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**eis**

The Educational  
Institute of Scotland

**From the  
chalkface -**

David Drever  
on CfE p12



**Make your  
mark**

Focus on GTCS  
elections p15



# SEJ



## Heading forward

EIS Headteacher Conference looks  
at the future of school leadership.

# A Beneficial Return?

Many investors have suffered financially in a time of falling stockmarket returns and the lowest interest rates in over 50 years are set to drop further, so is it time to cut your losses or is there a future for stockmarket investment?

**In this edition of the SEJ, Iain Pollock – Independent Financial Adviser for EIS Financial Services – looks at the potential benefits to be found.**

At a time when returns from investments have fallen, it is understandable that many people are concerned about what financial return their money is earning for them. It's not easy to know the best time to move your money when you can't predict what the future holds, especially when bank interest rates are so low and forecast to drop further.

Most investments should be seen as medium to long term (5 years +) and this generally helps to smooth out the return – if you look at the performance of a fund over one year you could well see a fall in value, however, look at the same fund over a five year period and it might actually perform very well. The stockmarkets have been through crashes before and have still managed to pull through to provide good returns over the medium to long term.

Another thing to consider is the risk profile of your investment or portfolio. It's important to realise that not all investments are high risk. In fact, a lot of investments cater for the cautious investor and there are even some that offer stockmarket growth potential with capital guarantees and in some cases, guaranteed levels of return.

Investing while the stockmarkets are low means that you are buying at a low price. This offers great potential for a good return while the markets are in recovery. If you wait until the markets have fully recovered you will have missed out on this window of opportunity.

## Key points

- Stockmarkets have pulled through bad times before.
- Not all investments are high risk.
- Investing while markets are low offers great potential.
- Some investments offer capital protection and guaranteed growth rates.
- Seek Independent Financial Advice before investing.

If you want further information on investment planning or ISAs you can contact us on **0141 332 8004** or Email **SEJinvest@eisfs.co.uk** and an EISFS Independent Financial Adviser will be happy to discuss your individual requirements in more detail.

**[www.eisfs.co.uk](http://www.eisfs.co.uk)**

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# Comment



## Heading towards the future

**There is currently a great deal of talk about leadership in education. The Scottish Government is currently working on its new policy on school leadership, while the EIS recently published its own policy on the same issue. As we report in this edition of the SEJ, the definition of leadership in schools is becoming broader and is now widely seen as applying to all teachers and not just those in senior management teams.**

However, this is not to underplay the importance of senior school staff. Headteachers, Depute Headteachers and other promoted post holders continue to have a vital role to play in providing leadership within their schools, and in developing the types of collegiate working environment that are so important in today's schools.

As this month's cover feature highlights, it is an important time for school leadership in all forms. Questions are being asked about how we can attract the next generation of Heads and Deputes to take their first steps down the promotion path, with concerns rising that many classroom teachers do not see careers in school management as being a desirable option for them. The EIS Headteacher Conference, held recently in Edinburgh, brought Headteachers and other promoted staff from across Scotland together to discuss the way forward for leadership in our schools.

Amongst the key topics discussed were the need for strong leadership as schools work towards the *Curriculum for Excellence*, the importance of collegiate working to support improvements in all aspects of school life, and discussions around the future of qualifications and assessment.

However, one recurring theme that shone through in each of the presentations was the need for all teachers to work together and demonstrate effective leadership. This is not a time for division within the teaching profession, but for unity as teachers work towards the common goal of making schools better places to learn and to teach. Creating artificial divisions between class teachers and promoted post-holders and senior management is not in the best interest of Scottish education nor its teacher workforce.

As Ronnie Smith writes on pages 8-9 of this SEJ, "The EIS believes in the integrity – the oneness – of our profession, the teaching profession. The separateness of leaders' organisations increases the risk of developing a group, a management cadre, which is discrete and increasingly disconnected from the teaching profession itself."

"It poses very serious risks for the leadership group itself. While it may begin life as an organisation just for teachers holding senior positions, do not underestimate the emerging pressures to open up school leadership positions to people who are neither teachers nor have an educational background. The precedent is out there in some countries and could lead to a fundamental change in the character of school leadership."

The EIS has always believed it has a responsibility to promote the cause of Scottish education, and to protect the interests of all teachers. As Scotland's schools move forward with the many new challenges that face them – on curricular reform, new methods of assessment and a revised exam structure, and the ongoing push to raise attainment and to provide improved life-chances for all pupils – the EIS will continue to represent the interests of all Scottish teachers, from student and newly qualified teachers right through to the most senior post-holders in every type of learning establishment. Only through this type of professional unity, with all teachers working towards a common goal, can we succeed in delivering the best for Scotland's teachers, our education system and for the pupils and students that we serve. ■

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## Elections

**Nominations for the election of the next EIS President and Vice-President have recently closed. With only one candidate being nominated in each category, the new President and Vice-President for 2009/2010 have been elected unopposed.**



Helen Connor.

# New President and Vice President elected

The new President for 2009/2010 will be **Helen Connor** from North Lanarkshire Local Association. Ms Connor is currently employed as a primary/secondary transition teacher at Coatbridge High School. Ms Connor has represented the EIS on the Ministerial Working Group on Class Sizes, and has been a long-time member of a number of national EIS Committees and the national EIS Council.

The new Vice-President will be **Kay Barnett** from Aberdeenshire Local Association. Ms Barnett is a teacher at Fraserburgh Academy and a long-serving member of the EIS national Council. Ms Barnett is also the current Convener of the EIS ad-hoc CPD Committee and a serving member of the General Teaching Council for Scotland (GTCS).

Both Ms Connor and Ms Barnett will formally take up their new posts at the EIS AGM in June, when current national President David Drever will also move into the post of immediate Past-President.

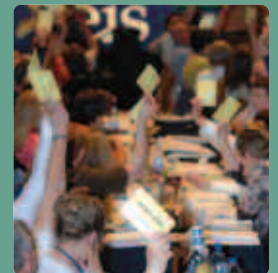


Kay Barnett.

## ANNUAL GENERAL MEETING 2009

### OBSERVERS

The EIS Annual General Meeting will be held in the **Perth Concert Hall on 4, 5, 6 June 2009**. Any member wishing to attend as an observer should contact the General Secretary no later than 11 May 2009.



### FEIS

The Statutory Meeting of Fellows of the Institute will be held in the **Norie Miller Room in the Perth Concert Hall at 1.45pm on Thursday 4 June 2009**.



eis

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## New Scottish Government Minister for Schools

**The EIS has welcomed Scotland's new Minister for Schools and Skills, Keith Brown, to his new post and urged him to make tackling pupil indiscipline a top priority.**

Commenting, EIS General Secretary Ronnie Smith said, "Keith Brown will face many challenges in his new post as Minister for Schools, not least the need to improve discipline in the classroom. The EIS hopes that Mr Brown will continue to work in partnership with teachers through the Discipline Stakeholder Group to create a better learning and teaching environment in all our schools".

Mr Brown joins Adam Ingram (Minister for Children and Early Years) as deputies to the Cabinet Secretary for Education and Lifelong Learning, Fiona Hyslop. ■

## Tom Devine Lecture transcripts now available

Full transcripts of the lecture "Scotland Transformed" by Professor Tom Devine of the University of Edinburgh, delivered at a special EIS conference last year and featured in the December edition of the SEJ, are still available.

Copies of the transcript can be downloaded from the EIS website [www.eis.org.uk](http://www.eis.org.uk) or can be obtained on request by contacting the Education and Equalities Department at EIS headquarters on 0131 225 6244.

## Promises on class size reductions "must be kept", says EIS

**Commenting on the latest class size figures, EIS General Secretary Ronnie Smith warned that time was running out for the Scottish Government to deliver on its commitments to reduce class sizes.**



"The slow rate of progress on meeting the pledges to reduce class sizes is worrying. In the key early stages of primary school, the reductions have been limited so far and variable rates of progress are apparent across the country. Added to this, the long-standing commitment to reduce class sizes in S1 and S2 English and Maths classes is clearly running even further behind schedule, while some local authorities have clearly abandoned these commitments entirely. We welcome the Cabinet Secretary's recognition that all parties need to continue to work to meet these commitments, but progress needs to be made soon on significant movement towards both the primary and secondary class size reduction targets", said Mr Smith.

He continued, "The Scottish Government made clear promises to the Scottish people that they would make reducing class sizes a key priority during this Parliamentary term. The Scottish electorate, including parents and teachers, are well aware of the promises that were made and fully expect them to be kept."

Mr Smith added, "Reducing class sizes from their current level is vital if we are to address key issues like improving classroom discipline,

enhancing the learning experience for individual pupils, and working to raise attainment levels across Scotland. Modern teaching methods and the new *Curriculum for Excellence* are predicated on smaller class sizes so, without the promised class size reductions, meaningful developments will be almost impossible to achieve."

Mr Smith went on to say, "Maintaining teacher numbers at a level of at least 53,000 full-time-equivalent teachers is essential to reducing class sizes. We are already witnessing signs that some local authorities are reducing their teacher workforce to make financial savings, and this is a trend that must be halted immediately. The lack of available permanent teaching posts for newly qualified teachers is another clear sign that financial savings are being placed before the need to employ additional teachers and reduce class sizes. The Scottish Government's promise to reduce class sizes is clear, and the class size commitments on local authorities under their Concordat with Government are also clear. The fact that the progress towards these commitments is slow places a clear onus on both the Scottish Government and local authorities to increase their efforts to meet their obligations to cut class sizes." ■

## EIS welcomes the removal of 5 - 14 National Assessment Banks

The EIS has welcomed the announcement that the Scottish Government intends to move to switch off 5-14 National Assessment Banks "as soon as possible". The announcement was made by Cabinet Secretary for Education and Lifelong Learning Fiona Hyslop at the recent EIS National Headteachers' Conference (see cover feature on pp 8-10 of this SEJ).

Commenting on the announcement, General Secretary Ronnie Smith said, "The EIS welcomes the Cabinet Secretary's announcement that the 5 - 14 National Assessment Bank will be switched off as soon as possible. Assessment must always be used solely to support effective learning, and we welcome the Scottish Government's recognition that the continued availability of NABS is incompatible with effective learning and the new *Curriculum for Excellence*. The EIS also welcomes the Cabinet Secretary's commitment to full engagement with the teaching profession on the future of qualifications and assessment arrangements." ■

**"Maintaining teacher numbers at a level of at least 53,000 full-time-equivalent teachers is essential to reducing class sizes."**  
EIS General Secretary, Ronnie Smith

## New Officers at Moray Place

Two new officers have recently joined the EIS staff at Moray Place, and are already active in protecting the interests of teachers and lecturers across the country.

**David Belsey** has been recently appointed as the EIS National Officer for Further and Higher Education.

David was born and raised in Wales and educated in Welsh medium schools. He graduated in chemistry at Cardiff University, completed his PGCE at Aberystwyth University and started his teaching career at Ysgol Friars, a bilingual comprehensive school in September 1994.

David says, "I became the Ysgol Friars' NASUWT union school representative in 1994. Two years later I was asked if I would become the Negotiating Secretary for the NASUWT Local Association which would be coterminous with the new Gwynedd Unitary Authority Council."

"In 2006 I applied for and obtained a full time

secondment with the NASUWT as a Casework Official across all of Wales. This was demanding but satisfying work, supporting and representing members that were in danger of losing their posts, mostly through no fault of their own."

On a personal note, David added, "I got married in 2008. My wife lectures in an Edinburgh University and despite the many advantages Wales holds, we decided that I would move to Edinburgh. When I am not working, I am an avid reader of history, traveller and keen mountain walker."

On his new role, David added, "My previous work gives me the foundation and skills to face the challenges of the EIS with enthusiasm and confidence. I look forward to working with and working for FELA and ULA members, and to

visit the branches to get to know members and elected officials."

