise of disinterested professional judgement, the scrutiny of Council work and the setting of strategic direction. Most Council members value the challenge of their role and feel it deepens their own professional practice.

The General Teaching Council plays a central role in developing the quality of teaching and in doing so it benefits our pupils and students. It is also a champion of teacher professionalism and is thus a bulwark for every teacher in Scotland. Reasons enough to encourage you to use your vote in the coming election!



GTCS ELECTIONS

Make your voice heard - VOTE EIS

I would urge all EIS members to support the EIS endorsed candidates in the forthcoming GTCS elections.

The GTCS is highly influential in terms of educational policy generally and has specific remits in the areas of professional standards and the new Professional Update scheme. At a time of great change in Scottish Education and increasing pressure in our schools, it is important, therefore, that the teacher voice is heard at GTCS.

Teachers have a majority of only one on the GTCS Council, however, the other posts being filled by appointment, so it is essential that those teachers elected are representative of the interests of the majority of teachers and not focussed on narrow agendas.

The EIS has endorsed a number of candidates who meet this objective and who are:

- classroom teachers and EIS members who command the respect of their colleagues in their schools
- committed to promoting the highest standards within the profession
- committed to defending teachers in the face of the many challenges faced on a daily basis in our schools

I believe strongly that their experience, taken together with their personal integrity and commitment, equip them well to represent colleagues on the GTCS Council.

When you receive your voting papers in January please vote for all EIS endorsed candidates.



EIS General Secretary



Larry Flanagan
EIS General Secretary

Vote for all EIS
Candidates in
your category

Defend your profession

VOTE EIS

Vote Online

www.gtcs.org.uk

Your vote counts GTCS matters for every teacher

The EIS supports the work of the General Teaching Council for Scotland (GTCS) in its increasingly important role in Scottish education. The work of GTCS impacts on teacher professionalism and the work of teachers throughout their careers. This role is of particular importance with the introduction of Professional Update and the development of teacher professionalism.

- ✗ To be able to teach in Scotland, every teacher must be registered, and remain registered, with GTCS.
- ✗ GTCS sets 3 professional standards; The Standards for Registration, The Standard for Career-Long Professional Learning and The Standard for Leadership and Management.
- ✗ GTCS accredits Initial Teacher Education as well as playing an increasing role in the area of professional learning.
- ✗ Cases of alleged teacher misconduct or incompetence are reported to GTCS, which has the right to use the ultimate sanction of removing teachers from the GTCS Register.

Ballot opens
13 January 2014

EIS Candidates

Representing teachers in Scotland

Susan Quinn



St Cuthbert's Primary School
Glasgow

Primary Headteacher

I am the ex-President of the EIS and have represented teachers on a range of committees; currently a member of the National Implementation Board which is taking forward the recommendations from Teaching Scotland's Future and the Professional Update Strategy Group. In these groups, I represent the interest of Scottish teachers, challenging developments which may impact on teacher workload.

I was previously elected to the GTCS during which time I served on the Professional Standards and Discipline committees. The change to an independent GTCS has provided challenges and opportunities for teachers in Scotland. As a member of the EIS Education committee, I have been involved in our submissions on the revised Standards, Professional Update and other GTCS developments.

In the coming sessions the GTCS will have an important role to play in how Scottish Education moves forward. It is a key stakeholder within the education system and with the implementation of Professional Update and review of other areas of Scottish education through Teaching Scotland's Future, it is vital that the teacher voice on the Council is a strong one. I believe, if elected, I have the experience to ensure the voice of Scottish teachers is heard within the Council.

Pat Fallow



Dysart Primary School
Fife

Primary Teacher

I have over 30 years of teaching experience and am a Primary Principal Teacher. I have been a member of the GTCS Council since 2009 and, since the GTCS became an independent body, a member of the Executive committee and an Investigating Panel Convener. I have been proud to be an EIS endorsed candidate in two GTCS elections, and seek your vote to continue in my role.

I firmly believe that the maintenance of a strong teacher voice within the GTCS is vital especially as the GTCS becomes even more relevant to and involved with teachers at all stages of their career, through the revised Standards and Professional Update.

Elected teacher representatives on the GTCS are key to ensuring that the issues teachers face from day to day are given due regard as part of discussions. Elected teacher representatives can ensure that Scottish Teachers and the public can have confidence in the continuing role of the GTCS as an advocate for the profession of teaching, as well as a respected regulatory body.

Paula McEwan



St Andrew's Primary School
Inverclyde

Primary Teacher

Having taught in Inverclyde for over twenty years, I am an experienced practitioner at all stages in Primary. A year's secondment experience as CfE Development Officer within my Authority extended that experience across all educational sectors.

I am all too aware of the challenges we currently face as a professional body.

As Professional Update becomes a reality for all registered teachers in 2014, the need for high-quality CPD, appropriate to the learning needs of teachers and young people, becomes ever more prevalent.

Budget restraints are impacting on education across all sectors, impacting on the quality of the teaching and learning we are able to deliver.

As Vice-President of our local Committee of Management and coming to the end of a two-year GTCS tenure, I believe more than ever that the interests of teachers must be represented on this independent governing body. Teacher professionalism must be safeguarded and promoted. The EIS must retain its voice on the GTCS.

**Vote for all EIS
Candidates in
your category**

Defend your profession

VOTE EIS

Vote Online
www.gtcs.org.uk



Derek Thompson

Westhill Academy
Aberdeenshire

Secondary Headteacher



I now have thirty five years experience working in Scottish Education, the last fourteen as Headteacher of Westhill Academy in Aberdeenshire. This has given me a detailed knowledge of all aspects of the Scottish system. This nomination and election is an opportunity to continue to use this knowledge and experience to support and develop the profession. Since being elected to the GTCS in April 2012 I have served on the Education Committee, chaired Standard for Headship panels and worked on accreditation panels for both ITE courses and Professional Update. A strong and effective GTCS is vital in supporting education and educational professionals, both individually and collectively in the coming years.

Throughout my career I have been an EIS member. My current involvement is through both the EIS Head Teachers' Network and Executive and the Local Aberdeenshire Executive. I would welcome the chance to extend this further through once again being an EIS endorsed elected teacher member of the GTCS

enhancing the links between the two organisations.

I consider my strengths to be my interpersonal skills, my enthusiasm for working with young people and a problem solving approach. I am always ready to find a way of achieving something rather than find reasons why we should not attempt the challenge – in short a “can do” attitude. I have two children who are both now at university, my wife is also in education, being a Principal Teacher of Mathematics.

Jennifer Gourley

Williamwood High School
East Renfrewshire

Secondary Teacher



As a class teacher and an EIS Representative, I am acutely aware of the daily demands of our profession. I know that teachers across Scotland strive to provide an outstanding educational experience for the pupils in their care, in the face of many challenges. The role of the GTCS in supporting us to deliver the best learning and teaching experience for young people is crucial and it is equally crucial that the views of teachers are represented on the GTCS Council in a realistic and informed manner.

In seeking election to the council, I wish to play an active part in protecting our professional status and the opportunities we have to develop at all stages of our careers. I am a committed and enthusiastic class teacher and union member and I look forward to making a further contribution to a profession I am proud to be a part of.

William Hamilton

Dunoon Grammar School
Argyll & Bute

Secondary Teacher



In a time of such rapid change and cutbacks in resources, teachers need strong and resolute voices in all organisations that are making decisions about their working life. As an EIS sponsored candidate my union work at school, local and national level ensures that I am one such voice.

The GTCS, now it has achieved independent status, will make vitally important decisions about our profession and as a classroom teacher and school EIS Representative I am acutely aware of the everyday concerns that matter to us all.

