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SEJ



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A fresh beginning for new GTCS

A new year, and a new beginning for Scottish teacher professionalism with the pending formation of a new, independent General Teaching Council for Scotland. A new Council has been elected, including many teacher members who have been elected from EIS membership. The new Independent Council will have more freedom and more responsibility than ever before for promoting the highest standards in teacher professionalism.

The EIS has a long history of working constructively with the GTCS, and this will continue with the formation of the new independent Council. This will be a period of significant change for Scottish education, and of significant challenge for the GTCS. Despite the independent status of the GTCS, the Council has been compelled to explore some issues that many in the profession will feel uncomfortable with. Continuing to promote teacher professionalism and high educational standards, while also resisting external political pressures from those with their

own axes to grind, will be a considerable challenge for the new, independent GTCS. Recently, the McCormac Review made a set of recommendations that were clearly intended to push the GTCS towards a system of reaccreditation for teachers. This was politically motivated, designed to satisfy the demands of some politicians and tabloid editors for a “teacher MOT” and a system that rides roughshod over employment rights to make it easier to sack teachers without going through normal employment procedures. The GTCS must be strong to resist such external pressures which are not in the interests of Scottish education.

The GTCS has now launched a consultation on a scheme of Professional Update for teachers, which is far removed from the draconian measures being called for by the McCormac Group and others. The EIS is engaging constructively with the GTCS in discussions around Professional Update, and urges all members to read the consultation documents and to take part in the consultation process. This is a hugely important issue for the future of Scottish education, and it is vital that teachers have their say.

New face at top of EIS headquarters

Changing times too for the EIS, with the imminent retiral of General Secretary Ronnie Smith and the selection of Glasgow teacher, and EIS Education Convener, Larry Flanagan as his successor. Mr Smith has served as the General Secretary for seventeen years, and was instrumental in enhancing the professional status – and the pay and conditions – of Scotland’s teachers during his time in post. In particular, the role he played in brokering the 21st Century Teaching Agreement – which brought stability and professional conditions to Scotland’s teachers after years of industrial unrest – should not be forgotten. His

successor, Larry Flanagan, will take up the reins as Scottish education is once again facing significant attack on a number of fronts, including on pensions and on pay and conditions. Mr Flanagan, who as EIS Education Convener has been instrumental in leading the campaign for better support for teachers in the implementation of Curriculum for Excellence across Scotland, will not have his challenges to seek in the months and years ahead. While this will be a time of change for the EIS, its members, elected members and staff – all of whom have grown to know Ronnie well over the years – it remains as important as ever that the EIS remains united, with everyone associated with the organisation working together to deliver a better future for Scottish education, its learners and its teaching professionals.

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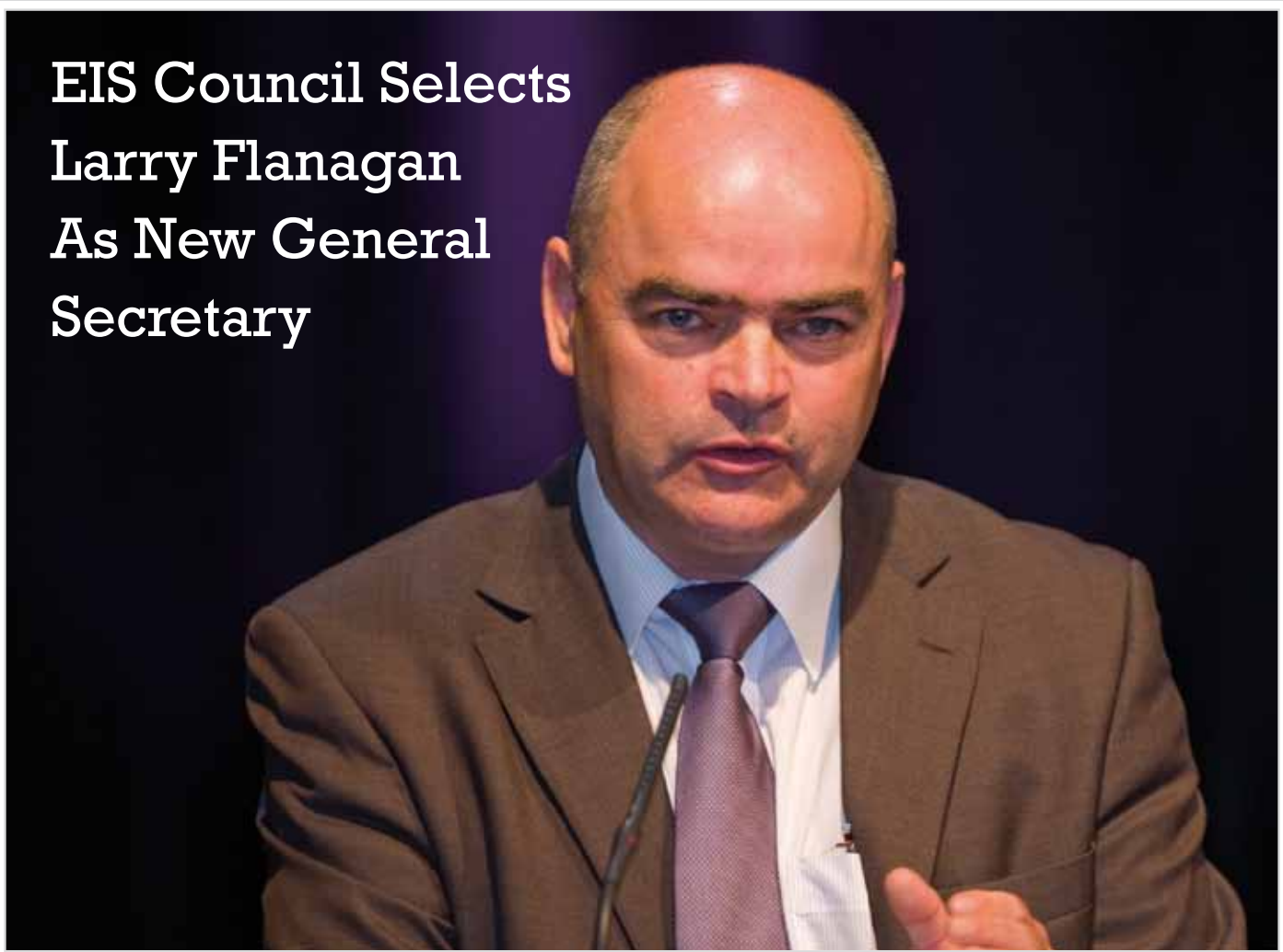


8 The new GTCS Council



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EIS Council Selects Larry Flanagan As New General Secretary



The EIS has selected Larry Flanagan as its new General Secretary. Mr Flanagan currently works as a Principal Teacher of English in Glasgow and is expected to take up his new post as General Secretary in April on the retirement of the current General Secretary Ronnie Smith. Mr Flanagan was selected in late January by a specially convened meeting of the EIS Council in Edinburgh. There were 4 candidates for the post in the final appointment stage. Commenting on the appointment, EIS President Alan Munro said, "I am delighted that Larry Flanagan has been appointed as the Institute's new General Secretary. His experience and suitability are beyond doubt as he has proven in his previous roles. Larry takes on this post at a critical time for the EIS and for Scottish education which face unprecedented challenges on a number of

fronts. I and the Council of the Institute are clear that Larry will be well able to meet these challenges in the years ahead making full use of his considerable leadership skills."

Larry Flanagan is a graduate of the University of Stirling and is currently Principal Teacher of English and Drama at Hillhead High School in Glasgow. He started his teaching career at Blantyre High School before moving to Penilee High School as a Senior Teacher. In 1996, he was appointed Principal Teacher of English at Hillhead High School.

Mr Flanagan has a long association with the EIS, initially as a member and more recently as an EIS Council representative and Convener of the EIS Education Committee.

Mr Flanagan is also a member of the EIS Executive Committee and represents the EIS on the Scottish Government's Curriculum for Excellence Management Board. Away from the EIS, Mr Flanagan has also worked as an SQA Examiner and served for 8 years as a Councillor on Glasgow District Council, rising to Vice-Chair of Economic Affairs and the Local Management Committee.

Commenting on his appointment, Mr Flanagan said, "I am delighted and honoured to have been selected as General Secretary of the EIS. Ronnie Smith, our current General Secretary, will be a hard act to follow but I look forward to the challenge immensely."

Council discusses CfE concerns, pensions and McCormac

The January meeting of EIS Council, held on a Saturday to accommodate the previous day's special meeting where Larry Flanagan was selected as the Institute's next General Secretary, was not dominated by any single issue. Instead, Council members took the opportunity to discuss and request updated information on a wide range of significant issues, including Curriculum for Excellence, the ongoing campaign to protect pensions, and the McCormac Review and the early discussions that are taking place to consider its recommendations.

Vice President Susan Quinn updated Council on ongoing plans for the EIS campaign on pensions, and highlighted the new paper on the Recruitment and Retention of EIS Members and Representatives, including the desirability of annual elections for establishment level positions such as EIS Representative and Health and Safety Representative.

Education Convener, and new EIS General Secretary Designate, Larry Flanagan informed Council of recent developments at the Curriculum for Excellence Management Board level, and outlined growing concerns over an emerging lack of consistency in some areas over the 3 year broad general education model in the first 3 years of secondary schools. Mr Flanagan explained that some local authorities were looking to retain 2&2&2 models, essentially the same as the existing model, but with Standard Grades removed and replaced with the New National Qualifications. Such an approach



was contrary to the ethos and founding principles of CfE, Mr Flanagan said, which was predicated on the move to the 3&3 model.

Responding to a question from Alan Crosbie (Edinburgh), who asked about a potential narrowing of subject choice at the end of S3, Mr Flanagan said, "Clearly, there is still confusion in some schools, but there should be no narrowing of subject choice at the end of S3 if schools are implementing CfE as it is intended."

Summing up on CfE issues later, Mr Flanagan added, "We can't have half the country going one way, and half the country going the other way on CfE. That would be a disaster, not only for our members, but also the young people in our schools."

Mr Flanagan then went on to highlight the SQA's announcement of changes to the appeals system, set to be implemented in 2013/14. This timing was an issue of concern, said Mr Flanagan, as it coincided with the planned introduction of the new qualifications, thereby removing a potential safety net for pupils.

Finally, Mr Flanagan went on to note the launch of a GTCS consultation on proposals for a Professional Update scheme, and informed Council that GTCS Chief Executive and Registrar Tony Finn would meet with members of the EIS Education Committee at their next meeting to discuss this important issue for all teachers.

Supply Teachers' Pay

John Dennis (Dumfries and Galloway) successfully moved that the EIS should seek to re-open discussions on the rate of pay for teachers on short-term supply at the earliest opportunity. The motion was seconded by Carolyn Ritchie (Glasgow) and won overwhelming support from Council.

Speaking in support, Phil Jackson (Angus) said, "The fundamental issue is one of fairness to supply teachers."