The other new addition to the EIS Officer ranks is **Terry Gray**, who recently joined the EIS as an Area Officer working from Edinburgh. Terry is now supporting members in Clackmannanshire, Falkirk, North Lanarkshire, Stirling and West Lothian. Terry is also the serving Officer for Coatbridge College, Cumbernauld College, Forth Valley College, Motherwell College, Oatridge College and West Lothian College.

Terry has always had an interest in trade unionism and has been a member of trade unions throughout his career, though he says he has never held an official position.

His background is in Human Resources and Employment Relations



David Belsey (left) and Terry Gray have joined staff at EIS HQ.

and he was known to some in the EIS prior to appointment through his work with the Scottish Negotiating Committee for Teachers.

Terry says he is enjoying the challenge of being an Area Officer with us, "the work is varied, challenging, but enormously rewarding, no two days are the same."

On a personal note, Terry was married the month after he started - he says his wife insisted on this bit. He has only lost his wedding ring once so far - on the day he set off on honeymoon.

### The Educational Institute of Scotland

Trade Union Reform and Employment Rights Act 1993

In terms of the above Act, the following statement relating to the year ended 31 August 2008 is issued to members of the Institute.

#### 1. Total Income and Expenditure

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

	Members Dues £	Other Income £	Total Income £	Total Expenditure £
General Fund	5,595,641	483,590	6,079,231	4,901,205
Professional Fund		1,518,032	1,518,032	107,245
Benevolent Fund	85,213	92,899	178,112	104,998
Local Associations	783,064	78,061	861,125	713,298
	6,463,918	2,172,582	8,636,500	5,826,746

#### 2. Political Fund

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

	£
Total Income	146,989
Total Expenditure	42,764

#### 3. Other Information

The salary paid, including employer's superannuation and benefits provided to or in respect of the General Secretary, as included in the Annual Return to the Certification Officer, amounted to £110,676. No salary was paid or benefits provided to or in respect of the President or any member of the executive.

#### 4. Auditors' Report

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

We have audited the financial statements of the Educational Institute of Scotland for the year ended 31 August 2008 set out on pages 4 to 30 (of the Accounts). These financial statements have been prepared in accordance with the accounting policies set out therein (on page 29 of the Accounts).

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

#### Respective responsibilities of the Institute and the Auditors

As described on page 30 (of the Accounts), the Trade Union and Labour Relations (Consolidation) Act 1992 requires the Institute to prepare financial statements for each financial year which give a true and fair view of the state of affairs of the Institute and of the income and expenditure of the Institute for that period in accordance with applicable

law and United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice). Our responsibility is to audit the financial statements in accordance with relevant legal and regulatory requirements and International Standards on Auditing (UK and Ireland).

We report to you our opinion as to whether the financial statements give a true and fair view and are properly prepared. In addition, we report to you if, in our opinion, the Institute has not kept proper accounting records, if we have not received all the information and explanations we require for our audit or if any information specified by law is not disclosed.

#### Basis of audit opinion

We conducted our audit in accordance with International Standards on Auditing (UK and Ireland) issued by the Auditing Practices Board. An audit includes examination, on a test basis, of evidence relevant to the amounts and disclosures in the financial statements. It also includes an assessment of the significant estimates and judgements made by the Institute in the preparation of the financial statements, and of whether the accounting policies are appropriate to the Institute's circumstances, consistently applied and adequately disclosed.

We planned and performed our audit so as to obtain all the information and explanations which we considered necessary in order to provide us with sufficient evidence to give reasonable assurance that the financial statements are free from material misstatement, whether caused by fraud or other irregularity or error. In forming our opinion, we also evaluated the overall adequacy of the presentation of information in the financial statements.

#### Opinion

In our opinion:

- the financial statements give a true and fair view, in accordance with United Kingdom Generally Accepted Accounting Practice, of the state of the Institute's affairs as at 31 August 2008 and of its income and expenditure for the year that ended;
- the financial statements have been properly prepared in accordance with the requirements of the Trade Union and Labour Relations (Consolidation) Act 1992.

HW Edinburgh, Chartered Accountants, Registered Auditors  
Q Court, 3 Quality Street, Davidsons Mains, Edinburgh EH4 5BP  
Dated: 20 February 2009

#### 5. Irregularity Statement

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

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

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

[Note:

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

## Teacher involvement in GTCS continues to be “vital”



Picture: Alan Richardson

**President Elect Helen Connor told the March meeting of EIS Council that the EIS would be active in the forthcoming Scottish Government consultation on the future independent status of the General Teaching Council for Scotland (GTCS).**

Ms Connor said that a formal response would be submitted once the Consultation Paper was published, but that the EIS was already making clear a number of its key principles concerning independent status for the GTCS.

Commenting, Ms Connor said, “The EIS welcomes independent status for the GTCS. We support the principle of a democratic, regulatory body for the teaching profession that has a clear majority of teachers who are subject to election by the teaching profession as a whole. An independent GTCS should be, as far as possible, a democratically elected body through all the constituencies represented on it. This is a particularly important principle for the EIS as regards

the election of teachers but it has implications for other constituencies, such as Universities, Education Directorates, Parents and so on. This democratic principle is central to the future of the GTCS.”

Ms Connor also highlighted to Council that elections for teacher representatives on the GTCS are set to be held in September (see GTCS election focus on pages 15-18 of the SEJ for further details). Ms Connor told Council that securing a good turnout in the GTCS elections, and ensuring that EIS candidates would be nominated in all sectors and properly supported throughout the election process, would be key priorities for the EIS in the months ahead.

### SNCT agrees working arrangements for Educational Psychologists and QIOs

Salaries convener Dougie Mackie told Council that the Scottish Negotiating Committee for Teachers (SNCT) had, after a lengthy period of discussion, agreed new annual leave arrangements and the working week for Educational Psychologists and Quality Improvement Officers. From August 2009, the working week for all employees in these categories will be 35 hours. Annual Leave will be 35 days rising to 40 days after 5 years local government service.

Responding to a question from Aileen Barrie (North Lanarkshire) regarding any such employees who currently enjoy a better annual leave arrangement than that agreed, Mr Mackie highlighted that the new arrangements represented an improved entitlement for the vast majority of EIS members across Scotland. Additionally, said Mr Mackie, any employee with a superior arrangement will be entitled to 3 years of conservation of present arrangements and it also remains open to local authorities to continue to offer entitlements above the national standard if they continue to consider this appropriate.

### Council News Round-Up

- **Pupil Indiscipline** - Alana Ross, convener of the Employment Relations Committee, told Council that three new policy papers – dealing with issues relating to disruptive and abusive pupils, including guidelines for members and related risk assessment policies – had now been formulated by the Committee. Council gave its consent for these papers to go forward to the EIS AGM in June.
- **Women’s Suffrage movement** – Bill Ramsay, convener of the Equalities Committee, told Council that the EIS continues to look at ways of celebrating teacher involvement in the Women’s Suffrage movement in light of the forthcoming 100 year anniversary of the October 1909 Rally in Edinburgh. Mr Ramsay encouraged all Local Associations to examine their own records for teachers who were involved in the Women’s Suffrage movement or the 1909 Rally, and to share any relevant information with the Equalities Department at EIS headquarters.

### Literacy and Numeracy Concerns

In last month’s Council Report, the SEJ reported that Sonia Kordiak (Midlothian) had successfully presented a motion on assessment in literacy and numeracy to Council. In fact Ms Kordiak’s motion, moved jointly with Bill Ramsay (South Lanarkshire) was broader in its scope. The motion called for clarity in the role of all Secondary teachers on the teaching and assessing, (formatively and summatively) of literacy and numeracy, to ascertain the expectations for teachers of English and Maths in providing advice and training to colleagues across the school in the skills required to deliver literacy and numeracy, and to investigate whether this is within the normal duties of teachers qualified to teach English and Maths. The SEJ is happy to clarify the terms of this motion.

### GTCS RENEWAL OF REGISTRATION 2009-10

The General Teaching Council for Scotland (GTCS) would like to remind all registered teachers that the current registration period comes to an end on 31 March 2009 and that a fee of £40 will be payable for retention on the Register during the period commencing 1 April 2009.

Full details of the arrangement for payment of the fee are available on the GTCS website at [www.gtcs.org.uk/registrationfee](http://www.gtcs.org.uk/registrationfee)

#### Change of name and/or address

If you have changed or are about to change your name and/or address, please send your up-to-date details in writing to the Teacher Registration Department, Clerwood House, 96 Clermiston Road, Edinburgh EH12 6UT or email [registration@gtcs.org.uk](mailto:registration@gtcs.org.uk)

An up-to-date address is now a requirement for continuing registration.

**Important – maintaining GTCS Registration is essential for teachers in Scotland.**



# Heading for the top

**The EIS has held a major conference for headteachers and other school leaders, to promote enhanced school leadership in schools across Scotland. As well as being Scotland's largest union for class teachers, the EIS also represents more staff in promoted and senior management posts than any other union in Scotland. Here, General Secretary Ronnie Smith highlights how fostering leadership that is consistent with collegiate organisation in schools will benefit the entire Scottish education system, its pupils and teachers at all levels. Then over the page, we hear from other key speakers including Cabinet Secretary Fiona Hyslop, who made a major announcement on NABs at the EIS Headteachers' Conference.**

There is an extreme view held by some that there is a fundamental incompatibility of interest between generic teachers' organisations and those restricting their membership to so-called Senior Management positions. Much of the impetus for that has been the trend over many years towards devolving responsibilities to school level and with that, a growing focus on the managerial aspects of the work of headteachers.

I fundamentally disagree and would restate the view I have held from the day I entered teaching, that we should aim for professional unity, for one organisation that addresses the needs of all educators in Scotland, irrespective of the sector of education in which they are employed or the grade of post they occupy. I cannot see how, in our small country, breaking down into seven or eight subsets will do anything to strengthen the voice of the profession or its capacity to protect and promote the interests of the profession – or, indeed, of education more widely.

Philosophically, the EIS believes in the integrity – the oneness – of our profession, the teaching profession. The separateness of leaders' organisations increases the risk of developing a group, a management cadre, which is discrete and increasingly disconnected from the teaching profession itself. It is a short-sighted and dangerous development.

It poses very serious risks for the leadership group itself.

While it may begin life as an organisation just for teachers holding senior positions, we should not underestimate the emerging pressures to open up school leadership positions to people who are neither teachers nor have an educational background. The precedent is out there in some countries and could lead to a fundamental change in the character of school leadership.

Secondly, it has profound implications for intra-school relationships and will hinder the development of distributed leadership and the more collegiate ways of professional working which are widely advocated.

That said, it is equally important that the EIS is able to provide the space for particular groups of members sharing a special interest to have the opportunity to talk with each other and to have an input into the overall work of the Institute.

The Headteachers Network is one manifestation of that – and so too is the EIS Headteachers' Conference itself.

The diversity and range of issues covered at the conference gives just a flavour of the activity going on in Scottish education and our school system. It also gives a flavour of the sheer scale of challenge and expectation facing those in leadership positions, particularly headteachers.

I doubt if there has ever been a time when the spotlight has been shining quite so brightly or intensely on school leaders as it does today. And this is

happening across many education systems around the world – there is nothing particularly Scottish about it.

It is a double-edged sword. On the one hand it is good that serious questions are being asked and analysis undertaken about how to improve leadership and the capacity of both the system as a whole and leaders themselves to deliver on the expectations they now face.

On the other hand, some perspectives and proposed policy prescriptions are less than palatable and we need to be ready to challenge these where necessary. Expect to see the pressure grow for what is euphemistically described as "New Public Management" and introducing "private sector" perspectives to school management (notwithstanding some recent quite spectacular messing of their own nests in some sectors)!

**"If we can make progress on this, we should be able to make the job of the headteacher more "do-able" by tackling role overload and the negative impact that has on work-life balance."**

So why is school leadership such a hot subject today?

