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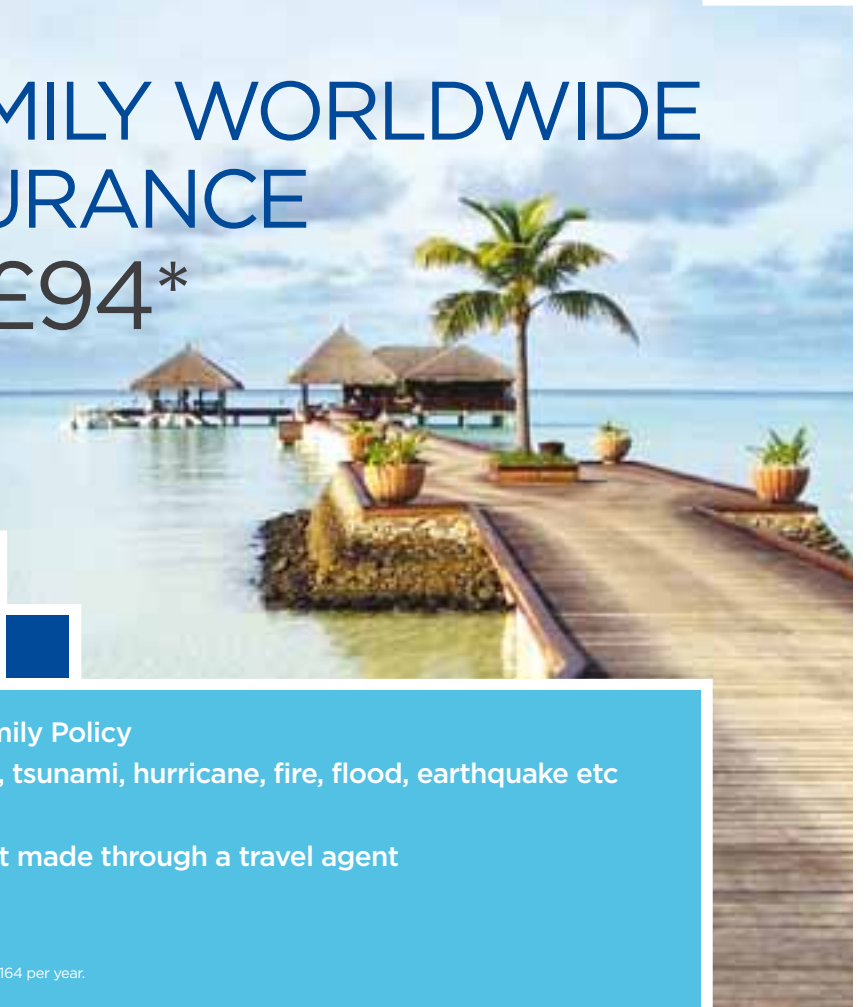
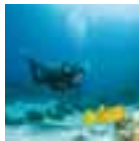


# Road to Referendum

EIS raises education  
questions - the campaign  
groups answer **pp7-9**



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# Big Choices Ahead for Scotland

**In this edition of the SEJ, we look ahead to two significant events that will have major implications for Scottish education.**

The first of these, chronologically, is the EIS Annual General Meeting which will be held in June at Perth Concert Hall. The EIS AGM is one of the most significant events on the Scottish education calendar, and brings together teachers, lecturers and associated professionals from across the country to debate the key issues facing education and to help shape EIS policy priorities for the year ahead. This year, AGM debates will include issues such as CfE, the new qualifications, workload, pay and conditions and pensions. You can find more information on this year's AGM on p10 of this SEJ and on the EIS website – [www.eis.org.uk](http://www.eis.org.uk)

Unusually, this year, an even more significant event for Scottish education is also on the horizon. On the 18th of September, EIS members and voters across the country will have their say in the independence Referendum – a vote that will determine not just the future path of Scotland's education system, but also the future of both Scotland and the United Kingdom.

In last month's SEJ, we highlighted that the EIS was developing its own Education Manifesto for the Referendum. This has now been finalised and was launched in early May. The EIS Manifesto sets out our priorities for Scottish education in the future, no matter what the result of September's Referendum. As a politically neutral organisation, with no affiliation to any political party, the EIS has adopted neither a Yes nor a No position in the main Referendum debate. However, we are raising key questions about the future of Scottish education, including the funding of education, the pay and

conditions of teachers, future pension arrangements, and how best to deliver an education system that meets the needs of all learners across Scotland.

The EIS Manifesto is being sent to all Scottish MPs and MSPs, to Scottish political parties, to both sides of the Referendum Campaign, and to local authorities and their representatives. We are urging everyone involved in the debate to consider the questions raised in the EIS Manifesto and to make clear their views on how education will flourish, post Referendum.

You can read more about the launch of the EIS Manifesto on p7 of this SEJ and, on pp8-9, you can also hear from both sides of the Referendum Campaign – Better Together and Yes Scotland – who outline their initial responses to the issues raised in the Manifesto. If you would like to read the EIS Manifesto, copies have been sent to EIS Reps in all establishments and it can also be viewed online at [www.eis.org.uk](http://www.eis.org.uk)

This is a huge year, not just for Scottish education but for Scotland itself. The EIS is determined that education will be a key issue for all during the run up to the Referendum. While it is for each individual member to make up their own mind whether to vote Yes or No to independence, the EIS will continue to push for a better future for education, for pupils and students, teachers and lecturers in post Referendum Scotland.

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

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## 2013/14 Pay Award

**Have you retired or moved local authority since 1 April 2013?**

To ensure you receive any arrears of pay you are advised to contact your ex-employer directly in writing. If you are in touch with any ex-colleagues please advise them of this.

## Funding Secured For New Masters Level Programme

The EIS, in partnership with City & Guilds, have successfully secured funding from the Scottish Government for the Masters in Education Programme.

Later this year, up to 200 teachers will be able to take the online Masters Level Learning Programme Unit 1 (SCQF Level 11), fully funded, and City & Guilds is now inviting applications from qualified Scottish Teachers to register their interest.

This programme offers high quality professional learning opportunities to Scottish teachers enabling them to develop their expertise, experience, and therefore improve their classroom performance.

It is delivered via Learning Assistant and is available to teachers Scotland-wide. Each candidate will be allocated their own tutor who will offer support, advice and guidance throughout the programme.

For details on registration and criteria please email:

[scotlandprogrammes@cityandguilds.com](mailto:scotlandprogrammes@cityandguilds.com)

## NUT Conference

General Secretary Larry Flanagan addressed over 1200 delegates at this year's National Union of Teachers (NUT) conference. Larry highlighted the contrasting circumstances of Scotland's comprehensive education system founded on the employment of GTCS registered teachers and England's battleground where Michael Gove's ideologically driven attack on education has seen the advance of academies and the deployment of unqualified teachers. In a more light hearted reference he made clear that in the event of Scotland voting 'Yes' there would be no circumstance which would allow the repatriation of Mr Gove, whom he described as "one of Scotland's least successful exports."

## Court Reform Proposals

The Court Reform (Scotland) Bill 2014 is currently at Stage 1 of procedures, and includes proposals to restructure the way civil and summary criminal cases are dealt with in Scotland. The EIS is eager to see key amendments made to the draft legislation before proceeding.

Unless the Scottish Government agrees to amendments to the Bill in due course, access to justice in Scotland will be severely limited with many delays and blockages in the proposed system anticipated.

Commenting, EIS General Secretary Larry Flanagan said, "This Bill, when taken in conjunction with Section 69 of the Enterprise and Regulatory Reform Act 2013, will reduce access to justice and could have a negative impact on the safety of our members."

The Bill proposes to increase the

value of cases to be raised in the Court of Session from £5,000 to £150,000. Where claims are to be pursued in the specialist Sheriff Court there will be no automatic right to instruct Counsel.

Mr Flanagan said, "It is hard to see how the specialist Sheriffs will be able to deal with the volume of cases which will be raised in the Sheriff Court if the level of £150,000 is maintained.

"There is serious concern that members' claims will be significantly prejudiced by delay and that expenses will increase if Proofs require to be discharged due to the unavailability of one of the Sheriffs.

"The litigation process which is already lengthy will become an even longer, more convoluted process given the real prospect of the Sheriff Court being unable to cope with the volume of business, thus causing more upset to members."

## Low Teacher Unemployment Figures

The EIS welcomed figures from the Scottish Government that indicate a declining number of unemployed teachers across Scotland. According to labour market statistics from the Office for National Statistics (ONS), only 90 qualified teachers in Scotland were looking for work in February 2014.

This represents the lowest number since the first collection of these figures in 2005. However, levels of teacher employment are still variable across the country, and the EIS continues to highlight the need for a minimum staffing standard to ensure equity of provision across the country.

## EIS-ULA Members vote to accept new pay offer



Members of the EIS-University Lecturers Association (EIS-ULA) have overwhelmingly backed a new pay offer from employers in their recent ballot.

79% of those voting opted to back the new 2% pay offer which comes after a joint trade-union industrial action campaign in the HE sector following years of real-terms salary decline.

Acceptance of the offer resolves the current dispute, and all planned industrial action (including industrial action short of strike action) has now been cancelled.

The EIS-ULA Executive is clear that the programme of industrial action over the past year, together with the threat of further industrial action, led to a greater pay offer than would otherwise have been achieved. The EIS-ULA Executive would like to thank all members for their support during the dispute and programme of industrial action.

The EIS believes that the 2% pay offer should be seen as the first step in a campaign for fair pay in ensuring that salaries catch up with other professions. The EIS-ULA Executive will continue to campaign on this issue in partnership with fellow trade unions.



Photo: Justin Tallis



**Andrea Bradley** joins the EIS in May as the new **Education and Equality Officer**. The SEJ spoke to Andrea and asked for her thoughts about her past experience and preparing for her new role.

### **Can you tell us a bit about your education and trade union background?**

I graduated in English and History from Jordanhill in 1995, and began teaching English at Gourrock High School. Four years later I went to work in Cathkin High where, soon after, I put myself forward as Health and Safety Rep. A few years later

I was elected as School Rep, enjoying the role for eight years or so before reluctantly standing down when I became PT English. For the past eight years, I've been an active member of South Lanarkshire Local Association Committee of Management and a regular AGM delegate.

### **What will you miss most about teaching?**

I'll miss working with young people in the classroom: their energy, honesty, wit and humour, and seeing them care about and take pride in their learning. I'll equally miss my colleagues in the English Department who are highly committed teachers, steadfast colleagues and good friends.

### **What aspects of your new role are you most looking forward to?**

I've loved all of the trade union work that I've done over the past fifteen years. I'm looking forward to doing this full time while acquiring an in-depth knowledge of the issues that fall within the scope of Education and Equality, so that I can go on

making a contribution to education and to trade unionism, albeit away from the 'chalk-face'.

### **What does the work of the EIS mean to you?**

I think the work of the EIS, both as a trade union and as a professional association, is crucial. The EIS has a vital role to play in challenging the austerity agenda in general, and specifically in protecting nurseries, schools and colleges from its ravages. As a professional association, the EIS always has an essential role in promoting the interests of education within local and national contexts.

### **Can you tell us something about yourself not everyone will know?**

I grew up learning to sing trade union and other songs of political struggle. From time to time I plink these out on the guitar and try to get everyone in the company singing.



**Stephen McCrossan** is the former Education and Equality Officer, and recently moved to take up the post of **Area Officer for Glasgow**, covering Dunbartonshire, Renfrewshire, and Inverclyde.

