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**MAKE
TIME
FOR TEACHING**

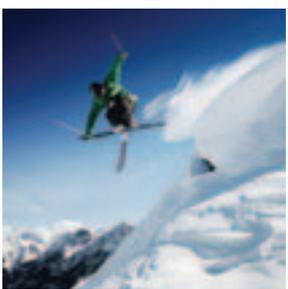
The graphic shows two blue hands, one above and one below, holding the word 'TIME' in a large, blue, sans-serif font. The word 'MAKE' is in a smaller, green, sans-serif font above 'TIME'. Below 'TIME' is the phrase 'FOR TEACHING' in a purple, sans-serif font.

**Special focus on
the EIS Campaign
to Cut Workload
pp8-13**

**EIS Ballot closes
21 October
Have you voted yet?
see p14**



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Making time for teaching

This month, the SEJ has a special emphasis on the development of the workload campaign which will be a major focus of the work of the EIS in the year ahead. Decisions taken at Executive and AGM level led to the launch of the campaign before the summer and now Council is taking the campaign forward.

The aim of the campaign is clear – to achieve a meaningful and sustainable reduction in the workload burden of teaching professionals. Specifically, the EIS campaign is calling for a significant reduction in the unnecessary administrative burden that has grown up around all sectors of education. It is this focus that has led to the development of a campaign slogan and identity ‘ Make Time for Teaching’.

The message that the EIS is sending to local authorities, the Scottish Government, and to College and University management is that the focus must always be on learning and teaching - on delivering the best possible learning experience for pupils and students – rather than on the unnecessary, unhelpful and time-consuming process of repeatedly measuring, assessing, recording and reporting on every aspect of the learning and teaching process.

Already, the EIS campaign has made some encouraging progress. Shortly after the launch of the campaign Cabinet Secretary Mike Russell, speaking at the EIS AGM, announced that he was listening to the EIS on the issue of teacher workload. He also announced that a working group would be established to look at cutting back on unhelpful bureaucracy – to cut the ‘hoops of red tape’ – that currently ties up so much of a teaching professional’s time.

This working group is now up and running, with two senior EIS members representing the views of teachers, and aims to deliver a plan of action to cut bureaucracy in the near future. The Cabinet Secretary, and other senior voices within the Scottish education system, have also sent out strong

messages that employers should take urgent steps to cut back on unnecessary paperwork and administration to free time for teaching staff to teach.

These are small, but encouraging, steps – but it is clear that more needs to be done. Over the six pages of our special focus on the Make Time for Teaching campaign, we explore the main drivers of growing workload that the development of the campaign will seek to address. This will be a campaign for the benefit of teaching professionals and learners, designed and led by EIS members.

Ballot on Post McCormac Negotiated Outcome

This ballot is currently open, and closes at 10am on Monday 21 October. All members who would potentially be affected by the proposals will have been sent a ballot paper by email or by post. If you have not received your ballot paper, or have misplaced it, please contact the Membership Department at EIS HQ urgently.

Don’t miss the chance to have your say on the post-McCormac outcome, which was negotiated through the Scottish Negotiating Committee for Teachers (SNCT). It is important that members read the supporting information on the implications of the proposals for both working arrangements and, due to conditions insisted on by local authorities and the Scottish Government, also the implications for the pay offer for 2013-14 and 2014-15.

Read the feature on **pp 14-15** for more information, or see your ballot pack or the dedicated section on the EIS website – **www.eis.org.uk/ballot**. But don’t forget to use your vote by the deadline of **10am on Monday 21 October**.

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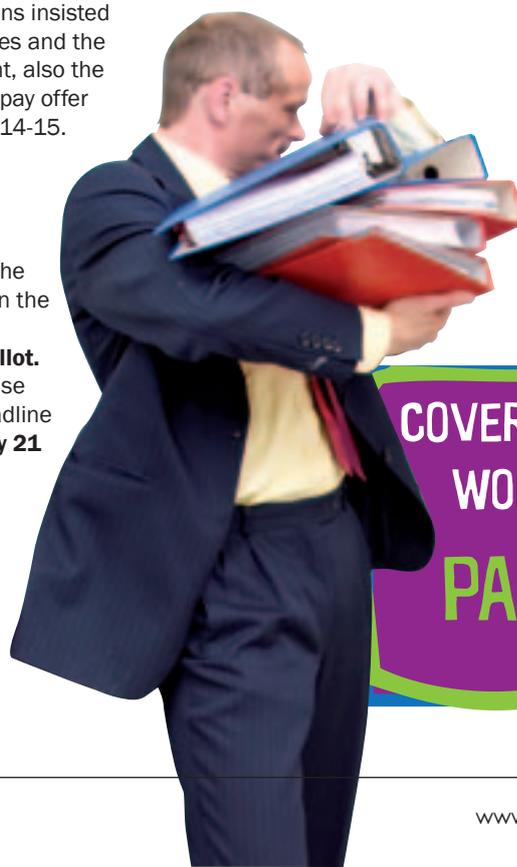
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EIS COUNCIL NEWS...

Council Discusses Implications of Ballot on SNCT Proposals, Agrees Way Ahead for Workload Campaign



September's meeting of EIS Council was dominated by two significant issues that will have an impact for the majority of EIS members – the ballot on the proposals arising from post-McCormac discussions at the SNCT, which opened on the day of the Council meeting, and the further development of the EIS Workload Campaign that was approved at June's AGM.

This was the first Council meeting in the chair for President Phil Jackson, and the first presentation of Executive Committee matters by Vice-President Tommy Castles. Mr Castles updated Council on recent

Executive business, including the decision to open the ballot on the SNCT Negotiated Outcome on the Post-McCormac Report proposals.

Noting the context in which the ballot was taking place – including the conditions inserted by COSLA and the Scottish Government regarding the pay offer for this year and next year – Mr Castles told Council that there had been a unanimous decision at Executive to move ahead with the ballot on the SNCT proposals as quickly as possible. Mr Castles also highlighted that, as a result of a previous decision of Council, the ballot was being issued

without any recommendation as to how members should vote.

Mr Castles went on to explain that Executive also agreed that balanced commentaries would be provided for all members in their ballot information, setting out the key arguments for and against the SNCT post-McCormac proposals. These commentaries would be written by members of the Salaries Committee, to reflect the balance of debate. See the feature on page 14 & 15 of this SEJ for further information on the ballot, or visit the EIS website at www.eis.org.uk/ballot

Workload

Moving on to the continuing development of the Workload Campaign, Council heard an update on the initial meeting of the Scottish Government's working group on cutting bureaucracy on which the EIS is represented by President Phil Jackson and Education Convener Kay Barnett. This was followed by a presentation from

General Secretary Larry Flanagan on building the Workload Campaign, before Council members broke into working groups to discuss the key issues – see special Workload Campaign focus on pp 8 - 13 for further information.

Education Convener Kay Barnett also touched on workload issues during her report to Council, including an oral report on the initial meetings of the new Tackling Bureaucracy Group

(which was announced by the Cabinet Secretary at the AGM in response to the launch of the EIS Workload Campaign). Ms Barnett also updated Council on recent meetings with Education Scotland and the SQA where, amongst other issues, the EIS highlighted concerns about general and specific CfE implementation – and the workload implications – across all sectors.

Education Matters

On other Education Committee matters, Convener Ms Barnett told Council of recent developments at the National Implementation Board (NIB) where the EIS is represented by Ex-President Susan Quinn. The NIB is charged with moving forward recommendations arising

from the Donaldson Report on Teacher Education and, in recent discussions, the EIS has been pushing for proper teacher involvement in the learning partnerships that are being developed between Local Authorities and universities. The EIS is clear that LNCTs should be involved in partnership arrangements and partnership meetings and strategy groups are now emerging at local level.

GTCS Elections

Council was reminded that arrangements were now in place for the next cycle of elections to the General Teaching Council for Scotland (GTCS). See the next (December) edition of the SEJ for more information on the EIS and the GTCS elections.



Leading on the Big Issues: President Phil Jackson and General Secretary Larry Flanagan (pictured) played major roles at both the TUC Congress (on Pensions and Comprehensive Education) and at September's EIS Council (on the developing Workload Campaign).

EIS to the Fore in TUC Debates

The EIS played a prominent role at the 2013 TUC Congress in Bournemouth in early September. The main themes emerging from this year's Congress, and the focus of many debates, were jobs, growth and fair pay.

The EIS delegation was led by EIS President Phil Jackson, and also included General Secretary Larry Flanagan, Patricia Duncan (Perth & Kinross), Marion Ross (Moray), Edith Swinley (Fife) and Ken Wimbor, Assistant Secretary.

The President moved the major composite Motion on Pensions which was seconded by BALPA. In his speech, Phil made clear that the UK Government's changes to Public Sector Pension Schemes remained

unacceptable and reflected more on the economic problems facing the country rather than any desire to take advantage of the real benefits of longer life expectancies across the population.

Highlighting the specific issues for teachers, Phil said, "It is unjust and immoral to condemn future generations to an ever increasing retirement age. Teachers do a very stressful job and it is madness to insist on teachers spending 46 years plus in the classroom, with ever increasing workload burdens, before they can retire on a full pension. These reforms are not good for public sector employees, they are not good for employers, nor are they good for the consumers of the services."

The General Secretary spoke in support of a large composite Motion on the Defence of Comprehensive education. In his speech, Larry concentrated on the content of the original EIS Motion which dealt with the importance of defending democratically accountable comprehensive education based in the community.

Marion Ross supported a composite Motion dealing with fair pay and standards in the public service and concentrated on differences between the education systems north and south of the border – particularly in relation to bargaining, professional regulation and qualifications authorities.

Salaries Matters

Salaries Convener Tom Tracey confirmed details of the employers' side offer on pay – including 1% pay awards for teachers at all grades and all scale points in both 2013-14 and 2014-15, confirmation of the salary protection agreement for Chartered Teachers, and improvements to the pay and conditions of short-term supply teachers. Mr Tracey also confirmed that the Salaries Committee had voted to accept the pay package which, due to a condition insisted upon by COSLA and the Scottish Government, was contingent on the result of the ballot of members on the post-McCormac negotiated package (see feature on pp 14 & 15 of this SEJ or the EIS website for further information.)

Other Council Business

Equalities – Convener Bill Ramsay updated Council on a range of matters, including on-going discussions with Rape Crisis Scotland and Show Racism the Red Card on EIS support for key projects.

Employment Relations – Convener Pat Flanagan told Council that 14 Benevolent applications had been received since his last report and, in all cases, grants had been made. On legal affairs, the Committee had dealt with 59 cases since his last Council report and a total of £159,750 of settlements had been achieved for the affected members.

Council agreed that the EIS should affiliate to the organisation ShareAction

(formerly known as Fair Pensions), as the result of a successful Motion proposed by Andrew Fullwood (South Lanarkshire). Mr Fullwood explained that, in light of the EIS policy on ethical investments, it was important that the EIS took all necessary steps to ensure that all EIS funds are invested appropriately and affiliation to ShareAction would be an important step.

Carles Ibanez (EIS-ULA) highlighted the importance of coverage of Higher Education matters in EIS publications, including the SEJ. Mr Ibanez then went on to successfully call for all members to receive all communications relevant to the day-school, FE or HE sectors in order to assist in the sharing of information and to build a sense of co-operation between sectors under the single banner of the EIS.

NEWS...