Salaries Convener Dougie Mackie supported the Motion, but called for firm evidence to be gathered to support the EIS in its aims – "We are all aware of the anecdotal evidence, but we need firm evidence to add weight to our argument – the more evidence we can gather, the better."

Helen Connor (North Lanarkshire) agreed, saying "We need the evidence to back up claims that the new system is leading to a shortage of supply teachers."

Pat Flanagan (Aberdeenshire) and Hugh Donnelly (Glasgow), also spoke in support of the principle behind the motion but called for additional evidence of the impact of the new pay arrangements. Both speakers highlighted wider issues in the recruitment of supply teachers, with Mr Donnelly pointing out that Glasgow was struggling to fill some supply posts despite not having adopted the new pay arrangements to date.

Council members agreed with the need to look at the issue again, and overwhelmingly voted to back the Motion.

Salaries Matters

Dougie Mackie, Convener of the Salaries Committee, updated Council on plans for formal discussions on the McCormac recommendations at SNCT level. Mr Mackie said that the SNCT had agreed to establish three Joint Chair Working Groups to consider the Report's recommendations, but that no meetings of these groups had yet taken place.

Mr Mackie also provided an update report on the current situation regarding teachers' pension schemes – see Drew Morrice's article on p12 of this SEJ for more information on the current proposals.

Election of EIS Representatives

EIS Council agreed a paper on the recruitment and retention of EIS members and representatives which will be circulated to all Local Association Secretaries shortly. In the meantime all EIS school branches are encouraged to hold elections for the EIS Representative and the Health and Safety Representative during the month of February. Any change to the names of branch officials should

be communicated to the Local Association Secretary and to EIS Headquarters as soon as possible following the election.

EIS Representatives and Branch Secretaries should refer to their association's constitution, or speak to their LA Secretary, for guidance in the issue of annual elections.

News

Cuts To Psychologist Training Will Damage Educational Support

The EIS has warned that cuts to the training of educational psychologists in Scotland will damage the support available to vulnerable young people and work to address challenging behaviour amongst pupils. The EIS is calling on the Scottish Government to pull back from their plans to cut the funding of post-graduate professional training for educational psychologists.

Commenting on the plans to cut course funding, EIS Assistant Secretary Drew Morrice said, "Educational Psychologists play a vital role right across Scotland, providing support to vulnerable young people and working with teachers in schools to address challenging behaviour

within the pupil population. The decision to axe funding for the professional training of Educational Psychologists is short-sighted, and will have a serious impact on the future recruitment of quality professionals into the Educational Psychology Service."

Mr Morrice has written to the Cabinet Secretary for Education and Lifelong Learning, Mike Russell, urging a rethink on the decision to cease funding for professional post-graduate training.

Mr Morrice added, "The EIS would urge the Scottish Government to think again on the funding of this vital professional training for Educational Psychologists. We owe it to pupils across Scotland, particularly those young people from vulnerable or challenging backgrounds, to ensure that appropriate support is universally available from qualified Educational Psychologists where it is needed. This is not an area

where the Scottish Government can adopt a penny-pinching attitude, as taking a cost-cutting approach now will only create a far larger – and far more expensive – problem for Scotland in the future."

To read the letter sent to Mr Russell visit www.eis.org.uk/education_updates/lettermr.htm



New support for school Auschwitz visits announced to mark Holocaust Memorial day



The Scottish Government has announced renewed and increased funding to the Holocaust Educational Trust giving two post-16 students from every school and college in Scotland the opportunity to participate in the Trust's Lessons from Auschwitz Project, which includes a one-day visit to Auschwitz-Birkenau and seminars where students hear from a Holocaust survivor.

Announcing the funding support on Holocaust Memorial Day, Minister for Learning, Science and Scotland's Languages, Dr Alasdair Allan said: "I am pleased to announce continued Scottish Government support for the Holocaust Educational Trust's 'Lessons from Auschwitz' programme. We are providing £230,000 to enable around 380 Scottish students to participate in the project in 2012/13 and to help ensure that the disturbing and profoundly important lessons from the past are passed on to future generations."

Karen Pollock MBE, Chief Executive of the Holocaust Educational Trust said: "We are delighted that the Scottish Government sees the value of our work - as the Holocaust passes further into history, it is more important than ever to ensure

that future generations understand what happened during that dark time."

The Holocaust Educational Trust (HET) was established in 1988 to educate young people from every ethnic background about the Holocaust and the important lessons to be learned for today. HET works in schools, universities and in the community to raise awareness and understanding of the Holocaust, providing teacher training, an Outreach Programme for schools, teaching aids and resource materials. HET also played a crucial role in the establishment of Holocaust Memorial Day in the UK and continues to play a key role in the delivery of this national commemorative event.


See feature on pp20-23 of this edition for the SEJ's own report on the Lessons from Auschwitz programme.



Anti-Racist Policy

An updated Anti-Racist policy booklet is now available from the EIS Education & Equality department. The updated booklet includes details of changes made in the Equality Act 2010.

For copies please contact Ann Brand abrand@eis.org.uk or call the Equality department at EIS headquarters on 0131 225 6244.



EIS National Headteachers' Conference – 23 March 2012

The EIS National Headteachers' Conference will be held in the Hilton Grosvenor Hotel, Edinburgh on Friday 23 March 2012.

The conference is aimed at Headteacher and Depute Headteacher members. Interested members should contact their Local Association Secretary no later than Friday 2 March to arrange attendance.

George McFadzean

The EIS has learned that former EIS President George McFadzean passed away in British Columbia, Canada, late last year at the age of 94.

He joined the EIS in 1947 and became active on various committees from 1953. He was President of Lanarkshire Local Association 1969-70 and National President 1975-76. He dedicated his life to the betterment of education in Scotland and was a great advocate for the improvement of salaries and conditions for teachers.

The SEJ extends its sympathies to the family and friends of Mr McFadzean.

A full obituary is planned for the next edition of the SEJ.

Relocation of Dundee Area Office

The Dundee area office has relocated. The new office can be found at 310 Broughty Ferry Road, Dundee, DD4 7NJ. Full contact details are available on the EIS website and on the contacts page in this SEJ.

For contact details for the Dundee Area Officers, visit:

www.eis.org.uk/Contacts/Dundee_Area_Office.htm

EIS Welcomes Teacher Numbers, But Education Challenges Remain

The EIS welcomed the recent news that local authorities had met the target figure of 51,131 full-time equivalent (FTE) teachers in employment in Scotland's schools. The figure was set as part of a jobs guarantee for teachers negotiated by the EIS through the SNCT with local authorities and the Scottish Government in the most recent teachers' pay and conditions agreement. While welcoming the news, the EIS has also warned of the need to remain vigilant to ensure that teacher numbers are not allowed to slip back in the years ahead.

Commenting on the figures, EIS General Secretary Ronnie Smith said, "These are difficult times for everyone, including for education and public services, so it is welcome that Scottish local authorities have met their commitment on teacher employment numbers. In a very tough financial climate, the EIS struck a deal with employers to guarantee teachers' jobs and new employment opportunities. It is this agreement that has led to the announcement of a stable number of full-time teaching positions in our schools, which has secured jobs for thousands of teachers across Scotland."



Ronnie Smith
EIS General Secretary

Mr Smith added, "This was a very difficult deal to negotiate, and it did involve willingness to compromise by Scotland's teachers in the light of the budget-cutting agenda. But it is clear that the decision taken by the EIS to focus on protecting teaching jobs and enhancing job prospects for new teachers was the correct one. As a result of this agreement, thousands of newly and recently qualified teachers who would otherwise have faced job uncertainty are in stable employment as teachers throughout Scotland."

However, Mr Smith went on to warn, "While this news is welcome, the guarantee on teacher numbers was for one year alone so the EIS must work hard in the years ahead to ensure that teacher numbers are maintained, both to protect teachers' jobs and to ensure that pupils in Scottish schools can continue to receive a high-quality education delivered by Scotland's highly qualified and highly professional teachers."

EIS Page Scholarship 2012

Application forms are now available for the 2012 Page Scholarship to America being offered by the EIS in association with the English-Speaking Union.

Walter Hines Page (US Ambassador in London during the First World War) gave great encouragement to the founding of the English-Speaking Union in 1918.

The Scholarship is awarded annually to a teacher/lecturer in a Scottish school/college and is intended to promote the exchange of educational ideas between Britain and America. The successful Scholar travels to the USA to study a specific aspect of American education which interests her/him and which is relevant to her/his own professional responsibilities.

The value of the EIS Page Scholarship is £2,200 which gives the Scholar the opportunity to travel widely in the USA. Throughout the tour, the Scholar is the guest of the American Branches of the English-Speaking Union.

Besides being EIS members, applicants must also have taught for at least 5 years.

Requests for details and application forms should be addressed to the EIS Education Department at 46 Moray Place, Edinburgh, EH3 6BH (e-mail: EDavidson@eis.org.uk).

The closing date for submission of applications to the Education Department is Friday, 27 April 2012.

Professional Independence

The recent elections to the General Teaching Council for Scotland (GTCS) produced a positive result for Scottish education, and for the EIS. The new, fully independent, teaching Council will be formally established in April and will include sixteen teacher and lecturer members elected from the EIS membership. As Scottish education looks ahead to the many significant challenges it faces in the years ahead, the elected teacher members of the GTCS will have a major role to play in securing a bright future for Scottish education, its pupils and its teachers.

The EIS has welcomed the creation of the world's first fully independent teaching council, which will take up office in April, following the recent elections to the General Teaching Council for Scotland (GTCS). The newly independent GTCS will have more freedom to uphold standards in Scottish teaching. Scottish teachers are amongst the highest qualified in the world, and are bound by some of the most stringent professional codes and standards in global education.

Commenting on the creation of the new independent GTCS, EIS General Secretary Ronnie Smith said, "The EIS supports the important work of the GTCS in

upholding the highest standards for Scotland's teaching professionals. With the election of this new 13th GTCS Council, Scotland will have the world's first independent, self-regulating body for the teaching profession. The new Council will have the responsibility of leading the GTCS in its first years of independent status and so the involvement of experienced and dedicated teachers on the Council is more important than ever before."

On the subject of EIS members who have been elected to the GTCS, Mr Smith said, "I would like to congratulate all sixteen EIS

members who have been elected to the new Council. They are EIS members who are committed to promoting the highest standards within the profession and to seeking to overcome the many challenges which teachers and lecturers confront on a daily basis."

The teachers and lecturers who serve on the GTCS are elected by their peers because of their depth and range of professional experience and skills. It is a huge responsibility for all those elected to represent the profession and the interests of Scottish education and its learners as members of the GTCS Council. In these difficult times, with continuing cuts to education and attacks

on teacher professionalism, it is ever more important that those representing the teaching profession on the GTCS can stand up for Scotland's teachers and lecturers. Recently, the intervention of the GTCS was a key factor in seeing off the threat of the proposed introduction of unqualified staff in Renfrewshire schools. We will face more challenges like this in the years ahead, which is why strong teacher representation on the GTCS remains essential.