I am seeking a second term on the GTCS Council to build on my early experience and to make sure that those of us at the “chalkface” are heard loudly and clearly with workload implications being fully discussed and addressed.

The GTCS is capable of making a very positive contribution to the development of the teaching profession in Scotland but it can only do so with the active support of our membership.

Teachers must play a formative role in education policy or others will.

With your vote and mandate I will make sure that the voice of the teaching profession is heard in all GTCS matters.

Helen Sedgwick

Larbert High School
Falkirk

Secondary Teacher



I have been teaching in Falkirk for over 32 years and in that time I have seen many changes to the Education system. The pace of this change continues to accelerate every year.

I firmly believe that the interests of practicing teachers must be heard and that the GTCS plays a vital role in maintaining manageable and realistic standards for teachers throughout Scotland.

This is a challenging time for education, with financial pressures impacting on quality CPD, classroom support and resources.

I am an active EIS member and have served as a representative at school and local level.

I believe that, if elected, I would protect and defend teachers' interests and work hard on their behalf. I am committed not just to quality education for our students, but to establishing and maintaining a high level of job satisfaction for Scotland's teachers.

Gwen Mayor Trust



Gwen Mayor

The tragedy which occurred at Dunblane primary school on March 13 1996, when sixteen young children and their teacher were murdered, and many others wounded, remains firmly embedded in Scotland's collective memory. While the community of Dunblane has taken great pains to move on from the horror of that day, the victims of the tragedy cannot and will not ever be forgotten.

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

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



Twende Pajoma Project

One of the projects funded this year came from St Mary's Leith Primary School. The school has been partnered with Kilema Primary School in Tanzania for three years now through Twende Pajoma Project.

Deputy Headteacher Mary Bainbridge explained, "This summer our Headteacher, Mr Stephen Gilhooley went to visit Kilema, teaching and talking with the pupils and the whole community. He also managed to climb Mt Kilimanjaro while he was there! He took with him an i-pad for the school and now, as a result of our very enjoyable and successful 'African Night', we are able to send a mini projector to the school. The resources are extremely limited but the staff were very excited by the potential of the ICT."

The African Night was a huge success and included a Fairtrade stall selling African goods and opportunities for the younger children to do African Art. Continuing with the African theme the night also featured an African Drumming workshop and performance, bead jewellery making, African hair-braiding by one of the Ghanaian parents, and African food cooked by the staff. Mr Gilhooley also presented a slideshow of his visit to the school and his ascent of the mountain!

Over 60 families came and we had a wonderful evening, raising £169.34 which has now increased to £269.34 thanks to your award.





Nurture Room

The Gwen Mayor Trust has supported the development of the new Nurture Room at Park View Primary School, Halfway, Cambuslang which is South Lanarkshire's newest Primary School.

The room, which is called The Rainbow Room, is used to promote the health and wellbeing of pupils in a variety of ways.

The 'home like' environment gives children an opportunity to relax and build positive relationships with each other.

Staff provide the children with time to talk about their feelings in a private and supportive context, and they are given lots of opportunities to learn and express their emotions through play.

Mrs Claire Longmuir (Class Teacher) and Mrs Maria Speirs (Headteacher) planned the development of the Rainbow Room together, and both feel that it hugely benefits children who, for a variety of reasons, require additional support in this area.

Mrs Speirs said "We already have a nurturing and inclusive ethos across the whole school, but it is lovely that we can now offer the children at Park View the opportunity to visit and use the Rainbow Room, as a designated area for developing their emotional resilience and overall wellbeing. The award by the Gwen Mayor Trust has enabled us to provide this wonderful resource and we are very grateful for their assistance."

Mrs Longmuir said: "The children love having the opportunity to play and learn together in the Rainbow Room. They are always eager to go to the Rainbow Room to socialise. We are already seeing the benefits of experiences that they have had. The financial support from the Trust has been invaluable."

Successful Applications 2013/2014

Gordon Primary School, Berwickshire

£500 to decorate the gym hall.

Scotstoun Primary School, Glasgow

£200 to purchase materials for use in an after school Art Club

Finzean Primary School, Aberdeenshire

£400 to produce a painted representation of the local area which will be placed on the front of the school.

Calside Primary School, Dumfries & Galloway

£500 towards cost of purchasing ukuleles and music books.

St Louise Primary School, South Lanarkshire

£270 to purchase recording equipment to provide backing music for a new school choir.

Westray Junior High, Orkney Islands

£400 towards cost of recording songs, CDs, licence, shipping to advance musical and cultural education through learning to sing and perform Scottish and African songs.

Hilton Primary School, Highlands

£300 for performance of Joseph and the Amazing Technicolour Dreamcoat.

Newfield Primary School, South Lanarkshire

£350 for school performance of Annie

Canongate Primary and Kingsbarns Primary Schools, Fife

£250 for Glee Club Choir

St Mary's Leith Primary School, Edinburgh

£100 Towards a Family African Night - to purchase resources for partner school in Tanzania.

Whalsay School, Shetland Islands

£500 for the Gardening Group to purchase materials to develop a gardening patch.

Stenhouse Primary School, Edinburgh

£500 for the Bike Club to purchase specialised equipment to create a cycle assault course.

Carntyne Primary School, Glasgow

£220 to purchase art materials to create a wall mural in memory of the Headteacher.

Park View Primary School, South Lanarkshire

£550 to purchase resources for a Rainbow Room which is being created to support the emotional health and wellbeing needs of pupils.

Tulliallan Primary School, Fife

£300 to purchase cooking equipment and materials to create food from across the Commonwealth for a Fair Trade Café.

Gwen Mayor (Cocover) Cocker 1997



A beautiful Hybrid Tea rose of distinction. The high centred classically formed flowers are most attractive in a combination of peach and apricot colouring. The nicely scented blooms come singly and in large clusters. The dark green glossy leaves furnish the upright bushy plant down to the ground. This rose signifies with its colours and fragrance everything that can be said about Gwen Mayor or Mrs Mayor as her pupils knew her.

Teachers are people with special attributes. Gwen had these. She was attentive, responsive, sympathetic, energetic, interesting and had a sense of humour. She was lively and entertaining. She had an absolute flair, a talent, a gift with young children. She commanded the respect of all her pupils, parents and fellow teachers. Her qualities as a teacher extended beyond the boundaries of her professional role and touched upon all who knew her. Her life was rich and she enriched the lives of all who knew her. She cared for herself and she cared for others. Her final act was a positive, caring one for the young children who were placed in her charge at Dunblane Primary School. 13th March 1996. From the sale of each rose a donation of £1.50 will be made to 'THE GWEN MAYOR TRUST.'

further information:

James Cocker & Sons,
Whitemyres,
Lang Stracht,
Aberdeen,
AB15 6XH

Tel: 01224 313261
sales@roses.uk.com
www.roses.uk.com

Quiz 2013

The Great EIS End of Year

Section 1 2013 - Were you paying attention?

- Released in October 2012, which song performed by UK singer-songwriter Adele went platinum on 25 January 2013?
- In February 2013, which country conducted its third underground nuclear test which prompted widespread condemnation and tightened economic sanctions?
- Liverpool striker Luis Suárez was banned for 10 games in April by the FA for biting a Chelsea defender. What was the name of the defender?
- Who represented the United Kingdom in the May 2013 Eurovision Song Contest, singing "Believe in Me"?
- Who became Scottish Labour's spokesperson for Education and Lifelong Learning in June 2013?
- Who was appointed as the new Chief Executive of the General Teaching Council for Scotland in June 2013?
- Who won The Open at Muirfield in July 2013?
- The IOC voted to select the host city of the 2020 Summer Olympics on 7 September 2013. Name the 3 candidate cities.
- The release of which item in 2013 broke industry sales records by earning US \$800 million in the first 24 hours of its release, and \$1 billion within its first three days, making it the fastest selling entertainment product in history?
- Who did Alistair Carmichael replace as Secretary of State for Scotland in October 2013?