EIS Welcomes New £1.4M Boost for CfE Resource Funding

The EIS has welcomed the announcement of an additional £1.4M in Curriculum for Excellence resource funding from the Scottish Government. The EIS had previously called for additional funding to allow schools to update resource materials such as textbooks in light of the introduction of the new National qualifications, and the Cabinet Secretary acknowledged the funding was in response to the concerns that the EIS had raised.

Commenting on the announcement from Cabinet Secretary Mike Russell, EIS General Secretary Larry Flanagan said, "The EIS welcomes this much-needed additional investment in resources to support the new National qualifications. It is essential that the funding goes directly to schools."

He added, "The introduction of the new qualifications inevitably made many existing school resources out of date, and teachers cannot rely on online materials alone to support the teaching of the new courses. Online resources are, of course, helpful but much of the learning and teaching in our schools is still based around printed materials and textbooks. The additional investment will be valuable in allowing schools to update their resource materials, and it is encouraging that the Scottish Government has listened to the EIS and to teachers in our schools in providing this additional funding."

GTCS Welcomes Further Education Lecturers onto Teaching Register

A total of 80 lecturers from James Watt College (Now part of West College Scotland) have been awarded Full Registration by the General Teaching Council for Scotland.

The lecturers work across the Inverclyde campus at Greenock and the North Ayrshire campus at Kilwinning. The registrations are part of a drive by GTCS to encourage more FE lecturers to see the benefits of registration with



what is the world's first independent self-regulating body for teaching.

There are currently around 800 FE lecturers on the teaching register which is maintained by GTCS. Its Chief Executive Anthony Finn travelled to the Inverclyde and then North Ayrshire campuses, to present certificates of registration to the lecturers.

Commenting, Mr Finn said, "I am pleased to welcome these lecturers onto the teaching register. By being registered lecturers are demonstrating their commitment to quality and standards. They will be guided by the Code of Professionalism and Conduct which, along with the Standards, is based upon a set of ethical values that underlie the educator's professionalism."



EIS Gives Evidence at Holyrood on Children & Young People Bill

The EIS has given evidence on the Children & Young People Bill to Holyrood's Education Committee.

Susan Quinn, Ex-President appeared before the Committee on behalf of the EIS and, while welcoming the aims

of the Bill on enhancing child safety and wellbeing, also highlighted the significant resource implications it would have for Scotland's schools.

The evidence said, "The EIS believe that a duty should be placed on public bodies to work together to design, plan and deliver their policies and services jointly to ensure that they are focussed on improving children's wellbeing. However, all duties placed on public bodies must not be constrained by the availability of limited resources."

Highlighting a particular issue that will have significant resource implications for schools – that of a 'named person' who will be a consistent point of contact for children in relation to all services, the evidence said: "The EIS supports the principle of a named person. But the degree of support the named person is expected to provide remains unclear."

The EIS also argued that there should not be a "default position whereby the school is expected to provide a 'named person' regardless of capacity and resources. It must be recognised that the costs associated with the provision of adequate resources will be on-going and not a 'one-off'. Any costs associated with training of staff to deliver the 'named person' role must be met, including the provision of supply staff to cover absence."

On the party circuit: EIS President Phil Jackson and Vice President Tommy Castles, together with MSP Liam McArthur, address the EIS fringe at the recent Liberal Democrat Conference in Glasgow. Picture: Mark Jackson



EIS Members Unite Against Fascism

On Saturday 17 August the EIS made a big splash as part of the Unite Against Fascism demonstration in Edinburgh. There were 800 to 900 anti-fascists who turned out to oppose about 100 Scottish Defence League supporters. EIS banners were at the forefront of the demonstration. The union was well represented from both schools and colleges, with members from as far apart as Dumfries, Stirling and Fife. A statement from the EIS General Secretary was read out.



Report from Pride Glasgow 2013

EIS members gathered to take part in Glasgow Pride 2013, complete with cute 'Pride Puppy' dog and the national EIS banner. We were joined by colleagues from other unions, including the PCS, Unite, UNISON, the FBU and ASLEF, as well as an impressive array of community organisations, student groups and LGBT individuals. The Pride march started and ended on Glasgow Green, taking in most of the City Centre, and with over 7,000 people on the march, it was a record-breaking turnout and as colourful and noisy as you'd expect.

It was a successful day and we hope to build the LGBT section further following this event. If you are an LGBT EIS member please contact National Officer Stephen McCrossan at HQ for further details. Meetings are held outside working hours and you don't need to be "out" at work to participate.



EIS – ULA Industrial Action Ballot

EIS-ULA members were, at the time of writing, being balloted on possible industrial action in response to the final offer from employers (UCEA) following this year's negotiations via New JNCHES. The ballot will be closed by the time members receive this copy of the SEJ – please look on the EIS-ULA section of the EIS website – www.eis.org.uk – for updates on the ballot result.



Higher Education - Final Deadline for Applications for EIS Research Project

- Applications for the EIS research grant must be received by Monday 14 October

The EIS has previously issued a call for applications to carry out a research project into the presence, coverage and impact of for-profit education providers within the Scottish Higher Education system. There is a grant of up to £10,000 available to the successful applicant.

Potential applicants are reminded that the deadline for receipt of applications – Monday 14 October 2013 – is now imminent.

Full information on the project is available from the EIS-ULA section on the national website – www.eis.org.uk



Phil Jackson

EIS President

Working to cut your workload



EIS President Phil Jackson, one of two EIS representatives on the Scottish Government's working group on tackling bureaucracy, offers his perspective on the steps to tackling workload. The working group – which was established in response to the launch of the EIS workload campaign – is in its early stages and will focus on cutting unnecessary paperwork. The EIS campaign will highlight all aspects of teacher and lecturer workload with the aim of delivering real and lasting reductions in those workloads.

The Scottish Cabinet Secretary for Education and Lifelong Learning Mike Russell announced at the EIS AGM in June that his government would bring unnecessary paperwork to an end and promised the formation of a national working group on tackling bureaucracy. This group has now met once and meets again shortly with Education Committee Convener, Kay Barnett and myself, as national President, as members.

I have been giving some thought to hitherto unsuccessful attempts to tackle excessive workload and how, this time, the outcomes can be any different.

Following our own 'A Teaching Profession for the 21st Century' agreement in Scotland, the teaching unions in England and Wales agreed a document 'Raising Standards and Tackling Workload'. This promised action on raising professionalism and trust and escaping the 'shackles of excessive and inappropriate workload'. Despite a number of measures a report in August, 2008 found that 'there had been no overall reduction in teachers' workloads because any reductions were countered by other initiatives which added to workload.' Does this sound familiar?

So how are we going to succeed with our Workload Campaign this time around? First of all, these are some of the factors that impact negatively on workload:

- Excessive planning and reporting
- Work associated with the Curriculum for Excellence and National Qualifications
- Excessive and unreliable systems of assessment, tracking and monitoring

- Excessive/ inappropriate layers of quality assurance
- Micromanagement
- Ineffective management of change/ too many initiatives
- Unreliable ICT systems
- Inability of working time agreements and school improvement plans to control workload
- Discipline

The Scottish Cabinet Secretary for Education and Lifelong Learning Mike Russell announced at the EIS AGM in June that his government would bring unnecessary paperwork to an end

The above manifest themselves in schools in a number of ways. Excessive planning is a particularly critical area with duplicate planning and inappropriate planning such as for every experience and outcome of CfE. This is one area in which less is very often more in terms of freeing up time to concentrate on providing resources for specific lessons and teaching. We must see a reduction of planning to manageable, meaningful levels. Parents' representatives sit on the workload group and we need to listen to them and stick to essential information that parents can understand and not think that reams of paper are synonymous with quality.

The workload associated with CfE and the NQs is perhaps inevitable given such major changes but Mike Russell did promise more teacher support materials and resources on assessment and moderation at our AGM. The onus is very much on Education Scotland and the Scottish Qualifications Authority to deliver.

ICT systems - On Track With Learning (embedded in Seemis) - have been foisted upon teachers despite no guarantee of fitness of purpose and with serious time wasting levels of unreliability. ICT needs investment in reliable hardware and technical support. ICT should not be one of the drivers of workload but should facilitate the easing of workload and free up time to teach.

I was personally involved in getting an LNCT up and running in my own area and was Joint Secretary of our LNCT since its inception in 2002. Our evaluation pro forma was adopted by the SNCT as a model of good practice. I held great hope in working time agreements having real status and being a key factor in decreasing excessive workload. I know that this varies up and down the country but I have to say, given that the SNCT still cannot verify that there is the consistent collegiate working in Scotland, we need to look again at this area.

Of course school improvement plans are driven by local authority improvement plans and education department personnel have a big part to play in addressing teacher workload.

Finally, dealing with discipline issues should not be such a large part of the job of school management as it is in some schools and we need to look seriously at how 'alternatives to exclusion' is working in practice and consider the interests of the many as well as the few.

I have just touched upon some of the issues associated with workload. It is a complex area but our resolute aim is to achieve a real and sustainable reduction in the workload burden of our members.



Larry Flanagan

EIS General Secretary

Empowering members



General Secretary Larry Flanagan introduced a Workload Campaign workshop session at Council by making clear the aim of the campaign – ‘to achieve a real time reduction in the workload burden of teachers and lecturers.’

He added that this would mean that some things which teachers are currently doing will no longer be done as a result of the campaign.

“To achieve this,” he added, “members need to be empowered, both as trade unionists and as professionals to say ‘No’ to excessive demands.”

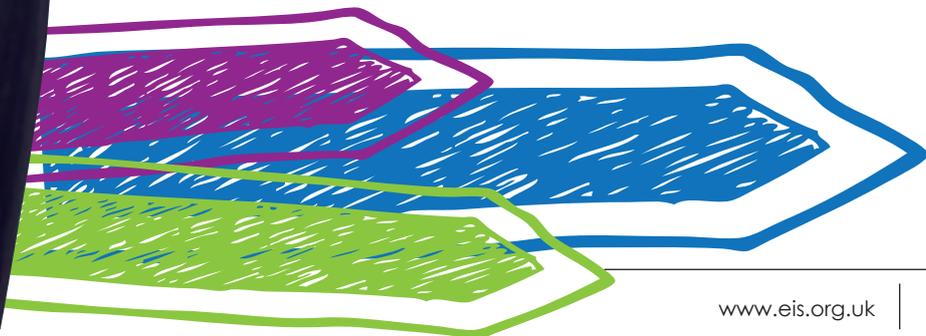
Council members then spent time in workshops, looking at some of the key drivers of excessive workload: excessive planning; reporting; CfE, national qualifications; assessment; tracking and monitoring; record keeping; self-evaluation; quality assurance; discipline; micro-management...

Time was spent also discussing which areas teachers felt were essential to the learning process and which were simply bureaucratic add-ons.

A range of strategies was discussed, in terms of tackling the priority issues. These included making an impact at the new CfE Working Group on tackling bureaucracy; holding school meetings to provide solidarity, school branch meetings; local and national workload agreements; the potential for targeted action short of strike – targeted action; ‘leave it behind’; better use of School Improvement Planning and Working Time Agreements Reps; additional external support e.g. materials.

HQ will now refine these ideas, and others, into a campaign strategy to take the issue forward.

Summing up the discussion, General Secretary Larry Flanagan said. “This campaign will succeed only if it involves members. Paper policies and agreements aren’t necessarily hard to reach but making them a reality will require teachers to have the strength to reject excessive demands. It is the job of the union to provide the confidence and solidarity which will allow this to happen.”