To be able to teach in Scotland, every teacher must be registered, and remain registered, with the GTCS and the GTCS sets

professional standards. The GTCS accredits Initial Teacher Education and Chartered Teacher courses, as well as playing an increasing role in the area of CPD.

Ronnie Smith added, "Cases of alleged teacher misconduct or incompetence are reported to the GTCS, which has the right to use the ultimate sanction of removing teachers from the GTCS Register. All of this places a great degree of responsibility on GTCS members, including those drawn from the teaching profession itself. It is not an easy task to act as a guardian of your own profession's standards, but I am confident that all the EIS members who have been elected are more than up to the challenge."

The work of GTCS will continue to impact on teacher professionalism and the work of teachers throughout their careers. The role of the GTCS is of particular importance with the implementation of Curriculum for Excellence, changes in qualification and assessment arrangements and following the recommendations of both the Donaldson and McCormac reviews.

In essence, the GTCS has a key role to play in the development and safeguarding of teacher professionalism. With a strong Council, including many highly qualified and experienced EIS members, it is essential that it uses its independent status to full effect. ■





the GTCs will
have a major
role to play
in securing a
bright future
for Scottish
education



Successful EIS endorsed GTCS candidates:

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Patrick Boyle
St Charles' Primary
School, Paisley

James Hammond
Carlogie Primary
School, Carnoustie

Ian Anderson
Bellahouston Academy
Glasgow

Derek Thompson
Westhill Academy
Aberdeenshire

Primary

Sue Burns
Cuiken Primary
Midlothian

Patricia Duncan
Methven Primary
Perth & Kinross

Patricia Fallow
Methilhill Primary
Fife

Linda Fisher-Dougan
West Primary
Renfrewshire

Paula McEwan
St Gabriel's Primary
Inverclyde

Andrew McNeil
Pitcoudie Primary
Fife

Edith Swinley
Pitteuchar East Primary
Fife

Secondary

David Drever
Kirkwall Grammar School
Orkney

Karen Farrell
Lornshill Academy
Clackmannanshire

Jason Fitzgerald
Dyce Academy,
Aberdeen City

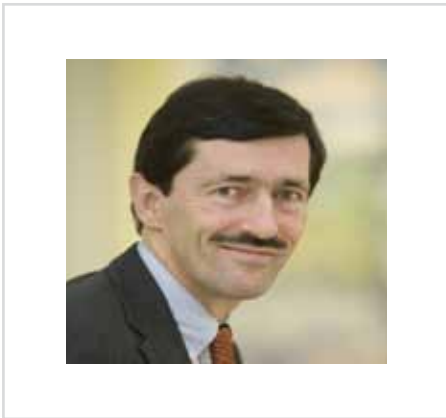
Further & Higher Education

Kenneth Allen
James Watt College,
Kilwinning

Elizabeth Clark
School of Education,
University of Aberdeen



An Independent Future



Tony Finn, Chief Executive and Registrar of the General Teaching Council for Scotland, offers his own perspective on the evolving work of the new, independent GTCS.

On 2 April 2012, GTC Scotland will become the world's first independent, self regulating professional body for teaching. Why is this happening and what changes can teachers anticipate?

The Scottish Government announced its expectations for the governance of teacher professionalism in the Public Services Reform (GTC Scotland) Order 2011. And while any Government could, in future, choose to amend this Order, its passing by Parliament represents a significant act of trust in the ability of the Scottish teaching profession to govern its own affairs. Key factors in agreeing this policy were the maturity of the current GTCS systems (over 45 years of history) and the Government's own consultation finding that GTCS is a widely-trusted public body.

In making GTCS independent, Government also decided how we were to be independent, setting out the Council's powers and the constraints within which we must work as an independent body; determined that the Council will be smaller; and adjusted the list of bodies which will have automatic right of nomination. Most of

the work of the Council will, however, simply continue as normal; and there will still be a teacher majority on the Council and on its hearing panels.

Most changes will be about how we do things or who takes final responsibility for them, rather than what we do. For example, we will continue to set entry standards for teaching and to accredit university courses of teacher education. As in the past, this will be done in consultation with others but the final responsibility will now belong to GTCS rather than to Government. Similarly, GTCS will become fully responsible for all current, and any future, professional standards - but these decisions will still be taken after detailed consideration of the views of teachers, national bodies, professional associations and, of course Government.

The Council will not change its name, spend money on new logos or take radical new directions which will cause difficulties for teachers, employers or professional associations. GTCS will however remain concerned to ensure that teachers are always properly qualified for the classes they are teaching.

The opportunity will be taken to make some changes, including:

1. Professional Update: We are required by the Order to put in place a system which confirms that teachers keep their skills up to date. Our aim is to make this as supportive as possible and to ensure that it is not confused with competence procedures.

2. Consensual resolution: GTCS is required to hear all cases referred to it, even where teachers already agree that they have failed to maintain professional standards or conduct and a finding has been made against them by a court or employer. In future, teachers will have the right to opt to agree charges and accept a reprimand or, in serious cases, removal from the register without the need for a full, detailed (and often very public) hearing of each case.

3. Panel hearing membership: As a result of changes in European law, our panel members will now largely be drawn from outside the Council itself.

Finally, as the independent Council evolves, GTC Scotland will continue to represent teacher professionalism and the public interest and to promote and, where necessary, speak up for teaching in Scotland.

Cat And Mouse Game Continues Over Pensions



EIS Assistant Secretary Drew Morrice examines the continuing stalemate over proposed changes to public sector pensions.

The situation regarding the Scottish Teachers' Superannuation Scheme (STSS) is particularly unclear, as Mr Morrice explains, due to the absence of any clear proposals or policy from the Scottish Government.

As 2011 came to an end Danny Alexander presented a report to Parliament on discussions between the coalition government and TUC and on progress within the 4 main public sector pension schemes. The report of the Chief Secretary to the Treasury was optimistic that progress had been made within schemes and that the unions had generally responded well to final offers within each scheme, although he stated that further work was required on details within each scheme.

The picture, however, remains far from clear and for those in Scotland perhaps even more confusing. The offer to teachers applies solely to those in the Teachers' Pension Scheme (TPS) which is the scheme for teachers in England and Wales. Changes to the Scottish Teachers' Superannuation Scheme require regulations to be approved by the Scottish Parliament. Therefore, unlike the civil service scheme which is reserved to Westminster, there is scope for the Scottish Ministers to maintain current provisions or to agree a new scheme design which is different from that which has been presented to the General Secretaries of the English and Welsh unions.

Teachers in Scotland, however, will be aware that we cannot simply disregard what is happening to our colleagues in England and Wales. In the summer the Cabinet Secretary for Finance, Employment and Sustainable Growth, John Swinney,

stated that the Scottish Government was strongly opposed to increasing contributions in Scotland but accepted the argument set out by Lord Hutton that there was a case for scheme reform.

Since then the Scottish Government has laid regulations for a rise in contributions in 2012-13 based on exactly the same banding for tiered rises which shall apply in England and Wales and has committed itself to consult on contribution increases in 2013-15. However, despite clear requests from the EIS to Mr Swinney to open discussions in Scotland, the Scottish Government remains silent. The EIS recognises that any scheme design in Scotland requires to be approved by the UK Treasury.

Nevertheless, the silence of Scottish Ministers leads to suspicion that they will seek to replicate the change in England and Wales. There is also a suspicion that they are refusing to make commitments while there is a concern that the global financial situation may deteriorate further.

Therefore, it is important to understand some of the issues which have emerged in England and Wales. Although the final discussion in England and Wales took place between the General Secretaries of the unions south of the border and the Department for Education, much of the detailed working took place in the Teachers' Superannuation Working Party Technical Sub Group on which the EIS is represented.

The UK government has not moved its position regarding contribution rates. By 2015 average contributions in the Teachers' Pension Scheme will be 9.6%, a 50% increase from the current 6.4%. It has also not moved its position regarding tying the age at which teachers can

retire to the state pension age which shall apply at the time.

The most significant area of movement has been in relation to the accrual rate, that is, the amount by which pension grows annually. Currently a pension in the Teachers' Pension scheme, like the STSS, grows each year on a 1/80 basis with 3/80 lump sum or 1/60 for those with a normal pension age of 65. Earlier in the summer it looked likely that the accrual would be 1/80 or even worse. The calculator on the EIS website used 1/80 as the accrual rate. The offer which is on the table is based on 1/57.

For their part, the unions have reconsidered their initial concerns over career averaging although there remains a concern that higher earners promoted later in their careers, face a double whammy with career averaging and tiered contributions.

The dilemma facing union negotiators is that the government has placed transitional protection on the table if agreement can be secured. If there is no agreement then the government has threatened to take this off the table. The protection on offer means that, from April 1 2012 those with a retirement age of 60 who are within 10 years of retirement, would retain current pension entitlements including pension age. Those aged between 46 years 6 months and 50 years with a normal pension age of 60 on 1 April 2012 would have a partial protection, based on a tapered provision.

There is little doubt that the transitional protection has been a factor for some unions and, at the time of writing, there has been a range of views across those public sector unions which have been made offers.

Members should be clear that there is no offer to the EIS or other Scottish unions on a new scheme design for the Scottish Teachers' Superannuation Scheme.

The issue for teachers in Scotland is whether the Scottish Government will simply impose the proposed TPS scheme design or whether it will engage with unions to seek a Scottish solution. It is time for us to know.



Pensions Update

Following the industrial action taken on 30 November, the key developments in pensions lie in two directions.

1 Firstly, both the Coalition Government and the Scottish Government are formally consulting on changes to pension regulations on contributions increases.

2 Secondly, the Coalition Government has, following progress in overarching discussions with the TUC, set out “final” proposals in 4 schemes including the Teachers’ Pension Scheme which applies in England and Wales.

To date, the Scottish Government has not opened discussion on long term pension scheme redesign. There are no proposals for teachers on the table in Scotland, which is not bound by the same pension scheme design as England and Wales. However, any scheme which may be agreed between Scottish Government and unions is subject to the approval of HM Treasury.

Contribution Increases

The Scottish Government has issued a consultation document to amend teachers’ pension regulations to introduce increases in contributions for 2012-13. These increased contributions will come into force from 1 April 2012 and are applied on a tiered basis.

The Scottish Government has decided to adopt the bandings for tiered contributions that will apply in England and Wales. To date, the Scottish Government has not consulted on increases in scheme contributions for 2013-15.

Full-time equivalent Contributable Salary Band	Contribution Rate from 1 April 2012 to 31 March 2013	Change
Below £15,000	6.4%	0
£15,000 to £25,999	7.0%	+0.6%
£26,000 to £31,999	7.3%	+0.9%
£32,000 to £39,999	7.6%	+1.2%
£40,000 to £74,999	8.0%	+1.6%
£75,000 to £111,999	8.4%	+2%
£122,000 and above	8.8%	+2.4%

Proposals relating to the Teachers’ Pension Scheme (England and Wales)

The Department for Education, following a number of meetings with the General Secretaries of the English and Welsh unions, has tabled a “Heads of Agreement” document and have offered further discussion on the details of the proposed scheme.