### **What will you miss most about your role as an Education and Equality Officer?**

Within the EIS, I'll miss the staff in Headquarters and those members who contributed to the committees, sub-committees, working groups, conference delegations, networks and training events. It is a cliché, but it really was a 'team effort' within the Education and Equality department, with all concerned pulling together.

### **What attracted you to apply for the role of Area Officer?**

Part of my EIS remit was to raise awareness of Equality legislation amongst educators at all levels within the Scottish

education system; not only for their own benefit, but to encourage them to promote the principles supporting that same legislation within their classroom. It seemed a natural progression to want to find out more about how those same principles and the legislation itself were applied in practice, thus gaining an insight into the intricacies and nuances of how the law can be interpreted.

### **What was your favourite project you worked on as Education & Equality Officer and what do you think will be your favourite part of your new role?**

I have enjoyed the development of the role of the Equality Representative, most, which I modelled on my own experience. The enthusiasm, application and quality of contributions made by those undertaking the course made the experience entirely rewarding. My favourite part of my new role is talking to staff. Whether it is to suggest possible solutions to situations that have arisen and become problematic in schools or colleges or explaining new educational developments e.g. Professional Update.

### **What do you think will be the main challenges you will face as an Area Officer?**

A key challenge is the unpredictable nature of the job. A request for help can come from virtually any quarter and relate to a myriad of issues on any aspect of being or becoming a teacher. However,

I'm confident that I can overcome these challenges through my own experiences and through the advice and help offered to me by my fellow Area Officers, Local Association Secretaries and Branch Secretaries. My own breadth of experience as an active member of North Lanarkshire EIS, an EIS Learning Representative and a member of the GTCS will be an important factor.

### **Can you tell us a little known fact about yourself?**

Whilst on holiday in Australia, I started chatting with a guy about football in a hotel restaurant. It turned out that he was Clive Palmer, the owner of Gold Coast United, the local A-League team. I didn't know it at the time, but he is a controversial figure worth over US \$800million. He gave me his business card which had contact details for Prince Vladimir of Yugoslavia scrawled on the back! He's gone on to commission a life-size replica of the Titanic, created a 'Dinosaur Park' with more than 160 animatronic dinosaurs and become a member of the Australian Parliament.

I'm also very proud of the fact that I raised over £3,500 for Cancer Research UK last summer by completing a 133 mile long trek. Generous donations by friends and colleagues allowed my JustGiving page to be in the top 1% of fundraising pages.

# EIS Council News...

## CfE, new qualifications, Inset Days, assessment and moderation...

Education Convener Kay Barnett, attending her final EIS Council meeting before retiring, updated members on CfE issues including the latest developments at the CfE Management Board.

"The EIS has had a very high profile on CfE in recent months", said Ms Barnett, "particularly in relation to National 4 and National 5."

Helen Connor (North Lanarkshire) raised concerns over the lack of support and absence of additional CfE Inset days for primary and nursery colleagues. Ms Barnett highlighted that the EIS was continuing to press on this issue, but had not always been supported by other teacher organisations – in particular those representing only senior staff in these sectors. Susan Smith (Aberdeenshire), herself a primary Headteacher, urged continuing pressure at CfE Management Board level to ensure adequate additional support, including Inset Days, for teachers in nursery and primary.

## Show Racism the Red Card – funding cut condemned

Equality Convener Bill Ramsay successfully moved that the EIS should publicise concerns over the cuts in Scottish Government funding to the anti-racism charity Show Racism the Red Card. Mr Ramsay highlighted that support for SRTRC from the Scottish Government has fallen from £120,000 in 2011-12 to £90,000 in 2012-13 and £60,000 in 2013-14, with a further proposed cut to £40,000 in 2014-15. The Motion, which was seconded by Vice-Convener Annie McCrae (Edinburgh), also calls for the EIS to support the campaign to restore SRTRC's funding to 2011-12 levels.

Speaking in support of the Motion, Nicola Fisher (Glasgow) said, "It is deeply worrying that we are seeing these cuts while, at the same time, witnessing the normalisation of racism politically and in many sections of the media."

## Vice-President's Report

President Elect Tommy Castles updated Council on the work of Executive Committee, including the final version of the EIS Manifesto for the Referendum on Scotland's future. See facing page for more on the launch of the EIS Manifesto, and the feature on pp8-9 for responses from both Better Together and Yes Scotland to the issues raised in the Manifesto.

Mr Castles also updated Council on recent staffing changes, including the appointment of a new Area Officer and a new National Officer for Education & Equality. (see focus on p5)

## EIS Headteachers' Conference 2014

School leaders from across the country recently gathered in Edinburgh for the Headteacher Conference, organised by the EIS Headteacher Network. The Conference was chaired jointly by EIS President Phil Jackson and the Convener of the Headteachers' Network, David MacKenzie.

The main focus of the morning session was CfE and the Working Group on Tackling Bureaucracy, and included a presentation from Ewan Aitken, the former Council Secretary of the Church of Scotland and COSLA Education Spokesperson. In the afternoon, workshops explored issues such as Assessment, Moderation, Planning and Reporting. A Q&A session with Panel members Larry Flanagan (EIS), Janet Brown (SQA), Bill Maxwell (Education Scotland) and Ken Muir (GTCS) concluded the afternoon session.

"The EIS and the Headteacher Network is looking at ways to better support Headteachers and Deputies," said Mr Flanagan. "One of the strengths of the EIS is that we represent teachers at all levels in all sectors – from classroom practitioners to heads of schools in all sectors." A report of the conference will be distributed through the Headteacher Network to school leader members.



## Vice President Elect

The new Vice-President for 2014-15 is **Patricia Duncan**, a primary teacher from Perth. Patricia is currently the EIS Local Association Secretary for Perth & Kinross.

Patricia is a long-time EIS activist and member of EIS Council, and has served on numerous local and national EIS committees. She is also an accredited EIS Learning Representative and is a current member and former Vice-Convener of the General Teaching Council for Scotland.

## Election Result

Total number of valid votes cast: 7,722

Patricia Duncan  
(Perth and Kinross)  
ELECTED 3927

Annie McCrae  
(Edinburgh)  
3795



# EIS Manifesto asks Key Questions About Education, Post Referendum

The EIS has formally launched its Education Manifesto for the Referendum on Scottish Independence, following approval by May's EIS Council meeting.

The EIS Referendum Manifesto raises key questions regarding the future of Scottish education, post Referendum. Whilst the EIS is not affiliated to any political party or to either of the campaign groups, it is keen to profile education as part of the Referendum debate. The EIS has passed copies of its Manifesto to each side of the Referendum debate – you can read their initial responses on pp8-9 of this SEJ in our exclusive cover feature.

Commenting on the launch of the EIS Manifesto, General Secretary Larry Flanagan said, "The people of Scotland will have a momentous decision to make on the 18th of September, choosing Scotland's future. Deciding on how to cast their vote is a matter for each of our members, and the EIS is promoting neither a yes nor a no position in the Referendum. However, we are eager to hear from all parties to the debate about their plans for Scottish education post Referendum, no matter what the result proves to be. The questions we are raising in the EIS Manifesto highlight the key issues facing our schools, colleges and universities and ask how these will be addressed by each party following the Referendum."

He continued, "Scotland is rightfully extremely proud of its education system which continues to offer a high-quality comprehensive education to all pupils, and free access to high-quality further

and higher education opportunities for people throughout the country. Education has faced many challenges in recent years, including the difficulties created by the financial crisis and the cost-cutting austerity agenda. Teachers and pupils have faced the challenges of a major programme of curricular change, which has placed additional workload and strain on everyone within the school community.

**“We are urging both sides of the Referendum debate, and each of the parties involved, to make clear their commitments on how Scottish education will be supported in the future.”**

Issues relating to fair pay and conditions and pensions are common to each of the education sectors while, in the further and higher education sectors, questions of funding and student support together with a programme of re-organisation and mergers have created additional strain."

"The Manifesto we have launched raises important questions on these, and other, key challenges and priorities for Scottish education. We are urging both sides of the Referendum debate, and each of the parties involved, to make clear their commitments on how Scottish education will be supported in the future."

Mr Flanagan added, "Thankfully, policy decisions on Scottish education have long been made in Scotland, and this has been

enhanced since the establishment of the Scottish Parliament in 1999. This has protected our education system from the damaging changes we see south of the border. It can be argued that this shows that devolution works or that it is a taste of what might be achieved with the greater powers that independence offers. That is the decision facing teachers. Irrespective of the result of the Referendum, however,

the policy decisions relating to Scottish education must continue to be made in Scotland."

"Scottish education continues to be held in high esteem, with a broad consensus across the country in support of current Scottish education policy and priorities. By raising these questions in our Manifesto, the EIS hopes to help ensure a continuing bright future for education in post Referendum Scotland."

**Over the page – both sides of the Referendum debate respond to the issues raised in the EIS Manifesto**



# SCOTTISH EDUCATION AND THE INDEPENDENCE REFERENDUM

## The Campaigns Respond

### Yes for comprehensive education and to tackle poverty

EIS members know that power to make decisions about education has been positive for Scotland. Different policies pursued by the Holyrood and London Governments reflect divergent visions for education. In Scotland there remains widespread support for a comprehensive system based on fairness and equality of opportunity, in stark contrast to the ideology-driven market-based approach being pursued down south.

With partial independence over education we've protected Scotland from the worst of Westminster's agenda, and taken forward our own distinct agenda, including in areas such as free school meals and nursery hours.

But we remain largely unable to tackle inequalities that impact on educational outcomes. For example, the austerity agenda could plunge another 100,000 Scottish children into poverty by 2020.

A Yes vote will deliver the range of powers we need to tackle poverty and reduce inequality – such as powers over welfare, wages and taxation. The record of successive Westminster governments in reducing poverty has been relatively poor, and one government's progress can so easily be reversed by the next.

Given the different political balance in the Scottish Parliament, after a Yes there will be a focus on creating a fairer welfare system and building a stronger economy where work pays. We'll have the powers we need to generate new opportunities and support the creation of more jobs, and to act to ease the pressure on household budgets. Both Labour and SNP proposals would help lift more families out of poverty and ensure children get the best possible start in life. For example, both

SNP and Labour would end the bedroom tax that is harming households across the country, and both are likely to use powers over the minimum wage and living wage to begin dealing with insecure poverty pay.

We will also be able to deliver a transformational shift in childcare provision. The current Scottish Government is planning a near doubling of free provision for three and four year olds and longer-term extension of free childcare to one and two-year-olds and this is an agenda shared across other political parties.

### Yes for proper resourcing and rewarding and a system that meets the needs of every child

Allocating resources to education is already the responsibility of Scottish Governments. But with a No vote we put Scotland's budget, and our education sector, at the mercy of further cuts from Westminster, which continues to pursue an ideologically-driven austerity agenda. To invest more in education after No, we need to take from other devolved budgets such as health or environment, whereas with a Yes we could access savings of around £600 million from things like no longer paying for nuclear weapons or sending politicians to Westminster.

Only a Yes vote will deliver full control over Scotland's revenues and the ability to set our own spending priorities. Scotland will have far greater flexibility to direct funds and resources towards education, in line with our priorities as a nation, whether that is early years education or investing in schools, colleges and universities, depending on the government we elect in 2016 (the first election to an independent parliament).