Make Time for Teaching

Developing the EIS Workload Campaign

At its September meeting, EIS Council explored the further development of the EIS Workload Campaign, its aims and its strategy. Following a report on the work of the Scottish Government's working group (on which the EIS is represented by President Phil Jackson and Education Convener Kay Barnett) and a presentation on the EIS campaign from General Secretary Larry Flanagan, Council members entered a series of break-out groups to work on the development of the Workload Campaign. Here, we highlight some of the key themes that emerged from these discussions that will now be taken forward through the campaign.

WHAT ARE THE MAIN DRIVERS OF WORKLOAD IN OUR ESTABLISHMENTS?

Council members from all sectors and across each of the break-out groups agreed that growing workload, much of it associated with budget cuts and falling staff numbers, was a problem in all establishments. A number of key themes arose from each of the working groups, including the growing administrative burden associated with CfE, overly-ambitious or poor management, the pressure to achieve more with fewer resources, top-down innovation, non-replacement of staff and lack of supply cover, and the reluctance on the part of teaching staff to say "no" to things for fear of disadvantaging learners.

Comments from break out groups:

"Excessive Tracking and Monitoring is a huge problem"

"Reporting creates significant workload burden"

"Increased class sizes are a real issue"

"There is a fear to say 'no' to extra work – ambitious managers, mergers and restructuring all at play" (FE sector)

"There are very high expectations on teachers, particularly new teachers"

"A continuing obsession with HMIE scores creates additional pressure"

"Improvement plans are now imposed not negotiated"

"Frequent email communications from management add to workload and administration"

"Senior management's 'need to change' agenda to prove their own worth. Each new senior appointment sends a shockwave through a university" (HE sector)

"CfE, SQA, Education Scotland, and Quality Assurance are all adding to teachers' workload burden"

"Multi-level teaching places strain on the teacher"

"Lack of supply cover a continuing problem that leads to greater workload being placed on teachers at all levels"

"Pressure to 'volunteer' for break and lunchtime supervision"

WHAT ARE THE BARRIERS TO ADDRESSING THESE ISSUES?

Members of the breakout groups identified a number of barriers to addressing the workload problem – including staff professionalism and the reluctance to say 'no', the lack of EIS representation in some establishments, the continuing budget cutting agenda, and pressure from employers or managers.

Comments from break out groups:

"Lack of confidence of staff in saying 'No' to requests from managers"

"Reduction in commitment to working together as union members in workplace to bring about change"

"No EIS Reps in some workplaces"

"Lack of funding"

"SMT who won't listen to teachers' concerns"

"We must see an increase in support funding for children with ASN"

"There needs to be a limit to the number of initiatives that are imposed on schools whether by Scottish Government or Local Authority"

"Management intransigence and fear are big barriers"

"Lack of consultation with staff on changes to school systems"

"Too many initiatives and priorities flooding schools"

"Solutions to CfE problems have become problems themselves, e.g. grouping experiences & outcomes together for assessment becomes contrived and a job in itself"

"Pressure on individuals from senior managers to comply"

"Sometimes workload pressures are presented to lecturers as their own individual problem – we need this collective response to give confidence"



IN TERMS OF STRATEGY, HOW SHOULD WE BUILD THE CAMPAIGN?

Each of the focus groups was clear that teaching professionals would have to work together – within establishments and within and between each sector – to achieve reductions in workload. There should also be a strong focus on gaining the support of parents and the wider community, by focusing on the benefits for learners and ‘making time for teaching’.

Comments from break out groups:

- “Need to work with parents from the beginning”
- “Workload diaries are a good idea as these focus attention on the actual number of hours worked. You then have a baseline to work from”
- “More EIS meetings in schools to gather information”
- “Questionnaires focused on workload issues in specific sectors”
- “EIS Officials, Officers, Office Bearers to visit LAs, Schools, Colleges, Universities”
- “Complementary strategies are needed at local and national level”
- “Collective responses are the key”

- “In respect of the urgent need to implement N4/N5, the issue needs immediate resolution”
- “EIS-FELA and EIS-ULA should have their own campaign focus, but initially discuss what they may have in common”
- “Communication with members with a view to building a consensus”
- “Possible work to contract based on the 35 hour week”
- “Collective action to not respond to e-mails”
- “Encourage teachers to audit their own workload. Provide a diary or App to assist with this”
- “Revisit how Working Time Agreements work”

ANY SUGGESTIONS ON KEY MESSAGES OR SLOGANS?

There was broad support across the break-out groups for the slogan “Make Time for Teaching” as a message that would appeal to both teaching staff and parents. There were also helpful suggestions on key messages, such as the need to highlight the impact of workload on health and well-being, and the importance of the role of EIS Reps in enabling staff to say ‘no’ to excessive workload.

Comments from break out groups:

- “Need to think of unusual ideas and images to make teachers stop and think”
- “A roadshow to go around the country, especially where no EIS Reps in schools”
- “Appeal to the feelings of tiredness, the desire “just to teach” and highlight the right to say no”
- “Revisit Working Time Agreements and School Improvement Plans”
- “Use term ‘workload’ repeatedly”
- “Too much assessment, not enough time for teaching”
- “Explore an App to track workload?”
- “End the fear”

- “Teaching and Learning is what we do”
- “Confidence to say No!”
- “Something about mis-management of change - a slogan which recognises this”
- “Use fact based information in a comical way to expose some of the demands on teachers to the public”
- “Highlight the impact of workload on Health & Wellbeing”
- “Remind employers of duty of care to employees regarding impact of excessive workload on employees’ mental and physical health”
- “Link our EIS campaign to similar issues raised in other public sector unions”
- “I like ‘Make Time for Teaching’ slogan”

Reflections on Life in a Recently Merged College

Lecturers in Scotland's FE colleges are experiencing their own difficulties with workload, much of it as a result of the deep cuts to funding across the FE Sector. Scotland has lost approximately 10% of its FE lecturer workforce over the past two years, with serious implications for both lecturers' workload and the quality of provision for students. Alongside this increasing workload is all the pressure of full-scale reorganisation of the sector and the disruption that causes - all of which is adding to the stress and strain of the job. Here is the perspective of an ordinary lecturer trying to cope. This account is an authentic first-hand account, but any information that could easily identify either the individual or the college concerned has been removed.

The first two weeks of term can be difficult and never more so than this year. Yet amid the chaos and confusion our management seem to have adopted a rather sanguine, not to say myopic approach. It's the biggest change ever and we are all in this together, 'working hard to overcome teething difficulties' is one mantra I've heard in various forms along with the disturbing; 'it's the lecturers fault for not completing registers.' However, a clear winner is the widely circulating, 'The problem is that staff are reluctant to embrace change.'

The lazy thinking behind this myth is easily dispelled by the incontestable fact that FE has undergone more radical and sustained change in the last 30 years than any other sector of education. It is to the great credit of FE staff, both academic and support, that we have managed change with skill and imagination while retaining our core values and commitment to serving our students. Our very professionalism, however, means we cannot simply ignore some of the remarkable and deeply distressing events of the last fortnight.

Let's start with the students. The switch to only online course applications has done little for social inclusion while online bursary applications have created problems for many. There is widespread pessimism among many students as to when they will finally get their statutory entitlement. The trite response some have been given that, 'you should be prepared to fund yourselves for the first six or eight weeks' betrays an extraordinary lack of awareness of, or sympathy for, the circumstances of many of our students.

A further indication of this inherent lack of respect for the student body is revealed by the need for many to wait up to an hour or more to speak to someone in Student Advice. This is absolutely not a criticism of the very hard pressed staff who work there, but rather reflects poorly

on management who seem unconcerned that students miss whole classes or their lunchtime in their desperation to get their finances sorted. Is it too much to expect extra staffing or even a simple ticketing system to at least alleviate the problem?

I know of one student who walked 10 miles to college because he had no money for bus fare. Another applied for help with childcare in June, but because she has not yet been able to enrol, faces paying two months with her credit card. I know many colleagues have heard similarly desperate tales and I find this truly shameful.

This is not the end of this sorry tale by any means. Classes have been sent home because no tutor is available; others have been left unattended for hours at a time; the very existence of classes full of students have been denied because they don't appear on the electronic register system; timetabling hours have been cut and the invaluable input of experienced course tutors has been lost and replaced by well-meaning but inexperienced and insufficiently trained support staff.

Are things any better for lecturing staff? A resounding 'No' would have to be the answer. We saw too many capable, experienced and motivated colleagues reluctantly leave before the summer. The college struggled to fill a number of promoted posts, amid considerable concern that unquestioning loyalty to the party line was the key criterion for appointment (with a few honourable exceptions).

The baffling decision of some in senior management to go on leave at the most critical time in our short history; the on-going debacle that is our computer systems; the regularity with which emails go unanswered; the blinkered insistence on uniformity in timetabling; the inability to get a straightforward answer to a simple question and the

frequency with which one answer is followed by a contradictory one and finally the wholly unsatisfactory way in which our temporary lecturing staff have been treated, all suggest an organisation close to crisis.

So now what? The number of colleagues who have been reduced to tears in the last few weeks is a shocking indictment of the prevailing college climate. Taken along with the despair evident among so many students, it is no exaggeration to say we seem close to institutional callousness. So, despite our supposed hostility to change, most of us are actually desperate for that very thing.

The opportunity still exists for a courageous change in direction. If management would only, engage in constructive communication, show a little more flexibility and be willing to accept that our knowledge, experience, judgement and commitment should be treasured rather than discarded, then we can still salvage something from this awful fiasco. Is this too much to hope for?

- I am Spartacus!



Tackling Workload Pressures in Higher Education



The SEJ takes a look at the on-going campaign of industrial action currently taking place in EIS-ULA branches across Scotland. The campaign – which is based around action short of strike action – aims to reduce lecturers' workload, with a particular emphasis on cutting down out-of-hours working such as dealing with work-related email correspondence.

In autumn 2012 the EIS-ULA initiated a programme of action short of strike action in pursuit of a better pay offer from university employers. This action is still ongoing. The action short of strike action seeks to put pressure on HEIs by limiting work carried out by members during a period of increasing workload and decreasing real terms pay.

This has failed to force HEIs to improve their 2012-13 pay offer but it has allowed some members to reduce their workload and re-balance their work-life balance outside of office hours.

Action short of strike action is industrial action and can only legally be carried out after issuing statutory notices and carrying out a statutory voting procedure. In this type of action, the union advises its members to breach their contracts by refusing to do specified acts.

The more serious the action, the greater the disruption and the greater the pressure put on the employer to try and force a resolution on the dispute. The law, however, is biased towards the employers, and they can make deductions from employees' salaries if they are carrying out action short of strike action.

The law even allows a 100% deduction of salaries in such cases – although this is not entirely risk free for employers.

An issue with any action short of strike action is that it puts the onus on the individual member to act and sustain the action over a period of time. If isolated within a weak or passive local union branch, a little pressure from line managers or employers is often successful in undermining the action.

The many problems associated with action short of strike action and challenges in successfully prosecuting it means that it is rarely carried out by trade unions – why then has the EIS-ULA been running an action short of strike action for almost a year?

The current action for EIS-ULA members employed in HEIs that negotiate pay through New JNCHES has four actions in total – three linked to advising members to work to the letter of their contract with regard to working time, overseas work visits and additional work. The fourth action is:

“ Do not read or respond to work emails outwith your normal working hours at your university.”