The principal feature of this scheme, which is to be introduced from 1 April 2015, is:

1. a Pension Scheme based on career average, rather than final salary
2. an accrual rate of 1/57
3. annual benefits in a career average scheme will grow in accordance with the Consumer Price Index (CPI) plus 1.6%.
4. scheme pension age to be same as the state pension age subject to transitional arrangements
5. pensions in payment will be uprated by CPI
6. members’ contributions will be, on average 9.6% (as opposed to 6.4% at present)
7. current benefits relating to ill health, death in service and spouse/partner benefits will be retained
8. there will be a cap on employer’s future contributions levels.

Teachers in England and Wales, who, as of 1 April 2012, are within 10 years of their retirement age, have been offered a transitional protection to retain their current pension age and pension arrangement (although they will have to pay contribution increases). Those who are within a further 3.5 years of their pension age on 1 April 2022 will have a tapered arrangement to provide entry into the new pension arrangements.

At this point, since there have been no discussions with the Scottish Government it is not possible to predict whether a similar offer and protection will be offered to teachers in Scotland.

Local Government Pension Schemes

During the summer the Cabinet Secretary for Finance, Employment and Sustainable Growth, John Swinney stated that, unlike the Teachers’ Scheme and Health Scheme, the Scottish Government would leave decisions on contribution increases to

each of the local government schemes. We believe that COSLA is opposed to increases in scheme contributions and to date no scheme in Scotland has brought forward proposals for increases in scheme contribution.

Stress – All Part Of The Job?

A record compensation award paid to an EIS member has highlighted the need for employers to tackle teacher stress in the workplace in order to reduce the risk of stress-related injury.

As education continues to face severe budget cuts, declining teaching professional numbers, larger class sizes and increases in workload the EIS has noted a significant rise in the number of members seeking support for stress-related issues. Here, the SEJ looks at the issue of stress and also highlights other troubling examples of injuries to teaching professionals in the course of their work.

An EIS member has received a record six figure settlement as a result of an occupational stress case. The settlement, which was agreed out of court, was a consequence of an employer's failure to act upon repeated reports of excessive workload which led to the member suffering from stress related psychiatric injury. This award is the largest ever paid to an EIS member as a result of occupational stress. The figure was revealed as part of almost £650,000 in compensation – another record figure - for work-related injuries secured by the EIS for its members over the past year.

Occupational stress is a major problem facing teachers and lecturers. The growth in the number of cases involving psychiatric injury and stress-related illness must be a warning to employers that they need to take account of their employees' mental, as well as physical, wellbeing. The fact that this record compensation award arose from a work-load related case, which was compounded by a lack of management support, is no coincidence. This clearly illustrates just how serious such injuries can be, and the heavy price that employers will have to pay if they fail in their obligations to protect their staff.

Employers should be using the Health and Safety Executive's stress management standards and trying to reduce and control the levels of stress caused by work activities. Stress-related illnesses are extremely serious and can take a huge toll on the individual concerned. The long-term effects can be significant, and recovery can take a long period of time. While the EIS supports members in stress-related claims, our preference would always be for such cases to be avoided completely. Employers must tackle the causes of stress, for example by controlling work-load, and they must also provide appropriate support for teaching staff who are experiencing stress.

Amongst this year's settlements there are also a number of claims which were a result of assaults by pupils. For example, a

teacher was kicked between the eyes and suffered severe facial injuries. However, the main cause of injury to teachers and lecturers is from accidents involving falls caused by slips and trips. Such accidents can be avoided if employers implement basic, inexpensive safety requirements. As well as causing suffering and injury to individuals, all of these accidents have caused financial losses to the employer and to the public purse.

These settlements demonstrate the avoidable risks that many teaching professionals across Scotland face in the course of their work. Local authorities and other educational employers have the same duty of care to staff as any other employer. They must take every available

step to ensure that our schools, colleges and universities are safe places to work and to study. This should include robust policies to prevent violence against staff, as well as the adoption and dissemination of adequate health and safety procedures to minimise the risk of accidental injuries. Every year we hope that the number of workplace injuries, and thus the number of compensation cases, will fall. Sadly, the evidence from this year is that educational employers still have a great deal of work to do to improve the safety of our schools, colleges and universities ■

The growth in the number of cases involving psychiatric injury and stress-related illness must be a warning to employers

SELECTED EXAMPLES OF CASES – ALL PERSONAL DETAILS HAVE BEEN REMOVED TO PROTECT IDENTITIES OF MEMBERS

Stress: Member suffered psychiatric injury, anxiety and depression, arising from work related stress caused by workload and poor management. **£7,500**

Assault: Member was taking a class playing football. Member was kicked and punched in the side of the head. **£1,000**

Personal Injury: Member suffered noise induced hearing loss due to high levels of noise within Technical Department. **£7,500**

Personal Injury: Member was exposed to asbestos, causing mesothelioma. **£49,500**

Personal Injury: Whilst intervening in a fight between two pupils member suffered injuries to lower back. The member also suffered psychiatric injury and was off work for a long period. **£7,131**

Assault: Member was struck repeatedly with a metre stick. Lacerations to head and bruising to arms. **£1,500**

Assault: Pupil swung door in face of member. Injuries - extensive soft tissue damage to wrist/hand. **£1,000**



European Unions Working Together to Combat Stress

It is almost a cliché that workers have to adapt to significant change throughout their working lives. There are real pressures on employees to display almost limitless flexibility and, indeed, mobility – both with and between jobs, as well as geographically. That is not necessarily entirely bad – but a balance has to be struck. When these pressures translate into insecurity and lack of stability at work, their impact can become corrosive, leading to psychosocial strains, causing stress, and more.

There are, of course, many other factors associated with work-related stress, including excessive workloads, poor work organisation, lack of control and autonomy at work and, of course, a long-hours culture.

In times like these, times of economic crisis, the risks to workers' psychological well-being are even greater. Job insecurity and precarious employment contracts drive people to work excessively long hours, under great pressure- to work even harder in order to meet the increasing demands placed upon them.

In the UK, the Chartered Institute of Personnel and Development conducts an annual survey on absence from work. For the first time ever, it has revealed that work-related stress is the single most common cause of long-term absence from work. What is also interesting is that the problem is significantly more prevalent in the public sector and this is attributed to the sheer amount of change and restructuring going on, due to austerity measures and public spending cuts which are leading to large-scale redundancies and job insecurity.

Work related stress is also very prevalent in the education sector. Ten years ago, the UK Health & Safety Executive embarked on steps to address the problem of work related stress in education, which it identified as the sector responsible for 13% if incidences of work related stress, the second-biggest contributing sector.

When stress reaches the point that it damages teachers' well-being – not only is that harmful to the teacher, but it is expensive to the employer and disruptive to the quality of education enjoyed by pupils and students. High quality education can only be delivered when the right working conditions are in place to enable teachers to give their best.

The key issue is how we manage and control work related stress when it arises and, indeed, how we reduce the risk of it arising in the first place. It is, essentially, a health and safety issue that is susceptible to risk assessment as a workplace hazard.

As far back as 2004 the European Social Partners signed up to the European Autonomous Framework Agreement on work

related stress. This provided a framework and an action-oriented instrument for employers and employees to engage in raising awareness of work related stress as an occupational hazard and in preventing and tackling the problem in the workplace.

The key issue is how we manage and control work related stress

As the European Trade Union Federation for education, the ETUCE is engaged in this work in the education sector. We

have carried out several projects leading to the adoption and implementation of the ETUCE Action Plan on teachers' work related stress, designed to assist our Member Organisations in their work on implementing the Framework Agreement. These projects identified a need to continue working on promoting the use of risk assessments, of paying attention to work related stress in collective agreements and identifying clear procedures and strategies to be followed when addressing the problem of work related stress in schools.

This latest project has involved working in cooperation with the European Federation of Education Employers. Again we have tried to shine a light on the central importance of teachers' well-being and through the European-wide survey, to examine the impact of psychosocial hazards on teachers,

I want to thank all who have contributed to this work. Information has been gathered from the front-line of education service providers – both teachers and their employers. This will be invaluable in going on with this area of work, which remains an important issue at the European level within the social dialogue and also at national level where much is still to be done. ■



Ronnie Smith
EIS General Secretary and
President of ETUCE

Extract from speech to Conference on Work - Related Stress, Berlin, November 2011

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- Exclusive information and special offers for EIS members



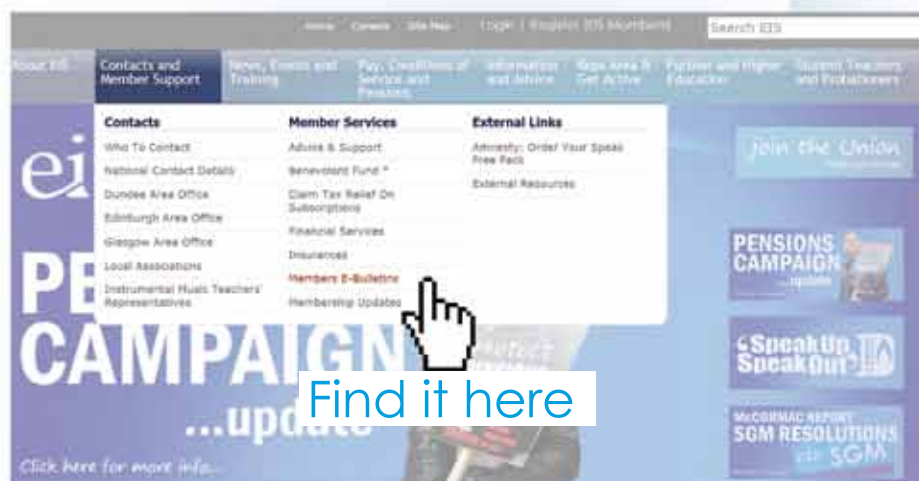
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NATIONAL BARGAINING

National Bargaining on the horizon for Further Education?

The EIS has called on the Scottish Government to act to ensure a return to national pay bargaining in Scotland's Further Education Colleges.

As this SEJ was about to go to press, the Griggs Review group – established by the Scottish Government to examine governance in Further Education – was set to publish its report. The EIS has consistently called for a return to National Bargaining in FE and hopes that both the

Griggs Review and the Scottish Government will agree that this is the best way forward for quality and consistent FE provision across Scotland.

The EIS has long argued that a return to national bargaining in Scotland's colleges will bring real benefits to Further Education in Scotland. The current situation – with wide variations in pay in conditions at colleges across Scotland – is clearly not in the best interests of Further Education, its staff or its students. Local bargaining at college level has led to increasing disparity in the salaries paid to lecturing staff across the country. Currently, there is almost a £5000 disparity between lecturers' pay between the highest and lowest paying Scottish colleges. This has contributed to the often

fractious industrial relations environment that exists in Scottish Further Education – an environment that is different from both the schools and the universities sectors where national bargaining has fostered more harmonious industrial relations.