The White Paper on independence gives the clear commitment to protect existing public sector pensions. A Yes vote will not

reduce your pension entitlement or accrued rights. It also undertakes to commission an independent review of the appropriate retirement age for Scotland (whether or not we follow the Westminster proposal of increasing the retirement age by another year) and the impact this would have on working patterns of Scotland's public sector workers.

### Yes to lifelong learning based on the principle of education as a right

Scotland has a proud tradition of high quality, universal education, which could be developed with a Yes vote. If we are to hold true to the principle of education as a right, not a privilege, basing access to education on the ability to learn and not the ability to pay is absolutely vital.

While the Scottish Parliament has chosen to make higher education free for Scottish students and is embarking upon progressive Curriculum for Excellence reforms, the Westminster administration is charging tuition fees of up to £9,000 a year and turning secondary education into a postcode lottery.

Yes Scotland believe that preserving and widening access to Scotland's further and higher education institutions, free at the point of need, is best achieved with independence. Continued austerity would mean further cuts to our budget, potentially jeopardising the affordability of free education in the future. A Yes means we can set our own spending priorities and safeguard that right.

There have also been proposals to enshrine access to education as a fundamental right in an independent Scotland's written constitution. This will be a matter for those involved in drafting a constitution after independence, but the opportunity will be there after a Yes vote.







**Better Together believes the brightest future for Scotland's education sector is as part of the United Kingdom.**

Education is already almost fully devolved to Scotland and as a country we have rightly always taken pride in our world-class education system. This will continue if Scotland votes to stay in the UK in September: we will continue to set our own priorities by a strong Scottish Parliament.

Leaving the UK would create unnecessary risks at all levels of our education system. Independent economists such as the Institute for Fiscal Studies (IFS) highlight that greater spending cuts or tax rises would be required in an independent Scotland. This would put greater pressure on the budgets of our schools, colleges and universities. As part of the UK we can have the best of both worlds: a strong Scottish Parliament deciding our priorities for education in Scotland backed up by the strength, security and stability of the larger UK economy.

All the pro-UK parties will bring forward their own proposals on how we make our education system even better ahead of the next Scottish Parliament elections. However, we do believe there are a number of significant risks involved for our education system in separating from the UK.

Firstly, Scotland's public finances would be put under severe strain if we leave the UK. As part of the UK we are able to pool and share our resources to the benefit of everyone. A report published by the independent IFS on a separate Scotland's finances found

that even under the most optimistic scenario an independent Scotland would face a gap between tax income and spending more than twice as large as the rest of the UK. The report suggests that between £3 billion or £10 billion of cuts or tax increases would be required to get our finances on a sustainable path. Even assuming the most optimistic scenario, the IFS say this would require either an 8% cut in public services, a 9% increase in the basic rate of income tax or a combination of the two. In these circumstances, cuts to the education budget would be significant. But it is a risk we don't have to make. As part of the UK, the Scottish Parliament has the powers to tackle the effect of poverty on education attainment and provide an education system that meets the needs of all Scotland's children.

**University funding would also be put at risk if the UK was to break-up.**

With more universities in the world's top 200 per head of population than any other country on the planet Scotland's universities are thriving as part of the UK. A huge legal problem hangs over SNP's white paper proposals to exclusively charge English and Welsh students tuition fees if we leave the UK and join the EU. The consequences of this are clear. The SNP have admitted under FOI law, that were this proposal be struck down as legal experts predict, the flood of students would mean a 97% fall in places for Scottish students. This would affect the opportunities open to every student in Scotland.

The loss of funding would also present significant challenges to every university in Scotland.

Scotland's world-leading academic research would also be at risk. As a result of our excellence Scottish universities receive over 13% of UK Research Council funding which is disproportionate to our population share of around 8%. This is a perfect example of Scotland benefitting from pooling and sharing resources across the UK. The Research Councils have themselves spoken out against the "misleading" way the SNP have portrayed their view. They are in fact quite clear, "should there be a vote for independence the current system could not continue." The best way to protect the world-class position of Scotland's universities is through the benefit from the greater scale, integration and coordination offered as part of the UK.

**The best future for Scotland's education system is to remain a part of the UK.**

Funding for our schools and teachers is safer under a UK-wide system where resources are allocated on the basis of need not nationality. The loss of huge amounts of revenue from English, Welsh and overseas students for our universities would create a funding shortfall that would have to be filled if our universities are to remain world-class. Also our world-leading research can only be guaranteed as part of UK-wide research funding councils. It is therefore clear to us that Scotland's education system is better off as part of the UK.



# Guide to the EIS AGM 2014

The Annual General Meeting (AGM) is the main decision making body of the EIS. AGM instructs Council, which in turn instructs the Committees of the Council.



Around 350 members of the EIS (including the Office Bearers, members of Council and Delegates from Local Associations and Self-Governing Associations (EIS-FELA and EIS-ULA)) are eligible to attend and vote at the AGM.

The AGM is divided into a number of discrete sessions each with its own particular item of business to be overtaken.

The 2014 Annual General Meeting (AGM) of the EIS will be held in Perth Conference Hall, from Thursday 5 June to Saturday 7 June 2014. Below are the key events that take place over the three days and the order of business for this year's conference.

## The Formal Opening Session

This session embodies the traditions of the Institute which was founded in 1847. The President, Phil Jackson from Angus, welcomes the guests from kindred organisations in the United Kingdom and Ireland, together with other trade union and official guests, before giving his retiring address.

The next part of the opening session involves the Convener of the Board of Examiners presenting the members who have been admitted as Fellows of The EIS at a meeting held earlier in the afternoon. The new Fellows in the ordinary category are those who have been recommended by their Local Associations and accepted by the Board of Examiners. There may also be one or more Fellows in the special or honorary category that is, "persons who have rendered signal service to education." The Convener then gives a speech on each of the special/

honorary category Fellows, and one of the new Fellows replies on behalf of themselves and their colleagues.

The incoming President (Tommy Castles, South Lanarkshire) and Vice-President (Patricia Duncan, Perth and Kinross) will then be introduced to the meeting and make short speeches. The outgoing President, Phil Jackson and Vice-President Tommy Castles are then commemorated for their year of office. The final business of the formal session is the declaration of the election of the incoming Council.

## First Business Session

This session is extremely important as it is where the AGM are able to review the work of Council and its Committees over the past twelve months. This work comes before the consideration and debating of Motions dealing with new policies. Constitutionally, the AGM must either, approve, disapprove or amend every decision taken by Council during the previous year.

## Subsequent Business Sessions

Once the decisions of Council (and its Committees) for the previous year have been approved, changes to the EIS Constitution are then considered followed by the election of AGM delegates to the Standing Orders Committee, Disciplinary Committee and Appeals Committee.

## Consideration of Motions and Amendments

The remainder of the Annual General Meeting is taken up with debating the Motions and amendments which

have been submitted by Council, Local Associations and Self-Governing Associations. The Motions and amendments are grouped into subject headings and blocks of time are allocated to Motions under each heading.

## This year there are 64 Motions to be debated as follows:

- 26 on Education matters;
- 2 on Employment Relations matters;
- 4 on Equality matters;
- 13 on Salaries matters;
- 19 on Organisation matters.

See [www.eis.org.uk](http://www.eis.org.uk) for full information on the Motions to be debated at the AGM.

## Fringe and other events

The EIS holds a number of fringe events at the AGM, offering the opportunity for external organisations to speak to delegates in order to raise awareness of key issues. This year's AGM fringe events include a debate on *The Referendum: Poverty, Social Justice & Education* featuring prominent speakers from both sides of the Referendum Campaign.

Further information on the EIS AGM, including a full list of Motions to be debated, will be made available on the EIS website [www.eis.org.uk](http://www.eis.org.uk). Regular updates will be posted on the AGM section of our website and Twitter account throughout the event, so that members can keep updated as Resolutions are agreed.

# Well-Being Survey Highlights Workload Pressures

**ACT NOW!**  
**ACT TOGETHER**  
**TAKE CONTROL OF WORKLOAD**



The results of the EIS survey on members' well-being have laid bare the true scale of the workload demands that teachers and lecturers are currently facing. Severe workload burdens are increasing pressure and creating additional strain on teaching professionals, with potentially serious implications for their health and well-being. Here, the SEJ offers a brief overview of some of the main findings - view the full report and all the survey data at [www.eis.org.uk](http://www.eis.org.uk)

**Following on from a Motion at EIS AGM which called for a survey of members' well-being to be conducted, EIS Council commissioned SCOTT PORTER Research and Marketing to carry out the project. Almost 7,000 members took part in the exercise, producing a validity rating of 99%. The range of responses provided a good reflection of EIS membership across all sectors and at all levels, allowing for some detailed analysis to be undertaken.**

Commenting on the survey, EIS General Secretary Larry Flanagan, said, "The survey results confirm the deep-set impact

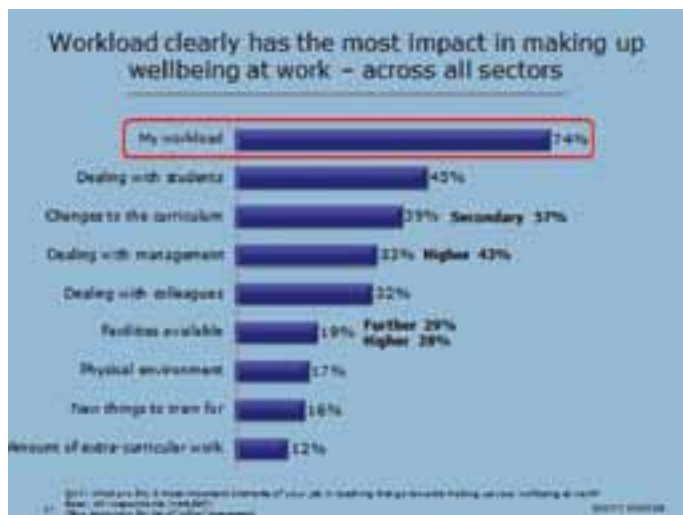
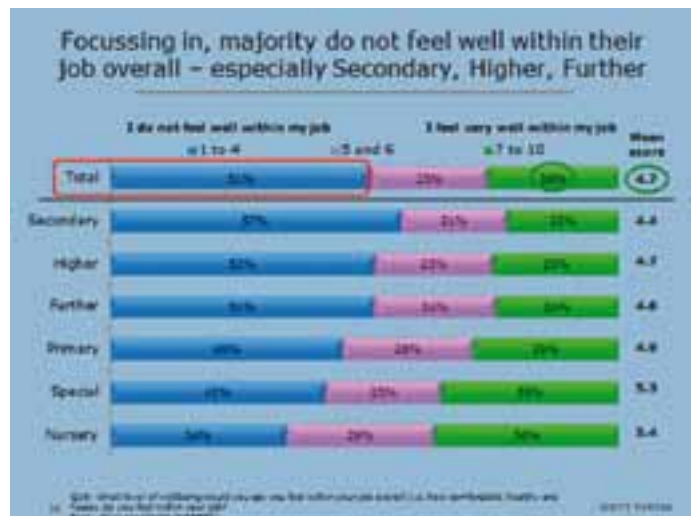
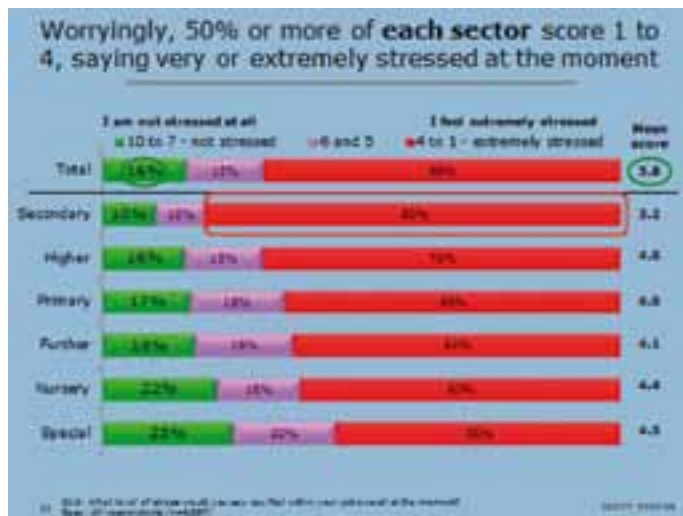
of workload pressures on teachers and lecturers, largely arising out of the changes to the curriculum, and paint a worrying picture of a profession under the cosh. Teaching is a noble profession but the fact that almost half of the respondents would be reluctant to recommend it as a career, speaks volumes for the mood of members.