The OECD puts it succinctly: "Effective school leadership is essential to improve teaching and learning within each school and to connect the individual school to the outside world"

But there is a danger that, in recognising the critical role of



Pictures by Mark Jackson.



leadership, too much emphasis is put upon it. Effective leadership is essential, but it is not sufficient of itself.

We need to guard against the risk of this “lionising” of leadership as a smokescreen for the dumping of responsibilities on to the individual school or its leader. A good chunk of Devolved School Management (DSM) has amounted to little more than shifting many responsibilities - especially HR and budget keeping - from the centre to the school, thus detracting from the “additionality” headteachers were entitled to expect from the appointment of Bursars/ Business Managers.

It must always be remembered that School Leaders can only function within the constraints of the powers and the resources placed at their disposal.

The local government Concordat supposedly empowered local authorities – yet I don’t see that they enjoy much freedom in setting their own income (Council Tax or Business Rates) or overall spending levels for their services. Right now, the feeling that local authorities are agents of governments in applying service reductions will, for most of us involved in education, feel exactly the same as when the last round of cuts was enforced – when there was no Concordat in place.

Now the OECD also acknowledged that the workload of headteachers has expanded and intensified, primarily because of enhanced devolution of responsibility to schools and associated

growth in accountability.

I think no-one would disagree with the OECD observation that, “Principals are expected to take on enhanced administrative and managerial tasks, handle financial and human resources, manage public relations and build coalitions, engage in quality management and public reporting processes and provide leadership for learning. This workload goes beyond what one single individual can possibly achieve successfully.”

What this means is that we have a job that is becoming increasingly unattractive – I would say, “un-do-able” or impossible. And that becomes acutely worrying when we factor in the age profile of current postholders and the need for a significant number of replacements over the next 5 or so years.

Finding suitable replacements is unlikely to be helped by the actions of many authorities over the past 7 or 8 years of this decade in reducing the complements of promoted posts which have provided the traditional stepping stones towards enhanced leadership roles, without thinking about alternative ways of developing and enhancing leadership preparation or readiness or inputs to assist headteachers in their roles.

We also face particular challenges in Scotland since we have so many small rural schools, mainly but not only primary schools – and current Government policy means there is likely to be less consolidation than we might otherwise have seen – where the opportunities for distributing leadership are constrained.

But we do need to have a serious and urgent debate about what we can do to make leadership positions more attractive.

Perhaps unusually for a trade unionist, I would not claim that this is primarily a matter of salary levels – of some failure in the labour market because more lucrative positions are out there in other employments. I think it is worth noting that UK secondary headteachers’ (including Scottish HTs’) salaries show up rather well by international comparisons against both per capita GDP and in terms of their lead over maingrade teachers’ salaries. It is unlikely that widening these differentials will make much difference to the attractiveness of the position.

It seems to me that our main focus has to be on the concept of distributed leadership. I know it is a bit of a buzz-word and its meaning and application are contested. We need to explore what the concept means in practice to schools and reflect on the processes, resources and structures it entails.

Distributed leadership must not become distributed responsibilities – otherwise it is just another form of dumping.

If we can make progress on this, we should be able to make the job of the headteacher more “do-able” by tackling role overload and the negative impact that has on work-life balance.

But distributed leadership should also provide the chance for all teachers to taste and to develop leadership activity and skills that will help to shape their readiness and willingness to work towards more formalised leadership positions.

I very much hope that the research for the Government being led by John MacBeath on the recruitment and retention of headteachers in Scotland will provide a solid platform on which to base the debate we urgently need to have. I also hope that the EIS and members at all levels with particular insights into these questions will shape and influence the way forward.

It is important for us all. Unless we can secure a supply of high quality and motivated leaders from among the ranks of the teaching profession in Scotland, be sure that the door will open for the privatisers and managerialists to fill the vacuum. That is in none of our interests. ■

Ronnie Smith,  
General Secretary

Ronnie Smith



**“We need to have a serious and urgent debate about what we can do to make leadership positions more attractive.”**

## EIS Headteachers' Conference round-up



Cabinet Secretary Fiona Hyslop meets a group of visiting Swedish Teacher trade-unionists, who were guests at the EIS Headteacher Conference.

### Cabinet Secretary tells conference that use of NABs will cease

Cabinet Secretary for Education Fiona Hyslop issued a challenge to headteachers and others to work with the Scottish Government to agree a plan for a robust assessment system for the new Curriculum to enable her to take a decision as quickly as possible to switch off Scotland's old 5-14 Assessment Bank.

In her speech to the EIS Headteachers' Conference, Ms Hyslop also stressed that the present assessment bank should be used to confirm to teachers that their professional judgment is strong in gauging performance and not as a way of forcing children and young people through the levels as fast as possible for the sake of meeting targets.

Ms Hyslop said: "The new *Curriculum for Excellence* needs to be strongly assessed and we need to send out a strong signal to teachers to take a leading role in shaping and taking forward assessment subject to national benchmarks. I am aware of the concerns about the continuing availability of the 5-14 National Assessment Bank when we are moving away from the present 5-14 curriculum and into the implementation phase of *Curriculum for Excellence*."

She added, "Let me make my position very clear on this. It is my intention that the bank should be switched off as part of an agreed plan for delivering a revised assessment system. When we have a plan for a robust assessment system that supports learning and helps secure improved outcomes with timings

for implementation of that system, the 5-14 bank will be switched off as part of that plan."

Speaking of the aims of assessment, Ms Hyslop said: "We owe it to our young people to develop their enthusiasm and motivation for learning. However, we also need to ensure that pupils, parents and teachers have reliable information about a pupil's progress, particularly in developing literacy and numeracy skills. We therefore need a robust assessment system based on clear nationally agreed benchmarks. This does not mean an external exam in P7."

### Leadership and the Journey to Excellence

Graham Donaldson, Senior Chief Inspector with HMIE, spoke of the importance of effective leadership and collegiate decision-making in supporting the journey to the *Curriculum for Excellence*. "*Curriculum for Excellence* embodies a new way of working. It recognises that sustained and meaningful improvement should, to a significant extent, be shaped and owned by those who will put it into practice", said Mr Donaldson.



Graham Donaldson.

### Leadership, Headship and Succession

The Chief Executive and Registrar of the GTCS, Tony Finn, told delegates of the importance of planning ahead and supporting the development of new headteachers and deputies for the future. Mr Finn told the conference, "In a collegiate culture that encourages the development of leadership, every teacher can and should aspire to be a leader in their school. Such a culture also allows every teacher to contribute ideas and to be flexible in their approach to their work."



Tony Finn.

### Curriculum for Excellence

EIS Education Convener Larry Flanagan, a member of the *Curriculum for Excellence* Management Board, described some of the key developments aimed at supporting schools in the process of curricular change. And Mr Flanagan said that there would be a "key leadership role for headteachers and senior management teams, to set the tone in schools, promote collegial working and challenge local directorates in any attempt to create top-down approach to the *Curriculum for Excellence*."

### New Qualifications Framework

Dr Gill Stewart, Director of Qualifications at the SQA, told conference about future plans for Scotland's examinations system. Dr Stewart said, "The role of Qualifications must be to support learning and teaching, equip young people for the future, meet the needs of stakeholders and society, and support the aims of the *Curriculum for Excellence*."

## Interested in

# Leading the way

in giving INFORMATION, ADVICE and SUPPORT on CPD OPPORTUNITIES ?

If you want to make a difference to the personal and professional development of teachers / lecturers - train to become an

## EIS Learning Representative.

Courses begin in September 2009 and the course fees are met by the EIS.

For an information pack please contact the EIS LR department.

emcconchie@eis.org.uk  
tel: 0131 225 6244

eis

## FORTHCOMING CPD EVENTS

CPD events are becoming increasingly popular across Scotland as the EIS works together with authorities to highlight some of the current initiatives and opportunities that can transform the lives of teachers as well as enhance children's learning. These events are free to all teachers. Listed below are some upcoming CPD events that may be of interest to members.

### Third Fife/EIS Free Spring Joint Event "Excellence in Practice" – Saturday, 16 May 2009

Professor Walter Humes, Research Professor in Education and Associate Dean at the University of the West of Scotland will give the keynote speech 'Collegiality: Intention, Perception and Practice' at the third Fife Spring Joint Event on Saturday 16th May, from 09.00-12.30, in the Auchterderran Education Centre, Woodend Road, Cardenden, Fife. KY5 ONE. After the keynote speech, participants will attend two workshops from a choice of six, offering practical, interactive teaching methods through a variety of contexts, as well as viewing stalls, showcasing examples of good practice by teachers across Fife. In addition, CPD providers will showcase opportunities for teachers to experience CPD outside the classroom. These showcases will be viewed during the interval when coffee, tea, bacon rolls etc will be available.

This event is open to all teachers and is free. Early booking is advised to ensure first choice of workshops.

Please contact [ischroder@eis-learnrep.org.uk](mailto:ischroder@eis-learnrep.org.uk) soon for a workshop list and to book a place.

### Glasgow, Saturday, 9 May 2009

**Leadership for Learning - Thinking Differently about Education in Scotland** Faculty of Education, St Andrew's Building, University of Glasgow 9.30am –1.00pm

This unique event is the first Partnership Learning Conference for Glasgow teachers. Hosted by the University of Glasgow and delivered in partnership with the Educational Institute of Scotland and Education and Social Work Services in Glasgow, this CPD initiative will highlight the leadership dynamic at national, local and establishment level.

The conference is primarily aimed at classroom practitioners, in the context of Curriculum for Excellence, who are playing an increasingly significant role in promoting professional learning and leading educational change.

Conference participants include:

- Margaret Doran (Executive Director of Education and Social Work)
- Larry Flanagan (EIS National Convener of Education Committee)
- Professor Christine Forde (University of Glasgow)
- Bernard McLeary (Chief Executive, LTS)

Workshops include: Schools as Professional Learning Communities, Leadership in Schools, Active Learning in the Classroom, Leadership Through Teams, New Technologies and ICT.

You can register directly for this event by email at: [leadershipforlearning@educ.gla.ac.uk](mailto:leadershipforlearning@educ.gla.ac.uk) and provide the following information: your name, school, email address and contact telephone number. You should also state workshop preferences by quoting reference numbers or areas of interest. Full workshop details are to be found on the bulletin and wallet at CONNECT on the Glasgow schools intranet: <http://connect.glasgow.gov.uk/YourService/EducationServices/eWallet/ewalletnovember2008.htm>

Contact [hdonnelly@eis-learnrep.org.uk](mailto:hdonnelly@eis-learnrep.org.uk) for further details, or if you wish to discuss any aspect of CPD.

Details of forthcoming CPD events are available on the EIS website, [www.eis.org.uk](http://www.eis.org.uk).



## Time needed for curricular journey

**On recent visits to schools in different local association areas across Scotland, EIS President David Drever, (pictured here with LA Secretary John Dennis and pupils during his recent visit to Dumfries and Galloway) has been speaking to members about the key issues facing schools and teachers. Here, David explains how the *Curriculum for Excellence*, and the related issues of development time, access to CPD and budget pressures, continue to be major concerns for teachers throughout the country.**

The recently released budget settlements for 2009/2010 spell bad news for our schools. That much is obvious if we look at the money allocated to Education by our Local Authorities: at best spending will be at a standstill; in many places there will be a reduction in real terms spending; and in some parts of the country the cuts will bite deep. It is well to remember that this cycle of cuts preceded the current financial crisis: many Local Authorities cut spending last year and schools up and down the country have felt the impact in

reduced staffing, less supply cover and a drying up of CPD provision. At that time LAs predicted that a second round of cuts would follow in 2009 and so it has come to pass. However, it is clear that spending on education as an important component of Council budgets has suffered grievously at the hands of the Government's Concordat with our Local Authority employers.