This action informs the employer that it should not expect any work emails received outwith your normal working hours to be read or dealt with before the re-commencement of your normal office hours.

It is worth noting that no university, to date, has threatened or made any salary deductions for any of the four actions. No member has been disciplined for refusing to deal with his/her emails at night – or for failing to do so.

It is also worth remembering that employers have a duty to safeguard your health and safety, physical and mental wellbeing. Some German companies switch off their email servers at night to prevent out of office emails.

There is plenty of anecdotal evidence from EIS-ULA Branch Officials that those members that have followed this action have gained a lot of their own time back in the evenings and weekends.

The EIS-ULA hopes the action will also help when members identify their own work is excessive – which ultimately will not sustain a healthy work life balance.

A number of workplace surveys have found that out of office emails are a cause of significant stress. Employees need to be able to switch off from work – and constantly receiving or checking for emails does not allow this. Some managers have come to abuse emails, sending instructions to staff with unreasonably short notices and demands – often just before the office closes.

The EIS-ULA believes that challenging the excessive use of work emails has become a worthy end in itself. Employees need to be able to relax and switch off the ubiquitous work smartphone in evenings and weekends – for their own good and, as German companies are finding, for the employer's good too.



Ballot on Post McCormac Negotiated Outcome

The EIS Ballot on Post McCormac Negotiated Outcome is currently open. This page has all the information you require on how to vote, arguments for both accepting or rejecting the Post McCormac Negotiated Outcome, along with some of the most Frequently Asked Questions by members.

About the Ballot

This ballot is on the SNCT Negotiated Outcome to the McCormac Report. This was agreed within the SNCT in March, before pay discussions had commenced fully, and would have been balloted on irrespective of pay discussions.

Whilst you should be aware that COSLA and the Scottish Government have made the current pay offer conditional on the outcome of this ballot, this is not a link agreed to by the EIS. Accordingly this ballot is focused on the Post McCormac Agreement – not on salaries.

In accord with a decision by Council, this ballot has been issued without a recommendation. However, the key

arguments for accepting and rejecting the agreement, as discussed by the Salaries Committee, can be found at www.eis.org.uk/ballot, along with additional information on the context in which this ballot is taking place.

A full summary of the SNCT decisions is available at www.eis.org.uk/ballot

Members are asked to consider the issues involved and then either to accept or reject the agreement. Any member requiring paper copies of any documentation should contact the Membership Department on **0131 220 2268**.

**ACT
NOW!**

**LAST
CHANCE
TO VOTE**

How to Vote

Consultative Ballot - Post McCormac Negotiated Outcome

- **Ballot Opened 20 September 2013**
- **Ballot Closes 21 October 2013 at 10.00am**

Ballot materials have been issued by e-mail from the agents, Electoral Reform Services, to members who have supplied the Institute with an e-mail address.

Members for whom the Institute does not hold an e-mail address will have had the ballot papers issued to their home address by first class post.

If You Haven't Received Your Ballot Papers

If you have not received your ballot papers then you should send the following information in an e-mail to ballot@eis.org.uk

1. Your name
2. Your address
3. Your e-mail address *
4. Your membership number if known
5. The school or educational establishment where you work.

*Provision of your e-mail address enables ballot papers to be issued electronically and therefore accelerates the voting process.

It is preferable if contact is made through e-mail as this facilitates the transfer of information to ERBS and processing of data can be undertaken out-with normal working hours.

If, however, you are unable to access e-mail please telephone EIS Membership Department on **0131 220 2268** between 9.00am and 5.00pm until Wednesday 16 October, or between 9.00am and 4.00pm on Thursday 17 October and provide the information listed left.

To vote by internet please log on to www.votebyinternet.com/eisballot2013

ensuring you have your two-part security code contained in your ballot papers (whether in paper or electronic format) and follow the online instructions

Key arguments in support of *accepting* the Negotiated Outcome on McCormac

- The McCormac Report was a major threat to teachers' conditions of service. Through negotiation almost all of its original 17 recommendations sent to the SNCT have been side-lined or neutered. The two which remain are much modified through discussions. If these are rejected and there is no overall agreement through the SNCT, the other recommendations will come back into play and these will pose a bigger threat to teachers' conditions of service.
- Through negotiation the salaries position of existing Chartered Teachers has been safeguarded. Rejection of the negotiated outcome will threaten this agreement as both COSLA and Scottish Government have made clear either 'everything is agreed or nothing is.'
- The professional statement on duties offers as strong a protection against routine administration tasks as Appendix 2.6; both require teachers to exercise their professional voice in deciding what they are prepared to do. The notion that the jobs of other staff have been protected by Appendix 2.6 is fanciful as education budget cuts have already decimated jobs in this area.
- The possibility of teachers operating limited 'time in lieu' arrangements depends on staff in a school agreeing to do so as part of the Working Time Agreement, and on the additional staff required to pay back time being identified and in place. It is likely to have limited application and in many cases will mean that teachers who are already being flexible will actually get their time back.

Key arguments in support of *rejecting* the Negotiated Outcome on McCormac

- The McCormac Report was a major threat to teachers' conditions of service. Whilst many of the most unacceptable recommendations in the original McCormac Report have indeed disappeared, the proposals that remain, however, move away from the collective protection of national conditions and focus on local agreement and on the individual teacher.
- If COSLA and Scottish Government attempted to renege on the agreement re Chartered Teachers because of a failure to agree an overall package, the EIS would need to resist this.
- The removal of Appendix 2.6 hands employers the opportunity to make cuts in support staff and put their duties back onto teachers. The only recourse envisaged is that of taking out a grievance. The retention of a list of duties which teachers cannot be routinely required to undertake offers clearer and stronger protection.
- The proposal to introduce flexibility, whereby weekly class contact could increase to 25 hours, may significantly increase workload and is potentially the thin end of the wedge; once the principle has become established, the door is open for our employers to come back in the near future seeking ever more flexibility.

Q. Other workers have received 1% pay awards without changes to conditions. Why is it different for teachers?

There are two points here: COSLA and SG would undoubtedly claim that what has been offered is more than 1% as the improvement on short term supply requires at least an additional £1.5 million per year to fund it (which SG has agreed to pay); the second point is that the McCormac discussions had concluded before the pay round began. Salaries Committee was minded to recommend acceptance of the McCormac discussions but Council decided to ballot without a recommendation to encourage debate and discussion. The link between the two was not part of the salary discussions but was a last minute condition introduced by COSLA and SG.

Q. If we reject the SNCT proposals, what happens to the pay offer?

We would need to revisit the issue at the SNCT. It is difficult to speculate as it would depend on what COSLA and SG decided to do; however, it is likely that the current offer would be withdrawn or amended. At the very least a further round of negotiations would be required.

Q. What improvements are being offered for supply teachers on pay and conditions?

Basically, a reduction from 5 days absence to 3 days absence, as the period where short term supply conditions apply. There is also an automatic 10% uplift in pay for displacing preparation and correction time to the end of the pupil day (i.e. being available for full pupil day class contact)

Q. What are the implications of the ballot for Chartered Teachers?

If the package is rejected, the current pay protection will be under threat. Both COSLA and SG have indicated that this is part of the agreement and that "either everything is agreed or nothing is". Any move to rescind the current arrangements would be resisted, of course, but the issue would be back on the table for discussion.

Q. What exactly am I being asked to vote on? Are we being balloted on the Pay Offer?

You are voting on the SNCT Negotiated Outcome on the McCormac Report. This was agreed within the SNCT in March, before pay discussions had commenced fully, and would have been balloted on irrespective of pay discussions. The complication is that COSLA and The Scottish Government have made the 'pay and short term supply offer' contingent on a 'Yes' vote on this negotiated package. The EIS did not agree to this link and the ballot, therefore, is focussed on the post-McCormac agreement – not on salaries.

Frequently Asked Questions

More information and Frequently Asked Questions can be found at www.eis.org.uk/ballot

When Things Fall Apart

A Headteacher's Story

When things go wrong in school, it's important to have support from your union. Here, an EIS Headteacher member shares her own story and highlights the invaluable support she received from her EIS Rep, her Local Association secretary, EIS HQ and EIS appointed solicitors. The EIS represents teachers at all levels - including more Headteachers than any other Scottish union.

I remember my son reading "Things Fall Apart" by Chinua Achebe while at high school and thinking at the time that it was a good title. It could refer to so many things, fit many scenarios, not thinking for a moment (why would I?) that it could ever refer to me or my life.

As a teacher of over 30 years experience, a mother of two children, someone who enjoys good relationships with friends, colleagues, parents and pupils, someone who is well respected in her field for her practice, knowledge and expertise, you don't expect things to 'Fall Apart', not really, not to you. It's not a case of arrogance or complacency, more a case of common sense. You are just an ordinary person who lives their life well, have an unblemished record and work hard in a job you love. That's

why what happened to me sent shock waves through not only my family and friends, but my education authority and my fellow professionals. It made everyone suddenly aware of how vulnerable we are ... if this could happen to me it could happen to anyone.

I am a Primary School Headteacher in a school with great children, brilliant staff and excellent, supportive parents. That said, like every school we have our fair share of children who cause 'trouble' from time to time. Usually this is sorted out by calling in the parents who are mostly reasonable and supportive of the actions we decide to take ... and sometimes not. However, the last thing you expect after an incident with a child, who has a history of aggression and bad behaviour, is a call to tell you the police are on their way to your school because you have been accused of assaulting said child. No matter, you believe things will be sorted out when they get here, after all it was the child who assaulted you and another member of staff before running off ... we have it all on CCTV ... that's when things began to 'Fall Apart'.

I can't give details about the actual incident, enough to say, I knew I had not touched the child, the recording showed me remonstrating with the child who was swearing and acting in an aggressive way, kicking me and clearly assaulting another member of staff ... but it turned out that it was old technology and not at all a clear recording of the whole incident, jumping in bits and giving a distorted, one dimensional view. In a situation that was rapidly becoming a nightmare the recording was inconclusive, open to interpretation... but according to two over enthusiastic and openly hostile Police Officers, who

the last thing you expect after an incident with a child, who has a history of aggression and bad behaviour, is a call to tell you the police are on their way

obviously had decided I was guilty, it "clearly showed me pushing the child." It did not. The recording did not even match the child's

story. Never the less I was informed that "as a suspect in a crime" I would be required to attend the local Police Station to be questioned. I was advised that I should have legal representation.

The police had interviewed the staff who had witnessed the incident. Their accounts of what had happened supported mine, but in a situation that seemed to be spiralling out of control, that did not seem to matter. The Police Officers seemed to totally disregard their statements, did not seem at all interested in the history of the child's conduct and showed no respect to me, my position as Headteacher, nor my reputation as a trusted employee of over 30 years experience. They were not even interested in the context of the incident/allegation or the clear evidence of the child's violent behaviour. They simply focussed on me and what they thought the CCTV footage showed.

By now it was mid afternoon and the story had gone round the school. Knowing this child, the past history and what they and I have had to put up with, the staff were shocked at the turn of events, anxious and very concerned about me. Some were openly upset and crying. I had already informed my QIO at Education Services and now I suddenly felt exhausted by the whole thing and emotional and wanted to call my husband to tell him about this unfolding nightmare. But sensibly, one of my colleagues and the EIS Rep for the school had already called our Local Association Secretary to inform them of what was happening. They arrived very quickly and I can't begin to explain how grateful I feel towards this person for their quick actions and wise counsel. EIS HQ in Edinburgh were informed and they immediately organised a

solicitor to be made available to me. By this time the Police Officers had left the school but had now contacted us to say they were on their way back to 'take me' to the Police Station. The mood had suddenly changed and become much more sinister. Both my husband and EIS representative questioned this. Why could I not wait until the solicitor arrived and come in with him as originally suggested? The Police Officers insisted that I had to go with them but they did allow me to speak to the solicitor on the phone. After that I was taken from the school building and 'put' into the back of the police car.