It's no surprise that the greatest focus of job satisfaction is the work undertaken with pupils and students because teaching is about relationships. It is also interesting to note the correlation between a greater sense of well-being and

the practice of collegiate and distributive leadership approaches, although it is disappointing to note that only 50% of colleagues believe themselves to be in collegiate working environments.

Overall the statistics provide a substantial body of evidence which should be studied by all involved in Scottish education, and which might hopefully lead to a renewed effort to tackle the issue of excessive workload."

The full report is available on the EIS website. It will be considered in detail by the EIS Executive to inform the ongoing Workload Campaign.



"I am doing 12 to 14 hour days, and still taking work home. I work most weekends and I am still not on top of things. 30 years teaching, pupils mean everything to me but I cannot do this any longer! A sense of wellbeing - does anyone care?? I feel no one really has a clue! I have achieved amazing things in my teaching career and I am passionate, but I have absolutely nothing left to give.

Teaching needs a reality check. I have no idea when I was last able to discuss Learning and Teaching with my faculty nor meet to discuss and reflect on anything. I need someone to take control on behalf of teachers. I need a strong voice to stop this madness, prioritise and slow the pace. I need a F.T. structure that supports every subject and gives every teacher the opportunity to gain training and recognition so that as a profession we have a future.

At the moment I feel I need a magic wand before this job consumes me!"

# What Time for Teaching?

**A frank, anonymous interview with a Scottish teacher, revealing how workload pressures have impacted on work/life balance and health.**

**I've been a teacher of Social Science and Modern Studies for almost ten years now. When people ask me if I enjoy my job, I always tell them the same thing – when it's good it's the most wonderful job ever, but when it's bad, it's awful.**

I won't pretend that I don't believe one of the best benefits about teaching is the holidays. When asked if I believe teachers are paid enough I am always torn. In comparison to some other workers, I believe teachers who are paid at the top of their scale are reasonably paid (purely as classroom teachers with no management responsibility). Of course it is at this point that the whole 'can of worms' on what is the real monetary worth of teachers' skills and labour to capitalism and a civilised society, springs open.

I'm proud and happy to be a teacher and believe my job, specifically as a teacher of the Social Sciences is an important one. I feel real joy when pupils arrive in my class excited about their newest creation in art, or describe wonderment at a new found piece of mind-blowing music, or are inspired by a short story read in English.

If students I have taught leave at the end of the course willing to consider a vote for a party different than that of their parents, to recognise the media's role in selling them third-world produced clothing brands, or engage with theories behind the causes of crime before shouting a reactionary statement about capital punishment, then I feel I have accomplished

something worthwhile for them as individuals and members of society.

However, my ego will not let me believe that my life and indeed identity is comprised solely of my role as a teacher. Whilst I like to think I'm far more interesting as a person, the year of the new National 4/5 qualifications have arguably proved different!

Teachers have always complained about heavy workload, and rightly so. Any teacher will laugh at the suggestion that they can carry out all their tasks and duties within a thirty-five hour working week.

Even before the introduction of the new qualifications, most teachers I know will work at least sixty hours, which

**“Essentially, teachers have been doing two jobs this year”**

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TAKE CONTROL OF WORKLOAD**

increases at times of prelims and looming coursework deadlines. As professionals, we must prioritise the tasks of our workload. With the implementation of the new qualifications and the related assessment requirements, I am ashamed to say that some jotters from my lower year classes have not been marked in weeks.

This, of course, has the effect of making those who have worked hard feel undervalued as they feel that their teacher cannot even be bothered to look at the work they have done. Another obvious consequence is that those struggling with the subject or those just exploiting the lack of surveillance are not having their problem recognised as quickly as they would have previously.

Essentially, teachers have been doing two jobs this year: everything that the job of teaching usually entails plus developing the new courses.

Interestingly, it came later to my attention that some teachers from other regions were actually given paid secondment posts to develop the new courses for their region!

The development of the new courses has affected me most – the resources and the assessment pieces that the SQA seemed reluctant to verify, despite giving little or vague guidance as to what the required standards are.

The region that I work in recently introduced a new system for tracking, which was promised to make monitoring, tracking and reporting less time consuming. However, all that seems to have happened is that we are now keying in screeds of data relating to ‘teacher targets’, ‘pupil targets’, ‘assessment performance’ and other such ‘information’.

Much of this data is already in other systems and appears to serve no actual purpose in improving teaching and learning in the classroom. When management were questioned as to the value and purpose of this, no cogent explanation as to how and to what ends it was actually being analysed was given.

The pervasive exasperation reaches new heights when these time-consuming administrative jobs appear to have no rationale other than ticking some box that we know must exist somewhere

but detracts from the real work that teachers should actually be doing.

Reducing the relentless monitoring and tracking would let teachers focus on what is really important – creating engaging lessons with real time to evaluate and adapt them, and allowing time for meaningful, individualised assessment and feedback to really enhance pupil progress.

All teachers will recognise that to write a meaningful report for each child in a class of thirty will take at least five hours. This year I will have had to write a report for approximately 260 pupils: this will take around forty-five hours of a teacher’s time.

I am now a few stone lighter than I was at the beginning of the academic year as

**“you would not believe the increase in the number of teachers who are now coming to me with mental health issues”**

stress has severely affected my appetite. Never before in my life has my mental health been so severely compromised.

My friends and family worry almost constantly for my wellbeing. My ability to achieve a reasonable work/life balance seems to decrease alongside my grasp on a reasoned sense of perspective.

A friend and colleague of mine who visited her GP due to panic attacks caused by anxiety at work, told me of the doctor’s comment: “you would not believe the increase in the number of teachers who are now coming to me with mental health issues.” Another fellow teacher has experienced a nervous breakdown.

The teaching community has been supportive to each other in the region which I work in, sharing resources amongst schools. However, many of the meetings that have been organised for the purpose of cross-school support in the area appeared to leave staff feeling even more confused on issues such as assessment standards, and the protocols regarding new coursework elements of the qualifications.

As suggested in January’s report by the EIS, however, there is widespread frustration at the lack of clarity and guidance from the SQA over procedures, standards and vague requirements for verification.

Much of the stress that I have experienced is caused by the feeling of ‘stabbing in the dark’; hoping that content has been covered sufficiently and that assessments will meet standards required. In discussions with colleagues, much of the stress and anxiety felt is that they will somehow let pupils down by missing something that is crucial, having had paltry guidance from the SQA.

Change is always met with resistance when it requires upheaval and is labour intensive. The dedicated professionals who believe the change is for the

better and will improve educational standards will embrace it though.

However, many have been left perplexed by the justification behind the design of the new qualifications. An example of this being open book assessments in which the pupils have unlimited time to achieve the learning outcome; an approach which

in no way prepares them for the pressures and realities of the exam!

Part of the revolution of the ‘Curriculum for Excellence’ is, of course, the expectation that teachers will embrace a range of new, innovative strategies, engaging learners with a variety of different learning styles. Whilst the principles of this are exciting, the time pressures placed on actually delivering the densely packed content of the course have seemed antithetical to this, with little time to indulge in novel methods of delivery. Even time to take detours down avenues of interest which students wish to explore further is often stymied in the rush to cover all necessary material.

Sadly, the vast majority of teachers I have discussed the new qualifications with, including the new Highers and Advanced Highers soon to be introduced, question how the reorganisation of Scotland’s qualifications system will impact on standards.

Many of us worry about the disadvantage this will cause our students as they are left unprepared for further education, should they choose to embark upon it.



# A year with the President

Outgoing President **Phil Jackson**, reflects upon his time in office and looks back at a challenging year for education.

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**When I set off on my Presidential year I wondered what would change during that time and what impact and influence on events that the EIS would have. Six months is a long time in education, never mind a year, and this year has proved no different with regard to the pace of change and challenging issues.**

**Further Education:** It is our further and higher education members who have been in the vanguard of taking on obdurate management to resist deteriorations in their conditions of service, and to fight for pay increases closer to the real value of what they do; and I applaud them for it. The Edinburgh college dispute was a classic case in point of what can be achieved by action and I was proud to have the opportunity to speak at their rally at the Scottish Parliament. This was also the year that students occupied university campuses for the first time in living memory.

The third round of pension contribution increases was imposed by the Treasury in London and passed on by the Scottish Government; pensions remain an open wound for our members and an issue on which we will not rest

until the 'work until you drop' policy is reversed and educators once more have a right to a dignified retirement.

**Curriculum for Excellence:** Many issues remain unresolved with the Curriculum for Excellence, a ship that has been so ineptly steered that it is in serious danger of running aground unless the challenges posed by an overcrowded primary curriculum are taken more seriously.

I believe that in the next few years we need to stand up and regain the heart and soul of our great profession, not for our own sakes, but to safeguard the futures of all our young people.

This friction threatens to undermine the very heart of what we, as a profession are trying to achieve, and has been exacerbated by the SQA's level of response to teachers' concerns and the government's failure to address how teachers can be expected to prepare pupils for exams in such a short period of time. Also, why they,

and our other partners in education, did not heed the EIS's call for a one year delay in the new examinations.

I completed visits to around half of our Local Associations during the course of my Presidency and Vice-Presidency. My recent visit to Falkirk Local Association drew the usual discussion on CfE and the new exam system. The experience of S4 pupils and their teachers has not, by and large, been a positive one this year and every opportunity will be taken to express our disquiet in meetings with the Education Minister, Education Scotland and the SQA. The promised review of what happened this year must be full and frank. The

confusion over N6 Higher and 'old' Higher has been a further source of angst.

I don't want to be sounding like the voice of doom and gloom here as great things are happening in Scottish education and, repeatedly on my travels, my faith in our profession to deliver top quality education for their pupils and students has been

reaffirmed. When staff and pupils work in modern, fit for purpose buildings like Falkirk High and Maddiston Primary, it does make life a little easier, of course!

In Falkirk High it was wonderful to get the chance to have a discussion with S6 and S1 school 'ambassadors' and hear about the pupils' experiences and ambitions in their transitional years. (I also had an opportunity to have a discussion with pupils on a visit to Hazelwood College in Belfast. This was a moving story of struggle against adversity as the College had grown from small beginnings at the height of the 'troubles'). The Port Glasgow Community Campus and Woodmuir Primary in West Calder are two other establishments that made a big impression on me.