Section 2 Numeracy and Literacy

1. As part of the numeracy work in a lesson, pupils were asked to stretch a spring to extend its length by 40 per cent. The original length of the spring was 70 centimetres.

What should be the length of the extended spring? Give your answer in centimetres?

2. Which of the following is correct?

- (a) Although polar bears look after their cubs, their not animals that like living in groups out there in the Arctic.
- (b) Although polar bears look after their cubs, there not animals that like living in groups out there in the Arctic.
- (c) Although polar bears look after their cubs, they're not animals that like living in groups out there in the Arctic.

3. A caretaker is placing numbers on new changing room lockers to be numbered from 1 to 100. How many times would the number 9 be used?

4. Fill in the missing word from this e mail extract.

"At the staff meeting, I _____ to say that school will close at 2.30 pm next Friday."

- (a) ommitted (b) omitted
(c) ommited (d) omitted

5. The afternoon session of a CPD event began at 13:25. There were two keynote presentations of 25 minutes each and two workshops of 50 minutes each. There was one break of 20 minutes between the two workshops. There was no plenary session.

At what time did the afternoon session end? Give your answer using the 24-hour clock.

6. Select the best of the given alternatives to complete the sentence.

The successful integration of ICT will

(a) enhance pupils' interest and skills and are leading to new initiatives with other departments.

(b) enhance pupils' interest and skills and may lead to new initiatives with other departments.

(c) enhance pupils' interest and skills and leading to new initiatives with other departments.

(d) enhancing pupils' interest and skills and lead to new initiatives with other departments.

7. What is 865 divided by 0.1?

8. Fill in the missing word from this report.

"Following the installation of a software upgrade, all employees _____ worked more efficiently."

- (a) subsaquently (b) subsequantly
(c) subsequently (d) subsequently

9. A geography field trip was planned at a total cost of £120 per student. The accommodation cost two fifths of the total.

What was the cost of the accommodation per student?

10. Which sentence is written in the active voice?

- (a) The flood had destroyed all the carpets.
- (b) All the carpets had been destroyed by the flood.
- (c) The destruction of the carpets was caused by the flood.

Section 3 Television

1. What is the name of the coffee shop regularly used by the characters in "Friends"?

2. Dr Who celebrated its 50th anniversary in November 2013. Which actor was the first to play Doctor Who?

3. In which British TV sitcom did the character David Brent appear?

4. What was the name of the waitress played by Connie Booth in "Fawlty Towers"?

5. On which TV programme does Craig Revel Horwood appear as a judge?

6. Girls Aloud appeared in and won which television music competition?

- (a) Popstars (b) Pop Idol
(c) Popstars: The Rivals (d) X Factor

7. Cut-throat Jake was the arch enemy of which cartoon character?

8. When Burgess Meredith was the special guest villain in Batman, which character did he play?

9. On 22 October 2013, which British quiz show was axed after it was announced that the presenter had quit the show after 15 years?

10. In November 2013, which of the following became the first on-going British TV programme to reach and celebrate its 60th anniversary?

- (a) The Sky at Night (b) Panorama
(c) Final Score (d) Blue Peter

Section 4 The Lyrics Round

This round is a timeless classic and a festive favourite. (Well, it's a favourite in the office.) Simply identify the artist and the song containing the following lyrics. Where "cover versions" have been identified marks will be awarded for either the original artist or the cover artist. Let the game commence.

- "I'm leaning on the Tower of Pisa. Had an eyeful of the tower in France. I'm hanging 'round the gardens of Madison."
- "So I handed him my bottle and he drank down my last swallow. Then he bummed a cigarette and asked me for a light."
- "Open your eyes and look at the day, You'll see things in a different way."
- "We've known each other for so long. Your heart's been aching but you're too shy to say it."
- "Tuesday afternoon is never ending. Wednesday morning papers didn't come."
- "For I must be traveling on, now, 'Cause there's too many places I've got to see."

It's back – the Great EIS End of Year Quiz. The one Christmas Selection Box designed to please all. Simply answer the questions below and record your answers in the spaces provided. Send your completed entry form below to QUIZ COMPETITION, SEJ, 46 Moray Place, Edinburgh EH3 6BH. The winner will then receive a jolly nice gift. So open something festive, sit down and give it a go. All entries should be received by FRIDAY 10 JANUARY 2014. Enjoy!



7. "I know what you think "The girl means business so I'll offer her a drink" Looking mighty proud I see you leave your table, pushing through the crowd"
8. "Keep me in a daydream, keep me goin' strong, You don't wanna save me, sad is my song."
9. "And now it's all right. It's ok. And you may look the other way. We can try to understand. The New York Times effect on man."
10. "Ring, ring, ring goes the telephone. The lights are on but there's no-one home."

Section 5 And finally

1. Nomophobia is a fear of
 - (a) shadows
 - (b) garden gnomes
 - (c) mice and/or rats
 - (d) being out of mobile phone contact
2. In which James Bond film does the character of Solitaire appear?
3. Neapolitan ice cream is traditionally made from which 3 flavours of ice cream?
4. Which ship gained notoriety when it spilt oil in Prince William Sound in Alaska in 1989?

5. Which country has sovereignty over the territory Christmas Island?
6. What liqueur bearing the letters D.O.M. on the bottle label was developed at Fecamp, France, in the 16th century?
7. In which US State would you find the city of Birmingham?
8. What do the letters LLP stand for after the name of a firm?
9. Which organisation has the following as its motto? "Nation Shall Speak Peace Unto Nation."
10. Who did François Hollande defeat in 2012 to become President of France?



Send your completed entry to SEJ, 46 Moray Place, Edinburgh EH3 6BH by 10 January 2014
The first all correct entry picked at random will win the prize. (Pic for illustration purposes only)



Section 1	Section 2	Section 3	Section 4	Section 5
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9
10	10	10	10	10

Name.....Phone.....Email.....

Address.....Postcode.....

Employees of the EIS and their families are not eligible to win the competition.

Editor's decision is final: No correspondence will be entered into regarding the correct answers or the selection of the winning entry.



Professional Update

The EIS has now held several very successful and well-attended CPD events across Scotland on Professional Update attracting high quality speakers. Members should be aware that anyone who is currently registered with GTCS, or will be in the future, will be affected by Professional Update. FE lecturers will be

affected too if they are GTCS registered or intend to register at a future date. More events around this topic are currently being organised for the start of next year, we hope to see many teachers and lecturers attending. Details will appear in the SEJ, on the EIS web-site under the Events Calendar section and individual emails will also be sent out when events are finalised.

Ayrshire Professional Update Event

Over 160 teachers gathered in Irvine for the first joint event held by the EIS, East, North and South Ayrshire Councils. The topic was Professional Update and the event was organised, and chaired, by Mark Smith, EIS North Ayrshire Learning Rep, and Lyn McClintock, EIS National CPD and Learning Rep Co-ordinator.

The keynote speakers were Gillian Hamilton, Head of Educational Services, GTCS; Larry Flanagan, EIS General Secretary; Fiona Taylor, Senior Education Manager, North Ayrshire Council; Alison Allan, Senior Manager, North Ayrshire Council and David Graham, Quality Improvement Officer, South Ayrshire Council. Mairi Raeburn, EIS South Ayrshire Local Association Secretary, joined the panel for the question and answer session section of the event.



Gillian advised participants that Professional Update should be supportive, challenging but not threatening. She said that GTCS will seek to validate Professional Update schemes to ensure fairness and consistency across Scotland. Gillian said that it is very important teachers update GTCS to keep their personal contact details current. It will be necessary for teachers to maintain a professional learning record and a portfolio of evidence. This portfolio should demonstrate the impact of professional learning by teachers and learners.