There has been a remarkable, and quite unfounded, optimism from the Concordat partners in the face of a failure to protect

education spending. On the one hand the Scottish Government proclaims a generous spending settlement, and on the other Local Government believes that education and children's services have been relatively well protected. Neither of these claims will stand serious scrutiny. The ending of ringfencing opened up education budgets to serious pressures, some of the consequences of which were the recruitment crisis for newly qualified teachers, the reversal of class size cuts in Renfrewshire's secondary schools and the freezing of

CPD developments in all Glasgow schools.

While the Concordat has effectively accelerated spending cuts, it has failed also to deliver on Government policies such as smaller class sizes, access to a nursery teacher, and universal free meals. Recent figures show that the teacher workforce shrank to its lowest level since 2005, despite a key pledge to maintain teacher numbers in the face of falling rolls as a strategy to reduce class sizes. This is borne out by evidence throughout the country of seconded teachers being returned to schools to fill vacancies; newly qualified teachers unable to find either supply or permanent work; and the posts of retired teachers remaining unfilled. The experiences of the past year have exposed the bankruptcy of the Concordat as a means of delivering adequately funded education services. The Scottish Government and Scottish Local Authorities need now to address the deepening problems in Scottish schools.

It is ironic that teachers are gearing up for momentous changes in curriculum and practice – in the shape of the *Curriculum for Excellence* – just at the time Scottish education is facing a reduction in resourcing. While CfE provides a major opportunity for schools it throws up challenges also. As a curricular and pedagogic development it is unique in recent times. It embraces schooling from 3 to 18, and seeks to address the big questions – the Why, What and How – of teaching and learning. It is a radical programme that has the capacity to place control and delivery of the curriculum in the hands of the classroom



practitioners; in an important sense it returns professionalism, judgement and trust to the teacher. It heralds a remarkable sea change from the culture of test and audit that has held sway for two decades and more, and makes space for assessments that are formative supports for learning rather than summative means of “assuring quality” and micro-managing.

However, the potential of CfE is in danger of being overshadowed by the poverty of its implementation. Despite its avowed commitment, the Scottish Government has allocated no ringfenced funding to the programme. Without dedicated resources from central government, it will be left to local

**“The single most important resource that schools need for CfE is time, all essential tasks of teaching need to continue alongside the preparation of the new programme.”**

authorities to allocate funding from existing budgets, and there are clear indications that resources are going elsewhere. This can be seen most starkly in reductions to In-Service and CPD budgets which are notoriously soft targets at a time of cuts. Yet this training and development resource will be vital to the success of CfE.

The single most important resource that schools need for CfE is time. It is an iron fact of life for everyone who works in a school that all the daily, essential tasks of teaching need to continue alongside the preparation of the new programme. Therefore, time must be made available for discussion, reflection and planning between staff in schools, and where necessary, out of schools. The extra day of In-Service over each of the next three years is a welcome but small recognition of these needs, but much more is required, and that will mean more teachers in schools to make time for training and development.

There is now a published timetable that provides a detailed chronology for implementation of CfE. It is vital that this timetable becomes the property of everyone involved in CfE, from the EIS nationally to class teachers in each school. ■

Pictures:  
Mark Jackson

**David Drever, EIS President**



# Testing times

New EIS President-Elect Helen Connor examines the contentious issue of rumoured national primary testing in primary schools. The issue gained national prominence recently, due to an amendment at a Holyrood debate seemingly committing the Scottish Government to introduce exit numeracy and literacy testing at the primary 7 stage. Such an ill-thought out approach, Ms Connor argues, is completely at odds with the ethos of the *Curriculum for Excellence*.



## Testing... Where are we and where should we be going?

Testing, testing, testing. It's all we seem to hear these days. Let's have a look at what's happening in the different sectors and local authorities at the moment. It will be surprising, I'm sure, especially in relation to all the rhetoric surrounding the *Curriculum for Excellence*.

At present, most local authorities are still operating 5-14 testing and, not only that, are target setting in accordance with that. Primary teachers are still being "encouraged" to make sure that they have a certain number of children through Level E before they go to high school despite their knowing that this is not really achievable. What happened to the teacher's professional judgement on which these tests were initially based?

It is frustrating to discover, in the light of the supposed new approach to learning, that attainment targets for all are still the main measure of what children have learned and also the culture of league tables and comparisons at both school and local authority level are high on the agenda. A number of questions need to be asked in relation to this approach:

- Do children learn any better when the teacher is stressed about meeting targets which he/she has not been a part of deciding?
- Does comparison between schools actually achieve anything, particularly when

they are in different social areas?

- By giving time to continually testing children are we making them any better at the subjects in which we test?
- Where and how does the holistic approach to the child fit in with this approach?
- How does this approach fit in with the capacities outlined in *Curriculum for Excellence*?

Awareness raising of what actually goes on in schools must become a priority as the recent debate in the Scottish Parliament sadly illustrated the lack of knowledge of even those charged with running the country. There were politicians vying with one another to come up with the most stringent testing regime for our young people culminating in the apparent decision to have an exit test for all P7 children. Politicians hankering back to a bygone era perhaps?

Add to this the recent ill-thought out Consultation on the future of National Qualifications and we get the flavour of where we are with the thinking of politicians regarding assessment. We are on the brink of the biggest change to the curriculum for at least a decade and we are attempting to change the qualifications at the same time. This is too much for teachers and the system to take on board at the one time.

The dangers we face in the near future are:

- That the outcomes for the different areas within *Curriculum for Excellence* become the new targets to which we test and are compared.
- That the professional judgement of the teacher is diluted and continuous reinforcement of that by outside agencies becomes paramount.
- That attainment continues to be the major driver behind the curriculum and achievement is downgraded.

### What should we be aiming for?

The proper development of *Curriculum for Excellence* should mean that we are developing generic skills and are not being driven primarily by curriculum content. These skills should be transferable and therefore help to build within our learners the four capacities, Responsible Citizens, Effective Contributors, Confident Individuals and Successful Learners.

The implementation of *Curriculum for Excellence* has to be paced appropriately and involve all staff in developing the timetable of any change which may be happening in their school. Staff must be given time to audit what is happening in their department/school in relation to both *Curriculum for Excellence* and assessment if this initiative is to be successful.

In conclusion, in schools over the few months we must be ensuring that the following happens:

- As a school it is agreed that the use of the National Assessment Bank will end as of the end of this academic year.
- As a school/department an audit is done of existing in-house assessment arrangements and where necessary these are adapted/changed as appropriate.
- In the collegiate allocation of time for 2009/10 adequate time must be devoted to the discussion and developing of assessment resources where necessary.

If all of the above does not happen then the progress of the implementation of the *Curriculum for Excellence* could be in serious jeopardy. ■

"The proper development of *Curriculum for Excellence* should mean that we are developing generic skills and are not being driven primarily by curriculum content."

# GTCS Elections 2009

The EIS is inviting members with experience and a strong commitment to quality education and teacher professionalism to consider becoming EIS candidates to the GTCS.

It is in the interest both of the EIS and GTCS to encourage teachers of the highest calibre to consider standing for this role. It is also important that there should be good geographical spread in representation on the Council. Appointment to the Council is through election, which means that it is teachers and lecturers themselves who will determine who will represent them on the GTCS Council. Teachers and lecturers elected to serve on GTCS Council are elected to represent the profession as a whole and do not directly represent the EIS, nor should they seek to represent any other body which represents teacher interests.

## Applying to be a candidate

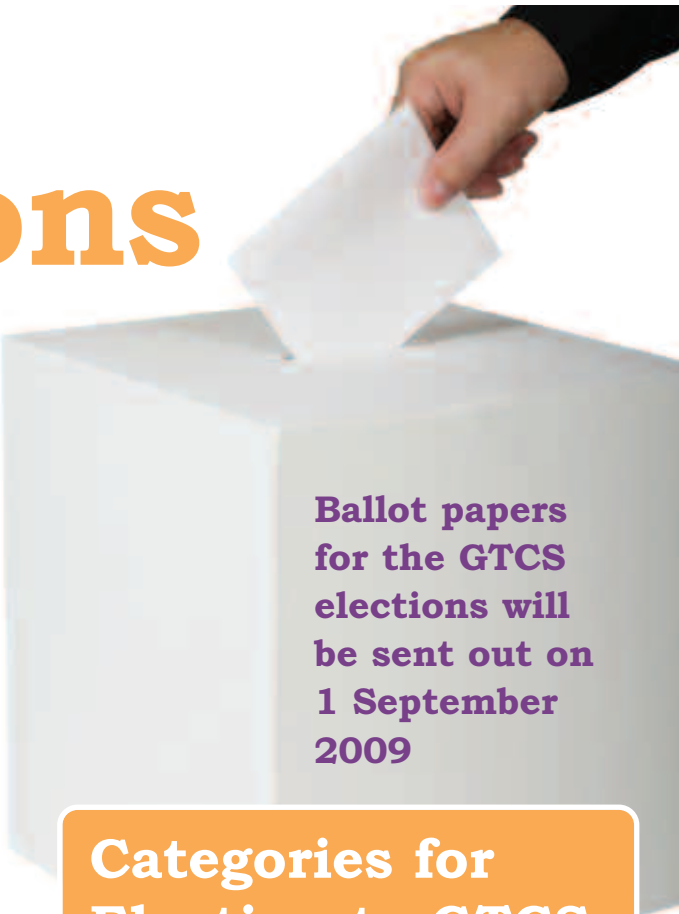
In the Spring of 2009 the EIS will consider applicants who wish to be EIS candidates for election to the GTCS. The EIS will arrange for publicity urging EIS members to vote for EIS approved candidates. Ballot papers for the GTCS elections will be sent out on 1 September 2009. The results of the election will be published in October 2009. An application pack is available from EIS headquarters. In order to obtain a pack please telephone Sheila Harris on 0131 225 6244 or email [sharris@eis.org.uk](mailto:sharris@eis.org.uk)

## Term of office

Successful candidates will be entitled to serve until the end of the term of office of the Twelfth Council. This may be for a period of four years or less as will be determined by the Scottish Government in the light of the decision to grant GTC Scotland independent status at the conclusion of that period.

## Further Information

For any further information, do not hesitate to contact the EIS Education and Equality Department on 0131 225 6244 or e-mail [sharris@eis.org.uk](mailto:sharris@eis.org.uk)



Ballot papers for the GTCS elections will be sent out on 1 September 2009

## Categories for Election to GTCS

On the GTCS Council there are 50 members, 26 elected teacher representatives, 18 from educational and related bodies, and 6 nominated by the First Minister. This means that the teacher majority within the Council is 2.

The categories for election are as follows:

Primary/Nursery

7 positions

Secondary

8 positions

Primary/Nursery Headteachers

4 positions

Secondary Headteachers

3 positions

Pre-School/Non-School

1 position

Further Education

2 positions

Relevant Institutions in Higher Education

1 position

Closing date for completed applications is Wednesday 29 April 2009.

GTCS elections

# Making a Mark

With the General Teaching Council for Scotland (GTCS) set to hold elections later this year, the SEJ spoke to the convener of the GTCS, May Ferries, to ask about the implications for teachers. As a long-time teacher in Glasgow, in addition to a prominent member of the EIS national Council, May offers an inside view of the work of the GTCS and its importance to Scotland's teaching profession.

**The GTCS is due to hold elections for members of its Council later this year. What advice would you give to any teacher or lecturer who might be interested in standing for election?**

I would say "Go for it"! By all means find out more background information but anyone with an interest in how our profession works from Initial Teacher Education through Probation then lifelong Continuing Professional Development will find involvement in the work of the GTCS extremely stimulating.

Being part of the EIS group of candidates offers great support for new members (and more

experienced ones!). Learning from colleagues from different sectors and different local authorities is absolutely fascinating. Sharing the work of different GTCS Committees also enhances our understanding of the whole picture of the work of the GTCS.