I am also grateful for Local Association office-bearers trying their best to accommodate my particular interest

unions' education meeting with our English, Welsh and Irish counterparts was hosted by the NUT in Cardiff recently. It will not surprise you to learn that our shared concerns include early years' provision, support for our students with additional support needs, and pay, pensions and workload.

**Workload:** I served on the Tackling Bureaucracy working group and the key messages in the report are clear. Let us be under no illusions though that, there must be tangible evidence that something concrete is being done on workload, and that all the partners who signed up to the report are playing their full part, by the time the working group re-convenes.

Teachers themselves must also take responsibility; asserting themselves as activist professionals and exercising the promise of autonomy contained within the philosophy of CfE. It is

A settlement on pay and conditions of service was finally reached, not what our members were hoping for, but, for pragmatic reasons, we had to accept what was on offer and move on.

Having reluctantly accepted a pay and conditions 'deal' for the second time in three years, members' patience is running out with pay constraint and they look to a 'restorative future' when the true value of our country's educators is acknowledged. The scourge of zero hours contracts and the issues of supply teachers' pay and FE funding have had a corrosive effect on our profession.

The cuts in early years, community education, libraries and additional support needs, with the threat of worse cuts to come, have undermined our ability to 'get it right for every child' as required by the Children and Young Person's legislation so enthusiastically supported



in ASN and I have had some very humbling and moving experiences on visits to special schools in places like Aberdeen. The work that staff do in such difficult circumstances is another reminder to me that the success of the education system is dependent on the goodwill of staff that always put those in their care first, often to the detriment of their own health in terms of stress and lack of work-life balance.

There are too many highlights of my visits to Local Associations to elucidate here but I would like to take this opportunity to thank local members and their office-bearers' for their welcome and hospitality.

**Collaboration:** It is important that the EIS is also involved in the broader economic and political agenda and I believe we have done a lot of successful political lobbying (in terms of informing attitude if not necessarily action!) over the past year.

Our work with other unions is also vitally important and, indeed the second 'four

sometimes difficult to say 'no' or 'not yet' but, unless we are prepared to do this, then I fear that little will change.

If members are faced with unreasonable workload demands that conflict with their part within the working time agreement, the school improvement plan or the principles in the Tackling Bureaucracy report, then they need to act jointly to make appropriate representations within the school and, failing resolution, outwith the school, through their Local Association Secretary in the first instance.

**Member engagement:** A fundamental challenge for us is building membership engagement and this should be our number one priority. There are deep concerns about the way CfE has been managed, the pressure on staff and pupils sitting the new N5 exams, the intense workload and lack of support in delivering the new exams, micromanagement by employers and underinvestment in ICT systems.

by MSPs. I hear all of these things from members. Our national Committees, Sub-Committees and working groups discuss them on a regular basis.

However, there is a disconnect between local and national. We must ask ourselves, as a national body about our relationship with the Local Associations and if we are doing enough to support them. Equally, to paraphrase JFK, our members must ask if it is sometimes a case of not what the union can do for you but what you can do for your union. We must find out why ballot turnouts are falling and re-engage our membership. The challenges ahead cannot be faced by leaving it to others.

Over my year I have met so many people who are passionate about education. I believe that in the next few years we need to stand up and regain the heart and soul of our great profession, not for our own sakes, but to safeguard the futures of all our young people.

# The Baillie Gifford Schools Programme – where fantastic facts meet fascinating fiction

EDINBURGH  
INTERNATIONAL  
BOOK  
FESTIVAL

Meeting your favourite author can be an unforgettable experience and generations of youngsters have been inspired by a visit to the Edinburgh International Book Festival. This year's Baillie Gifford Schools Programme runs from 18-26 August and features the finest authors and books for children and young adults today.



## Inspiring events for all ages

This year the Book Festival is remembering the First World War and the line-up features many authors who've written fascinating books about this emotive period in our history.

Michaela Morgan tells the compelling tale of Walter Tull, the first black man to be an officer in the British Army, while John Boyne, author of *The Boy in the Striped Pyjamas*, will talk about his latest book which follows the plight of one boy's father who goes missing in action during the First World War.

Theresa Breslin and Mary Hooper look at the roles that women played in the War and the Scottish Poetry Library will lead an engaging workshop on war poets and poetry.

**"Imagine a massive tent packed to the rafters with books. That's what the children's bookshop at the Festival looks like!"**

There are lots of lively events for infants such as the ever-popular Vivian French with her interactive story writing event, pirate tales of adventure from Jonny Duddle, while Sarah McIntyre and Philip Reeve introduce *Cakes in Space*, the follow up to their tremendously successful *Oliver and the Seawigs*.

There are top writers for teens too. Author of the bestselling *13 Little Blue Envelopes* and the *Shades of London* series Maureen Johnson will be jetting in from America.

Anne Cassidy, Alan Gibbons and Laura Jarratt will tell all about pushing the boundaries in fiction for young adults.

There will be dystopian futures courtesy of Matt Haig with his futuristic *Echo Boy* and a brand new graphic novel, *Dark Satanic Mills*, by literary siblings Marcus and Julian Sedgwick.

With the Independence Referendum round the corner, the Scottish Youth Parliament will explore what it means to have the right to vote.

## Don't miss

Inspiring school pupil and education activist Malala Yousafzai, who came to widespread attention when she was shot by the Taliban for her campaigning, will be appearing on Monday 25 August to talk about her life and her determination that everyone has the right to an education.

This event is a late addition to the programme so you won't find it in the brochure, but you can find out more by contacting [schools@edbookfest.co.uk](mailto:schools@edbookfest.co.uk) and book tickets in the usual way.

## A special day for primary schools

If you're a primary teacher don't miss Baillie Gifford Gala Day on Tuesday 26 August. It's when the gates to Charlotte Square Gardens are closed to the public and the whole of the Book Festival site becomes a magical playground for primary schools. As well as an excellent line-up of exciting author events including Joan Lennon and Simon Bartram, there will be fun, free activities to entertain you and your class including storytelling from the ever-popular Fergus McNicol and Mio Shapley and their magical kamishibai bicycle theatre, roaming jugglers to teach you some tricks and Dr Book will be on hand to prescribe a remedy for your reading dilemmas.

## Free book voucher for all pupils

Books are at the heart of any visit to the Edinburgh International Book Festival and this year every pupil who attends an event in the Baillie Gifford Schools Programme will receive a **£2 voucher** to put towards the cost of a book in the Book Festival's bookshops in Charlotte Square Gardens.

The EIS is a sponsor of the EIBF



## Something for professionals

For teachers and education professionals the Book Festival offers inspiring Continuing Professional Development events which explore key topics in the field. This year's events will focus on early literacy, teenage stress, using different art forms to enhance learning and dealing with dyslexia. In addition, Children's Laureate, Malorie Blackman, will share her passion for the power that fiction has to enable children to explore difficult subject matter.

## While you're there...

Imagine a massive tent packed to the rafters with books. That's what the children's bookshop at the Festival looks like! If you're visiting the Festival build some time into your schedule to browse the thousands of titles on offer.

## A stunning setting accessible to all

The Book Festival takes place in the beautiful Charlotte Square Gardens right in the heart of Edinburgh's leafy west end. It's a safe and child-friendly environment and all of the purpose-built venues are wheelchair accessible with infra-red audio loops. Given prior notice, the Book Festival can provide a BSL interpreter. To arrange this, or discuss any other access requirements, email [schools@edbookfest.co.uk](mailto:schools@edbookfest.co.uk)



## Find out more

Tickets for events in the Baillie Gifford Schools Programme cost £3 each with one free adult ticket for every ten pupils. The full programme listings and booking information can be found in the brochure which you can download from [www.edbookfest.co.uk](http://www.edbookfest.co.uk) or, to request a printed copy, send your details to [mailinglist@edbookfest.co.uk](mailto:mailinglist@edbookfest.co.uk)

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## Supporting Teachers, Supporting Learning

The EIS is committed to supporting members with their CPD throughout their career.



### Beginning Professional Learning Conference

This one day conference specifically aimed at early phase teachers - final year students, NQTs and those in the first three years of teaching - will be held on Saturday 14 June in the Stirling Management Centre.

The Conference will feature short keynote presentations and also workshops by Tapestry, Dyslexia Scotland, Show Racism the Red Card and the Open University.

Details of the Conference are being finalised currently and these will appear on the website, electronic communications, and promotional posters. If you are included in this group of early-phase teachers, please keep an eye open for this information when it is promoted which will include details of how to register for the workshops and the closing date.

This will be an active conference which will cover many aspects of CPD and it is anticipated that there will be a high demand for places. To register an interest in attending and to receive further information when the event details are finalised please email Yvonne Hamilton: [yhamilton@eis.org.uk](mailto:yhamilton@eis.org.uk) as soon as possible.



### Professional Update and YOU

The EIS Local Learning Reps have organised very well attended and successful events to clarify Professional Update to teachers and lecturers across Scotland over the last year.

Professional Update will affect everyone who is registered with GTCS and will start to roll out across Scotland from August. The aim of Professional Update is "to maintain and improve the quality of teachers as outlined in the relevant Professional Standards and to enhance the impact they have on pupils' learning."

Professional Update will require a strong Professional Review and Development (PRD) process and GTCS has a validation role to ensure that local authority systems are "robust, and teachers are enabled to demonstrate skills they already have as well as learn new ones." Teachers and lecturers will have responsibility for their own professional learning.

The success of the events has revolved around the high quality speakers who have attended. Each event has featured keynotes by Ken Muir, Chief Executive of GTCS or one of his team, to clarify the Professional Update process to participants.

The EIS has provided keynote presentations by Larry Flanagan, Susan Quinn, Ex National President and Phil Jackson, President, at a recent event held in Dundee.

EIS Local Association Secretaries have advised how the process will work at local level and local EIS Learning Reps have explained how they can offer practical support to colleagues on their CPD, PRD and Professional Update.

They can offer guidance on all aspects including CPD portfolios and what these should contain. Participants at the events not only hear about the process but have the opportunity to contribute to a panel discussion and question how Professional Update will ultimately affect them.

EIS Learning Reps have been trained to a very high level and are ideally placed to help you. Their contact details are listed under each local authority area or FE College on the EIS website. Click on the CPD Learning Rep icon to access the contact details and further information about CPD and Learning Reps. They can be contacted by email, telephone or on a face-to-face basis.

It is anticipated that specific workshop events around Professional Update/PRD will be organised by Learning Reps over the next few months. Details of these events will be emailed to members who have provided us with an email address, or promotional posters sent out to schools and colleges. Information will be regularly updated on the CPD events section of the EIS website: [www.eis.org.uk/CPD/CPD\\_Events.htm](http://www.eis.org.uk/CPD/CPD_Events.htm)

## Event Report

### Tackling Bureaucracy 3-18

The EIS and Education Scotland recently organised this event in Glasgow, attended by around 100 teachers. The event was organised to assist teachers in dealing with the increasing bureaucracy they are facing. Susan Quinn National Ex-President and Norman Emerson, Education Scotland set the scene for the morning, followed by a presentation by Larry Flanagan, General Secretary.

Participants were then able to attend two workshops from the choices available: Planning Learning, Profiling/Reporting, Moderation 3-15 or Moderation/Verification (Secondary). The workshops

were presented jointly by EIS Learning Reps and Education Scotland personnel.

Key points included supporting professional dialogue rather than fulfilling endless audit functions, and organising experiences / evidence and outcomes.