Thankfully, the EIS Local Association Secretary had prepared me for what was to come. They had already had experience of a similar situation and advised me, before leaving with the Police Officers,

When we arrived at the police station the solicitor the EIS had engaged on my behalf was there waiting for me. You can imagine my utter relief at seeing him there

to give all my belongings ... my watch, jewellery and even my wedding ring to my husband, knowing that these would be taken from me at the Police Station. I was also told that the police would ask

me to remove my shoes and my suit jacket when I got there. I think it was at this point that I began to feel really afraid. I knew I had not done anything wrong but these Police Officers were being so hostile and relentless in pursuing me, they obviously did not believe me and that was very frightening.

When we arrived at the Police Station the solicitor the EIS had engaged on my behalf was there waiting for me. You can imagine my utter relief at seeing him there. I was questioned then arrested and charged with assaulting a child. Standing in my stocking soles and shivering with shock I was photographed, had my finger prints taken and gave a DNA sample. It is an experience that will live with me for the rest of my life. All the time I was at the police station the EIS representative, who until that morning had been a stranger to me, stayed with my husband until I was finally released at 9pm.

The day after I was charged the child in question told friends that it was all a lie made up to get me into trouble. This was reported and recorded back in school and passed on through my solicitor, but because the process had begun, I had to wait for the official decision.

Now, months later I am back at work. After weeks of fear and uncertainty that turned into months of waiting, the Procurator Fiscal decided that there was no case to answer. You can imagine the immense relief to me and my family. Not to mention all my friends and colleagues. All the way I had the support of my education authority and the parents of my school, who wrote to the Director of Education on my behalf. More importantly I had the support of the EIS and the wonderful solicitor who represented my case to the Procurator Fiscal.

Back at work and slowly getting my life back to normal. I could not have done this without the support of the EIS. If I had had to face the prospect of paying for legal representation of the calibre that I had, by myself, the bill would have run into thousands of pounds, not only that but myself and my husband would have felt very much alone. We did not feel alone because we knew we had good people behind us, supporting us all the way. Since my experience I have urged everyone I know, working in our profession to join the EIS. From teacher to Headteacher they are there to support you when things do 'Fall Apart'.

When Things Fall Apart

The legal view

- By **Alastair Milne**, Balfour & Manson LLP

The narrative provided by the Headteacher in “When Things Fall Apart ... a Headteacher’s story” is unfortunately an all too familiar one.

I regularly advise teachers who have been accused of offences against pupils. Sometimes the allegations stem from allegations made by the pupils themselves. Even more common are allegations made on behalf of the pupil by his or her parent. That the vast majority of allegations turn out to be wholly unfounded does not prevent the process which ensues being a source of considerable anxiety and distress for the teacher concerned.

Typically, I am notified by the EIS that a teacher has contacted the Union seeking advice and assistance having been advised that they are to be interviewed by the Police, and having been contacted by either uniformed officers or specialist CID officers from a Family Protection Unit. In my experience, in the majority of cases, the Police Officers, when contacted, generally adopt a reasonable attitude and are receptive to making arrangements which enable legal representation to be available during the interview.



Should I ask for legal representation?

This question is a genuine consideration for many teachers who rationalise that “I haven’t done anything wrong and when I give my explanation everything will be sorted out.”

At present following the decision of the Supreme Court in the case of *Cadder*, a suspect has the right to legal advice and representation when being interviewed by Police. There are a number of reasons why it is essential that the opportunity to obtain advice and representation should be taken.

The reasons are straightforward and will be readily appreciated:

- Being subjected to formal detention procedures ie being “booked in” at a charge bar in the police station cells complex, providing details to a uniformed custody sergeant prior to interview, handing over your personal effects etc is a foreign, frightening and extremely stressful experience which will invariably be upsetting and unsettling.
- Thereafter, being interviewed, under caution, in an interview room with your answers recorded either on tape/DVD or in a police officer’s note book should also be recognised as being extremely stressful and is a process of which the vast majority of teachers will have no prior experience.
- Against this less than ideal background, the interview proceeds with the teacher often having no clear understanding of the precise detail of the allegation and therefore the teacher does not appreciate the significance of particular questions or responses.
- Knowing what to expect as regards to the process minimises the shock value. Having someone in attendance who is there to look after your interests and whose presence will act as a check on the approach adopted by the police is an important reassurance.
- Being able to access confidential legal advice and being aware throughout the process that such advice is immediately available can make a significant difference to the experience of being subjected to a police interview.

Should I make a statement?

The question of whether to answer Police questions during an interview or to maintain a “no comment” approach, is one for the individual teacher to determine with the benefit of independent legal advice. The answer will depend on the particular facts and circumstances of each case.

An important consideration is whether, by answering questions, a teacher may inadvertently provide corroboration which would enable a prosecution to take place which in the absence of the evidence supplied by the teacher in his or her statement would not be possible.

The current legal position in Scotland requires there to be one source of evidence that points to the guilt of the accused as the perpetrator of the crime. Each essential or crucial fact requiring to be proved must be corroborated by other direct or circumstantial evidence. In the absence of this corroboration a successful prosecution cannot take place and great care requires to be taken to ensure that, in choosing to answer the Police questions, the teacher is not delivering the required corroboration.

There is a general familiarity with the right to silence. The terms of the standard caution administered by Police Officers are well known from television dramas. What is less clear is that there is a genuine appreciation that far from being trite formula, the right to silence confers a real and effective protection and before it is waived careful consideration must be given.

Factors to be weighed include the extent of the teacher’s recollection about the incident and the wider information available about the complaint, witnesses etc. In appropriate circumstances, the teacher may elect to answer questions. In my experience, the outcome where a teacher has chosen to provide a comprehensive and detailed rebuttal is often that the Police take the view either that the matter will not require to be reported to the Procurator Fiscal or that a report may be submitted but that the teacher will not be formally charged. This is potentially of extreme importance as many education authorities are quick to impose a precautionary suspension in circumstances where a teacher is charged with a criminal offence. The significance of the potential consequences makes it essential that independent legal advice is obtained before deciding on the approach to be adopted.

What happens next?

After the Police interview if a decision is made to charge a teacher with a criminal offence the matter is then subject to a report to the Procurator Fiscal. The present practice is that cases which involve allegations against teachers in respect of events which occur during the course of their employment are referred to Crown Office where the evidence referred by the Police is reviewed. Crown Office assess whether there is sufficient evidence to support a criminal charge and also determine whether it is in the public interest for a prosecution to be taken. At this stage detailed representations can be submitted setting out the context for the incident or incidents, detailing the teacher’s history and professional record and analysing evidential basis submitted by the Police in support of their report.

In the case described, it was also possible to obtain an independent expert analysis of the CCTV footage which confirmed and supported the Headteacher’s position.

As is clear from the Headteacher’s narrative, the time frame within which the Procurator Fiscal reaches a decision on the Police report is a factor which compounds the stress and anxiety created by the initial criminal process. Decisions tend to be taken by Crown Office after many weeks of deliberation. Given that the teacher may be placed on precautionary suspension throughout this period and may be prevented by the terms of the suspension from attending her place of work and communicating with her colleagues, the repercussions are often significant. As a teacher’s social life will often involve professional colleagues, compliance with a precautionary suspension is a significant punishment in and of itself. The support which employers ought to provide for employees on precautionary suspension is often wholly absent which can lead to feelings of isolation and abandonment on the part of the teacher.

Happily, in my experience the vast majority of cases which involve allegations of physical abuse are resolved without the need for a criminal prosecution. It is a source of continuing concern, however, that to arrive at the point where Crown Office confirmation that no criminal proceedings will be taken is issued usually takes a period in excess of 6 months.

Advice Summary

In brief summary the advice to keep in mind if you are faced with an allegation similar to the one levelled against the Headteacher in the narrative is as follows:-

- Immediately contact your local union representative or EIS headquarters in Edinburgh.
- Ensure that you have the opportunity of a full and detailed discussion with a solicitor prior to attending for interview by Police.
- Ensure that you are accompanied to the interview by a solicitor.
- In the event that matters are dealt with in a fashion which does not permit you to contact the Union, i.e at a weekend or outwith office hours, do not waive your right to silence. Police officers who are proceeding on the basis that you should be given no time to arrange the legal representation of your choice, at interview, can be assumed to have an agenda which may well be detrimental to you. In such circumstances answering questions without first obtaining legal advice and representation is highly likely to be contrary to your interests and should you find yourself in such a situation, regardless of whether or not you consider that you have an absolute defence, the advice is, having confirmed your personal details, to answer all further questions on a “no comment” basis.





“Excellent event, really clarified what Professional Update is and how it will affect me; fantastic speakers – really enjoyed the panel discussion too; clear and concise presentations on this important topic”

Professional Update and YOU

These are just some of the comments made by the 220 Glasgow teachers and lecturers who attended a hugely successful joint Professional Update event held in the Trades Hall in Glasgow on 11 September 2013. The event was organised by Jayne Rowe, EIS Glasgow Learning Rep, Renatta Currie, Quality Improvement Officer with Glasgow City Council and Lyn McClintock, EIS National CPD and Learning Rep Co-ordinator.

The keynote speakers at the event were Tony Finn, Chief Executive of GTC(S); Susan Quinn, EIS National Ex-President and Colin Crawford, Area Education Officer from Glasgow City Council. The speakers were joined by Hugh Donnelly, EIS Glasgow Local Association Secretary, for the panel discussion.

Tony gave a detailed presentation on the background to Professional Update and what will be required of everyone registered with the GTC(S) to comply with this. He again reiterated that this is not about competency but about ensuring that staff will be updating their skills to ensure maximum impact in the classroom. He said that Professional Update will start to roll out from August 2014 and that it is very important that everyone registered with GTC(S) advises them of any changes in relation to their contact details. Further information and frequently asked questions on this topic can be obtained on the GTC(S) website www.gtcs.org.uk

Susan stressed the importance of the PRD process and that it was essential that high quality CPD is available consistently across the country. She also

emphasised that Professional Update is not about competency and that any member who felt that this was happening should contact the union immediately for advice and support. Susan said that the EIS is looking at the provision of CPD nationally and how members can be given the opportunity to access a wider range of quality CPD opportunities.

Colin talked about the topic from the Council perspective and said that it was the Council’s view that all staff should have access to high quality CPD opportunities. The LNCT are yet to agree how to take forward Professional Update within Glasgow but this will hopefully be formalised in the near future.



The event was also attended by Ken Muir, incoming Chief Executive of GTC(S), who spoke about his new role in ensuring that the validation processes for Professional Update are consistent across all Local Authorities.

During the panel discussion Hugh stated that CPD may not always be about courses but that the CPD available must be meaningful and effective.

Renatta Currie commented after the event: “At the heart of the successful partnership between Education Services in Glasgow and the Union Learning Reps has been our ability to focus on our joint priority : delivering CPD opportunities which inform and up-skill our colleagues. We are jointly proud at being one of the first Local Authorities to ratify a formal Learning Agreement. Jayne Rowe, the current Learning Rep, is continuing that pattern of successful partnership as we work together to ensure Glasgow teachers understand the implications of the Standards and the expectations of Professional Update.”