**Clearly, being elected to serve on the GTCS is a highly responsible position. What types of tasks might members be expected to perform on Council and its committees?**

Being a member of the GTCS is a serious responsibility as you are there to speak for teachers from all over Scotland on a wide range of issues. However, if you can read papers before a meeting, say what you think and listen to other points of view, then you are already on the "skills ladder" of GTCS work.

Probably the most daunting task is that of judging colleagues. However, you are not alone in that task, but a member of a panel all committed to doing the best for that teacher, while at the same time reflecting the needs of the profession and the children we teach.

**While serving the professional body for teachers is a worthy goal in itself, what does election to the GTCS offer for individual teachers and lecturers? Does serving on council offer any personal or professional development for members?**

Absolutely! Involvement in the work of the GTCS brings enormous benefits both for personal development and professional development. Working alongside a wide variety of teachers

brings great professional insights, but hearing the view of the professional partners (e.g. TEI representatives) and those representing the public interest really stretches your understanding and forces you to hone your opinions and arguments, bringing valuable personal development opportunities.

**What is your view on the importance of teacher involvement on the GTCS as the professional body? Other professions - such as medicine - are seeing significant changes to the constitution of their own professional bodies. Is it possible that teaching will now follow a similar route?**

Many established teachers have no need to dwell on the work of the GTCS as it does not seem to touch them after their Probation period is completed, except of course when they have the annual moan about the registration fee!

However, recent developments in other professions have been worrying. Society's blame culture and the search for sensational stories in some sections of the press put us in a very vulnerable position. Professions are no longer trusted to regulate themselves. Currently all members of the General Medical Council are appointed not elected.

The GTCS has earned the trust of the Scottish public and the Scottish Government. It is crucial that teachers stand for election and that teachers use their vote to maintain our right to regulate our profession ourselves in a democratic representative model. Of course, we work in partnership with appointed members of Council in a collegiate way, but the voices of teachers who deliver the education service day in day out must play the key role in the maintenance of professional standards.



Picture:  
Alan  
Richardson.



# Q&A

**Serving the GTCS on Committees dealing with issues such as professional conduct or competence must be extremely challenging for members. Does finding the right balance between the role of the teacher and the responsibilities of GTCS Council ever present any particular challenges for members?**

Undoubtedly, this is the most challenging part of GTCS work. To have the power to take away someone's ability to earn their living is a very serious responsibility. But who else has our level of insight into the realities and challenges of teaching today in Scotland?

Those who would argue that this is a club that closes ranks to protect its own no matter what they might be accused of couldn't be more wrong.

Teachers are very committed to their pupils and work incredibly hard to do their best for those pupils. They understand totally the importance of the quality of their colleagues in the education process and will not condone any breaches of professional conduct, nor will they ignore issues of competence.

Of course, we examine the evidence to ensure any teacher coming before the GTCS is given a fair hearing. In my experience there is frequently a strong well-thought through consensus among panel members on the outcome of the case before them.

**Currently, members of the GTCS normally serve for 4 years following election. With the future independent status of the GTCS currently under consideration by the Scottish Government, will this have any implications for members elected this year?**

Yes it will. The processes of the Scottish Parliament mean that GTCS independence will take some time to deliver. Therefore, it has been decided that the next Council will be elected under the current model until the new legislation is enacted. Thereafter,

the period of that council will be cut short and a subsequent Council elected on the new model. Scottish Government representatives have committed to try to make the likely period of office for this "Interim Council" clear to prospective candidates prior to the closing date for nominations. Current best guess is more than 2 years, but less than 4!!

**Can you explain a little about your role with the GTCS? What are the duties and responsibilities of being Convener of the GTCS, and how do you manage to combine these with your other commitments as a teacher and prominent member of the EIS national Council?**

During my (extensive!) previous experience on GTCS, I've served on a number of Committees and convened Probation, Discipline and Exceptional Admissions to the Register (EAR).

My first loves were the Probation Committee (probably the most familiar area for teachers of GTCS work) and what was then the Accreditation and Review Committee which took an overview of the delivery of the professional aspects of Initial Teacher Education (again a familiar area for most teachers supervising student teachers).

The opportunity to widen my knowledge beyond my own employing authority and to see the work of the TEIs across Scotland was invaluable for my own CPD and complemented my EIS experiences.

The work of the Discipline Committee was a revelation and a steep learning curve procedurally. Again, a valuable insight into the workings of the Scottish Legal System and facing the challenge of balancing fairness for individuals and professional responsibility.

The EAR Committee considers all teachers who apply to work in Scotland who have qualified outside Scotland. We compare their qualifications and experience with our Scottish standards.

Again, this is a balance between welcoming the diversity such teachers can bring and maintaining the level of qualifications required to teach in Scotland.

All of these experiences in committee added to working with many Council members from different backgrounds have prepared me for my current role as Convener of the GTCS.

This has been the most demanding of all my roles on the Council. Keeping abreast of all the issues facing all the Committees of Council is a real challenge.

Again, the support of the EIS members on Council has been invaluable. We are committed to supporting each other and we all benefit from that commitment.

Many of the issues facing the GTCS overlap with issues on EIS Council. Although I spend a lot of time on GTCS and EIS work, it would be meaningless if it wasn't integral to my work as a teacher.

More info: [www.gtcs.org.uk](http://www.gtcs.org.uk)

**"Teachers are very committed to their pupils and work incredibly hard to do their best for them"**



This is my 33rd year of teaching and I have never felt a clash between union activism and issues of professionalism. What is good for teachers is good for pupils in my experience and that has always been my guiding principle.

I'm fortunate to have a good cover arrangement from my employer (Glasgow City Council) which allows for continuity for my classes when I'm out at meetings. It is crucial that Local Authorities value the work of the GTCS and support any of their teachers who are elected to Council. Such teachers can be of huge value to employers because of the knowledge they gain on Council.

**What's the best way of finding out more about the work of the GTCS and the responsibilities of serving on Council for anyone who might be interested in running for election?**

There's loads of information on the GTCS website and in the magazine "Teaching Scotland." Current EIS members of Council would be happy to talk to any members considering standing for election to offer "real people" advice.

This is an incredible staff development opportunity as well as a fundamentally important professional self-regulation responsibility. I hope lots of members reading this will want to consider taking up this challenge.

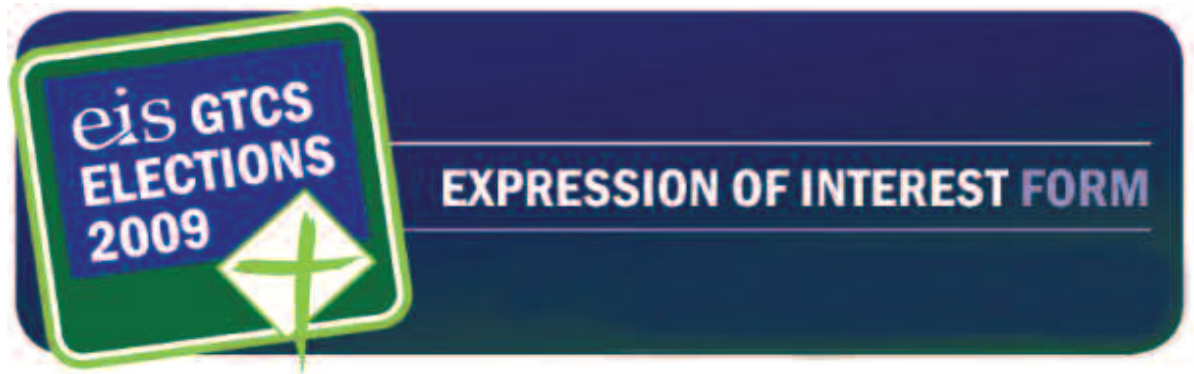
Good luck! ■

# GTCS elections

The General Teaching Council for Scotland has an increasingly important role to play in Scottish education. It impacts on teacher professionalism and the work of teachers throughout their careers. The EIS supports the work of GTCS as a major stakeholder body in education.

- GTCS has a major role to play in the development of education and teacher professionalism. This role will increase in importance as GTCS moves towards independent status, a recent decision of the Scottish Government

- To be able to teach in Scotland, every teacher must be registered with GTCS
- GTCS sets 3 professional standards – Initial Teacher Education, Full Registration and Chartered Teacher. GTCS also administers the Standard for Headship
- GTCS accredits Initial Teacher Education and Chartered Teacher courses, as well as playing an increasing role in the area of CPD
- Cases of alleged teacher misconduct or incompetence are reported to GTCS, which has the right to use the ultimate sanction of removing teachers from the GTCS register.



Name

EIS Number

Address

Telephone Number

Email Address

### GTCS CATEGORY (Please check appropriate box)

- |  |   |
|--|---|
| <input type="checkbox"/> Primary / Nursery                         | <input type="checkbox"/> Secondary              |
| <input type="checkbox"/> Primary / Nursery Headteachers            | <input type="checkbox"/> Secondary Headteachers |
| <input type="checkbox"/> Pre - School / Non School                 | <input type="checkbox"/> Further Education      |
| <input type="checkbox"/> Relevant Institutions in Higher Education |   |

Do you want  
to contribute  
to the development  
of the teaching  
profession in  
Scotland?

**Yes!** APPLY TO BE AN EIS CANDIDATE  
FOR THE GTCS COUNCIL

Return to EIS Education and Equalities Department, 46 Moray Place, Edinburgh, EH3 6BH as soon as possible.

The SEJ takes a look at the Let them work campaign, established to support asylum seekers and to campaign for their right to work and contribute to the communities in which they live. As well as providing a valuable service to the community, and a sense of personal achievement for the individuals concerned, the campaign argues that letting asylum seekers work also makes economic sense for the country and its taxpayers.



**T**he real story of asylum seekers coming to this country is to seek sanctuary and safety from oppression. The UK is a signatory to the 1951 United Nations Convention on refugees. According to the convention, a refugee is anyone who: "owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group, or political opinion, is outside the country of his nationality, and is unable, or owing to such fear, is unwilling to avail himself of the protection of that country."

Many asylum seekers have experienced traumatic events – conflict, famine, torture, rape or political oppression. Many have

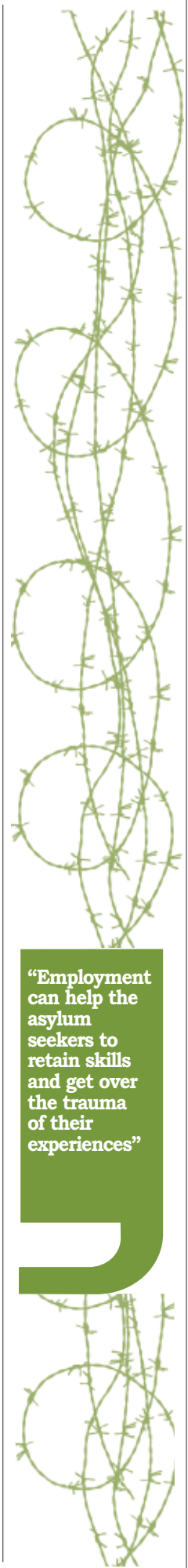
knowledge, skills, talents and qualifications in a host of trades and professions. In their own countries the nature of their work, their trade union membership and support for human rights may have caused their troubles and forced them to flee.

At the moment when someone seeks asylum in this country they are not entitled to work. They are given benefit which amounts to 70% of income support which is in itself meagre. Asylum seeking families in the UK awaiting decisions on their applications live below the poverty line.

During the asylum process they face uncertainty and fear. The New Asylum Model introduced in 2007 has tried to address this by making decisions more quickly and offering support for people to return to the country of origin. If their claim is rejected, and they refuse help to return, all support is withdrawn. They are left homeless and destitute or rely on goodwill and handouts from friends. However, many cannot return home because it is still too dangerous for them to do so. They will face further persecution, imprisonment or death.