The current system of local bargaining at college level is becoming ever more indefensible with the apparent desire to move Scottish Further Education to a regional structure which would group several colleges together to create economies of scale. While the EIS remains to be convinced of the educational rationale behind regionalisation, particularly the impact on breadth of course provision and on lecturing jobs, the proposed shift to this model does make clear the need for a level

NATIONAL BARGAINING

playing field on staff pay and conditions. As recent college mergers have demonstrated, it is a nonsense to encourage individual colleges to work closely with others while retaining radically different terms and conditions for the staff in those colleges.

The EIS has stated a clear case for a return to national bargaining as the path to improved governance of Further Education in Scotland. This would put the pay and conditions negotiations of FE lecturers on an even footing with negotiations for both teachers and HE lecturers where national salary scales have long existed. FE colleges have a vital role to play in helping to boost skills, which is hugely important as the country attempts to work its way out of the economic downturn. But

this can only be achieved by continuing to invest in our Further Education colleges, including appropriate and nationally agreed pay and conditions for lecturing staff. We need to continue to attract highly trained and experienced lecturers into Further Education to ensure a high quality educational experience, and they must be paid appropriately and enjoy fair conditions of employment.

For far too long, Scottish Further Education has been treated as a poor relation compared with our schools and our higher education sector. The increasing importance of Further Education during this period of economic downturn and rising unemployment cannot be overstated. There must be proper investment in our colleges,

including in the pay and conditions of staff, for FE to deliver on its potential as a driver of economic recovery.

The EIS hopes that the Scottish Government will take account of this need to support FE, and will act to re-establish national bargaining in the FE sector. National bargaining has brought many benefits, including stability and consistency, in both the school sector (through the Scottish Negotiating Committee for Teachers) and in the Higher Education sector (through the Joint Negotiating Committee for Higher Education Staff) and it is long overdue that Further Education should enjoy a similar arrangement with similar benefits for all concerned. ■

As this SEJ went to press, the Griggs Review Report was published - included in its recommendations was a call for a return to national bargaining in FE.

The Holocaust - Learning never to forget



Auschwitz – the very name of the place is enough to send a cold shiver down the spine.

Even today, in the seventh decade since the liberation of its camps, there are few who have not heard, or read, or viewed stories of the inhuman horrors that were perpetrated there from the years 1940 until 1945. Of the 6 Million Jews who were murdered by the Nazis during the Holocaust, around 1 in 4 – or 1,500,000 people – died in the camps at Auschwitz. Brian Cooper joined a visit to Auschwitz with a party of Scottish school pupils and the Holocaust Educational Trust, and reports here for the SEJ.

When I first received an invitation from the Holocaust Educational Trust (HET) to join a party of Scottish schools on a visit to Auschwitz, I wasn't sure quite how to react. After some thought, I accepted the offer although I was aware that I had agreed to probably the most harrowing experience that I will ever face. Others were aware of this too, and struggled to know what to say when I told them of the planned visit. Perfectly normal social conventions, such as wishing someone a good trip, become deeply uncomfortable when the destination is history's most infamous mass-murder site.

To help prepare pupils for what they will experience, the Holocaust Educational Trust runs an extensive preparation programme ahead of each visit. At the Edinburgh

seminar, we were privileged to hear open, honest and compelling testimony from Ziggy Shipper, a Holocaust survivor who was interred aged nine and liberated from Auschwitz in 1945 at the age of 15.

So it was that a very well prepared group gathered at Edinburgh Airport in the very early hours of a late autumn morning. After a flight of around 2 hours, we landed at Krakow Airport and were quickly ushered to a fleet of coaches for the onward trip to the town of Oświęcim in Southern Poland. This is the town that, under its German name of Auschwitz, will forever be associated with the vilest, most depraved act of genocide in human history.

On arrival in Oświęcim we split into two groups, with one visiting the town's synagogue and the other visiting its Jewish cemetery. Those visiting the synagogue had the opportunity to meet Rabbi Barry Marcus, one of the driving forces behind the Lessons from Auschwitz programme, while my group toured the cemetery. We had to gain special permission and access to tour the site, as it is kept permanently locked these days. In recent years, it has once again become a target for the far right and neo-Nazi symbols and anti-Semitic slogans have been daubed on grave-stones.

The overall impression here is one of neglect. Long, overgrown grass and tangles of weeds cover every surface. The reason for the neglect is simple – there was essentially no Jewish community left after the war to care for their dead. Before the war, Oświęcim had a thriving Jewish community of over 7000 people – around

58% of the town's population. By the time of the liberation, there were just a handful of Jewish residents left. The final Jewish resident of Oświęcim, Shimson Klueger – himself a Holocaust Survivor – died in 2000.

The haphazard arrangement of the headstones is a result of Nazi desecration of the graves. Upon their arrival, they ripped up and smashed many of the headstones leaving the graves unmarked. Following the liberation, the surviving headstones were reclaimed and restored to the cemetery. But, because no records of where the dead were buried remained, it was simply not possible to return each headstone to its rightful place. So the cemetery now exists as a makeshift memorial to the destroyed Jewish population – no one knows where any of the dead truly lie.

After this somber experience, our group walks back to the buses in near silence and we make the short drive to the first of the two Auschwitz camps that we will visit today.



Auschwitz I was the first camp to open in 1940, and was primarily a concentration camp. It is walking into this camp that you

pass under the infamous Arbeit Macht Frei (“Work makes you free”) sign that has become synonymous with the hidden horrors of the Holocaust.

It is an unsettling experience walking under that sign in the knowledge that many who came here actually believed the lie that was inscribed there. Even before the “final solution” was put into full operation, the Jewish people had suffered severe mistreatment at the hands of the Nazis. Such was their desperation to escape the hardship of life in the Ghettos that many put their faith in the Nazi’s “transportation” to so-called labour camps as a means to a better existence.

Ziggy Shipper had told us of the realities of transportation in our preparatory seminar. The conditions were appalling, with no room to sit down let alone lie down. It was dark inside the trucks, with no lighting or heating and certainly no sanitary facilities. Many people died before they reached their destination.

These days, hundreds of thousands of people pour under the Arbeit Macht Frei sign every year, which is both a blessing and a curse. A blessing in that it exposes so many people to something that should never be forgotten, and a curse in that it is causing the deterioration of the sites and raising difficult questions about the behaviour of some visitors. The vast majority of visitors, including the entire schools group that I am with, are respectful and impeccably behaved. But there is a small yet visible minority who do not treat the sites with the respect that they deserve.

While we are all well-prepared for our visit based on what we have heard and read, nothing quite prepares you for the cold reality of what you see and feel at Auschwitz. We pass by the kitchen block where, in a surreal and macabre attempt at deception, the Nazis arranged for a band drawn from camp inmates to play Mozart as new arrivals marched past. If anyone was ever taken in by this attempt at window-dressing, it will not have lasted for long. We visit the hospital block, where the now infamous camp Doctor Joseph Mengele carried out horrific medical experiments on camp inmates. It was here that the man who became known as the Angel of Death tortured, mutilated and killed his many victims – including a large number of children – particularly twins – pregnant women, and people with abnormalities or disabilities.

We pass into one of the former blocks that was used to house inmates. The most striking exhibit in this part of the museum lines the walls of the long central

corridor – hundreds upon hundreds of head and shoulders photographs of former inmates, taken for their personal files by their captors. All wear the same standard issue fatigues, and all have had their heads shaved. They all share another characteristic too – a distant, vacant look in their eyes that can only hint at the horrific experiences they have already endured. While they were physically alive when these pictures were taken, you can tell that they have given up hope, that they have already died inside. So many different faces, but each telling the same story. The dates of their arrival at Auschwitz and of their death are listed beneath their names on each picture – usually there is not a lot of time between the two dates. Some of the men manage to hold out for as long as a year, the women tend to be dead within a matter of months.

Descending now into the claustrophobic cellars beneath the main prisoner block, we see the dark isolation cells where inmates selected for special forms of mistreatment would be taken. Many were tortured or beaten to death here for coming to the attention of their captors for such misdemeanours as talking or smoking. Others were locked up in the block’s starvation cells and left in fear for nature to take its toll in the form of a lingering and lonely death. We see the coffin-like suffocation cells, airtight stone cubes where prisoners would be locked to await death as their oxygen slowly ran out.

It was in here in Prison Block 11 that the Nazis first experimented with the use of deadly Zyklon B gas, a cyanide-based pesticide. The camp Commandant, Fritzsche, gathered 250 Polish inmates along with 600 Russian POWs in the cellar and had his men drop canisters of the deadly chemical in from above. Such was the success of his trial, that Auschwitz I moved quickly to a large, custom built gas chamber which had a much higher capacity and was much more efficient for carrying out mass exterminations. Standing in the cramped basement with just a few dozen others is a profoundly unpleasant experience, as you begin to try to imagine how it must have felt for the hundreds of people crammed in here as the choking, burning gas fumes filled the confined space. Today, none of us can bear to linger long here, and we quickly ascend the steps and hurry out into the fresh air of the mild autumn afternoon.

Now, we reach the point in the visit where we have been warned to expect that our emotional confusion will reach its height. We enter one of the large buildings that now holds some of the main exhibits that detail both the inhuman scale and the very human victims of the Holocaust.

In a large room, behind a glass wall, we see the massed luggage of thousands of victims of the Holocaust. Each case has been carefully labelled with the name of



its owner, every victim expecting to be re-united with their possessions once they have been transported to their new home. In another long room, behind two sets of massive glass-encased walls, we see thousands upon thousands of shoes. Of all



shapes and styles and sizes, they are piled to the ceiling and as far as the eye can see in this huge display area. We learn from our Polish museum guide that this would have represented two days’ supply of shoes from Auschwitz camp victims.

Walking through the other display rooms of the museum, we are overwhelmed by the continuing personal evidence that tells the story of the victims of these camps. In one room, a case containing thousands of pairs of spectacles. In another, hundreds of prosthetic limbs removed from the bodies of victims



The impact on the observer as they pass through the exhibits is difficult to explain. The best word that I can find to describe it is numb. It is as if your brain and your body cannot process the scale of what you are seeing and feeling, and so it responds as best it can for your own emotional protection, by numbing your senses to prevent you from being too damaged by >>>

the experience. You see the weight of evidence of this human tragedy, of our species' intolerable cruelty against itself, and you understand completely what you are seeing but your inner self does not want to allow you to believe it. So instead, it puts up barriers to shut out that which it does not want you to process, leaving you at all times fully aware of what you are seeing but simultaneously utterly bewildered by it all.

But you never know when your body will let its defences down momentarily and allow the emotional impact to hit you, and it is often where you least expect it. For me, this happens in a quiet moment when most of our group has passed into another room. I look down at a glass display case, where I see an assortment of children's possessions including their toys. My eyes are drawn to a broken doll, her porcelain features faded by time but still clearly visible. No doubt she was the treasured possession of some poor little girl, a tiny victim who in all probability went to the gas chambers beside her mother. My mind wanders to my own small children, safe and secure at home, and suddenly my defences are down and the flood of all that I have seen this morning rushes in and overwhelms me. My head swims and I begin to feel dizzy as I have to hold on to the edge of the display case to steady myself. It is probably around half a minute before I am able to continue behind my group, although it feels like a lot longer.