There is a Professional Update information page on the GTCS website which includes a frequently asked questions section as well as other important information - www.gtcs.org.uk

Larry spoke about the heavy workload affecting teachers and the challenge of engaging in professional learning against this background. He argued that CPD

is an entitlement, however, and one that should be delivered as part of the working week. Larry emphasised that the necessary resources will have to be in place in terms of the PRD process for Professional Update to work. He stressed that professional update is not always about courses and that some of the most valuable CPD can be around professional dialogue but time is also a resource. He explained how the EIS professional learning agenda is expanding and underlined the important role that EIS Learning Reps played in promoting CPD to teachers.



David talked about the steps which had been taken to date in South Ayrshire including the establishment of a Steering Group, an awareness raising event held in August and preparing draft revised guidelines and procedures for PRD. He said that he would be developing effective partnerships with the local EIS Learning Reps as part of the next steps.

Alison said that she felt it was important that this joint event had been held as part of establishing sound partnerships between the Ayrshire Councils and the role the EIS had played in organising the event. She outlined what North Ayrshire Council had been doing in relation to Professional Update to date and said that she would be visiting every cluster group to update staff.

Fiona advised that a Steering Group had been established and that she had invited Jane Keir, EIS East Ayrshire Learning Rep, to be part of that group. She said that all headteachers would be notified to encourage all teachers to set up a My GTCS account. Fiona said that if any teacher from North Ayrshire was interested in being involved in the Steering Group to let her know.

Mark closed the event by thanking the speakers and also the participants for attending in their own time. The evaluations from the event are extremely positive.

Ayrshire Health and Wellbeing

“Superb CPD; this was the most helpful CPD I have ever attended, extremely worthwhile; the event was very well organised and workshops very helpful; excellent, very helpful information which could easily be incorporated into classroom practice.”

The comments above were made by some of the 70 participants who attended the first Ayrshire Health and Wellbeing Event held at the Ayr Campus of the University of the West of Scotland. The event was organised by local EIS Learning Reps Mark Smith (North Ayrshire), Jane Keir (East Ayrshire), Lynda Collier (South Ayrshire) and Lyn McClintock, EIS National CPD and Learning Rep Co-ordinator.

The keynote speaker for the event was Professor Colin Martin, who began his presentation by praising the EIS for the leading role it is taking in the professional learning agenda including the CPD events. He said that this is not just from a UK perspective but also internationally.

He spoke about the clear links between the perspective people have of their workplace and their mental health.

The workshop contributors were Professor Mick Fleming, Lecturer in Mental Health, University of the West of Scotland (The Use and Benefits of Clinical Supervision Within Educational Settings); Paul McWatt, from the Rights, Support and Wellbeing Team within Education Scotland (Towards Social and Emotional Health and Wellbeing); Catherine Campbell, Staff Welfare Officer with North Lanarkshire Council Learning and Leisure Services (From Common Sense to Common Practice: Developing Habits for Health and Wellbeing); Paul Dow, Teacher (How to Help Young People Manage Their Emotions and Behaviour Effectively) and John Tuite, Clear Circle (Moving From Classroom Stress to Teacher/Lecturer Presence).

The evaluations from the event are glowing and it is hoped that a similar event can be held in the future.

Falkirk Professional Update

“High quality speakers delivering a range of relevant quality information; good information regarding Professional Update- now feel fully informed about the whole procedure; the opportunity to engage in this event and networking is as always a good experience offered by EIS learning reps. It has taken me from no knowledge to a level of confidence to embrace and support colleagues through now into implementation.”



The above are just some of the glowing comments made by teachers and lecturers who attended a Professional Update event in The Falkirk Stadium organised by local Learning Reps Colin Finlay (Falkirk), Karen Farrell (Clackmannanshire), Christine Muirhead (Forth Valley College), Margaret Smith, EIS Falkirk Local Association Secretary and Lyn McClintock, EIS National CPD and Learning Rep Co-ordinator. Teachers and lecturers from Clackmannanshire, Falkirk, North Lanarkshire and Stirling attended the event.

The keynote speakers were Ken Muir, Chief Executive of GTCS; Larry Flanagan, EIS General Secretary; Anne Pearson, Acting Head of Schools, Falkirk Council; Margaret Smith, EIS Falkirk Local Association Secretary and Colin Finlay, EIS Falkirk Learning Rep.

Ken gave a detailed presentation on Professional Update and emphasised that the aim was to give teachers control of their CPD. Larry spoke about the opportunities Professional Update could provide but also said that it has only been piloted so far and we need to see how it will roll out in practice. Anne gave a presentation on ERD (Employee Review and Development) within Falkirk, Margaret gave the local union perspective and Colin gave some information on how he can help teachers on a practical level with their CPD. The presentations were followed by a panel question and answer session.

The evaluations clearly indicated how much the participants valued such an event being organised.



Fife Mindfulness

“A useful introduction of the idea of mindfulness, I enjoyed exploring the ideas and topics raised; Enjoyed the refocus on the value of Philosophical enquiry with young children; this workshop and the presenters gave us tools and practical examples of philosophical enquiry and introduced us to the wider concept of philosophy; brilliant workshop.”

The comments above were made by some of the 50 teachers who attended an event entitled “Using Philosophy and Mindfulness for Professional, Personal and Pupil Development.” The workshop event was held in the Fife Council Chambers and was organised by Colin Davidson, Fife Learning Rep and Lyn

McClintock, EIS National CPD and Learning Rep Co-ordinator. The workshop presenters were Professor Berys Gaut, Morag Gaut, Dr Lisa Jones, University of St Andrews, and Christine Dewar, Mindfulness Practitioner. The programme for the day was presented to participants by Edith Swinley, EIS Fife Local Association President.

The participants attended each of the two workshops and came together at the end for a networking session.

The University of St Andrews Philosophy Department provides a suite of online distance-learning modules aimed at those teaching, or wishing to teach, philosophy in schools. The modules are delivered online. For more information visit: www.standrews.ac.uk/philosophy/pops/online/modules/

CPD Events in your area

It is hoped that events on Professional Update will be held next session in:

Angus
Edinburgh
North Lanarkshire
South Lanarkshire
West Dunbartonshire
West Lothian

A Professional Update event will be held in Aberdeen on 17 May 2014

It is hoped that Health and Wellbeing Events will be held in:

Edinburgh
Fife
Scottish Borders

Further information

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Learning Rep Course 2014/15

The CPD events detailed on these pages have all been organised by EIS Learning Reps as part of their role in promoting quality CPD and advising colleagues of important CPD developments.

Learning Reps are driving the CPD agenda forward within Scottish education. They are part of the rapidly increasing professional learning agenda of the EIS.

The intake for the next course to train as an EIS Learning Rep will be in late February 2014, we are recruiting for that course now and places are limited.

There is a short introductory section and this is followed by the postgraduate module through the University of the West of Scotland. Both sections are on-line.

Members working in schools must be approved by their EIS Local Association and members working in FE or HE must be approved by their Branch.





Do small children really need therapy? Surely it's their parents' job to put them right? And if not them, teachers are there to pick up on any difficulties they may be facing - aren't they? They're only kids. They haven't had time to accumulate real problems.

Jonathan Wood, National Manager, Scotland for Place2Be, explains the work of the charity for SEJ readers. Having grown into a national organisation, Place2Be is now expanding its emotional support services for pupils into schools across Scotland.

Some people are still surprised to learn just how short a childhood can be for some children.