Exclusion from employment means that asylum seekers cannot support their families or contribute to society as well as they are able. They do want to work and to contribute their considerable skills. Employment can help the asylum seekers to retain skills and get over the trauma of their experiences. Paid work can bring a sense of dignity and self esteem and ensure that they can work if they are ever able to return home. They do not want to live on handouts and prefer to contribute to society. The "Let them work campaign" is a coalition of interested groups representing trade unions, refugee councils and charities asking the Government to let asylum seekers work and contribute while they are here and while awaiting a decision. According to the campaign, allowing them to work would mean that "British taxpayers would not have to pay for the financial support of asylum seekers, whilst their productive potential was being frustratingly wasted. Britain's economy and community could benefit from the skills and expertise of people seeking asylum." It would also mean that asylum seekers and their children could maintain a sense of dignity and provide stability for them while here. ■

If you are interested in helping the campaign you can sign up to it on line on the TUC website - [www.tuc.org.uk](http://www.tuc.org.uk)



**"Employment can help the asylum seekers to retain skills and get over the trauma of their experiences"**



Since coming into force on 2 December 1996, the Disability Discrimination Act (DDA) has impacted heavily on the duties of employers and service providers in the education sector. In addition, since December 2006, education authorities and colleges have had specific duties to take proactive steps to prevent discrimination and promote equal opportunity for disabled people. In this article I will look at employers' duties not to discriminate and to make reasonable adjustments for disabled staff, as well as touching on staff liability when it comes to disabled students.

### Employers duties under the DDA

The employment provisions of the DDA provide that employers:

- must not discriminate against current or prospective employees with disabilities, or those who have had disabilities in the past;
- must not harass employees for a reason related to their disability;
- must not victimise employees for making allegations of disability discrimination or assisting a colleague who has made such allegations; and
- have a duty to make reasonable adjustments to employment arrangements or premises if these substantially disadvantage a disabled employee compared to a non-disabled person.

The DDA covers a wide range of conditions like dyslexia, cancer or disfigurement and often individuals do not realise that they could be covered by the Act. To be covered you must show that you have a physical or mental impairment which has a substantial and long-term adverse effect on your ability to carry out normal day-to-day activities.

# Working w

Sarah Gilzean, a senior Solicitor with MacLay, Murray and Spens, which advises the EIS on employment law matters, takes a look at the Disability Discrimination Act and examines what recent developments mean for teachers and schools.

### Discrimination

Employees have the right not to be treated less favourably on grounds of their disability ('direct discrimination') or for a reason related to their disability ('disability-related discrimination'). This applies to all aspects of work including recruitment, terms and conditions of service, promotion, training and the dismissal process.

Direct discrimination cannot be justified and involves situations where, for example, an employer automatically rejects all wheelchair users for a particular post. Disability-related discrimination can be justified in certain circumstances and a common scenario is where an employee is dismissed following long term absence which is disability-related. However, if an employer can show that a non-disabled employee would have been dismissed after the same length of absence, then they will not have discriminated. There may, however, be a duty on the employer to make adjustments to allow the employee in this situation to return to work or a duty to adjust the absence management policy to take account of disability-related absences.

### Harassment

Disability-related harassment is specifically prohibited by the DDA. Harassment is defined as unwanted conduct, for a reason which relates to your disability, which violates your dignity, or creates an intimidating, hostile, degrading, humiliating or offensive environment for you. This definition can cover a wide range of conduct from hostile behaviour from colleagues, for example if you are HIV positive, unjustified criticism in relation to your absence record, as well as more obvious types of harassment such as inappropriate jokes or graffiti.

A single incident might constitute harassment if it is sufficiently serious. A series of incidents is likely to amount to harassment especially if you have given a clear indication that the behaviour is unwanted. A claim can be brought both against your employer as liable for the acts of colleagues or managers and against the perpetrators themselves.

The DDA does not make your employer liable for disability-related harassment perpetrated by pupils or parents. You would therefore have to try and argue for example that a failure by your employer to take steps to prevent the harassment was in itself discriminatory. It has been found in the context of sex discrimination law that the gap in UK law in relation to harassment by third parties is contrary to EU law. Although the Government has since amended sex discrimination laws, it has no imminent plan to amend the law on disability-related harassment to include liability specifically for the acts of third parties.

### Reasonable Adjustments

The duty to make reasonable adjustments is a crucial aspect of the DDA and is often the focus of many claims. Adjustments should be made by an employer if they are aware, or should reasonably have been aware, of a person's disability. Some examples include:

- allocation of work e.g. providing ancillary support in the classroom, allocating some duties to other colleagues;
- supplying additional training; e.g. training in the use of new equipment or re-training a teacher in a new subject area in order for them to continue teaching;
- being flexible about working hours e.g. phased return, part-time working, changes to timetable;
- allowing absences during working hours for assessment, treatment or rehabilitation;

# with disability

- providing or adapting equipment or software;
- altering premises e.g. providing a ramp, altering lighting, or installing a hearing loop.

Transferring the person to fill an existing vacancy can in some circumstances be a reasonable adjustment if there is no other reasonable adjustment which can enable them to continue in their current post. However, employers do not have to create posts for disabled people nor do they have to conserve salary or pension if the new post is at a lower level or on reduced hours. Similarly, it is not a reasonable adjustment to be paid full pay whilst off sick for a disability-related reason. However, if you brought a claim where you were successful in arguing that the employer had failed to make a reasonable adjustment, you may be awarded compensation for loss of full salary if you can show that your sick leave was unnecessarily protracted because of the employer's failure.

Of course, each case will be decided on its own merits and an adjustment that is 'reasonable' in one set of circumstances may not be in another. In deciding whether an adjustment is "reasonable", a tribunal will consider how much the adjustment will actually improve the situation for the disabled person, how easy it is to make the adjustment and the cost (both

financially and in terms of disruption), the extent of the employer's financial or other resources and financial or other help that may be available from, for example, the Government's Access to Work programme.

## Taking action

You have the right to complain to an employment tribunal if you feel that your employer has breached any of these duties. It is important that you seek advice as soon as possible as the timescales for lodging claims is very tight. Usually the first step is to lodge a grievance.

## Duties towards pupils

Schools and colleges also have a range of responsibilities towards disabled students. Under the DDA institutions must not discriminate against them in the provision of education and have a duty to make reasonable adjustments. However, whilst individual teachers and lecturers have a vital role to play in upholding these duties, they cannot be held personally liable for any failure. Legal liability rests with the 'responsible body' which in schools is usually the education authority, the managers of a grant-aided school or the proprietor in relation to independent schools.

One thing members should be aware of, however, is that any discriminatory act a teacher or

lecturer has carried out in relation to a student – which could be a failure to make a reasonable adjustment – could result in internal disciplinary action being taken against you. Discriminatory acts on the part of teachers could also be a breach of the GTCS Code of Professionalism and Conduct. The Code provides that teachers 'should display a sensitive and positive attitude towards differences among pupils and identify and respond appropriately to pupils with difficulties in, or barriers to, learning. When necessary, you should seek advice in relation to their additional support needs.

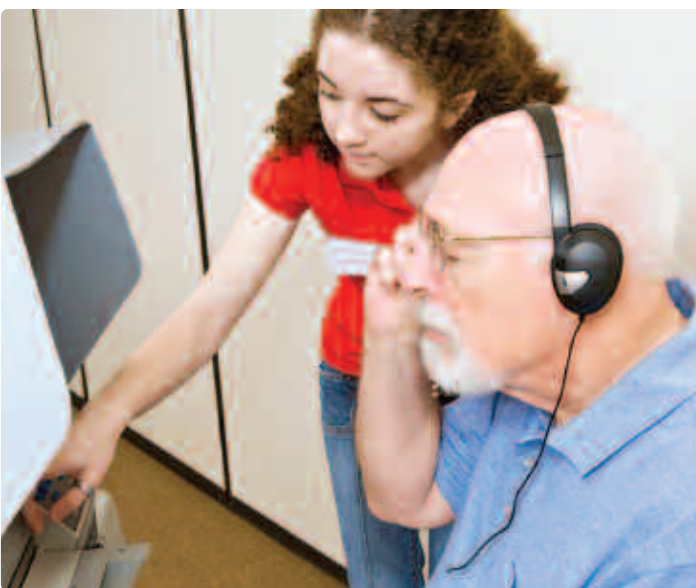
In the limited space available here, I hope I covered the salient points of what is a complex topic. My final word is for members to seek advice at the earliest opportunity if you think you have a DDA-related issue. ■

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**"Schools and colleges also have a range of responsibilities towards disabled students. Under the DDA institutions must not discriminate against them in the provision of education."**

Sarah Gilzean



## Discrimination by association

In a recent case, it has been found that in order to comply with EU law there should be protection against discrimination by association with a disabled person.

In *Coleman v Attridge Law* Ms Coleman complained that she had been harassed and discriminated against by her employer because of her son's disability. She was successful in showing that EU law requires protection against discrimination related to the disability of someone closely associated with you. However, it is important to note that this decision only applies to direct discrimination and harassment and not to disability-related discrimination or the duty to make reasonable adjustments. It would not therefore be possible to argue for a reasonable adjustment to allow time off for caring responsibilities for a disabled relative.



As part of planned EIS celebrations marking the 100 year anniversary of the Women's Suffrage March in Edinburgh in 1909, former national President Kirsty Devaney takes a personal look at how women, including those in her own family, found great freedom and advancement through their involvement in education.

## Advancement through education



In her address to the EIS annual conference in Aberdeen in 1896, Isabella Skea, the headteacher of a primary school in Aberdeen and the 5th woman to be an FEIS, spoke on The Status of Women in Teaching and she said, "Character would assert itself and no amount of ridicule or contemptuous deprecation would hinder or check the advancement of women, which would go on as surely as the march of civilisation itself." This prophetic declaration has surely been fulfilled with the winning of women's suffrage and equality in education but when she made that speech at the end of the 19th century university education for women was just beginning in earnest.

Kirsty's mother Kitty, (front, 2nd from left) attended Aberdeen University from 1933-1938.



At that time and into the beginning of the 20th century Scottish universities were emerging from a fairly bruising period, which is well documented in George Davie's book *The Democratic Intellect*. Their generalist tradition had been challenged as being, in particular, unfit for providing suitable candidates for the growing Civil Service, mainly to run the British Empire. But an Ordinary MA, with its range of subjects including English, a philosophy and a science, was still in 1908 considered the best preparation for a career in Law, Medicine, Divinity and, of course, Teaching.

My grandmother, Christianna Amy Clark (known as Amy) went to Aberdeen University to study for such an MA from 1908 to 1911. In 1892 all faculties in Aberdeen had been opened to women. In 1894 the first 20 matriculated women students began. In 1898 four women graduated in Arts and by 1899 women made up a quarter of the Arts Faculty. In 1908, 162 students matriculated and 59

in Old Aberdeen, King Street where the Domestic Science College used to be and the site of the old Training College in the centre of the city, you can sympathise with my grandmother when she said she spent her time running between classes in each of them. Teacher training had only recently passed into the public sector and was, after 1905, under the control of Provincial Committees. Up until then it was the church which ran teacher training colleges. In Aberdeen there had been two colleges, the Church of Scotland one opened in 1873 and the Free Church one in 1874.

So, what of these 162? Where were they from? What happened to them? Were they the favoured few from a privileged background?