This event was the first in a series and further events will be held in Edinburgh on Saturday 20 September 2014 and in Aberdeen in September/October 2014. Further information about the Glasgow event including photos and presentations can be found on the EIS website: [www.eis.org.uk/CPD\\_Events/Previous\\_CPDevents.htm](http://www.eis.org.uk/CPD_Events/Previous_CPDevents.htm)



photos: Ian Marshal



# CPD Events

in your area

### Beginning Professional Learning Conference

14 June, Stirling Management Centre

### Tackling Bureaucracy 3-18

Edinburgh on Saturday 20 September 2014

Aberdeen in September/October 2014

## Further information

Lyn McClintock

EIS National CPD and Learning Rep Co-ordinator

e: [lmccintock@eis.org.uk](mailto:lmccintock@eis.org.uk)

t: 0141 353 3595

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

[www.eis.org.uk](http://www.eis.org.uk)

(Details will appear in the Events section)

## Health and Safety

### The government's safety record "toxic, corrosive and hazardous" warns TUC

New report published on International Workers' Memorial Day

The government's "toxic, corrosive and hazardous" record on health and safety has placed workers at risk and the Health and Safety Executive (HSE) in jeopardy, the TUC has warned.

The report published on International Workers' Memorial Day on 28 April states that the government's persistent ideological attacks on key health and safety legislation threaten even more accidents and injuries at work.

The report Toxic, Corrosive and Hazardous: The government's record on health and safety finds that since the coalition government came to power in 2010, HSE has suffered a funding cut of over 40 per cent and has seen its independence "undermined."

It adds that HSE's occupational health functions and official safety inspections have been "drastically cut", new regulations have been blocked and some existing protections removed, as well as reporting requirements undermined and access to compensation for work-related injuries and illness has been restricted.

TUC General Secretary Frances O'Grady said: "The government says that the UK is a safe place to work and that we don't need any more regulation. If only this were the case. With the UK ranked just 20th in the health and safety risk index of 34 developed nations, we've hardly got a record to be proud of."

"There is a real danger that further cuts and deregulation will destroy the workplace safety culture that

has existed in Britain for many decades – with a disastrous effect on workers' health and safety."

EIS General Secretary and TUC General Council member Larry Flanagan commented: "There must be a sea-change in our attitude to health and safety if we are going to stop this massive health problem that costs the state billions of pounds but which claims the lives of far too many workers.

"If this assault on basic workplace protections continues it will have a significant impact on the health and safety of people at work – and that many more lives will be unnecessarily put at risk."

Members wishing to read the full report can access it at the following address:

[www.tuc.org.uk/sites/default/files/Government\\_Record\\_On\\_Health\\_And\\_Safety\\_2014\\_LR\\_Single\\_Pages.pdf](http://www.tuc.org.uk/sites/default/files/Government_Record_On_Health_And_Safety_2014_LR_Single_Pages.pdf)

# Scottish Learning Festival 2014 – raising achievement and attainment for all

The Scottish Learning Festival is a key event in the Scottish education calendar having attracted thousands of educational practitioners over the years.



**SLF 2014 is taking place on 24 and 25 September in Glasgow's SECC. Organised by Education Scotland, the theme of SLF 2014 is raising achievement and attainment for all, with a focus on maximising educational outcomes through:**

- **early intervention and prevention**
  - for children, young people and adult learners in order to maximise educational outcomes;
- **health and wellbeing** - ranging from physical education and sport to the full range of health and wellbeing subjects which are the responsibility of all practitioners;
- **employability skills** - to secure a highly educated, well prepared and well-motivated young workforce able to compete in a global market.

## A New Journey

This year signifies the start of a new journey for SLF as the professional learning opportunities will be extended beyond the two-day event in Glasgow.

Education Scotland is committed to working in partnership with local authorities, professional associations including the EIS, and other partners to deliver a range of new and existing outreach events that will extend the professional learning opportunities to practitioners around Scotland.

Details of these events and others will be available on the SLF website, [www.scottishlearningfestival.org.uk](http://www.scottishlearningfestival.org.uk) and from the various partners involved.

## Looking Forward to September

At SLF in September, educational practitioners will have access to a wide range of practical approaches, resources and research aimed at improving achievement and attainment for all learners in Scotland.

This will take the shape of more than 100 seminars, professional discussions (the new name for the round table discussions), and keynote addresses alongside the largest education exhibition in Scotland.

The Cabinet Secretary for Education and Lifelong Learning, Michael Russell MSP will deliver the opening keynote address, this will be followed by keynotes from renowned speakers;

- **Dr Frank Dick OBE**, former British Athletics Federation's Director of Coaching
- **Dr Alma Harris**, Professor and Pro-Director (Leadership), Institute of Education, London
- **John Carnochan OBE**, QPM, FFPH, Special Adviser Violence Prevention, University of St Andrews

For the first time, the programme will feature three professional discussions that will provide practitioners with the opportunity to engage in conversation and debate. The discussions will be led by:

- **Sir Ian Wood**, Chair of the Commission for Developing Scotland's Young Workforce
- **Sir Bill Gammell**, Chairman and Co-founder of the Winning Scotland Foundation
- **Kenneth Muir**, Chief Executive GTCS

The programme will also include a high-profile spotlight seminar session each day and they will focus on the Early Year's Collaborative and the Scottish College for Educational Leadership.

In addition to the keynotes and discussions, SLF will include over 100 professional learning seminars presented by practitioners, young people, key national figures and education authority staff from across Scotland.

The full conference programme is available on the SLF website, [www.scottishlearningfestival.org.uk](http://www.scottishlearningfestival.org.uk)

The exhibition at SLF will bring learning to life and will showcase over 100 educational suppliers covering all levels of education from well-established companies to a host of companies exhibiting for the first time.

The exhibition will also offer a range of features that will enhance a visit to SLF;

- **Education Scotland stand**
- **Education Showcase**
- **Exhibitor Seminars**
- **Local Authority Village**
- **Cultural Village**
- **Parental Involvement**
- **Village – NEW FOR 2014**

The exhibition and all these features are free to attend; find out more about what will be going on at [www.educationscotland.gov.uk/slf/exhibition/index.asp](http://www.educationscotland.gov.uk/slf/exhibition/index.asp)



## Book your place today

If you've been inspired by the plans for SLF 2014 then visit the SLF website to find out more and book your place at Scotland's leading educational event. SLF 2014 truly has something for everyone involved in education.

[www.scottishlearningfestival.org.uk](http://www.scottishlearningfestival.org.uk)

# Countdown to Savings!



Scheduled to launch this July, the EIS is joining with Countdown to offer a unique benefits programme for members.

**The EIS Countdown membership programme has been designed to bring savings to you in all aspects of your life – from the weekly shop and home improvements to days out, holidays, fitness and more. You work hard and we want you to get the most out of your life.**

As a provider of loyalty and benefits programmes, Countdown have over 40 years experience, listing groups like the National Union of Teachers (NUT) amongst their longer standing clients. The programme has grown over the years to include a wide range of in-store, phone and web savings, cashback and their own Countdown Store with luxury, limited-time weekly offers. Making the best use of the offers available, as a member you could save an average of £912 a year.\*

Most of the Countdown savings are divided into either **National** or **Local offers**. **National offers**, which include high street names, all major supermarkets, online stores, and so on, can be obtained through one or more of a selection of methods:

- To save on a quick pastry and coffee from Patisserie Valerie, or on joining your local DW Sports Fitness, all you need to do is show your EIS Countdown membership card.
- To save on driving lessons or membership with The AA, or on a fun day out at one of the SeaLife Centres & Sanctuaries, simply call the number in the offer and quote the code given.
- To save on a mobile phone contract from Three, or on a special experience from buyagift.com, click on the dedicated link in the offer on the EIS Countdown website and enter the code where required.
- With many of the major high street brands, savings can be obtained through the purchase of discounted gift cards (including M&S, Sainsbury's, ASDA, Cineworld, Currys/PC World, Topshop and Burton) or vouchers (such as John Lewis/Waitrose and Morrisons) – you can either use these yourself or give them as gifts, and many gift cards can be used online and be topped-up.

Some offers, such as Cotswold Outdoor, SuperBreak and Vauxhall, even allow you the option of more than one of these methods. These brands are only a few examples of the

offers you will find in your new guide, with even more to discover online.

Meanwhile, a list of over 16,000 **Local offers**, consisting of independent restaurants, stores and services across the country, will provide you with a discount simply by showing your EIS



Countdown membership card before paying at the till – giving you ease of access whilst supporting local business. These offers are part of a growing list which you can search on your PC, or using GPS location on your mobile device when on the move.

In addition, the website offers a range of other options for ease of use. For keeping you up-to-date there are both New and Special Offers sections and, for those offers you keep coming back to, you can create your own favourites list. There's even a savings calculator so you can see just what you'll save and, for that extra helping hand, a dedicated Countdown Customer Services team via phone or email.

For other ways to keep up-to-date you can also subscribe to receive emails from Countdown, or follow Countdown on social media.

You can Like 'CountdownCardSavings' on Facebook, or Follow '@CountdownCard' on Twitter.



There's even a savings calculator so you can see just what you'll save

\*Figures calculated using data from the Office of National Statistics (2013) for UK household average yearly spend, with typical Countdown discounts applied.



# 4th International Summit on the Teaching Profession – New Zealand 2014

The International Summit of the Teaching Profession is a joint conference organised by Education International (EI) and the Organisation for Economic Cooperation and Development (OECD).



**The summit was an idea which developed from the perceived need to ensure that global policy makers in education, often coordinated through the OECD, were informed and challenged by teacher representatives / trade unions, instead of being allowed to promulgate ideas and approaches often based on economic and ideological imperatives.**

Summits are based on a 50/50 partnership approach with each delegation being a joint trade union / ministerial group; one of the sessions is set aside to establish a joint approach around the conference theme.

In these international arenas the UK is considered as a single entity and in the past that has most often meant that the UK delegation has been primarily focused on England and its experiences. The 4th summit was somewhat different, however, as on this occasion the UK delegation was led by Mike Russell, Scottish Cabinet Secretary for Education as the Ministerial representative and Larry Flanagan, General Secretary of the EIS, from the trade union side. Ken Muir from the General Teaching Council of Scotland attended as part of the delegation.

The key question to be addressed was “How can high quality teachers and leaders be attracted into and retained in the schools of greatest need?”

The Scottish response was to challenge the premise and argue that we had quality teachers working in areas of deprivation and the real question was how those teachers could be best supported.

The presentation stressed the importance of having a high quality, professionally trained teaching force working in a locally accountable comprehensive education, built on the basis that education was

a “societal good” and not simply about individuals. The message was warmly welcomed by teachers present, many of whom work in dramatically different environments, often hostile to the notion of teacher professionalism.

The Cabinet Secretary stressed the importance of partnership working as the basis of the collaborative approach being pursued in Scotland, particularly in relation to closing the attainment gap and addressing the impact of poverty.

The challenges faced in a time of financial austerity were not ignored, however, and Mr Flanagan specifically highlighted the difficulties of excessive workload and remuneration as teacher concerns.