For instance, the seven-year-old girl who has to keep her dad to his methadone programme for fear that she'll be put into care if he fails. Or the six-year-old boy who has already witnessed such violence at home, that he cannot stop himself acting it out in the classroom. And then there's the levels of stress that a teacher has to endure daily, with a number of such children in her class.

Place2Be recognises that a therapeutic space for children – and a reflective one for teaching staff – can be a vital part of a school's resources. Using a robust, evidence-based model, Place2Be is a UK-wide charity that has been putting counselling and therapeutic services into primary schools and the first three years of high schools since 1994. Taking a child-led approach based in therapeutic play, our vision is 'a world where children have the opportunity to grow up with prospects rather than problems.' We currently work in over 200 schools across the UK, and have been in Scotland for twelve years. Originally establishing ourselves in Edinburgh, where we serve 10 primary schools and one high school, we are now in six schools in East Lothian, and have recently been commissioned to provide Place2Be services to 18 schools (including 3 high schools) across Glasgow.

So what do we offer? In each school we work with a dedicated School Project Manager (a trained therapist) with four therapeutically qualified or in-training Volunteer Counsellors to deliver:

- one-to-one counselling of up to a year for children with more serious problems – this might for instance suit our 6-year-old, who needs to painstakingly unpack some of the situations he has witnessed, and develop strategies for managing his own hurt and anger.
- Place2Talk – our drop-in service where children can refer themselves for solution-focussed 10 minute sessions. An 8-year-old girl springs to mind here who came to see us about her hamster dying. A small thing perhaps, but in the course of talking to us, she opened up about a series of recent bereavements in her family, including those of cousins and grandparents. She had become very anxious about the subject of death and everyone in her life was too busy or too upset themselves to listen to her.

- Place2Think – our on-site consultancy service and training sessions for all school staff. How do teachers cope with large classes containing a number of disruptive or needy children? A chance to offload, and think about themes relating to children's emotional wellbeing in schools and issues that may lie behind some of their pupils' behaviours. The sessions help reduce teacher and staff stress by providing practical approaches that enable them to support children more effectively. We base a lot of our thinking on attachment theory, and the impact of poor early parenting.
- and Parent Partnership work, helping parents, grandparents and carers to become more self-aware and more at ease in their parenting roles, and to improve their relationships with their children. Often parents have such difficult personal agendas, which may arise even from their own parents' lack of parenting skills, that these issues need attention before they can become the parents they would like to be.





Additionally, we offer a menu of training to schools, local authorities and those working with children more generally, around the issues of emotional literacy.

This is on the basis that if all the systems (primarily the school and the family) around the child are skilled-up to understand the roots of emotional distress and acting-out behaviour, we improve everyone's chances of breaking down a child's lack of self-worth and their sense of being unloved, which lies at the root of so much disturbance.

Place2Be will be offering regular contributions to the EIS journal looking at some of the issues we encounter through our work in schools, and talking about the approach we take. It may be that you have concerns that you would like to see aired, in which case the editor would be pleased to pass them onto us. Our contributions will attempt to offer a thinking space – a Place2Think – within the journal. In the meantime, here are some of our top tips for re-gaining perspective after those challenging encounters with distressed children:

1. Talk to someone you trust about it - but not in an open-ended way. This could become just an opportunity to dump all that misery and frustration. Give yourself 10-15 minutes, and aim to get to a strategy for next time it happens.
2. Work hard to recognise your part in this. What is it about this particular child or situation that sets all your bells ringing? How far back does this go for you? In your mind, draw a line around what is your "stuff" and what is the child's.
3. Learn what you can about the child's background. This should not involve prying – only that information that is professionally available. Could there be external reasons for this behaviour?
4. Work out your strategy for dealing with this next time. Be creative. Do the unexpected.
5. Put your strategy into place – and review it with the helpful soul you first spoke to.
6. Revise your strategy until it works. Don't give up on your capacity to discover new approaches and ways forward.

Quote

I have enjoyed the privilege in two of my four headships to have Place2Be in my school. The difference it makes is beyond measure. Above all, having a therapeutic skill set in school when families hit hard times, and teaching staff have neither the skills nor the time to give families the support we want to give, is precious. I remember a P7 boy coming to school in bits because his wee brother had just been stillborn and his distraught mother put on a waiting list for counselling. She was trying to be there to support her son. Being on-site, Place2Be were able to give support to the boy, the mother and the staff almost right away. As a school with Place2Be, our ability as a staff to support the child at the centre has increased radically.

Sheila Laing, Headteacher, Prestonpans Infant School, East Lothian



Quote

"The impact of Place2Be in Aultmore Park Primary has been very positive. Many of our children have increased self-esteem and resilience as a result of contacting Place2Be. They are able to address problems and issues in their lives with more confidence. Alongside the support for children, staff are more aware of some of the complexities of the children they are dealing with in the classroom and having built up contact and trust between Place2Be staff and themselves, resulting in an increased knowledge and confidence in how to handle these complexities."

"The opportunity for Place2Be to work within the school and with wider agencies is putting every child at the centre and is in the true spirit of GIRFEC. Place2Be is seen within the whole school community as an extremely important and valuable resource."

Andrea Gurd, Depute Headteacher, Aultmore Park Primary School, Glasgow

For more information on Place2Be:

www.place2be.org.uk
or email **Scotland@place2be.org.uk**

Zero Tolerance For Zero Hours

EIS-FELA President Penny Gower looks at Zero Hours Contracts from the College perspective.

'It is the utter uncertainty of employment which renders casual earnings so scanty; for the rate per hour which is paid is not excessively low.'

This quote is an accurate description of the situation facing many lecturers in Further and Higher Education. But it was not published last week in Scotland. It was a Times report on the London Dock Strike of 1889. Until that time men lined the quayside when a ship arrived and had to virtually fight each other to be picked for work. Pay ended once the ship was unloaded. It was commonly believed this appalling situation could not be changed. But the successful 1889 strike saw the emergence of modern trade unionism, creating the forerunners of Unite and the GMB, and eventually wiping out the scourge of casual dock labour. While employers may not have changed that much in the last 124 years, this episode showed zero hours contracts could be defeated. And unions are still having them removed, as the recent successful strike at Hovis, Wigan, shows.

So what are zero hours contracts?

A lecturer on such a contract is paid as and when required by the employer; the latter has no obligation to provide any work at all. A lecturer in this position may struggle to obtain a mortgage, others may have to find other part-time jobs to make ends meet. There is no standard format for such contracts, but in some cases they mean no sick pay, limited pensions, and no maternity pay. It has been known for zero hours employees to be expected to turn up for staff meetings and other non-class contact events even though they currently have no hours.

Union negotiators who have been trying to bring an end to such contracts have been told that 'at least the employees have permanence.' So they live with the certainty of potentially no pay coming in. That would be hilarious if it was not so tragic. Another response has been 'employees like the flexibility.' It may be the case that some lecturers are not looking for permanent full-time jobs for various reasons, but that is no excuse for failing to offer a proper employment

contract. As Simon Renton, President of the UCU has said: 'flexibility for a few is no defence against the exploitation of many other workers who do not know how much money they will have coming in on a monthly, or even weekly basis.'

The EIS has conducted a survey of Higher Education institutions and found the use of such contracts in every one. In Further

vary from 250,000 to 1 million (or 3.2% of the workforce), and in recent years there have been both falls and rises in the number of such contracts issued.

So what can the unions do?

The first thing is to inform College managements of FELA policy, as established by our 2013 union



Education a similar survey is still being analysed, but the shake-up associated with regionalisation and merger means that this shameful practice, which was hitherto concealed in the dark corners of FE, is now being exposed. Edinburgh College, formed by the merger of three colleges, for example, has at least 30 individuals on such contracts. The practice began in the college with the lowest union density and most aggressive management style. This evidence underlines the point made by our General Secretary, Larry Flanagan, that zero hours reflect 'an unbalanced or one sided relationship between the organisation and the individual contract holder who may be exploited by the organisation.'