They were certainly few. An intake now of 162 into the Arts Faculty of a Scottish university would be regarded as disastrous. Aberdeen University now has in total over 10,000 students. And the population of Scotland was not much different in the first decade

### *In 1894 the first 20 matriculated women students began at Aberdeen University*

of them were women. It is significant that out of the intake of 162 to the Arts Faculty of Aberdeen, 98 went into teaching – 45 men and 53 women. Those 98 included my grandmother and in that particular year they were trying an experiment, which was not repeated, where students could not only gain their degree but at the same time attend teacher training college and domestic science college. For those of you who know Aberdeen and the locations of King's College

of the 20th century from what it is now in the first decade of the 21st century. (4.6M compared with 5.2M)

They were the few who stayed on at school past 14, which was then the school leaving age, and the ones who benefited from the recent introduction of the Scottish Leaving Certificate.

Were they from a privileged background? Not if my granny was anything to go by. She was



Kirsty's grandmother, Christianna, was one of the 59 women who enrolled a Aberdeen's Arts Faculty in 1908.

## *In 1905 teacher training was under the control of the Provincial Committee.*

one of five children. Her father was a carpenter/joiner and her mother had been, and was often called back, in service at the nearest "big hoose" outside Portsoy. The secondary school for Portsoy at that time was Fordyce Academy (which she would have walked to) and Fordyce was very well known for pushing its able pupils to sit the Bursary Competition for Aberdeen University. She did, however, do her last secondary year before Aberdeen at Banff, I think as a pupil/teacher.

Of the others in my granny's year there were the sons and daughters of doctors (2), ministers (9), teachers (8), shopkeepers (13) and, in such a rural area, farmers (17) and most of these in the Buchan area would not be big farmers. But there were also those who came from homes where the bread winner was a farm servant (2), a crofter (2), a fisherman (2), a carpenter (4), a shoemaker, a granite polisher or a railway worker. They may not have come from what you might call "hard core" working class but they were hardly from the leisured classes.

They mostly came from Aberdeen and the immediate hinterland of Aberdeenshire, Banff, Moray and Kincardine, with a few from further into the Highlands and some from the islands and even a few from the south and west of

Scotland. There was one foreign student, unless you count Yorkshire as foreign, in which case there were two. Tseng-Kao Yang came from Shanghai in China to which he returned after graduation to an appointment in the Chinese Civil Service, Board of Education, in Peking. He died there in 1912 but whether from illness or a victim of upheaval no one knew.

And what did they become, apart from the 98 who went into teaching? 13 became doctors, 20 ministers, 5 into law, 2 to the Civil Service, 5 into journalism, 7 into agriculture, 4 to scientific research, 6 into business and one was a writer, Agnes Mure Mackenzie. Of the 98 teachers, 3 were FEISs and one of them became a President of the EIS. (Alfred Murison 1952-3, Rector of Marr College, Troon) And, of course, with the First World War starting only a very few years after they graduated at least 25 of them died in combat or soon after from wounds received.

They were a very cohesive group, they bonded – although they would probably have shuddered at the expression. They held regular class reunions, the last one being sometime in the sixties, and in 1954 there was a Class Book produced with biographical notes of each of them. My grandmother was a teacher

although she had to stop teaching when she got married and could only resume when my grandfather died in the twenties. She finished her career as Headteacher of Fetterangus School in Aberdeenshire in 1952. In fact I have seen the school log book (remember them) and her last entry says, "My work at Fetterangus is finished." Not short on modesty or self belief! She was an EIS member, joining in 1912, the year before there was, for the first time, a woman President, Elizabeth Fish, and she was an active member, as most of her generation were. It was just something you did, part of being a teacher.

By the time my mother, then Kitty Crabb, went to Aberdeen in 1933 there was nothing unusual about women at University. She did Honours French and Latin with one year spent working as an au pair in France so she did not graduate until 1938. She too became a teacher after the War when she taught uncertificated until 1955 when she went to Training College in Aberdeen. She taught in various primary schools up to her retirement from Colliston Primary in Angus in 1981. Neither my mother nor my grandmother thought they were doing anything out of the ordinary in going to University. However, they were both very pleased that it was Aberdeen University that I went to in 1964. Three generations of women at the same University is hard to beat - although no amount of bribery would persuade either of my two daughters to make it four generations. ■

**"By the time my mother, then Kitty Crabb, went to Aberdeen in 1933 there was nothing unusual about women at University. She did Honours French and Latin."**

Kirsty Devaney

## Explaining Mummy's Lump

Dealing with a diagnosis of Breast Cancer is a harrowing experience for anyone to have to go through. And explaining what Breast Cancer means to any young children in the family can be extremely difficult. Here, the SEJ looks at a new book published by the charity Breast Cancer Care that aims to help ease the burden of explaining this difficult and emotionally painful issue to young children.

Following a diagnosis of breast cancer, people have to take in a great deal of information about their illness, covering everything from treatment schedules and possible side effects to emotional and practical support needs.

It can be hard enough talking about the illness to family and friends, but just how do you broach the subject with young children?

While young children may not be aware of some of the wider issues that their parent is facing, they will be picking up that something has changed, and will obviously have concerns over what is happening to their mum.

To help families in this situation the charity Breast Cancer Care has launched the UK's first-ever book to help young children whose mums have been diagnosed with breast cancer.

Titled *Mummy's Lump*, the book is aimed at children aged six and under and is available free of charge through Breast Cancer Care's website and helpline.

Breast Cancer Care, which is the UK's leading provider of information and practical support to people with breast cancer and their families, teamed up with Gillian Forrest, Consultant Child Psychiatrist and Senior Research Fellow at Oxford University, to produce the book.



Gillian, who was diagnosed with breast cancer in 1990 when her children were five and seven, said:

“Even though I am an experienced child psychiatrist, I was very unsure how to talk to my children about my diagnosis. Nobody asked if I had any problems with explaining what was happening to my children, everything was focused on my condition.

“I was in a great state of anxiety about the children, how to tell them and what to say. In the end I just told them that I had a bad lump that had to be taken out. They coped very well, but at that time there was little available to help parents with their children's needs.”

With colleagues from Oxford University, Gillian recently carried out a research project with more than 30 mothers with early breast cancer and their children, to find out more about the children's needs during their mother's initial treatment for breast cancer.

“The clear message from the research was that the youngest children had much greater awareness of cancer than parents realised, and they also knew that something bad was going on with their mother,





regardless of what they had, or hadn't, been told," Gillian said.

"Children are exposed to enormous amounts of information about breast cancer in ways we don't really appreciate. Many of them have had grandparents and friends' parents that have had cancer. While they knew the word cancer, they were too young to pick up that breast cancer had a different prognosis to other types of cancer, but they were aware that cancer was a bad thing and were confused about it."

To help other parents facing the problem Gillian decided to write a book aimed at the under-sixes, which would explain what their mum was going through.

*Mummy's Lump* follows Elly and Jack as they learn of their mother's diagnosis and treatment for breast cancer. It has the look and feel of a normal story book, with illustrations by Sarah Garson.

Sarah said that picture books are an excellent tool to explain complex information in a way that children can relate to.

"Children are exposed to all sorts of influences, and so the chances are that they may well be aware that something is very wrong with their mum, and they may even have heard of breast cancer. What they lack is sufficient experience to deal with such issues, which is where *Mummy's Lump* will come in useful," she said.

"Children have a very special affection for and relationship with picture books. By reading a book with children, adults can broach subjects that may be difficult to discuss in normal conversation. The content of *Mummy's Lump* is highly narrative, and it gives children the opportunity to become involved and relate to the characters in the story and their emotions."

As well as being read at home, Gillian said that *Mummy's Lump* could be of benefit in the classroom where it is known that a pupil's mother has been

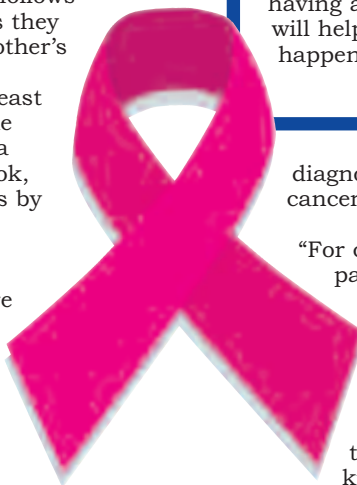
## CASE STUDY

**Linda Watson, 44, from North Ayrshire was diagnosed with breast cancer when her daughter was just four. While coming to terms with her diagnosis, she felt it was best to be honest with her daughter:**

"I explained to Kirsty that mummy had to go to hospital to get a 'bad bit' taken out. I never used the 'c- word' as I called it then. I felt there was no point in trying to keep any secrets, so we kept the information on her level and tried not to stress her out," she said. "When I had chemotherapy and was going to lose my hair, we all went in to the bathroom together. Kirsty brought her teddy, and daddy shaved my hair off. She had my wig and was playing with it so she didn't get upset by it. I now fundraise for Breast Cancer Care through sponsored events. Kirsty is involved with all of the events and knows that I had breast cancer, but it's a not a big thing for her."

Linda commented that the book could help parents to reassure their children.

"I picked up lots of leaflets during my treatment at various stages and they helped me to cope and understand what was happening to me. I think that having a book for children, written at their level, which will help them to cope and to understand what is happening to their mum could only be a good thing."



diagnosed with breast cancer.

"For children facing this particular situation I think it would be helpful for teachers to have this book as a resource, so they can see the issues that are going to be around and know how to help pupils, if that's what the families want them to do," Gillian said.

"In the study we carried out many families turned to the teacher very early on to explain what was happening, and to let the school know that the mother was going into hospital. Families relied enormously on the high level of help and support they got from teachers and schools.

"Teachers will be a resource that families will turn to to help them manage children through the early periods of treatment, and the book will give them a clear insight into the things that can trouble and confuse young children."

The book is funded by the Lavender Trust at Breast Cancer Care, which raises money to provide information and support



for younger women with breast cancer, and the Ashley Charitable Trust, which works closely with the Oxford Radcliffe Healthcare Trust to help women diagnosed with breast cancer.

Breast Cancer Care has also fully revised its booklet *Talking with your children about breast cancer*, which helps adults to talk to children of different ages and deal with emotional issues that may arise.

Richard Ashley, Trustee at the Ashley Charitable Trust, said: "The trust has been extremely supportive in Gillian Forrest's research and the publication of *Mummy's Lump*, and hopes that the book will be an invaluable source of support and information for children nationwide." ■

"For children facing this particular situation I think it would be helpful for teachers to have this book as a resource."

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# Where have all the teachers gone, not so long time passing?

**Donny Gluckstein, a member of the EIS-FELA Executive, offers his viewpoint on the shift in the staffing structure of FE Colleges and argues that the sector now faces a damaging imbalance in levels of teaching and non-teaching staff.**

Among the drier pieces of research to come out of the Scottish Funding Council recently are 'Staffing Statistics for Further Education, 2006-7'. Not the sort of thing to get the pulse racing, one might think. Well think again.

In the mass of tables contained in this august publication we find some remarkable admissions. First some background, however. The lead article of the latest Scotland's Colleges employers' journal *Broadcast* talks in glowing terms about 'our learners' and adds: 'All evidence indicates that the vast majority of our learners enjoy and are enriched by the college leg of their journey...' That is very heartening. There is a question though. Who do 'our learners' learn from? While there is no doubting the role of support staff in many essential ways, the fact is that lecturers play the most important part in the process, just as doctors and nurses are central in a hospital.

Here is where the troubling side of the statistics issued by the SFC emerges. On the basis of full time equivalents (FTE) the data shows an extraordinary situation. There are now more permanent non-teaching staff in Colleges (5500) than permanent lecturers (5100).

When temporary staff are taken into account the picture moderates a little, because despite the changes in legislation, there are still large numbers of temporary lecturers (one in five of teaching staff FTEs, which is twice the rate of support staff FTEs). Taking this into account the total FTE count for teaching staff in 2006-7 was 6084. Tantalisingly, the FTE figure for support staff was 6083!