## **The key points of the presentation were:**

- Education as a ‘common weal’
- Local Accountability
- Schools co-operating not competing: partnerships
- Recognising and supporting teacher professionalism and development
- High standards, expectations and achievement

The final session saw all countries being asked to present a fifty-second summary of their internal response to the challenge of achieving equity and tackling poverty:

## **Scotland’s View – A Collaborative Approach**

- Through collaboration between government, the teaching unions and other partners, develop the concept of an outcome agreement to achieve a consistent and measurable process to improve attainment for young people and schools with the greatest challenges: ‘closing the attainment gap = equity’

- Embedding professional learning and development for teachers which is flexible and enhances professional autonomy but does not increase workload and bureaucracy: ‘freeing teachers to teach = trust’
- Supporting teachers in their actions within the governmental role of tackling poverty and securing a more cohesive society: ‘the best country in which to grow up = cohesion’

Commenting on the experience, Larry Flanagan revealed; “It was clear from the reaction of fellow teacher trade unionists, that the message from Scotland about the possibility of constructive social dialogue was very welcome.

“That message stands in sharp contrast to the GERM approach (Global Education Reform Movement) which lies behind the type of Gove driven agenda we see in England and elsewhere, leading to issues such as a deregulated, de-professionalised teaching workforce, performance pay, academies, and eventually the privatisation of schools.

“Without minimising the challenges facing Scottish Education and its teachers, it’s important to recognise that we do operate in a more consensual system than some of our colleagues elsewhere.”



**Education International is the global federation of teacher trade unions; it has 401 trade unions affiliated to it, is organised in 172 countries, and represents over 30 million educators. The EIS is one of those affiliates.**

# Essential Campaigns

**A look at the tireless work and campaigning of Rape Crisis, following the 2013 AGM resolution ‘to support the campaign and awareness raising work of Rape Crisis Scotland on rape and sexual violence’. The EIS also resolved to make an annual donation of £500, and are pleased to have done so in 2014.**



this  
is not  
an  
invitation  
to rape  
me



.co.uk

**Rape Crisis Scotland are at the forefront of education and campaigning against sexual violence, and offer free, confidential support and information to those affected by rape or sexual abuse.**

In 2012/13, there were 1,372 rapes reported to the police in Scotland – a 16% rise on the previous year. There remains a low rate of convictions for rape and a high rate of acquittals in Scotland, as well as a suspicion that acquittals infer guilt on the complainant. This was the idea being tackled in Rape Crisis’ hard-hitting campaign, ‘This is not an invitation to rape me’, which first hit the streets in October 2008.

Based on a similar campaign in America, it challenged societal attitudes which continue to play a significant role in limiting justice for those who have experienced this crime. The campaign challenged preconceived ideas about what was an ‘excuse’ for committing rape, such as beliefs that the way a victim dressed impacted the likelihood of being attacked, being drunk, or even what kind of relationship they had with their attacker prior to the rape. These preconceived ideas also result in survivors delaying getting the help they need, or taking the matter to the police.

Their next campaign was ‘Not Ever’, which ran as a TV advert in Scotland in 2010, and continued their work in changing public attitudes to rape. The campaign also engaged young people in schools, where resources were used to generate discussion both offline and online.

The in-house campaign, ‘False Allegations’, addressed the idea that ‘crying rape’ is a common occurrence, when in reality false allegations occur with no more

frequency than they do for other crimes. In many cases the decision to classify a case as a ‘false allegation’ is taken by the police, influenced by other factors such as the mental health of the complainer, their alcohol and drug use; assumptions about the complainer’s credibility can also feed into this decision process.

As well as campaigning to raise the profile of rape awareness and challenging public attitudes to those seeking justice in course, Rape Crisis Scotland provides essential services in the form of crisis centres for survivors of sexual violence, and others who have been affected by the issue. Their website provides a helpful FAQ for those seeking help or answers and practical tips for online safety.

**[www.rapecrisisscotland.org.uk](http://www.rapecrisisscotland.org.uk)**

Recently, Rape Crisis Scotland have obtained funding to develop prevention and intervention approaches for young people in schools and youth groups. This includes the hiring of nine additional workers for their crisis centres, and developing a resource pack for schools. Titled the ‘Sexual Violence Prevention Education’ project, it builds on programmes developed by centres in their network, including the Glasgow ROSEY project (a service that offers awareness raising workshops within schools and youth groups).

After trialling draft materials with partner agencies and teachers, sessions were trialled and content finalised. The educational support pack includes materials for varying age groups on the topics of: gender; consent; what is sexual violence; sexualisation; social media; impact and support needs; and how can we help prevent sexual violence?

So far the reception by schools and other youth agencies has been extremely encouraging, as most professionals working with young people are aware of the pressing need to address these issues.

Rape Crisis Scotland are also planning ways to involve and consult with young people on their views and needs, to ensure their work stays relevant and that young people can take on active roles in challenging sexism, sexualisation and inappropriate behaviours.

Some prevention workers are training young people as peer educators to co-facilitate sessions with them, and others are training students as Rape Crisis ambassadors to communicate with their peers on the work of the centres.

A peer research project on young people’s experiences of disclosing sexual activity within school and youth settings, to inform responses and pathways to support, is also being planned.

The programme’s outcomes correspond to the Relationships, sexual health and parenthood strand of the Curriculum for Excellence, and early evaluations show that sessions are leading to improved knowledge and attitudes. Rape Crisis Scotland is happy to accept requests for sessions in schools.

Please contact:  
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# Interesting Times for Colleges

In recent years, the government's far reaching plans for the FE sector were overshadowed by the furore around funding cuts. Funding now seems to have stabilised (albeit below previous levels) allowing more attention to be focused on other important matters.

The government's plans for the FE sector are so fundamental that they needed a change in the law to realise them and thus the Post-16 Education Bill was passed last year. It should be remembered that the rationale for the government's proposals for improving governance and for national bargaining were first pushed by the EIS.

'Regionalisation' is the moniker often given to the government's FE programme.

Regionalisation is the process of turning forty or so independent colleges across Scotland into thirteen FE regions, each with its own Regional College or network of assigned colleges. This has led to a rash of college mergers, bringing a considerable amount of change for students and staff alike. Mergers often take many years to bed down, and substantial challenges lie ahead.

Two new Regional Strategic Bodies will become operational over the summer to fund FE provision and coordinate 'Assigned Colleges' in Glasgow and the Highlands & Islands multi-college FE Regions. Time will tell how things will play out in these regions – especially with the unique region of the Highlands & Islands.

The Post-16 Education Act also amends the statutory basis under which colleges are governed. This summer will see the changeover to the new basis – with Regional Chairs playing a significant role. The Act also gave the government the means of imposing national bargaining on the FE sector. Colleges and trade unions met through much of 2013 and tentatively agreed a voluntary national bargaining – which has since been agreed to by EIS-FELA members in a national ballot.

The re-establishment of national bargaining will have a significant effect on the terms and conditions of members. It may also give an opportunity to explore other issues that affect the workplace, with a view to making the FE sector a better place to work and study within.

## The re-establishment of national bargaining will have a significant effect on the terms and conditions of members

Separate to the Post-16 Education Act, the government's acceptance of the Office for National Statistics' (ONS) decision to consider FE Colleges in Scotland as public bodies from April 2014 onwards, thus classifies employees as public sector workers. Whilst this is good news for staff, it does add financial constraints to colleges which may lead to the use of 'arm's length trusts'; an area of potential concern.

These issues facing the FE sector come

with each of their own challenges and opportunities for members and the EIS collectively. It is the role of EIS-FELA Annual Conference to develop policies to address these for the FE sector.

The 2014 Conference determined EIS-FELA policy in dealing with any pay harmonisation that national bargaining brings and it reaffirmed the long-standing goal of a return to national bargaining for lecturers, based upon conditions of service and salaries that are 'best

practice' in the FE sector. The event also set a policy for no redundancies within the sector – as parts of the public sector have already experienced in Scotland.

The Conference also made EIS-FELA Constitutional changes to ensure that each FE region has at least one representative on the EIS-FELA Executive Committee. There is no doubt that national bargaining will bring additional work and responsibilities to the EIS-FELA Executive Committee, but it will also bring opportunities to improve members' working lives.

National Bargaining and the Post-16 Education Act both give trade unions a clear role within the FE sector. It is for the EIS-FELA Executive to take Conference policies forward and use them to shape and improve the FE sector for the benefit of staff and students alike.

The refreshed EIS-FELA Executive Committee membership will help build stronger links with members in all regions and they remain the driving force of any effective union. Interesting times lie ahead.



# EIS Members to the Fore at STUC Congress

The 117th Annual Congress of the Scottish Trades Union Congress took place in the Caird Hall, Dundee during the recent Spring break.

**The principal theme of this year's Congress focused on the STUC's 'A Just Scotland Campaign' which represents the trade union movement's contribution to the referendum debate.**

First up for the EIS was Nick McKerrell who successfully moved the composite Motion on zero-hours contracts. The Motion called for an end to the use of zero and short hours' contracts in education and the public sector, but also in companies seeking publicly procured contracts.

Nick rejected the Orwellian double speak of employers who sought to dress up the casualisation and exploitation of workers as 'flexible working'. He gave examples, including Edinburgh University who keep approximately 2,500 workers on zero-hours contracts.

Moving the EIS Motion covering the work of the Wood Commission for 'Developing Scotland's Young Workforce', Phil Jackson stressed the need for the proposals to be properly resourced: "We call for significant investment to achieve the laudable aims of the Wood Commission.

"Asking staff in schools and college to play a bigger role in 're-engaging the disengaged', spending time with businesses, participating in regional college boards, providing work experience and simulation, producing activity agreements etcetera, cannot be done by teachers and lecturers who are already overworked and under resourced."

Larry Flanagan seconded a Motion on Public Sector Pay where an EIS amendment seeking to build public sector unity had been accepted. Larry underlined how talk of economic recovery sounded particularly "hollow to many public sector workers", particularly against a backdrop of banking bonus excess alongside even more MP expenses scandals.

Larry referred to the public sector pension strike as an example of the "potential power of the trade union movement to act together" and suggested that if public sector pay restraint was

to be challenged effectively, trade unions would need to coordinate their campaigns and act collectively.



Tommy Castles moved the Motion on Scottish Education and the Independence Referendum and highlighted a number of key priorities for the EIS, post the Referendum in September, including "nursery education for all 3-5 year olds; class size reductions; and guaranteed funding for all children with additional support needs."

He said: "You have to properly resource a Just Education System yet we face cuts to school budgets which will inevitably damage the quality of the Education provided for children and young adults. We also need to ensure there are sufficient numbers of support staff who play a vital role in the Education System."



Helen Connor joined the debate on the Children and Young People Bill to stress concerns about the role of the named person, and seconded a Motion on Teacher Wellbeing with a very personal account of her recent experience of returning to work after illness.

Annie McCrae supported a Motion on Welfare Reforms and the effects on poverty. Annie referred to the 21% of Scottish children living in poverty as "a scandal."

She explained: "More and more families, particularly as a result of welfare cuts, are being shoved into desperate straits, blighting lives and the future of an entire generation." Annie concluded it was essential that myths which sought to blame the poor for poverty had no influence on education policy or practice.

The Congress included contributions and a question/answer session from Alex Salmond (First Minister) and Johann Lamont (Leader of the Scottish Labour Party).

Helen Connor questioned the First Minister on why "Scottish further education students should have any faith in a future post Referendum government given the severe cuts inflicted on the FE sector" and sought a reassurance that those cuts would be reversed.

The Labour leader was questioned in a similar vein as to Labour's "plans for the future funding of FE in Scotland especially in relation to the recent Woods Commission" and specifically whether she could guarantee that fees for FE would remain free? It would be fair to say that neither politician provided the straightforward reassurance being sought by the EIS!