In light of this it is worth considering the history of casual labour, for there is no continuous line from 1889 to the present day. As noted above, it was union action that drove such practices back. A recent study by the Resolution Foundation has found that they began to reappear when unions were weakened by the defeat of the miners in 1980s. It would be a mistake, however, to think that they are so prevalent that workers are powerless to resist them. Estimates of the total

conference. FELA is totally opposed to such contracts and we want them removed as soon as possible. In their place, as EIS-ULA President Dr Nick McKerrell has said, there should be 'fractional open ended contracts and, in limited cases, fixed term contracts for unexpected short term staffing requirements.'

Zero hours contracts are now generally reviled and Colleges will do their public image no good to continue with them once their existence has been revealed. Edinburgh College lecturers may not work on the docks, but college meetings with over 220 in attendance (more than half the membership) voted unanimously for the practice to be abolished, and union negotiators are actively pursuing the eradication of zero hours contracts. That is the way forward ■



EIS Calls for the Abolition of Zero Hours Contracts in HE Sector

The EIS has identified a number of serious concerns regarding the widespread use of so-called 'zero hours' contracts within the Higher Education Sector in Scotland.

The EIS recently carried out what it believes to be the most detailed Freedom of Information (Scotland) request on zero hours contracts in the Scottish HE sector and has been shocked by its findings.

The EIS findings illustrate the irregular and wide variation in the way that all Scottish Universities use 'zero hours contracts.' The survey highlights that all HE institutions in Scotland do use zero-hours contracts to a greater or lesser extent.

The results of the EIS survey also identify the Universities that give zero hours contract holders as few employment rights as legally possible – and the Universities that give more employment rights.

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 every Scottish University 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 General Secretary Larry Flanagan said, "The results of the EIS FoI reinforce our view that zero hours contracts have no place in Scotland's Higher Education Institutions. 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."

The EIS-ULA President Dr Nick McKerrell said "These findings illustrate the invidious nature of zero hours contracts and will make us redouble our efforts to eliminate them from the Scottish Higher Education sector. Zero hours contracts should be replaced by fractional open ended contracts and, in limited cases, by fixed term contracts for unexpected short term staffing requirements."

"There is no justification in having a two tier workforce in which a significant number of staff are denied stability, security and sick pay. This would create further division in an already embattled sector."

The key findings of the EIS survey include:

- Women were statistically more likely to hold zero hours contracts than men, suggesting that the use of zero hours contracts is potentially discriminatory. Thirteen of the eighteen HEIs had more than 50% of zero hours contract holders recorded as female, and across the whole sector zero hours contract holders were 5% more likely to be female than male.
- Most Universities had not (as of August 2013) carried out Equality Impact Assessments into the use of zero hours contracts.
- Every HEI in Scotland uses some form of zero hours contract – some HEIs use thousands of zero hours contracts whilst a few make minimal use of zero hours contracts.
- Different Universities give different rights and benefits to zero hours staff resulting in a range of practices across Scotland. Some Universities define zero hours contract holders as "employees" and clearly seek to give zero hours contract holders the same rights as employees albeit without any security of hours – which mitigates some of the inequities of zero hours contracts, by giving benefits including occupational sick pay, maternity pay, pension etc.
- Other Universities give the minimal rights under law to their zero hours contract holders and define them

as "workers." These Universities do not pay occupational sick leave nor occupational paternity and maternity benefits. The EIS believes that these Universities are seeking to avoid their responsibilities as employers to these zero hours staff- many of whom may have worked for the University for years.

- All Universities stated that they give payment in lieu of holidays (i.e. rolled up holiday pay) – with a small number also offering paid leave as an option. The EIS believes that this practice is unlawful as it means that zero contract holders do not receive 28 days (pro rata) of paid time off and Employers should only pay staff in lieu of holidays upon termination of their contracts. The EIS also believes that Employers must pay their employees at the time they take their leave.
- Most Universities give zero hours contract staff the same holiday entitlement (albeit as payment in lieu) as permanent employees – the highest being 21.5%. Some Universities give zero hours contract holders the statutory minimum – 8.3% (i.e. the minimum stated by the Working Time Regulations.) This means that some zero hours staff are receiving between 8.3% and 21.5% holiday pay – depending on which University they work at.
- No University uses "exclusivity clauses" within their zero hours contracts – which is a nugget of good news from the EIS FoI request.
- No University has a zero hours contract complaint/appeal process and all seem to rely on grievance procedures.
- Most Universities apply their disciplinary policies to cover periods between work as well as during work. This could lead to a zero hours contract holder being disciplined in September for breaching a University policy despite not working since the preceding October.
- There is no common definition of a zero hours contract within the Scottish HE sector, in fact some Universities seem to have very narrow definitions of zero hours staff. This prevents transparency and accountability ■



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Pensions Update

Scottish Teachers Superannuation Scheme

The SEJ takes a look at the latest developments in the long-running discussions on the future of the pension schemes of teachers, lecturers and associated professionals

Discussions to seek a Scottish solution to future scheme design have almost concluded without agreement. The intention was to reduce the actuarial impact on those who may choose to retire early to 1%. It was believed by Scottish Government, Employers (COSLA) and the EIS that this could be achieved by retaining an accrual rate of 1/60. Regrettably, HM Treasury has ruled that the accrual rate would have to be 1/61.2. This is unacceptable to your negotiators. The EIS understands that the Scottish Government will commence a public consultation on scheme design which will incorporate the principal features of the scheme which is to be introduced into England and Wales. The date of implementation for a new scheme in Scotland has been set out in the Pensions Act 2013, and the new scheme will commence on 1 April 2015.

The principal features of the English Scheme are:

- (i) A Pension Scheme based on career average rather than final salary.
- (ii) An accrual rate of 1/57.
- (iii) Annual benefits will grow in accordance with the Consumer Price Index (CPI) plus 1.6%.
- (iv) The scheme pension age will be the same as the state pension age.
- (v) Pensions in payment will be uprated by CPI.
- (vi) Members' contributions will be, on average, 9.6%.
- (vii) Current benefits relating to ill health, spouse/partner benefits and death in service will be retained but updated to take account of career averaging.
- (viii) There will be a cap on employers' future contribution levels.

The Pensions Act also set out transitional arrangements for those who were within 10 years of retirement at 1 April 2012. The transitional protection will allow individuals to retain their current pension age and pension arrangement but they will have to pay the scheme contribution rate which applies to their salary band.

For those within 10 and 13.5 years of retirement at 1 April 2012 there will be tapered protection which will delay their transfer to the post April 2015 scheme.

The transitional and tapered protections are welcome but still leave many of our members who had a NPA 60 facing the prospect of working to 66, 67 or 68.

It is expected all other teachers will transfer to the new scheme on 1 April 2015 and effectively will have final salary scheme service frozen on that date with future contributions linked to a career average scheme. When a teacher retires the "old" scheme pension pot will be calculated, uprated by CPI with the new scheme pot based on career averaging, uprated by CPI plus 1.6%.

During discussions it has emerged that a teacher with a NPA 60 can retire and access that pension pot but defer accessing the new scheme pot until that teacher attains their state pension age.

Members may be aware that upon pressure from the EIS, Scottish Government set up a working group which is looking at early retirement measures which may be available outwith scheme regulations. It is our view that it is not in the interests of effective education to have part of the workforce dragooned into later working. Account has to be taken on the physical, intellectual and emotional demands of teaching and the need to ensure the profession is refreshed.