If the people who deliver the education at the 'chalk face' are fewer, or only equal the number of support staff and management, this does pose a number of issues about the way the Colleges are

being run, and who they are being run for. The value put on 'our learners' must surely be closely related to the proportion of lecturers a college employs. It is important to remember that no college could function without the many support services that are provided by people who often work longer and for less pay than lecturers. That is beyond doubt. However, the proportion of support staff to lecturers needed to assist the operation of a college is another matter.

It is not easy to determine the ideal balance, but we know that the colleges managed to run adequately in the last century with a certain ratio of support staff to lecturers. Taking 1998/9 as a benchmark it is possible to plot changes up until 2006/7.

In the previous decade FTE lecturers were well over half of the total employees at 55%, compared to the parity reported in 2006/7. So the number of full-time FTE lecturers fell 12% in this period, whereas the equivalent number for 'cross college staff' rose by 16%.

However, a truly astounding change has taken place in the upper reaches of college management. The context for this is that mergers have reduced the number of colleges funded by the SFC from 46 to 39 (a reduction of 15%). On that basis one would expect a leaner, meaner, smaller and more concentrated upper management structure plus a precipitous fall in the number of Deputies/Assistant Principals. Meaner they may be but, bizarrely, in every other respect the very opposite is true. The number of full-time FTEs for this group has risen by 28%!

How can this be explained? A sceptic might say that it is a sign of senior management feathering its own nest; but who is sceptical these days? There is an alternative (and more worrying) explanation.

It is that education, as in so many other aspects of the economy and the public sector, is ruled by a baleful philosophy that dates at least as far back as the Thatcher era. This states that for an organisation to succeed 'entrepreneurs' are the only people who count. Everyone else is really just a drain on resources. (Incidentally, this philosophy has contributed to the financial madness that has brought about the economic chaos we are currently witnessing generally.)

In Further Education it translates into the view that, despite lecturers' claims to be professional, we are really just 'at it'. So more and more top management is needed to run the colleges and keep us on our toes. And they need assistance. To measure what we do they require a battery of controls, performance indicators, quality assurance schemes, moderation, verification, and committee upon committee. An army of support staff is conjured up to aid them in this miracle of *floccinaucinihilipilification*. (I've always wanted to find a way of using that word. It means 'the art of measuring nothing', but you knew that already.)

This is an expensive way of running Colleges and it might be expected that the stakeholders of Scottish FE would have protested. Students and lecturers have been campaigning for education to be the key function of Colleges. But what of the Boards who run them? One purpose of incorporation was to put FE into the control of business and it is not in the interest of managers and directors to challenge the increasing dominance of their educational equivalents. Representatives of people who have overseen the doubling of the gap between rich and poor in the last 30 years, making Britain the most unequal society in Europe (according to the Government's own statistics) are not going to expose themselves to

## Everyone has a right to Education

### Dear Editor

If anyone is lacking in balance surely it's Mr Gibson in his reaction to 'Everyone has a right to Education'. Do the supporters of Israel really think any means are justified if the end is right?

I would have thought they would have been just as deeply ashamed and dismayed as I was when our Government in our name, bombed and maimed the civilian population of Iraq to effect 'regime change'. Where were the moderate Israelis, were they too afraid of the extremists in their own population to speak out?

When will it be realised that while impoverishing and blockading the Arab population may keep them militarily weak, the destitution fuels an overwhelming resentment and injustice?

Has Mr Gibson forgotten or just omitted to mention the Israeli terrorist activity during W.W.II which lead to British Forces having to be diverted from the front to defend their flanks against Israeli attacks – was this terrorist activity acceptable?

If so, how does it differ from the Arab actions now? These people later formed the leadership of the Israeli state!

The awful scoreline in the ratio of approx 100:1 in the figures for Palestinian and Israeli casualties says it all about the extreme imbalance in the recent action.

In no way do I condone the traumatising of any child, but there is now a whole population of Arab children traumatised by these tragic events who will have a lot more to cope with than a wet bed. When will the

friends of Israel speak out as a good friend can and help to break this endless spiral of violence, instead of condoning it as some sort of necessary evil?

Ian Maclean  
Ross-shire



criticism by denouncing similar practices in the Colleges they oversee. That is all the more reason that incorporation should be overturned and national bargaining restored without detriment to pay and conditions.

Whatever the cause of the phenomenon of the declining ratio of teachers in FE, it is possible to make some predictions based on the figures above. Anyone familiar with Xeno's paradoxes may already have guessed the result. On current trends the lecturer count will fall and fall (without ever reaching zero). Support staff numbers will rise, and of these an increasing proportion of posts will be absorbed by the Deputies/Assistant Principals category.

At a certain point in the future some poor sod of a lecturer will be the last surviving member of their race, and on their shoulders they will carry the entire weight of a bloated management structure. On that day 'our learners' are even less likely to be 'enriched by the college leg of their journey', while the well-paid managers will have rather more tangible riches to enjoy. Come to think of it, on some days don't you feel it is like that already?

## Of course you can't possibly...

### Dear Editor

I have grown increasingly concerned over the past couple of years about the very negative attitudes displayed by many of my colleagues in Primary Schools towards post-graduate teaching students.

I am embarrassed by the unprofessional, and frankly, bullying, comments which I have seen and heard being made towards these students in training. Remarks made are usually along the lines of - "Of course, you can't possibly... (insert anything you like!!!)... in only one year".

I am a teacher of thirty-plus years' standing, and completed my ITE under the old "Diploma" course (of course, no-one dare mention that as a "non-graduate" I might be considered less than capable: how very un-PC!), and even I must acknowledge that the PGDE course is in fact the FOURTH or even FIFTH year of the student's education.

Many B.Ed. students arrive in schools as rather wet-behind-the-ears schoolchildren. We recognise this, and nurture them, until they become competent teachers. And yet, PGDE students - every one of them mature graduates with a proven record in learning - are fair game for dismissive and negative comments. I have seen the maturity and breadth of experience they bring to my classroom. I have seen their high levels of motivation, and their determination to succeed.

I deplore this bullying culture towards adults who have made a decision either to embark on a further year of study and debt, or even to give up an already established career to work in an atmosphere of suspicion and disparagement.

What do others think?

Name and address supplied.

**THE EDITOR welcomes your letters but reserves the right to edit them.**

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# Sudoku

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## Sudoku

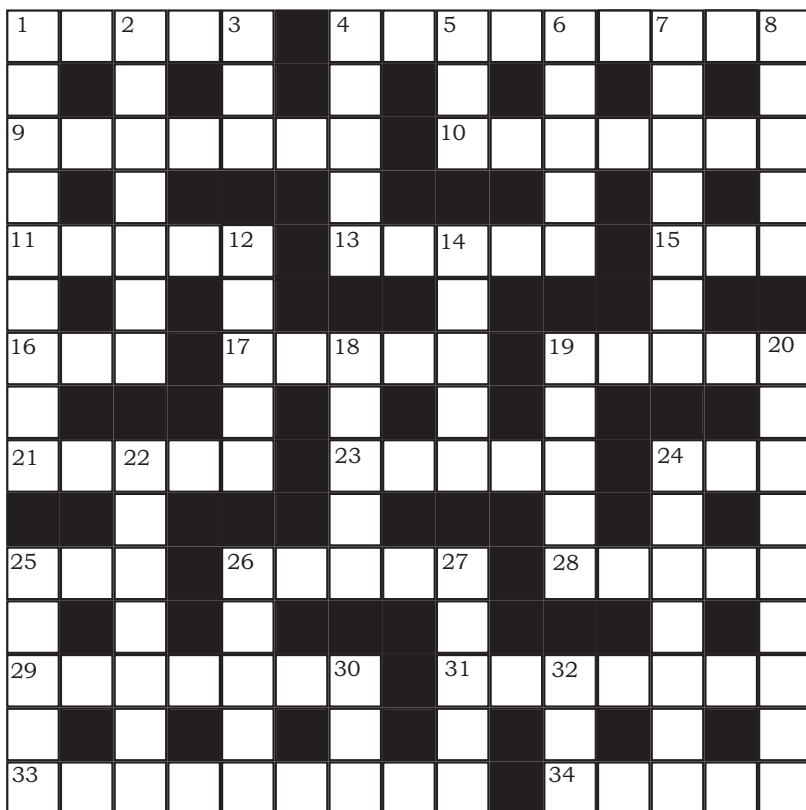
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**To play:** Complete the grid so that every row, column and every three-by-three box contains the digits 1 to 9. Just use the logic to solve – no maths required! Have fun!  
**Rating: medium**

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

SEJ February 09 Sudoku solution

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



## Answers to crossword no.54

**Across:** 1 Lists, 4 Statement, 9 Torpedo, 10 Carbine, 11 Grass, 13 Shame, 15 Its, 16 One, 17 Aorta, 19 Sinus, 21 Sable, 23 Blear, 24 Boa, 25 Nor, 26 Chess, 28 Blame, 29 Steward, 31 Astride, 33 Insistent, 34 Bogus.

**Down:** 1 Litigious, 2 Serrate, 3 She, 4 Snogs, 5 Arc, 6 Eyrie, 7 Edition, 8 Teens, 12 Snake, 14 Amaze, 18 Ruble, 19 Shrub, 20 Shapeless, 22 Burgess, 24 Bearing, 25 Nisei, 26 Crass, 27 Shaft, 30 Dye, 32 Tab.

### CROSSWORD WINNER –

Congratulations to **Rhona Bowie**, Sauchie, who was the winner of SEJ cryptic crossword no 54. Rhona receives a £20 book token.

### CLUES

#### Across

- 1 A two dimensional aircraft perhaps (5)
- 4 For each hard situation, keep going (9)
- 9 She really doesn't like these things (7)
- 10 Small planet composed of copper in drunk environment (7)
- 11 Dog planet up to learner to create (5)
- 13 Time period record with exasperated scotsman (5)
- 15 Negation otherwise included (3)
- 16 Bristly appendage soundly placed on the grass (3)
- 17 Dark pencil mob found to be explosive (1-4)
- 19 Big ox bum perhaps! (5)

- 21 Mistake removing start of extreme fear (5)
- 23 Put in ground between two alternatives (5)
- 24 They strike gently, or do they? (3)
- 25 Sweet, green or could be yellow in soup (3)
- 26 Sarcastic individual found in fancy niche (5)
- 28 The body could rot so badly (5)
- 29 Excise girl from pirate's sword (7)
- 31 It's a cocktail, ram it in (7)
- 33 Mars found in the inspired plan etcetera (3, 6)
- 34 Different shape of physical state (5)

#### Down

- 1 Shop hard distribution in the head helps plants grow (9)
- 2 Ran judo to break the meeting (7)
- 3 Precursor of EU found in many speeches (3)
- 4 No longer in fashion but starts to place a sad sentimentalist exquisitely (5)
- 5 Raised circular edge in miracle tyre worker (3)
- 6 Could be the heart of the solar system but we now think the sun's there (5)
- 7 Night and day the same! (7)
- 8 For example, unknown Principal Teacher visited Country (5)
- 12 This, that and what else? (5)
- 14 Alternatively part of a circle (5)
- 18 Hunter found in the southern sky at night or I only think so (5)
- 19 Get right into sculpture end and watch it explode (5)
- 20 Could be part of a very heavy shower (9)
- 22 Responded to the part of the play found in the grass (7)
- 24 For a single instrument, apart it never was (7)
- 25 Caper away on the racehorse perhaps! (5)
- 26 A very slow stroke, maybe not? (5)
- 27 Arrive at the square then go round the sun with quite a display (5)
- 30 The light of a backward student union (3)
- 32 A gentle blow or more strident criticism (3))

## Work out and win

A £20 book token is the prize in the SEJ cryptic crossword. Send your completed entry to the SEJ Editor, 46 Moray Place, Edinburgh, EH3 6BH by **Friday 24 April 2009**. The first all correct entry picked at random will win. Details of the winner, along with the solutions to this month's puzzle, will be published in the next SEJ. Employees of the EIS and their families are not eligible to participate in the competition.

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