EIS nominees Helen Connor, Larry Flanagan and Ken Wimbor were again successful in securing places on the STUC General Council for 2014-2015.



# SEJ FORUM



## CfE Concerns

Dear Editor

We are now at the end of the first cycle of the introduction of the CFE examinations and without doubt this is one of the hardest years I have endured in my fifteen year teaching career to date.

I started my career in education when Higher Still was being introduced, but at least there were various "support packages" put in place to ensure the curriculum was in place. Over the last year the SQA has continually shirked its responsibilities and dumped them on the shoulders of already overworked teachers.

The main issue and of critical concern to secondary teachers across Scotland is the assessment process devised by the SQA. This is a system which is totally unsustainable.

The current SQA assessment process is completely contrary to the aims of CFE. In June of 2013 the Cabinet Secretary

for Education decreed: "Curriculum for Excellence is about freeing up teachers to deliver the best quality education to help young people succeed in the global workplace, and about assisting in the development of skills. It is not about burdensome paperwork."

Nothing could be further from the truth. The SQA have devised a ridiculous assessment system, which simply cannot be completed within the nationally agreed 35 hour week. In my own subject, Geography, I have summarised the assessment outcomes which are required for Higher. There are twenty in total which candidates must complete across the three units to achieve unit passes, and allow progression to the final exam. Many of these outcomes are not actually assessed in the external examination which is also farcical.

At present a candidate can get over 90% for a unit assessment but can still be awarded a fail, because they

have not answered one single outcome properly. Who in their right mind devised a system where candidates can actually be penalised for working at "A" Grade standard?

Although there are some amendments to the verification process, it still remains bureaucratic and very time consuming. Departments have been verified three times this session. There is no doubt it is because of numbers being presented; with more than 12 pupils in your presentation then you seem to be "targeted" for verification.

I sincerely hope the EIS will continue to push the SQA and the Scottish Government to simplify this process and make it more accessible, less burdensome and user friendly for both teachers and pupils alike.

Yours sincerely  
Name and address provided

## New publication on public service Management

**Dr Robert (Bobby) Mackie** of University of the West of Scotland's Business School is providing his insight into the country's public service sector with his new book, *Managing Scotland's Public Services*.

Dr Mackie has been a member of the EIS since 1978, working at Bell College, Glasgow Caledonian University and currently at the University of the West of Scotland Hamilton Campus.

The book, which was officially launched at an event at the University's Hamilton Campus in March, is aimed at those involved or with an interest in public service management.



Dr Mackie said: "I am delighted by the response I have already received to the book. The book marries important theory with real life practice, which I hope will make it the go-to text for public service managers, Further and Higher education managers, and all others with an interest in the ways in which public services are managed."



**Andy Daly** is hanging up his English jotters after 36 years teaching at Larbert High School. He has been the School Rep for 30 years and was honoured to receive an FEIS at the AGM in 2013. The school held an event at the Park Hotel to celebrate his retirement and was attended by many colleagues, past and present. The Local Association was represented by Margaret Smith. We all wish Andy a long, happy and healthy retirement.

## SEJ ONLINE

As well as being printed and posted to members' home addresses, the SEJ is also published online at [www.eis.org.uk](http://www.eis.org.uk)

Members have the option to opt out of receiving a printed copy of the SEJ if they wish. In order to opt out, follow the online instructions at [www.eis.org.uk/news/opt-out.htm](http://www.eis.org.uk/news/opt-out.htm)

Sudoku

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

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



## On Children's Creativity

Jonathan Wood, National Manager, Scotland for Place2Be explains why creativity is so important.

We all know the potential children have for creativity. The outpouring of drawings, stories, songs, dance routines, and playground games, as they get to grips with the basics, can be hard to manage.

A friend of my daughter's used to bring some of her drawings to our house where the walls were always papered with layers of artwork, because her mum used to "waste" them. Still it goes on. An afternoon with my three year old grandson cutting and sticking resulted in an indeterminate mass of glue, magazine and crayon to hang up somewhere.

"What is it?" I asked.

"A kangaroo," he said.

Perhaps he'd seen different kinds of kangaroo to the ones I was familiar with.

But can all this inventiveness tell us about more than simply the exuberance and liveliness of our children? Obviously as a parent you read your children's stories at parents' evenings for clues about how

home life might be coming across to teaching staff. But apart from that?

At Place2Be we worked therapeutically with a 10 year old girl in P7, during her last year at primary school. This girl was something of an outsider, usually unkempt and awkward, gaining a bit of a reputation locally for hanging around the town with the older, more rebellious kids.

But in school she was monosyllabic, and not really achieving much: at best ignored and at worst difficult, to the point of exclusion. In her sessions with us, in a room full of art materials and toys, she was very reluctant to engage with anything except a baby doll.

There was no exuberant creativity going on here. Just a very low level tucking the baby up, getting her out and putting her back to bed again. "Baby needs to sleep," she said. "Very tired." Not much else.

One day, she decided to do some cutting and sticking. It became the regular activity while baby slept, not much more sophisticated than my grandson's work: cut something out - glue it to something else - glue something else on that.

There was a sense for the therapist of a much younger child in the room - someone who had somehow missed a stage; someone whose mum was likely to

have "wasted" her drawings, rather than nurtured her early attempts at creativity. More than that, there was a sense of things being joined up and put back together again. Something was being made sense of.

This girl has a difficult road ahead. She does not have a supportive family. She is unlikely to be a high achiever at school. But the work she did with us had started to make a difference to how she related to others.

Being accepted at her real emotional level and not judged as failing then, meant to her that she was essentially ok. 'Re-doing' an earlier stage through play - the sleeping baby, the cutting and sticking - gave her a small chance to repair and replace something missing.

As children do, we must take their play seriously. It is, as Robert Louis Stevenson says, the "serious work" of childhood.

[www.place2be.org.uk](http://www.place2be.org.uk)

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

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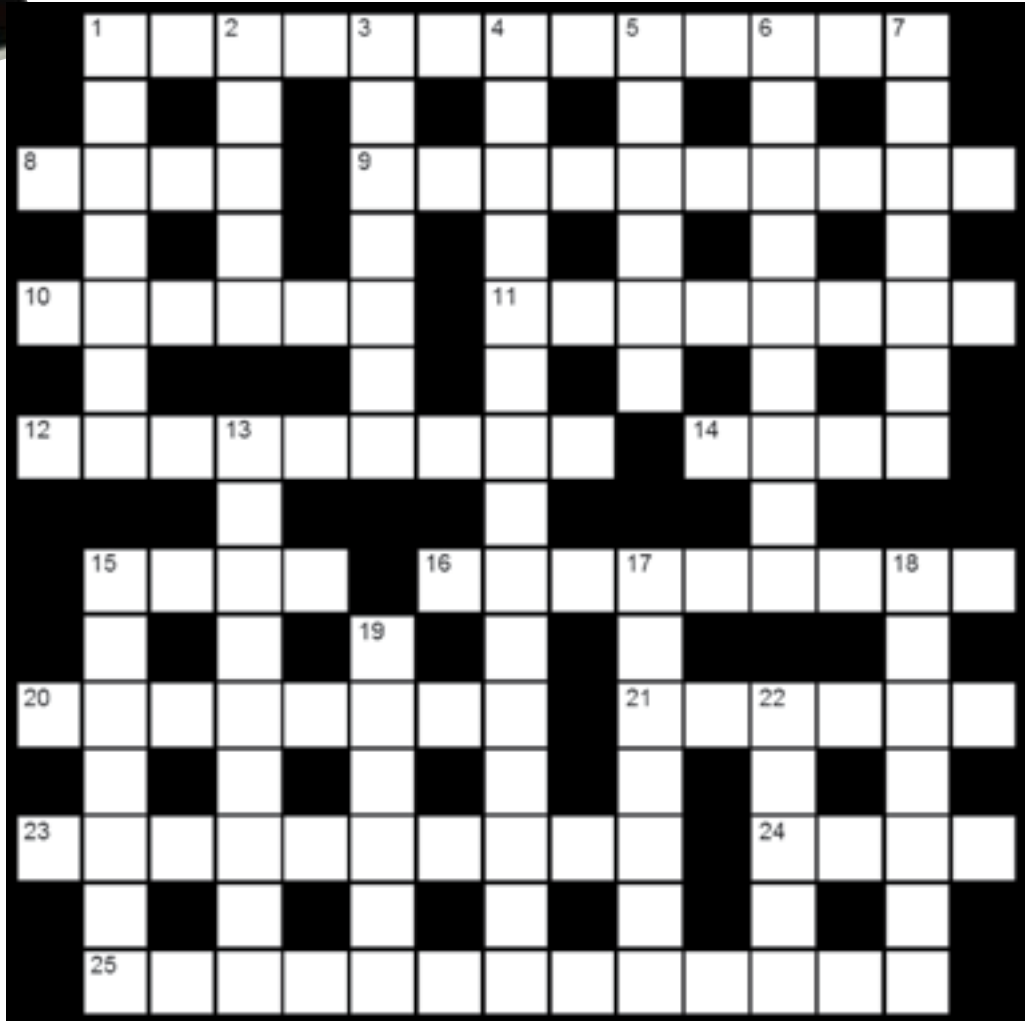
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The first all correct entry picked at random will win. Details of the winner, together with the solution to this month's puzzle will be published in the next edition of the SEJ. Employees of the EIS and their families are not eligible to take part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



## across

- 1 Spleen, for example, was soundly dipped under good property (8,5)
- 8 Long way off in pan loaf arrangement (4)
- 9 Scalper given credit and all in French (6,4)
- 10 Round copper left and right, to do with the eye (6)
- 11 Inert rig out for someone who is shy perhaps (8)
- 12 Conforming to a standard, she illuminated unknown character (9)
- 14 Starts from an inherent lacking and do not succeed (4)
- 15 Singular when, at a previous time, one included carbon (4)
- 16 Northern urge produces epicurean delicacy (6,3)
- 20 Merci translated Yukon hat! (5-3)
- 21 Short 20 across in thin scientific study (6)
- 23 Rations taken into consideration (10)
- 24 Doctrine educated inherent want (4)
- 25 Halt gloomy hop and develop science of 10 across (13)

## down

- 1 In reality the polypeptide factory existed (2,5)
- 2 She sings at Christmas time and is sung (5)
- 3 Let liar compose the truth (7)
- 4 Safe Authority looking after world peace (8,7)
- 5 Got the segregated quarter of the city (6)
- 6 The consequence of going to new class following geometry say (9)
- 7 Being active during the day can ruin lad! (7)
- 13 Raincoat protecting apple and PC (9)
- 15 Go to hell too and find man who did not trust his wife (7)
- 17 Bill as company ordered red pepper sauce (7)
- 18 North grey French one manufactured armaments (7)
- 19 Small scale diversion with a lisp! (6)
- 22 Dance to sunbed then leave (5)

### Crossword 80 answers:

**Across:** : 7 Vendetta, 9 Soothe, 10 Levy, 11 Misconduct, 12 Tattoo, 14 Tendency, 15 Presbyterians, 17 Broccoli, 19 Tester, 21 Apocalypse, 22 Vase, 23 Ordain, 24 Rocksalt

**Down:** 1 Oedema, 2 Edgy, 3 Atom bomb, 4 Esso in, 5 Gold medals, 6 Choc-ices, 8 Asset stripper, 13 Trench coat, 15 Perspire, 16 Retrench, 18 Oblong, 20 Ensile, 22 Visa



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

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autism

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