Drew Morrice
EIS Assistant Secretary

SPPA Annual Benefit Statements

Members can now view their Annual Benefit Statement to 31 March 2013 by logging on to My Pension Online Member Services at www.sppa.gov.uk

It will be interesting to see if progress can be made in the work of this group to allow teachers to retire when they are still able to contribute fully to the profession.

Local Government Pension Scheme

The EIS is pleased to note that a high level "Heads of Agreement" has been reached on changes to the Local Government Scheme. Local Government Schemes are funded schemes and the Scottish schemes have been in fairly good health. Music instructors, some educational psychologists, education officers and some FE lecturers are in Local Government Schemes. The principal features of the changes are:

- (i) a career average rather than final salary scheme.
- (ii) an accrual rate of 1/49.
- (iii) annual benefits revalued in line with the Consumer Price Index.
- (iv) pensions for cohabiting partners and civil partners equal to those benefits afforded to married couples.
- (v) A 50/50 option. This allows members to elect to pay 50% normal contributions and in return accrue 50% of pension during the period the option operates.





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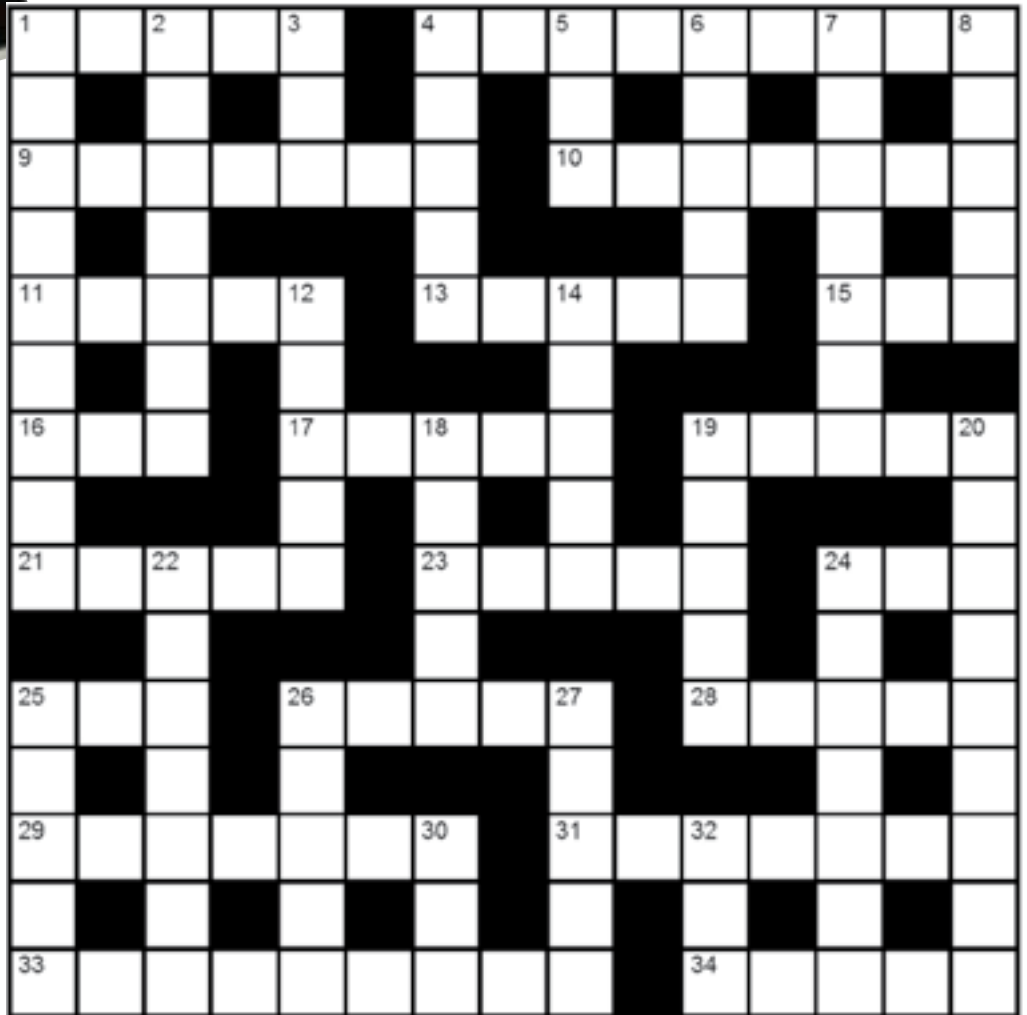


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The first all correct entry picked at random will win. Details of the winner, together with the solution to this month's puzzle will be published in the next edition of the SEJ. Employees of the EIS and their families are not eligible to take part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



across

- 1 Wasteful needle worker (5)
- 4 Beverage containing C₂H₅OH (9)
- 9 Shrub angular but usually found inside (7)
- 10 Beer brewed in questionable circumstances by which means? (7)
- 11 So long in Toulon (5)
- 13 A bit I resolved in the shin (5)
- 15 Signal recognition of debt (3)
- 16 Carry, worm, ear in slang (3)
- 17 Influence in favour of the church (5)
- 19 Relative, likeable and took ecstasy (5)
- 21 Island creature! (5)
- 23 Scrounge, rat say backwards (5)
- 24 Schoolteacher in remarkable beginnings (3)
- 25 Support in the cup! (3)
- 26 To where bird's torso flies at night (5)
- 28 Nursery out holding teenager! (5)
- 29 Transparent fabric will give nil ornamentation (7)
- 31 Dance orchestra violinist ate pasta parcels (7)
- 33 Glasses on handle to gentler refined people (9)
- 34 Further Education lady by the sound of it! (5)

down

- 1 Swap a calf around Orkney (5,4)
- 2 Between fingers found spider's home with Crosby (7)
- 3 Rotter and telltale from the start (7)
- 4 Donkey and French resource (5)
- 5 Pedal your bike sounding like a rook (3)
- 6 Hello Christina, you dog you! (5)
- 7 I delete running with the wind (3,4)
- 8 South American rodent has reportedly shy droppings (5)
- 12 Not able to load the Bofors Gun Fitzgerald fired (5)
- 14 Let it.....Stones led addition to Beatles record (5)
- 18 On the right hand side in the directory (5)
- 19 Impoverished deny shift to the east (5)
- 20 Yellow and green core, the raw ire produced (5,4)
- 22 Large mass of ice sounded more transparent (7)
- 24 Close addled gas stop-cock! (4-3)
- 25 Slope edge could be veliferous internally (5)
- 26 Sounds like the monarch will not be dry (5)
- 27 Reportedly chuck spasm (5)
- 30 Possessed but missing a goat! (3)
- 32 Compete with internal rear view mirror (3)

Crossword 77 answers:

Across: 1 Institute of, 7 Lei, 9 Loose, 10 Indian ink, 11 Solemnise, 12 Crepe, 13 Renegade, 15 So-so, 18 Dirt, 20 Croatia, 23 Kirov, 24 Briefcase, 26 Roving eye, 27 Rumba, 28 Sun, 29 Educational.

Down: 1 Illusory, 2 Scotland, 3 I-beam, 4 Utilise, 5 Endless, 6 Francisco, 7 Loiter, 8 Ink jet, 14 Grievance, 16 Straw man, 17 Baseball, 19 Tableau, 20 Chimera, 21 Skirls, 22 Craven, 25 Farsi.



Money Worries?

The EIS Employment Relations Committee recently invited the Payplan organisation to give a presentation on its services and the potential benefits to members. Here the organisation outlines the services it offers to individuals who may be experiencing financial difficulties.

At Payplan, we've been helping people with money problems since 1992.

From guidance about budgeting and cutting everyday costs to ongoing support throughout a debt plan, we're here to make life easier for you.