Jayne Rowe, EIS Glasgow Learning Rep, said: “I believe that my role as an EIS Learning Rep is an important one in giving colleagues information, advice and support on quality CPD opportunities. This will be particularly important in relation to Professional Update and I am happy to meet with colleagues to discuss their CPD needs – either on a face-to-face basis, by telephone or by email: jrowe@eis-learnrep.org.uk”

The event was filmed and the intention is to place this on the EIS website – it will be accessed by clicking on the CPD Learning Reps icon: www.eis.org.uk

This was a very successful event and is one of a series of events the EIS has held with Glasgow City Council and other Local Authorities across Scotland over the last eight years. These events have attracted huge numbers of participants and keynote speakers of the highest calibre.

Details of upcoming CPD events are listed in the events section of the EIS website.

Larry Flanagan

Talking Education

CPD LIVE CHAT WITH LARRY



Teachers and lecturers from across Scotland took part in the first live chat held with EIS General Secretary, Larry Flanagan, on 12 September 2013.

The subject of the live chat was CPD and it proved to be varied and interesting. Those taking part raised several topics, including workload, and several participants asked how they could balance workload with CPD. Larry's response was: "Lecturers and teachers are pressed with workload and dealing with the students is a priority. I actually think that we need to carve out time for CPD and professional dialogue. Put it in the diary and say no to other pressures, although I recognise this isn't easy. However, it can't come on top of the everyday workload because people will just burn out attempting that."

Another topic which created a lot of discussion was professional learning communities and Larry commented: "I think professional learning communities should have a protocol established which supports professional autonomy around the agenda."

Too many school managements fail to give any real meaning to collegiality. Part of the reason why the EIS is keen to develop our professional learning agenda is to empower the professional voice of our members."

Other topics raised included CPD for supply teachers, recording CPD, Teach Meets, Professional Update, a need for the EIS to increasingly take the lead in CPD, CPD Events and the work of EIS Learning Reps.

Larry concluded the chat by thanking all of the participants for giving up their own time to take part in the chat and saying that he is happy to be involved in this type of dialogue as often as members wish as it is very useful.

Due to the success of this live chat we will hold another one in the future. This will be notified on the EIS web-site www.eis.org.uk

Professional Standards and Professional Update

Argyll and Bute CPD event

Colleagues from around Argyll and Bute travelled to Lochgilphead to hear a presentation from Tony Finn, Chief Executive of GTCS. The theme of the event was "Professional Standards and Professional Update: Enhancing Teacher Professionalism."

Mr Finn took us through the details and implications of Professional Standards and Professional Update, based within the context of teachers taking responsibility for their own professional learning and development. He reassured us that standards and competence are already high in Scotland, that Professional Update is about 'improving not proving' and that the scheme is aimed to be 'supportive and helpful but not bureaucratic.'

It was interesting to hear the emphasis on engagement with CPD and PRD and how Professional Standards and Update will be

beneficial in helping teachers take these forward in a structured and professional way. Learning Reps and the EIS play significant roles here in providing opportunities for teachers to take part in meaningful CPD and PRD and to develop professionally in their current jobs and in the future.

Mr Finn covered all the issues and raised many points for reflection – we enjoyed a useful discussion session at the end.

Feedback from colleagues was positive and I would be pleased to hear any suggestions and ideas for further events/CPD opportunities.

Many thanks to Lyn McClintock at EIS for her support, to Tony Finn and Fiona Hands at GTCS and to Lochgilphead Joint Campus.

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CPD Events in your area

Falkirk

Professional Update Event

Saturday 26 October, The Falkirk Stadium, 9am to 1pm. Keynote speakers: Ken Muir, GTC(S), Larry Flanagan, EIS General Secretary, Anne Pearson, Falkirk Council, Margaret Smith, EIS Falkirk Local Association Secretary, Colin Finlay, EIS Falkirk Learning Rep. Panel discussion.

Scottish Borders

Health and Wellbeing Event

Thursday 31 October, CPD Centre in Galashiels from 4pm to 7pm. Keynote speaker Suzanne Hargreaves, Education Scotland, two workshops.

Ayrshire

Health and Wellbeing Event

Saturday 2 November, 9am to 1pm. Venue to be confirmed. Keynote speaker and workshops.

Ayrshire

Professional Update Event

Wednesday 20 November (t.b.c.). Keynote speakers and panel discussion.

Aberdeenshire

Professional Update Event

Saturday 17 May 2014, 9am to 1pm - details to be confirmed.

Details of all CPD events appear in the events section of the EIS website www.eis.org.uk

Further information

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Q&A

The SEJ spoke to Scottish Labour's new education lead and asked for her views on some key issues facing Scottish education.

Kezia Dugdale Scottish Labour



You became the Scottish Labour Party's education lead in the recent reshuffle. What perspective of Scottish education do you bring to your new role?

Both my parents are teachers by profession. They instilled a love of learning in me, no doubt quite deliberately. However, they probably didn't realise that all the little anecdotes they shared from a day in the classroom, over marking essays or discussing the success of a former pupil discovered in the local paper, laid the foundations of my political values.

It disgusts me that with all the wealth and opportunities abundant in our country, one in four children are still growing up in poverty.

I joined the Labour party because it understood that the way to address that was through getting women back to work, and so came a social security system that supported that goal, better rights for part-time workers, better maternity and paternity leave, a national minimum wage, and the beginnings of a new approach to childcare.

We now face a new problem, with six out of 10 children living in poverty coming to school each day from working households. Lack of job security, spiralling debt, and the rising cost of living all reinforce existing inequalities. The big political challenge of the day is to address those inequalities and ensure that whilst the price of the recession was borne by those least able to carry it, the pending recovery offers them a sense of hope and a future full of opportunities.

For me the education system is all about that sense of hope and opportunity. Teachers are in the business of giving pupils the tools and the belief that if you get your head down and work hard you'll get on in life.

Education is the great equaliser; if we give teachers the power and resource to ply their trade to the best of their ability, they'll change lives and life chances.

Teachers across Scotland are continuing to work very hard on the delivery of CfE, with the added complication of new qualifications in secondary schools this year. What is your view of the progress of CfE?

The last thing I'm going to do is to play politics with the Curriculum for Excellence. It was of course a Labour project, started under Peter Peacock nearly 10 years ago.

The SNP continued with it when they took over in 2007, and the principle underpinning the reform is a noble one which enjoys support today from across the political spectrum.

The practicalities of Curriculum for Excellence and indeed its implementation is a different story however, and whilst I remain committed to its introduction, I share the serious concerns of many in the education sector about how it will fulfil its potential.

It has of course been operating, very successfully, in primary schools for some time now. The challenge, however, is to make it work in a secondary school environment. CfE fits the model of teaching where there's one classroom, one teacher and many intertwining subjects being taught. That's a much harder feat in the context of secondary with timetabling structures and perhaps a dozen different teachers in contact with each pupil. The co-ordination required to make it work is immense, and that's before you've addressed the issue of resource.

CfE is a course for 3 - 18 yet much of the debate around its implementation focuses on the 5 - 14 agenda. The big question for me is how CfE works in the upper school years, and for whom.

Many teachers continue to raise serious concerns over the resource and workload implications of CfE. What should be done to address these issues?

Watching my Dad at the weekends attempting to do his school's timetabling on a giant pinboard, with hundreds of tiny bits of coloured paper next to a mountainous pile of untouched marking, serves as a constant reminder to me of the demands we place on teachers.

Workload will in many ways always be an issue in the profession, because teachers give so much of themselves to the job and go to great lengths to help their students fulfil their potential.

The reason why EIS are right to launch their Workload Campaign is because the pressures of Curriculum for Excellence are increasing teacher's workload in a way which is neither optional, nor adding value to a child's education. It's rewriting tried and tested lesson plans, refreshing knowledge of texts, understanding the scope of the new exams, and all the associated bureaucracy.

We're asking teachers to accept a new and radical curriculum in the context of crashing class room budgets, a real terms wage freeze and big questions hanging over their pensions. They have every right to speak out.

Whilst the financial questions around pay and pensions are harder to resolve, a short term response from the Scottish Government over the bureaucracy involved in CfE would be very welcome and is eminently achievable.

Increasing the time teachers have to prepare for the new curriculum and freeing them up to move between schools to examine and share best practice should also be encouraged, fostering a more collegiate approach to the new curriculum.

I worry that teachers across the country are going home each night

I share the serious concerns of many in the education sector

stressing about work and frantically preparing 57 different varieties of the same lesson because the systems don't exist to share expertise and lighten the load. I believe the Scottish Government should be playing a more proactive role by acknowledging that, and through their agencies, addressing it.

The EIS has repeatedly raised concerns regarding the loss of qualified teachers from nursery establishments across Scotland. How can meaningful access to teachers for all nursery aged children be guaranteed?

In 2012, 75% of nursery aged children had access to a teacher at some point in the week. Do I think that access to a teacher is important – absolutely. Do I want to see that number lifted to 100% - ideally, yes of course.

But in the current funding climate, I think it's only right to step back and ask the hard questions about the best allocation of resources.

What does increasing access to a qualified teacher mean in the context of the number of hours that are available to parents? What impact will it have on the ability of parents or guardians to access those hours with the degree of flexibility that they need to live their lives? Would resources be better spent upskilling the nursery nurse workforce and enhancing their pay? Does increasing the amount of qualified teaching contact time deliver for the most vulnerable children – or are their needs for nurture better suited by different priorities?

These are issues I am continuing to consider, and I know that there is no settled position in the education community either. This is where my relationship with EIS is critical, and I'm therefore keen to hear more from members on how we can strike the right balance.

Is teaching becoming a less attractive career option for graduates, with the concerns over job opportunities for post-probationers, cuts to education budgets, declining salaries and rises in both pension contributions and the normal retirement age?

All those issues identified in the question undoubtedly have an impact, but I think they need to be read against the wider context of the graduate employment market.

We have always set a higher

value as a nation on teaching in this country, rightly recognising it as an act of public service. But whilst the labour market has changed markedly and more graduates expect to have several different careers in their lifetime, teaching remains a calling and those that choose it hope to stick with it.

But in order to do that there needs to be an expectation of career progression. That means regular increments and wage increases, opportunities to continually develop teaching skills or to take on more managerial responsibility, and pathways both in the school environment and beyond it.

What I don't see at the moment is an abundance of opportunities to progress and if we're not careful, that may have a longer term impact on the desirability of the profession.

Higher Education has arguably been comparatively well provided for during the austerity drive, while Further Education has seen drastic cuts in funding. Do you agree with the Scottish Government's current priorities for both Further and Higher Education?

No. I think the Scottish Government's current approach is an elitist falsehood. We have "free" higher education, but free for whom?

The price of Higher Education is currently the worst student support packages in the United Kingdom, the worst widening access record, and the highest drop-out rates – and all before you look at the complete decimation of Further Education budgets which have led in the last year alone to 1200 fewer staff and 48000 fewer places.

This is a shocking record, but given that the SNP government has made a very blatant attempt to court a particular type of voter with its funding priorities - and Mike Russell's refusal to accept that there is any other way than his – I don't expect this is something we will

find agreement on any time soon.

What I would like to see is parity of esteem between the Further and Higher Education sectors, recognising the great value in each, but this was something being talked about when I worked in the tertiary education sector 10 years ago. Therefore I don't believe for one moment this will occur under the current Scottish Government.