Our guide now leads us into one of the few areas in the Holocaust Museum where photography is not permitted. It is in this darkened room, behind another massive glass wall, that the hair of Auschwitz victims is on display. We realise that we are looking at parts of human bodies, thousands upon thousands of them, and what little conversation there has been to this point now ceases completely. The massive piles of human hair on display here were all shorn from their victims immediately after death. The victims were led to the gas chambers under the pretence of showering and, following their murder, had their heads shaved before their bodies were loaded into the massive furnaces for incineration. The Nazis wasted nothing that was useable from their victims, and sent the massive quantities of human hair to be spun into thread. Today, the human hair forms one enormous mass, with years of decay having taken their toll on the colour and fine individuality of each strand. But even in this tangle of thousands of human remains, you can still pick out the hair belonging to individual victims. A pigtail is clearly visible near the front of the mound, its once brightly-coloured ribbon still holding this young girl's plaits neatly in place.

Returning outside to complete our tour of Auschwitz I, we visit the purpose-built brick building that housed the camp's first fully operational gas chamber. Unlike the chambers at the larger extermination camp Auschwitz II – Birkenau, the Nazis did not have time to fully destroy those in this camp, and this – along with their scrupulous records - left vital evidence of their crimes after the war.

Our tour of the Auschwitz sites continues as we return to our coaches to travel to the nearby, and massively bigger, camp at Auschwitz-Birkenau.

The extermination camp at Auschwitz-Birkenau was created as a means to deliver the Nazis' desired 'final solution to the Jewish question'. After the successful tests with Zyklon B in the smaller gas chambers at Auschwitz I, the Nazis – exercising ruthless logical efficiency – determined that these existing gas chambers were too limited in size to enable the high volume, mechanised killings that their final solution demanded. So it was that a new, far larger, dedicated killing camp near the village of Brzezinka was commissioned and constructed in 1941.

Arriving at Auschwitz-II Birkenau, we disembark from our coaches and walk towards the familiar entrance. We have all seen it many times in photographs, with the train tracks that brought victims from across Europe running right through the stone archway beneath the guard towers and on into the depths of the camp. As we walk beside the train tracks on our way towards the entrance, a local farmer is ploughing his fields which run right up to the walls of Birkenau. He glances at us with a kind of jaded disinterest, no doubt he has watched many thousands of visitors trudging up the tracks that mark the edge of his farm. It is doubtless difficult for him and others living in the shadow of the Auschwitz compounds – they will never escape the association of all that happened here all those years ago.

Upon passing through the stone archway that marks the entrance to the camp, the first thing that strikes you is the immense, almost unimaginable size of the place. The camp stretches as far as the eye can see in all directions, with the railway tracks continuing right down the centre of the camp into the far distance. At the end of the line, in the middle of this section of the camp, you can just make out a paved section of platform where the frequent trains would halt to unload their human cargo.

Despite the huge size of the site, as we walk on, we are told that at the time of liberation

the Nazis had commenced work to double the size of the camp. When documents seized from the camp were examined later, it was discovered that plans had also been drawn up to expand in two further directions which would have increased the size of the current camp four-fold.

After a brisk 5 minute walk up the train tracks, alongside the ruins of row upon row of burned-out habitation huts, we arrive at the stone-paved train platform that we could just make out as we arrived in the camp. It was here that new arrivals at Auschwitz II would disembark from their cattle trucks, to be immediately sorted into groups by the senior officers of the camp, including "Angel of Death" Dr Mengele. This was a life or death decision for these new arrivals, although they had little knowledge of how important a decision it was and even less say in the outcome.

With a flick of his wrist, the officer in charge of selection would send the new arrivals to either the left or the right. Those deemed fit enough to work would be sent to the right, where weeks and months of intolerable misery awaited them. For those sent to the left, approximately 75% of all arrivals, their fate was an immediate march to the gas chambers for extermination followed by incineration. The group sent to the left included virtually all women and children, together with the elderly, the sick and the disabled. The operation of the camp was terrifyingly efficient. At its height, Auschwitz-Birkenau could accommodate the gassing and incineration of over 20,000 people every single day. Upon arriving in the camp, and being selected for extermination, average life expectancy was under two hours.

Our Polish guide leads us off the platform, and we walk along a narrow channel surrounded on both sides by high barbed-wire fences that separate different sections of the camp. Walking through this section drives home how bleak and remote the camp is, with only the burned-out shells of the former inmates' huts all around us. As we walk on, our guide speaks of the terrible but unavoidable truth that, no matter where we walk inside the camp, we are treading on the remains of those murdered in the gas chambers. Over a million sets of human remains lie scattered within the earth beneath our feet.

Reaching the edge of the compound, we once again turn left and head towards the distant trees at what we think is the far end of the camp. On arriving there, we learn that the camp continues on the other side of the woods. Behind the trees, the Gas Chambers are hidden from view

of the rest of the camp, and a sorting and storage area – known in camp parlance as “Canada” (the land of plenty) - for victims’ personal possessions and valuables was constructed.

On arrival at the trees, the victims of the gas chambers would be told to strip naked. Pictures still exist of new arrivals, huddled in small groups to stay warm and to protect their modesty. Their captors told them they were to be showered, in order to keep them clean and healthy and to limit the spread of disease. The buildings that housed the gas chambers were complete with taps, pipes and shower heads. But, critically when considering the phenomenon of Holocaust denial, there is no evidence that these facilities were ever connected to any water source. There were no water mains leading into the buildings, and no drainage system to lead water out.

Upon entering the gas chambers, the new arrivals would gather under the showers and wait for the water to be turned on. The airtight door to the building would slam shut, and small hatches high above their heads would be opened. The Nazis would throw the canisters of Zyklon B into specially designed tubes leading down, then close the hatches again to ensure that no air could enter the building. By now, those inside the chamber would be choking and desperately attempting to find a way out of the building. Outside, despite the very thick stone walls, the guards would hear the terrified screams of those inside. It could go on for as long as twenty minutes before all was silent.

It has been an extremely long day for our group, and everyone is mentally, physically and emotionally exhausted. But no-one complains, perhaps because it would feel wrong to do so in a place where so many



suffered so much in the past. Despite all that they have endured on this arduous visit, our group of pupils remain absolutely focused on all that they are seeing, all that they are hearing and all that they are experiencing.

It is dark now and heavy rain is falling all over the camp. Before we leave, there is just enough time to visit one last exhibit which, among other personal possessions recovered from “Canada”, includes a display of personal photographs, brought with them to Auschwitz by those who were transported here. It is a moving experience to look at these photographs, which document many personal moments of Jewish men, women and children before the Holocaust. This exhibit is a fitting final stop for visitors, reminding us all that despite the terrifying scale of the Holocaust and the massive number of victims, it is important never to forget that each one was an individual, a real person with their own personal quirks, their own failings, their own hopes and dreams.

As we prepare to leave this final exhibit, we meet with Rabbi Marcus who offers some readings and some quiet time for personal



reflection. For those who are religious, he offers time to pray. For those who are not, some time to gather their own thoughts and to try to come to terms with all that they have seen.

With each passing year, we lose more and more of the men and women who were able to survive the Holocaust. The work of the Holocaust Educational Trust and other organisations through programmes such as Lessons from Auschwitz and the establishment of Holocaust Memorial Day are vital in ensuring that the memories of the Holocaust and its victims are not lost forever. It is too important and too painful a lesson, and the price that was paid was far too high, to allow us to put this shameful episode in human history behind us. The work of the pupils as HET ambassadors in their schools and communities, in sharing and spreading knowledge of Auschwitz and its victims, is invaluable.

Words simply cannot adequately convey that which you will witness at Auschwitz. Our language lacks the words to accurately describe the experience of visiting Auschwitz and witnessing its story for yourself. It is a journey that I would urge everyone who is presented with the opportunity to take.

Every secondary school in Scotland is eligible for supported places on the Lessons from Auschwitz programme, thanks to funding from the Scottish Government which has just been renewed. To find out more about the programme and the work of the Holocaust Educational Trust, visit www.lfaproject.org.uk or www.het.org.uk

Photographs: Yakir Zur

This is an edited version of Brian Cooper’s Auschwitz visit report. Visit

www.eis.org.uk/Equality/Equality_Updates/Auschwitz.htm

for a complete version and additional photographs.



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email: enquiries@eisfs.co.uk - www.eisfs.co.uk

Rare Opportunity to Question Education Leaders.

EIS Learning Reps in Fife Colin Davidson and Isobel Schroder organised an evening CPD Professional Dialogue Event in November in the Council Chamber of Fife House. This gave classroom practitioners the chance to question leaders in their field of education about issues which affect teachers and lecturers in their work. This was the second such event, giving education staff access to the people who really can answer their concerns and help them to move forward in delivering the Curriculum for Excellence.

The panel discussion was chaired by Tony Finn, CEO of the General Teaching Council for Scotland, who declared that the purpose of the meeting was to inform and to discuss the way things are going in Education in Scotland. Mr Finn said that the engagement of staff in schools is impressive, showing a practical determination to deliver the best for students by thinking differently about children in a solution-focused approach. He added that we need to work more on consistency and to find common solutions to enable us to move forward. Confidence dips if people are unsure whether they are going the right way. He also said we need to address the level of understanding parents have of the new curriculum, assessment and the direction education is taking.

Mr Finn asked the panel members to give a brief account of their experience, as well as their aims for Scotland's Education, and to give their view of the position they see us in now. This set the tone of the evening which was sincere and informative.

Ken Muir, Chief Inspector of Schools said that they might have done a better job of presenting CfE to teachers and parents but the message, that we not starting from scratch and are building on good practice, has not come across. He went on to state that the pace of change and planning now has to wait for the senior phase and qualifications but that the principles of CfE are being applied. He echoed the view of many teachers that bureaucracy has got in the way of progress.

Margaret Orr, member of the CPD team with Education Scotland said that looking at CPD across the country, good work is not always being recognised by the people who are doing it. We need to capitalise on each other's expertise and on the interest and the potential of the children we teach. Answers to difficulties will come from collaboration and cross-sector collegiality. There was discussion on this topic with the audience and panel members.

Dr. Gill Stewart, Director of Qualifications at the SQA said that everything was on track and published but that she could understand the urgency and sense of challenge teachers face. Final course arrangements will be published in April 2012. This too was a subject for discussion with the audience who expressed concern at the apparent lack of clarity in the senior phase. Dr Stewart urged people to stick with the issues to the end to get the benefits. She said that a consultation group would meet at the end of the year and colleagues should feed into this.

Ken Greer, Executive Director (Education) at Fife Council gave the Fife perspective on the current developments and he praised the commitment and hard work of Fife teachers and school leaders, saying that they were well on course to deliver the CfE and best serve the pupil population in Fife.

Discussion was wide-ranging and all members of the panel gave very thorough answers, making many thought-provoking points.

The vote of thanks was given by Marjorie Kinnaird, Leadership Development Officer with Fife Education Service.