Nobody's situation is exactly the same so we make sure we take time to understand our clients' concerns and priorities. Some of the people we help are worried about keeping their home, others want to clear unsecured debts or reduce the costs associated with everyday living. We recognise that there's no "one size fits all" solution to managing debt so we're dedicated to offering advice tailored to your life and circumstances – whatever your situation, we'll have a solution.

We offer debt plans that mean you only make one affordable payment every month which we distribute to your creditors. Some even allow you to write off a proportion of your debt. Depending on your circumstances, you can choose from a variety of ways to take back control of your money.

If a structured debt plan isn't for you, we can help you explore downsizing your home, remortgaging or releasing equity to boost your income. And while you're dealing with your debt, we'll provide you with access to deals on things like everyday insurance and essential household goods to help you save money. We understand that being in debt affects every part of your life so we'll make sure you have everything in place to protect what matters most – your job, your home and your family.

You don't need to join up as a member or pay a subscription – as a leading provider of free debt help, advice and debt solutions in the UK, our service is open to everyone. Instead of charging fees, we are funded by members of the credit industry who recognise the value of what we offer – a sustainable solution for challenging times. As our client, you can be confident about the support you will receive, knowing that we will focus on helping you maximize your income, reduce your expenditure and manage your money effectively.

"My decision to choose Payplan was to change my life, your teams have dealt with my situation from the onset with compassion and understanding – never talking down or making me feel uncomfortable when I was in a position of little pride and embarrassed about my situation. All of my questions were answered and dealt with professionally, with exceptional knowledge of the process and the guidance given was always correct and reassuring to steer me through some worrying times – there was always a kind ear to listen and then advise.

I would and will recommend your service to anyone who may be unfortunate enough to find themselves in the predicament I was in; your teams gave me a "light at the end of the tunnel" in what were dark times!"

Payplan client July 2013



Find out more by calling us now on **0800 716 239** or visit our website at **www.payplan.com**

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Remembering the Holocaust – Holocaust Memorial Day

Holocaust Memorial Day takes place on 27 January each year. It's a time for everyone to pause to remember the millions of people who have been murdered or whose lives have been changed beyond recognition during the Holocaust, Nazi Persecution and in subsequent genocides in Cambodia, Rwanda, Bosnia and Darfur. On HMD we can honour the survivors of these regimes and challenge ourselves to use the lessons of their experience to inform our lives today. 27 January marks the liberation of Auschwitz-Birkenau, the largest Nazi death camp. HMD is a time when we seek to learn the lessons of the past and to recognise that genocide does not just take place on its own, it's a steady process which can begin if discrimination, racism and hatred are not checked and prevented. We're fortunate here in the UK; we are not at risk of genocide. However, discrimination has not ended, nor has the use of the language of hatred or exclusion. There is still much to do to create a safer future and HMD is an opportunity to start this process. The aims of HMD are laid out in our

statement of commitment. HMD activity organisers bring together the diverse strands of their communities to commemorate Holocaust Memorial Day in their neighbourhoods. This is a real demonstration of how the lessons of the past can inform our lives today and ensure that everyone works together to create a safer, better future. Holocaust Memorial Day Trust (HMDT) is the charity, established by the Government, which promotes and supports HMD in the UK. HMDT encourages and inspires individuals and organisations across the UK to play their part in learning lessons from the past and creating a safer, better future. You can:

- organise your own HMD activity
- mark HMD online
- attend an HMD activity

To find out more visit:
www.hmd.org.uk
Tel 020 7785 7029
enquiries@hmd.org.uk
Twitter: hmd_uk
Facebook: hmd.uk
Holocaust Memorial Day Trust, PO Box 61074, London, SE1P 5BX

The strain of excessive workload

Dear Editor,

It is with regret that I have cancelled my membership of the EIS but this is due to the fact that I have given up teaching.

The stress, the workload, the hours, the lack of support, the changes in curriculum the lack of funds, the funds of my own that I had to use to do my job, the unpaid overtime, the lack of social life – made me very ill.

I have a 2:1 Honours Degree and a PGCE with distinction, over a decade of experience and reached the post of Faculty Head and the idea that I could continue for another 20 years is simply not a possibility – I would be dead.

I feel the pain of my colleagues, who continue at the coal face, and hope that the EIS will continue to fight hard on their behalf to resolve these issues before more teachers, like myself, look for a better life elsewhere.

Sincere best wishes in your fight.

Yours etc,

Name and address supplied

Show Racism the Red Card

Anti-Racism Anti-Sectarianism Creative Competition

Show Racism the Red Card, the anti-racism charity which uses professional footballers as anti-racism role models, is celebrating the 10th anniversary of its anti-racism/anti-sectarianism creative competition.

This year, as it is the 10th anniversary of the competition, we are looking at celebrating the diverse cultures and

heritage that make Scotland the place it is today. Using Scotland's heritage as a theme, Show Racism the Red Card would like pupils to develop a piece of creative work that gets across clear messages of anti-racism and anti-sectarianism.

The closing date for entries is Friday 31st January 2014.

For more information, please visit the Show Racism the Red Card website at www.theredcardscotland.org/educational/competitions/scotland

Life Post-Merger

Dear Editor,

I read an article in the recent edition of SEJ from 'an ordinary lecturer at a merged college' about the situation post-merger. I felt it could have been written by several of my colleagues who have voiced the very same serious concerns.

Yours etc,

Name and address supplied

Your tweets

(Article, October SEJ, when things fall apart)

@minimonster1825: An excellent article in the sej #whenthingsfallapart brave lady. Useful advice.

@Martybullywee: the police come off terribly in that article, shame on those officers.



CHILDREN SAY THE FUNNIEST THINGS...

Christmas was approaching and a P2 teacher was asking her class what they knew about the story of the baby Jesus. The children started telling her everything they knew when one boy said "The three wise men brought Jesus presents of gold and silver. But I think he would have preferred wrestling toys."

I asked the children why we celebrate Christmas. The response was "we celebrate Christmas because Santa comes and gives us lots and lots of presents."

During a visit from Santa in the school, one pupil asked, "Do you just have the one set of clothes? Who washes them for you? My mum can do it if you don't have a Mum of your own?"

It was coming up to Christmas and the children were busy making their Christmas cards to take home when I overheard a girl saying to another pupil.

"Aye Jesus was born in a stable a long way away from here in another country. Bethlehem - it's in England."

LITTLE KNOWLEDGE IS A DANGEROUS THING...





Would you like to advertise in the SEJ?

Do you have a holiday home to let, items to sell or are you looking for something that a colleague might be able to help with? What are you waiting for? Members of the EIS can place box ads for as little as 20p per word.

Contact us at sej@eis.org.uk or call **0131 225 6244** and see if we can help you out.

JOB INTERVIEW TECHNIQUE

Do you want to improve the way you present yourself at interview in order to increase your chances of securing a first, new or promoted post? Perhaps the thought of an interview makes you nervous or you are simply out of practice for what can be a challenging experience? Confidential, professional coaching (30 years' experience). "Many thanks for your help and the boost in confidence the sessions gave me". E-mail: interviews@edinburgh27.demon.co.uk

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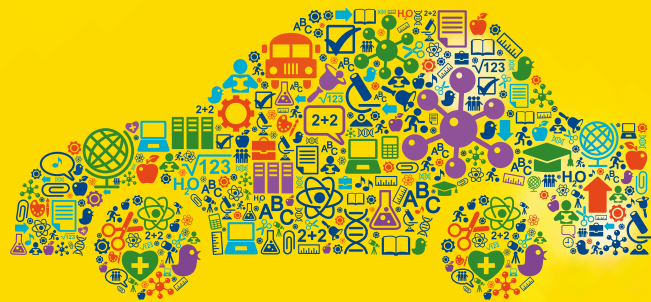
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