The Children and Young People Bill is currently proceeding through the Scottish Parliament. How do you view the Bill, and can its aims be achieved at a time of such pressure on public finances?

There is a lot to like in the Children and Young People Bill, and its intentions are sound though now diluted following their merging from two Bills to one. But there has to be focus on the financial memorandum too, or else the content will only be a gesture.

When the government commits to guarantee 600 hours of early learning and childcare, is it properly funded, or has the buck been passed to local government? If it's been passed on at the same time as local government budgets have been slashed, then something has to give.

The named person again is a bold attempt to ensure that no child slips through the net, but what pressure does that put on teachers who are also being asked to cope with a new curriculum? What training will "named people" be given, and who carries the cost of that? The school, the local authority, or the government?

So whilst I believe the principles of the Bill are sound and will enjoy broad support, I do have concerns. The Bill is currently being considered by the Scottish Parliament's Education Committee, and the degree to which it can achieve its laudable aims relies on these questions receiving decent answers.

The reason why EIS are right to launch their workload campaign is because the pressures of Curriculum for Excellence are increasing teacher's workload in a way which is neither optional, nor adding value to a child's education

Employment Tribunal Fees

Changes to employment tribunal procedures that are potentially disadvantageous to employees are currently being challenged in the courts

From the end of July 2013 there have been significant changes to the procedures to be followed in Employment Tribunals. Principally, employees who wish to pursue cases at Employment Tribunal shall have to lodge a fee when submitting a claim (through form ET1) and a further fee for a hearing to take place.

The Coalition Government argued that Tribunal costs were becoming disproportionate. However, it is clear that passing the burden of fees to employees will deter claims and discourage individuals from pursuing wrongs which occur at their place of work. There are legal challenges in the courts on fee introduction with judicial reviews being conducted in both England and Scotland on different points of law.

Fee levels are now dependent on the nature of the claim raised. "Type A" claims are considered to be more straightforward (e.g. failure to give time off for trade union duties, failure to pay time off for ante natal care) and an individual would have to lodge £160. An individual raising more complex cases (e.g. unfair dismissal, discrimination,

whistleblowing) would normally have to submit a fee of £250. Hearing fees will be £250 or £950 depending on the claim and there are also separate fees for Employment Appeals. Arrangements are also made for multiple claims.

While there is scope to recover fees (both for lodging claims and for hearings) there is no automatic right to recover such fees.

It is clear that the level of fees will be a deterrence to raising cases. However, one benefit of the change is scope to seek case resolution through judicial mediation and the payment fee for this process (£600) lies with the respondent. It is likely that judicial mediation will be used to seek resolution.

The change in legislation will require change on how the EIS handles cases. Any funding for an employment tribunal case is a matter for the Employment Relations Committee. Legal support depends on the case being linked to a person's employment, is subject to a member pursuing advice from the Officers and Officials of the Institute and depends on advice on the merits of a claim from our advising solicitors.



There are also changes to the handling of Tribunals. There will be a Preliminary Hearing at which the management of the case will be set out. At that stage the claim, parts of the claim or the response can be struck out. Deposit orders can be required if the Employment Judge believes that there is little purpose of success in a case. If that occurs the EIS will have to review proceeding with a case. The Preliminary Hearing will provide the means of proceeding with a settlement through judicial mediation.

In Scotland witnesses are currently required to appear in person. There was a concern that there would be pressure to follow practice in England, having witnesses providing written statements. That has been avoided although those who appear as witnesses may have preferred the pressure of writing a statement rather than appearing in person.

Scottish Friends of Palestine

Advertisement

University Links with Israel - a bonus for whom?

Seminar

Saturday 26 October

1 pm at Wellington
Church, University Avenue,
Glasgow G12 9LE

Opposite Glasgow University's
main building, access to the venue
(Woodlands Hall) is from Southpark
Avenue at the side of the Church.
Public transport: use underground
to Hillhead Station. Please note
there is restricted parking.

Speakers

Prof Ilan Pappé will argue the case
for the academic boycott of Israel.

Our second speaker (a Lecturer
in law at the School of Oriental &
African Studies, University of London)
will discuss the academic boycott
with reference to recent litigation
concerning the boycott's legality in
relation to issues of discrimination.

Prof Jonathan Rosenhead has been
asked to discuss the nature of any
bonus for those academics who
choose to collaborate with Israel.

Chair: Douglas Chalmers, Vice
President, UCU Scotland

This Seminar is open to the public. There is no
charge for entry. Please make every effort to
attend and publicise as widely as possible.

To assist with the planning of the event,
you are invited to register by contacting
info@scottish-friends-of-palestine.org

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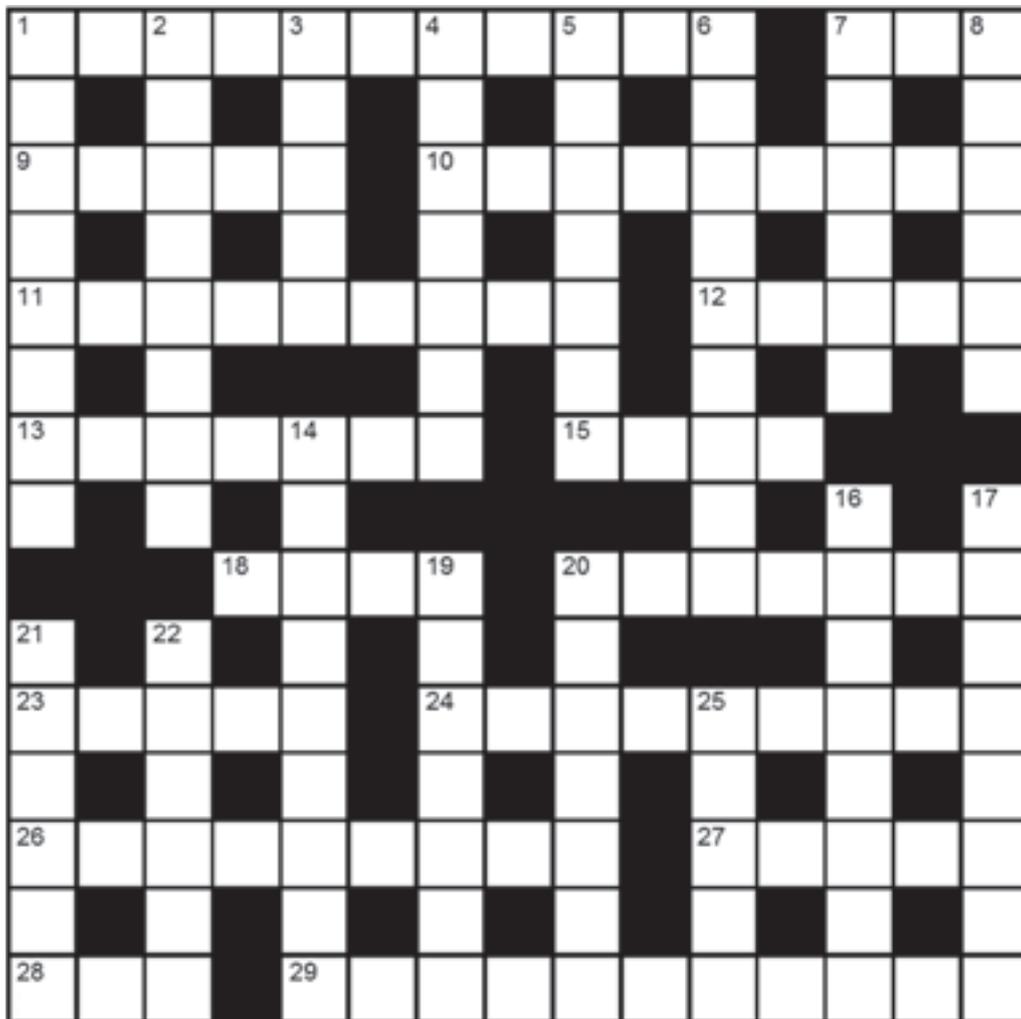
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CROSSWORD 77



Name _____

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Send your completed entry to
**SEJ, 46 Moray Place,
 Edinburgh EH3 6BH
 by Friday 8 November 2013.**

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 See 29 and 2 (11,9,2,8)
- 7 Floral arrangement the French Institute makes (3)
- 9 Free ones bowels in the loo seat perhaps (5)
- 10 Kind lan in complex writing medium (6,3)
- 11 Fish, mines explode with some dignity (9)
- 12 Light fabric was rubbish in Morningside by the sound of it (5)
- 13 Sort out tree surgeon resolving to breach contract (7)
- 15 Neither good nor bad appeal for help opens out (2-2)
- 18 Initially dark, insanitary rather tawdry muck! (4)
- 20 Velcro a tia-maria in part of former Yugoslavia (7)
- 23 Bolshevik I roved inside (5)
- 24 See fabric made into document holder (9)
- 26 Flirt with a wandering peeper (6,3)
- 27 Dance derived from Cumbria with the Channel Islands excluded (5)
- 28 The newspaper which doesn't enlighten (3)
- 29 Are you a member, I do hope so! (see 1 across and 2 down) (11,9,2,8)

down

- 1 Our silly ways are unreal (8)
- 2 See 29 and 1 across (11,9,2,8)
- 3 Eye glisten sounds like a girder (1-4)
- 4 Put into service and use 'til I collapse (7)
- 5 Pretend lesser mortals live forever (7)
- 6 Town in Indiana where frank keeps company (9)
- 7 Hang about, begin to linger on in terrible ennui regardless (6)
- 8 Could be a printer or a squid perhaps (3,3)
- 14 African freedom fighters in mourning for unresolved resentment (9)
- 16 Warns Tam to avoid the figurehead (5,3)
- 17 Low dance or American game (8)
- 19 Bill the French gold and draw artistic presentation (7)
- 20 Grotesque imaginary fish breathes fire (7)
- 21 Sounds made by pipes (6)
- 22 Cowardly Newsround presenter, now that will tell your age! (6)
- 25 Far sighted Iranian inside (5)

Crossword 76 answers:

Across: 1. Well-intentioned, 9 Almaata, 10 Bridget, 11 Haiti, 12 Salt marsh, 13 Roadworks, 15 Brawl, 16 Oddly, 18 Forenamed, 20 Equipment, 23 Sinus, 24 Afghani, 25 Alabama, 26 Three legged race

Down: 1 Weather Forecast, 2 Lempira, 3 In a big way, 4 Traps, 5 Nebuliser, 6 Idiom, 7 Nigeria, 8 Dutch elm Disease, 14 Reflexive, 15 Bandstand, 17 Drudger, 19 Montana, 21 Prate, 22 Twang



Obituaries

Lilian Macdonald (FEIS)

The EIS has been saddened by the death of Lilian Macdonald, President in 1985/86, and Fellow of the Institute.

Lilian Mathias de Proanca Taylor was born in 1937 and was brought up in Rutherglen. She graduated from Glasgow University with an MA (Honours) and an M.Ed in Education. Lilian was qualified to teach in primary, secondary and special education.

In 1959 Lilian married Alasdair MacDonald, a Minister of the Free Church and had two children, Gillian and Nigel. Alasdair died in 1980.

Lilian worked, mainly in Glasgow, in a number of establishments until she was appointed to the post of Headteacher in Craighead Special School in Blantyre, a post she held until retirement.