Fife Multi-Establishment Learning Reps really appreciate the support shown by Fife teachers and lecturers in attending these joint Fife Council/EIS CPD events. The next scheduled Joint Conference Event will be in April/May 2012, where it is hoped that many more education staff will take advantage of the workshops on offer and pick up tips and advice from the showcases of colleagues' work on view. Publicity for this will be circulated at the end of February.

Isobel Schroder
Fife Learning Rep

Meet the Health and Wellbeing Challenge



A joint event entitled "Meet the Health and Wellbeing Challenge" is being held on Saturday 24 March 2012. It will be held at the STUC Offices in Glasgow from 9.15 am to 1.30 pm. Tea/coffee will be available on arrival and hot and healthy breakfast rolls will be served during the break.

The event has been organised by the EIS, Glasgow City Council and Unison and will feature a choice of 8 workshops on the theme of Health and Wellbeing. The event is free to everyone working in education in Glasgow.

The workshops will be: Youth Stress; From Common Sense to Common Practice; Developing Habits for Health and Wellbeing; Triple P Strategies for Supporting Parents; Developmental Physical Education; How Healthy Are Your Finances; Towards Emotional and Social Health and Wellbeing; Tips for a Happier You and Alcohol, Calories and Nutrition.

There will also be a keynote - session for all delegates on "Wellbeing - The Big Picture" provided by Carol Craig from the Centre for Confidence.

If you want to find out more please contact Lyn McClintock by email: lmclintock@eis.org.uk

Booking is essential, you should do so as soon as possible to guarantee a place!

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“ My Learning is enhanced and enriched through partnership with a professional arts company”. Audience member

For over 23 years Hopscotch's expertise in providing accessible and entertaining theatre for schools has seen them perform

to millions of young people throughout Scotland. Using their humorous, pythonesque style to educate in subjects ranging from the life of historical characters like Robert the Bruce to crucial, current issues such as fair trade.

Touring has been supported by the EIS on several occasions allowing this small charity to take its unique brand of theatre to schools as far apart as Thurso to the Borders. Hopscotch receives no core funding and so they are constantly creating and touring new productions and workshops to keep the heart of the company alive.

“ I have experienced the energy and excitement of performing and of being part of an audience”. Audience member

Established in 1988, their longevity is due to their ability, adaptability and flexibility and perhaps due to the fact that they are not revenue funded, relying solely on the popularity of their productions and workshops amongst schools.

This year's panto was so successful with two troupes of talented actors performing Mother Goose to over 45,000

Scottish school pupils that the company are going to put on a third panto next year just to cope with the demand – how's that for popularity?

The company don't believe in turning actors into sales people, harassing head teachers with the hard sell or contractual obligations. Hopscotch believe the quality of their productions will speak for themselves.

Hopscotch love to hear from teachers. They continually assess their performances and workshops using feedback gathered straight from teaching staff and pupils. This ensures that their work is relevant and actively complements the Curriculum for Excellence Experiences and Outcomes - their aim is to make teachers' lives easier.

The company is actor led with a network of loyal and talented creative collaborators from actors, directors, designers and musicians. Hopscotch's two resident writers have now written over 85 new productions between them. And for 2012, Hopscotch are surging forward with a vibrant and varied menu for schools to get their teeth into.



'Burns an' a' that Drama'

Workshop - A 90 minute fully interactive workshop led by two Drama Facilitators. Explores Robert Burns' life, his poetry and life in Scotland in the 18th century. Touring throughout 2012. Suitable for upper primary school and adapted for secondary school pupils. Cost - £175 (plus touring costs where applicable)

"Provides opportunities for me to deepen my understanding of culture in Scotland".

'Tam o'Shanter' Performance

- This popular and thrilling 40 min dramatisation of the famous Burns poem is followed by a 15 minute Q & A session with the actors, during which the pupils will have the opportunity to find out more about the work of Robert Burns and develop an understanding and appreciation of the poem – or just ask about how to become an actor! Touring Jan – March 2012. Suitable for upper primary & S1 – S3. Cost - £225 (plus touring costs where applicable)

If you would like to suggest a subject or curricular area that Hopscotch could potentially explore or if you have ideas in ways that Hopscotch could be involved with your school then just give them a buzz or drop them a line or if you want to pop in, they might even give you some biscuits!

Hopscotch would specifically like to hear from Head Teachers in Scotland who would be interesting in advising them on their future productions and or would like to be considered for becoming a member of their board. For more information get in touch with Lynsey or Susan in the Hopscotch office on **0141 440 2025** or **info@hopscotchtheatre.com**

'When the Oil Ran Out'

Performance - An new and updated version of their hugely successful 2007 production. Kevin is an average twenty first century Scottish schoolchild until one day he awakens to shocking news – oil reserves really are running out! Kevin goes on a roller coaster journey to find out where all the power comes, taking him to the North Sea, down a coal mine and to a nuclear power station.

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Drama Workshops

- 90 minute fully interactive workshops led by two experienced drama facilitators. Active learning will be encouraged through children's questioning and interaction, using drama conventions such as hot seating, thought tracking and conscience alley; and by creating scenarios using freeze frame and other drama techniques. Touring throughout 2012. Suitable for upper primary school and adapted for secondary school pupils. £175.00 (plus touring costs where applicable).

"Nurtures my creative and aesthetic talents".

ECO – Explore issues of sustainability, conservation and climate change both locally and on global levels.

FAIRTRADE – Investigating Global Citizenship, human rights & responsibilities and equality for all.

SCOTLAND DURING

THE BLITZ – Create evacuee scenarios and using drama conventions such a hot seating, thought tracking and conscience alley.

ANTI-BULLYING – Confront the issue of bullying, cyber bullying and understand the value of friendship and loyalty.

'The Complete History of Scotland in 55 Minutes!'

Performance – An exciting, whirlwind journey through our nation's history, featuring Kings and Queens, battles and invasions and traditional music and song in Hopscotch's inimitable style. Touring September – November 2012. Suitable for the whole school. Cost – £395.00.

Dick Whittington and Mother Goose – Traditional panto given the Hopscotch twist. Suitable for the whole school and nursery. Cost – £550.00

Understanding very well the tightening pressure on school budgets, Hopscotch have frozen all their prices on their performances and workshops in 2012 (see website for details).

www.hopscotchtheatre.com



The EIS contributes 0.5% of its annual subscription income to arts projects involving schools and young people. In 2010 - 2011, the EIS contributed £31,200 to various projects across Scotland.

All projects funded by the EIS are focused on school children either as participants or as targeted audience. All projects involve a number of schools.

The EIS policy is to ensure that there is a reasonable geographical spread among the many projects to reflect the diversity of communities, and schools in Scotland.

The EIS ensures funding to a reasonable spread of art forms supported. In recent years, supported projects have involved book reading, drama, dance, music, puppetry and audio-visual work.

For further information regarding EIS Sponsorship of the Arts, please contact the Education Department at EIS Headquarters by email to **JBaldwin@eis.org.uk**



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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.

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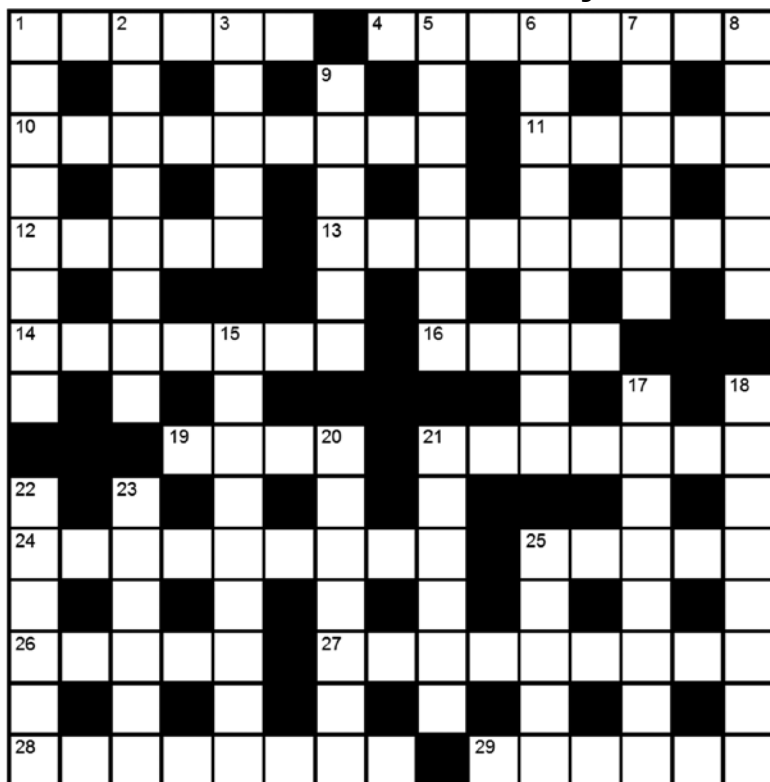
Sudoku...

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

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

EIS Crossword 69

in conjunction with **Hilton North of Scotland resorts,**



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Name
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Across

- 1 In a pool but doesn't get wet! (6)
- 4 Force to abort web construction (8)
- 10 I'm on time you heard but unprepared (9)
- 11 Throw joint at Berry (5)
- 12 Membrane takes learner from leather (5)
- 13 Eight pats cooked in mince and tomatoes (9)
- 14 Noisy, but could sway you and me soundly (7)
- 16 Second man on the moon? (4)
- 19 Male deer party! (4)
- 21 You are reportedly plush, purified element (7)
- 24 Awaiting determination by a court or under juiced perhaps (3,6)
- 25 Clutching raspberries from the inside (5)
- 26 Like 10 across contained myriad liberties (2-3)
- 27 Metal, glass and china on board! (5-4)
- 28 Vessel colour of the feline and the nocturnal bird of prey (3-5)
- 29 Guard found in lederhosen trying hard (6)

Down

- 1 Every hit taken the wrong way (8)
- 2 Heavily settled report of second person's insect curtailed (8)
- 3 Start to snow, thunder, outrage, revolution and maelstrom perhaps (5)
- 5 Background noise with custard (7)
- 6 Sorceress said nut produces lotion (4-5)
- 7 Shares balance with Union (6)
- 8 Provide shelter to fool (4,2)
- 9 Ship tinned meat produces involuntary contractions (6)
- 15 Munro tube worked out he has got more than you (9)
- 17 Get the bird by putting heart in farm worker (8)
- 18 It's silliness to let the piper fry (8)
- 20 For grinding the french cartilage (7)
- 21 Type of car she left by (6)
- 22 Steep slope scar put in the landscape (6)
- 23 I intimidate you soundly and you lose will power (6)
- 25 Aquatic bird flying backwards in iceberg (5)

Send your completed entry to **SEJ, 46 Moray Place, Edinburgh EH3 6BH** by **Friday 9th March 2012**. 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.



PRIZE

*Competition terms & Conditions:

Prize includes a two-night midweek stay (Sun-Thu) for two people at either Hilton Dunkeld House, Hilton Coylumbridge or Hilton Craigendarroch.

Prize includes dinner, bed and breakfast and is based on two adults sharing a twin or double room. £100 voucher can be used at the hotel during your stay. Contact the hotel for full details. The Prize must be taken before 30th June 2012. Stay dates subject to availability and blackout dates. Cash alternative not available.



www.hilton.co.uk/scotlandspring

Crossword 68 answers

Across: 1 Caliph, 5 Pin prick, 9 Variable, 10 Mildly, 11 Stagecoach, 12 Aunt, 13 Ignition, 16 Toecap, 17 Becalm, 19 Ogresses, 21 Brio, 22, Crisscross, 25 Alpaca, 26 Alluvial, 27, Macaroni, 28 Enlist.

Down: 2 Abaft, 3 Icing, 4 Hibachi, 5 Predawn, 6 Nymphet, 7 Releasers, 8 Colonnade, 14 Guerrilla, 15 Inamorata, 18 Meccano, 19 Origami, 20 Resolve, 23 Revel, 24 Scabs

The Two Horsemen of the Apocalypse

EIS-FELA President Penny Gower offers her own perspective on the two greatest threats facing Scottish Further Education – continuing budget cuts and the growing pressure on institutions to merge.

As 2011 ended it seemed that the Scottish FE college sector faced its greatest challenge since incorporation in the 1990s, the Four Horsemen of the FE Apocalypse: cuts, mergers, an entirely new funding mechanism, and an orientation on 16-19 year olds (which would have excluded the vast majority of current FE students). However, as we go to press, government plans on funding and 16-19 year olds appear in meltdown. If 'the Two Horsemen of the apocalypse' does not have the same Biblical ring, the threat of a 36% cut in funding (44% if cuts in capital spending are factored in) over the next four years, and wholesale mergers should not be underestimated.

How should EIS-FELA respond? There are two traps we need to avoid. The first is any form of FE special pleading. While it is true that the scale of the FE cuts and reorganisation outstrips both HE and the day schools, all three sectors are under assault. A unique and important feature of the EIS is that it unites FE, HE and day schools in one union. Any call to inflict the pain elsewhere in education would cut us off from support by the EIS as a whole. Equally, we must avoid rifts between ourselves, our students, or FE support staff. We face a common challenge and only by working together will we overcome it.

Secondly, we must reject the idea that the cuts are inevitable or deserved. That would have the bankers (who caused the economic crisis in the first place) laughing all the way to their bonuses. If there is any

economic surgery to be undertaken, it should not be inflicted on the 99% but the richest 1%, and the companies which fail to pay billions in taxes every year. For them the deep cuts in the FE budget would be no more a harmless pinprick.

At the same time, EIS-FELA has its own role to play. We are the ones who must take active steps to protect Scottish FE and our place within it. The fact that our Special Conference in November 2011 had such a high number of College FELA Branches represented, was a good sign. The decisions agreed there (which can be read on the EIS website) provide a template for the action we need to take. This piece looks at what measures we need, to make implementation of the conference resolutions possible.

In the EIS, FELA is unique in having plant bargaining structures instead of a national agreement. This was thrust upon us by the employers at incorporation. This situation has had its disadvantages, but there is one benefit – grass roots democratic control of negotiations through FELA branches at college level. Experience has shown that this had led to many well-organised branches which do an effective job. The characteristic they share is that such branches hold regular meetings, keep the membership informed and involved at every stage, and participate in initiatives (such as the day of action in 2011). Since the onset of the economic crisis, FELA branches have had a real impact in protecting jobs and conditions. But the situation across the country is uneven. A sign of this was non-attendance by a minority of branch delegates at national conference.

Building strong branches is a responsibility shared by branch office bearers and members alike. Every member can and should participate in branch democracy. Even those that have felt themselves under the cosh for a long time can revive rapidly if meetings are held, pitched correctly,

and catch the imagination of rank and file members. It is an old adage, but there is strength in numbers. Branch AGMs will be coming up in the next few months and these will be an occasion for renewing and strengthening branches for the battles ahead. If it comes to taking industrial action to defend Further Education, we have the benefit of being part of the largest education union in Scotland.

Mergers are just one of the many areas where all branches can focus their efforts in the coming period. FELA has a clear position: a merger needs to have an educational rationale. Alas, this is not the driver for the Scottish government. Once again this is a situation which FELA has not sought, but nevertheless can become an opportunity to bring together our strengths if approached correctly. When colleges are grouped for prospective mergers, their managements will be co-ordinating their efforts. FELA branches need to do the same. Branch reps and committees should contact each other and develop close links which enable them to work in harmony, so that one college workforce cannot be played off against another. Indeed, the practices of strong branches can help give a hand up to the weaker ones.

The lesson of previous mergers is that it is important to nail down the key arrangements for terms and conditions before the merger is signed off. It is much harder to do this afterwards, so there is a job of work to be done by every branch, every branch official and every member in the months ahead. College managements are vulnerable in this crucial period; we can win no redundancy/no deterioration of conditions agreements. We will need to campaign vigorously, remembering all the while that we are part of a much wider trade union movement to defend the welfare state and the future of ordinary people in the midst of a crisis that we are not responsible for.



EIS End of Year Quiz 2011 Answers

2011 Were you paying attention?

1. Estonia
2. The King's Speech
3. Nintendo 3DS.
4. Sony or Sony Playstation
5. Taggart
6. 30 June
7. Space Shuttle Atlantis
8. David Walliams.
9. R.E.M.
10. The iPhone 4S.

History and Politics

1. The Iceni.
2. Sir Geoffrey Howe.
3. Louise XIV.
4. Sir Robert Walpole.
5. Poland.
6. (b) The Treaty of Maastricht (1992)
7. The Endeavour.
8. Richard Nixon.
9. Grahame Smith
10. Tricia Marwick.

Geography

1. Tanzania.
2. Bolivia and Paraguay.
3. Youth Hostel.
4. The Balearic Islands
5. The Dominican Republic and Haiti.
6. Washington DC
7. Anglesey
8. Rome
9. Exeter.
10. Missouri.

The Lyrics Round

- | | |
|----------------------|--|
| 1. Kiss | Crazy Nights |
| 2. Katy Perry | Last Friday Night |
| 3. Belinda Carlisle | Heaven is a place on Earth |
| 4. Whitney Houston | I wanna dance with somebody |
| 5. The Buggles | Video Killed the Radio Star |
| 6. Aloe Blacc | I Need a Dollar |
| 7. Bruce Springsteen | Born in the USA |
| 8. Survivor | Eye of the Tiger |
| 9. U2 | Still haven't found what I'm looking for I |
| 10. Jackson 5 | I Want You Back |

And finally

1. The UEFA Champions League
2. Doncaster Rovers.
3. (c)12
4. David Jason
5. Yorkshire TVs 3-2-1.
6. St Andrews University.
7. A half (½).
8. 184. i.e. 1 x 12 partridges, 2 x 11 doves, 3 x 10 French hens, 4 x 9 calling birds, 6 x 7 geese and 7 x 6 swans.
9. Jaws (1975)
10. The King of Hearts

Dear Editor,

The Coalition has already won the battle to cut public sector pensions by a considerable percentage. Any public employee receiving their pension in the midst off or after the fallow pay freeze period will have a lifetime shortfall in their pension with no chance to make up this shortfall. Final salary pension awards could be up to 20% lower by this alone. Why don't the Public Sector Unions recognise this unfair consequence of their job-protecting , pragmatic reticence to 100% oppose this pay freeze and insist on pension calculations being index-linked from the start of the pay freeze?

Yours etc
Robert Ferguson
 New Gilston, Fife.

Dear Editor

Remembering Man's inhumanity to Man Hazel McNair (Letters, December 2011) highlights the importance of educating pupils on the horrors of the Holocaust. I believe this teaching should be extended to encompass all acts of genocide.

Genocide Memorial Day is a day given to remember man's inhumanity to man in the perpetration of genocides and genocidal acts. Its foundation is based on the argument by various thinkers that several genocides underpin the modern era. Such genocides in addition to the Nazi Holocaust include the genocide of slavery, the near eradication of Native Americans, the extermination of populations in the Congo and India, as well as more recent genocides and genocidal acts including that of the Palestinians, Bosnians, Central American peoples and the Chechens to name but a few.

The resources available at **www.genocidememorialday.org** are ideal for use in the classroom.

Yours etc
Nadim Ali
 Glasgow



Day of Acsnun

Whit a turn oot we hid for the demo oan this St. Andrew's day
 Workers came oot despite whit the Coalishun hid tae say
 Hunners an hunners o' us met in the centre o' Glesga' toon
 An' we wur led oaf bae a pipe band playin a rousin' tune
 Marchers spirits wur high an' no' the least bit despondit
 Espeshully when thae saw how the folk oan the street respondit
 Some marchers laughed an' sang songs as thae strolled along
 Vans and' lorries tooted horns in support o' the happy throng
 Cos thae ur tryin' tae doongrade oor pension
 An' tae us that is oot o' the question
 Thae claim oor pension is gold plated
 An' thae want tae chinge it without it bein' debated
 Oor contribushuns ur goin' up bae fifty percent
 An' thae've also raised the age o' retirement
 Aw this oan toap o' a two year wage freeze
 Noo aw we kin afford for dinner is toasted cheese
 Inflation is runnin' at o'er five percent
 Alang wae record levels o' youth unemployment
 Yet the income gap keeps getting wider an' wider
 Dae thae no' realise we cannae aw be a banker
 David Cameron keeps sayin' " we are all in this together"
 Ach bit he is nothin' short o' a blether
 Its at times like this ah get angry an' lose ma rag
 Oh when oh when are we gonnae raise the Red Flag?

John Cassidy
 December 2011

The winner of the Festive Quiz competition was Fiona Leishman from Kirkintilloch. Fiona wins a new style Amazon Kindle - congratulations!



life assurance



retirement.....

We have an in-depth knowledge of the Scottish Teachers' Superannuation Scheme and will explain, in plain English, the pros and cons of Commutation and Actuarially Reduced Pensions.
We can advise on the best ways to maximise your income at retirement. Planning for retirement should not be delayed, it is important you take the right steps now.



IFAs



financial planning



investments

EIS Financial Services...

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- ✓ We offer independent advice on all aspects of Financial Planning including Investments, Life Assurance and Critical Illness cover.
- ✓ You can arrange to meet with your EIS Independent Financial Adviser at your home or at work...at a time that suits you.

To find out how EISFS can help you

please visit our website or call us on **0141 332 8004** to arrange to speak to your local EISFS Independent Financial Adviser. Alternatively, complete and return the form below.

Name:

Address:

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Postcode: E-mail:

I would like some help or advice on:

- Life Assurance
- Retirement Planning
- Monthly Savings Plans
- Lump Sum Investments
- Critical Illness Cover
- ISAs
- Top Up Pensions
- Other (please specify)

Telephone number: Home..... Work.....
Mobile.....

When is the best time to contact you? Morning Afternoon Evening

Impartial ■ Professional ■ Confidential



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