Lilian was elected National Vice President in 1984 and became President in 1985. This was in the midst of concerted industrial action and the demands on the President during her year of office were exceptional. She carried out visits to the vast majority of Local Associations to advise members on the campaign and had to chair a significant number of additional meetings of the EIS Executive and Council. She rose to these challenges

with fortitude. She later remarked that it may have been a more fulfilling year for her to carry out a Presidential year in less frantic times to visit Councils, Local Associations and Schools to look at education practice rather than the sharp edge of industrial action.

Lilian was a very capable Chair of the AGM, Council and Executive, highly effective, authoritative and fair. Bob Beattie, the late Depute General Secretary, remarked that officials had such confidence in her grasp of the Constitution and procedures that briefing papers often set out the epithet, "leave it to Lilian," aware that her surefooted approach would avoid any procedural difficulties.

In retirement, until her lengthy illness, Lilian was involved in the employment tribunal service and was on the Board of Craighallbert School. Lilian was also an active member of SNP and had been since her teenage years. She remained a Director of the Scots Independent newspaper until her death. She had a strong commitment to the Rutherglen community and was a member of the Rutherglen Seniors' Forum and the Rutherglen Heritage Society.

Lilian maintained an interest in the work of the EIS and attended annual meetings of Fellows regularly until illness



intervened. She had a high regard for the traditions of the Institute and zealously defended these traditions. She had little time for those who did not respect the history of the Institute and those she perceived as politically self-indulgent. She will be remembered for her forthright views but she was also very supportive and caring to those who were experiencing difficulties.

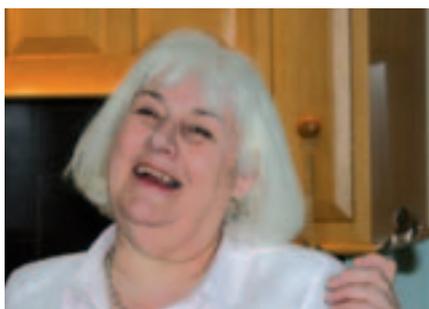
Lilian is survived by her daughter Gillian and son Nigel. Nigel and his wife, Carolyn Ritchie, are both teachers and both active in the EIS.

Lilian will be remembered for her quiet considered approach which was rather at odds with her flamboyant hats. She was an ambassador for education and an ambassador for the EIS and will be missed by many.

- Drew Morrice

Liz Vann (FEIS)

died on July 9th at the Beatson Cancer Centre after a short illness.



She worked in McGill Primary for several years before moving to Shawlands Primary where she spent the rest of her teaching career. She became a Depute Head at Shawlands but continued as a classroom teacher. She was a staunch advocate of positive discrimination on behalf of the less privileged and an effective champion of EAL teaching and anti-racist practice in schools and society in general.

Throughout her teaching career she was an EIS activist and served on both the Glasgow Committee of Management and National

Council for over thirty years. This work was acknowledged by her peers in 1998 she was awarded the Fellowship of the Institute. Had she wished, Liz could have held the highest office both locally and nationally but she preferred to work from the back benches doing the nitty-gritty work of the Union.

Locally, she was a stalwart of the Membership and Publicity Committee and of the Benevolent Committee. As a member of the M&P Committee Liz was to be seen carrying the Glasgow banner at many a demonstration along with her great pal, Philip Cairney. These two were also instrumental in organising the annual Glasgow Management Committee social event. After much revelry Liz would appear with her black bin bags. Everyone knew it was time to go!

Her work on the Benevolent Committee was outstanding. Nothing was too much trouble for her. She would phone applicants and meet up with them to discuss how to take their applications to a successful conclusion. Even after her retirement she carried on with this work.

At a national level Liz served on various committees over the years as well as on Council. There, many thrive on the cut

and thrust of debate. This was not for Liz although her body language left no one in any doubt of her opinion of the contributions made! It says everything for Liz and her ability to get along with people that, even after being on Council so long, no one had an unkind word for her. Except maybe on one occasion! Liz was part of a three-woman picket line outside a primary school where the staff had chosen not to strike. After running the gauntlet of Liz's outrage, there was one very unhappy Headteacher.....

Liz enjoyed only five years of retirement but enjoy them she certainly did. She was definitely "a lady who lunched", She had a wide circle of friends all of whom looked forward to meeting up with her. She went on holiday several times a year, gave freely of her time to Friends of Scottish Opera and spent many happy hours gardening.

Liz was a strong, independent woman and a bossy boss. She stayed that way to the end when she decided to stop treatment. To quote, "I've had 65 glorious years. Why would I want to finish with a few rubbish months?" Liz Vann was one of the most thoughtful, caring people you could meet. She is well-loved and sorely missed by all her EIS friends.

- Alana Ross & Willie Hart



OTWL Crash Course

I read with great interest the survey results regarding workload in this month's (May) SEJ. This is of particular interest to me as I am one of the unfortunates who works in North Lanarkshire and who has been subjected to this dreadful OTWL experience.

To give you some indication of the workload involved I personally took 16 hours (over and above my contracted hours) to complete 6 weeks of OTWL lessons for maths only. My colleague has taken 29 hours again of her own time to complete 11 weeks of maths lessons using OTWL. I know of no-one who is able to complete OTWL within their contracted hours. I appreciate some people may be more technologically minded than myself but even they are taking 10 plus hours of their own time to complete up to 6 weeks lessons for one subject area!

All this time spent putting things onto a system which inevitably crashes or inexplicably loses information you know you have saved forcing you to start from scratch again. Not to mention the problems with logging in or being told by the system you don't work for the authority you say you do! Moreover having spent all this time

inputting information to the system no-one (teaching staff) in my establishment nor any other that I am aware of returns to look at it until it is the beginning of a new planning cycle when the whole rigmarole begins again. Pointless? Definitely. Waste of time? Without a doubt.

To add further confusion some HTs within NLC have explicitly told their staff not to bother with OTWL as it is a waste of time and to focus on other matters such as assessment. There are at the moment apparently no sanctions being imposed for those who are not using OTWL (that I am aware of). If use of OTWL is statutory as I am led to believe then how can this be correct?

I feel this matter needs to be fully and urgently investigated by the EIS and for the EIS to clarify from the Local Authorities this mandatory directive and for that information to be passed onto members.

Perhaps a better way would be to give people a choice of how they wish to do their forward planning. Perhaps then it would save myself and many others the unbelievable stress and unacceptable workload imposed upon us by OTWL.

Name and address supplied

Two sides to every story

As a former teacher, Sheila Gold must be aware that when it comes to the inhumane abusive treatment of children then the "two sides to every story" is aptly represented by the abused and the abuser. No matter that the latter, as in the Children in Chains seminar, is the state of Israel.

I would certainly encourage teachers to seek the view of Israelis and would recommend contacting bodies such as Betselem, Yesh Gvuil, Breaking the Silence and New Profile. The last being concerned with the militarisation of Israeli society and the effect on Israeli children.

For those who are more concerned with Israel's public image I would encourage them to lobby Israel's government - to end the decades long military occupation, remove the illegal settlements and recognise the rights of the Palestinian people.

Hugh Humphries, Glasgow
Secretary Scottish Friends of Palestine
(& former teacher)

No Answers

I have purchased an N5 Maths Student Book 978-0-00 7504626. from Leckie and Leckie on behalf of my granddaughter. I was astonished to find that there were no answers in the book. I made enquires and was told the answers would become available to down load on the web site in the future. The course has started with the first test at my granddaughter's school due at the end of September. What is the point of working out the questions if there are no answers to check if the student has truly understood the topic. This is a disgraceful state of affairs at the beginning of the CfE. and the publishers should be held to account.

Vincent McCann



Short Supply

I ignored 5 texts offering me supply work this week. The offers were single day bookings in four different schools and covered every day but one. Yet I chose to stay home instead. Why?

I travel by public transport. As an example, I cite a recent experience...

Up at 6.30a.m. to catch the one bus to the station. It ran late so I took a taxi and just missed the hourly train at 7.29a.m. The 8.29a.m. train stranded me two stops from my destination because of a points failure. I caught a local bus, then grabbed

a second taxi. I arrived at the school at 9.40a.m. Outlay- approx. £20.

This runaround is rare, but the 12-hour-day involved, (I'm including voluntary extra marking time), is not. I didn't mind this when I was being paid for 7 hours at my normal pay.

I am told that schools are desperate for supply staff. One of my regular schools cancelled a course, because they didn't think they would get cover. The situation will only get worse if the Government don't revise their thinking on supply staff pay.

Name and address supplied

FE in Motion

I was delighted to see a two-page spread covering the recent EIS-FELA conference. However, I would note that while Susan Quinn and Larry Flanagan's speeches were excellent, there was more to our conference than this; in particular, the conference passed a motion of no confidence in the Education Secretary Mike Russell, making clear the depth of opposition to the cuts affecting our sector.

Pam Currie, Stow College

Editor's note: Although space was limited in the SEJ, details of all conference resolutions were published in the EIS - FELA Conference Bulletin and on the EIS website.

CHILDREN SAY THE FUNNIEST THINGS...



Long day

Primary 5 pupils are finishing off their Viking longboats before the end of term. To motivate them further their teacher promises a competition:

“There will be prizes for the best boy’s longboat and best girl’s longboat. The best overall (longboat) will get to sit in the Head Teacher’s office all year, being admired by all the people who come to visit her.”

Pupil responds:

“But Miss, what if you’re shy and don’t want to sit in the Head Teacher’s office for a whole year?”



Culture lesson

Many years ago a young teacher took a school party on a trip to Paris and Eurodisney. When they returned, the Modern Languages P.T. said to one of the girls who had been on the trip:

“Did you enjoy your trip to France?”

The girl gave her a look of utter contempt and replied:

“We werna in France. We were in Paris!”

Royal mix up

The school was all a-dither. The children were all agog. A Very Important Person was coming to talk to our P4 – P7 assembly. To tell them about her job. (Awww – it isnae Santa, then?) To tell them about the big gold chain she wears. (Hmmm, Rihanna, mibbe?)

An easy error to make. But no, it was the Lord Provost of Glasgow, one Sadie Docherty. To be fair, she proved to be an excellent guest speaker. Our assembled pupils sat very quietly, listening and watching carefully, as Ms Docherty, in all her finery, informed both them and the staff of her role. She was skilled in engaging and sustaining the attention of everyone for nearly an hour. (Funny too!) At the end she received warm applause from us all...

During the lunch-hour we realised that not all the pupils had been listening as well as we thought, when an Infants teacher came into the staffroom laughing:

“I’ve just been in the dining-hall.... What’s all this I’m hearing about the Lost Prophet coming to visit?”

Whilst we chortled at the above (try saying them both quickly, they DO sound almost the same after a while!) another colleague reminisced about a VIP visit to a school she taught in many years ago,

“That’s nothing – we had the Queen and the Joke of Edinburgh at our school once!”





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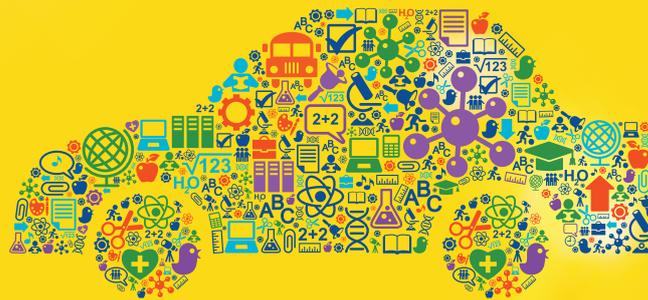
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