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Journal

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## The Way Forward

New General  
Secretary  
for EIS



**EIS Diary enclosed!  
2012/13**



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## Fresh outlook for Scotland's leading teaching union

Larry Flanagan has taught his final class as a full time teacher of English, and is now settling in to his new post as the highest official of Scotland's largest teaching union. Larry offers a different outlook, bringing many recent years of teaching experience straight to the top of the EIS staff structure. As Larry himself points out in our exclusive interview in this edition, he is acutely aware of the concerns and day to day pressures facing teachers in schools across Scotland.

Already, Larry has secured an improved support package for the senior phase of CfE following intense discussions and eventual agreement with the Scottish Government. This has helped to ease concerns over the introduction of new National qualifications, although much more needs to be done to ensure successful delivery of CfE in schools across Scotland. Concerns relating to workload and development time remain in all sectors, and the EIS is continuing to work to address these issues.

The so-called "deep-audit" of support for CfE has proven to be far more superficial than was envisaged in the agreement, and the EIS is raising issues with both the Scottish Government and Education Scotland to ensure that all aspects of the support package are delivered in schools. The EIS sticks to the agreements that it enters into, and fully expects others to do the same.

CfE continues to be one of the key challenges facing Scottish education but, as we move towards the EIS Annual General Meeting, there are many other issues of concern that must be addressed. The Westminster coalition government continues its attacks on the public sector, including the pensions of

teachers, lecturers and other education professionals. Following our successful lobbying, the EIS has entered discussions with the Scottish Government to attempt to agree a Scottish solution to the pensions question, but the financial restrictions of the Scottish block-settlement – coupled with continuing interference from UK Ministers – will make these very challenging negotiations. While the EIS has entered into these negotiations in good faith, we are clear that a return to strike action is on the cards if talks do not deliver a satisfactory agreement.

On pay and conditions, discussions on the recommendations of the McCormac Review continue through the Scottish Negotiating Committee for Teachers, but progress has been slow to date and there is little hope of agreement in the near future. Following the EIS Special General Meeting last year, the EIS has taken a firm negotiating position into these discussions and will continue to resist any attacks on the professional status and pay and conditions of Scotland's teachers.

In Further and Higher education too, the continuing imposition of public sector funding cuts have clear implications for the provision of high quality education for students and for the pay, conditions and pensions of teachers and lecturers in colleges and universities.

While the EIS has a new General Secretary, the challenges and the priorities for the union remain the same – to protect the interests of Scotland's teaching professionals and to defend Scottish education. In these difficult times, a united teaching profession standing together through our largest and most effective teaching union remains the best hope of achieving a successful outcome for all of Scotland's education professionals.

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## From the chalkface to Moray Place

# 8

**On the cover:** EIS General Secretary Larry Flanagan on his last day at Hillhead High School (Photo by: [www.mkjphotography.co.uk](http://www.mkjphotography.co.uk))



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# News

## EIS condemns interference in pensions negotiations



The EIS has condemned interference from the UK Government in pensions negotiations between the Scottish Government and Scotland's teachers.

A special meeting of the EIS Salaries Committee considered recent correspondence from the Chief Secretary to the Treasury, Danny Alexander, to Cabinet Secretary for Finance John Swinney and agreed that this represented an undue level of interference in the Scottish negotiations.

The EIS believes that the UK Government is both attempting to move the pension goalposts during Scottish negotiations, as well as tying the hands of the Scottish Government regarding the design of Scottish pension schemes.

Commenting, EIS General Secretary Larry Flanagan said, "Danny Alexander's correspondence to the Scottish Government is an attempt to bully Scotland into falling into line with the Con-Dems' plan to make teachers work longer. Although firefighters, the police and the armed forces are to be allowed a retirement age of 60, teachers' pension schemes are to be linked to the state pension age meaning that even the current retirement age of 65 for new entrants will be stretched further."

He continued, "EIS members will find this unacceptable. Teaching is a stressful job and the idea that teachers will be forced to stay in the classroom even longer is frankly untenable."

Mr Flanagan went on to add, "We expect the Scottish Government to resist this Westminster imposition and to treat teachers, and other public sector workers, fairly."

"A failure to do so will almost certainly result in further industrial action in our schools," he warned. □

## Glasgow campaign to welcome refugees

Eighty-three Glasgow refugees are to be evicted by their landlord, Ypeople, in the near future. They will be left without a home, and without access to work or any benefits or state support whatsoever.

These people have had their claim for asylum refused even though most are unable to return to their countries because they are too dangerous. They include Iraq, Iran, Afghanistan, Somalia, Zimbabwe and others.

Ypeople, a charity funded to provide accommodation for vulnerable people,

claims they have to do this before handing over the housing of asylum seekers to Serco, a giant multinational making money for its shareholders out of running prisons and detention centres.

The hand-over will take place at the end of August and the evictions could begin at any time. Community groups say they will not be able to cope.

We call on Ypeople to act with humanity towards these extremely vulnerable people and on Glasgow City Council and the Scottish Government to step in and stop this disaster before it happens. What kind of city and what kind of Scotland are they governing that allows this kind of humanitarian outrage to occur?



Finally we call on the British government to honour its international obligations in the spirit as well as the letter by granting protection and the right to work to all people seeking sanctuary.

Contact Glasgow Campaign to Welcome Refugees via [glascamref@gmail.com](mailto:glascamref@gmail.com) or **07870 286 632**

- **Dave Moxham**  
Deputy General Secretary, STUC

## GTCS Consultation on a Scheme of Professional Update

The EIS recognises the progress made in the development of this scheme from the unacceptable concept of Re-accreditation, which the EIS continues to oppose, to what is now Professional Update. Self-evaluation being the basis of this scheme is essential to both its acceptability to the teaching profession and to its future success.

However, given the environment of change and economic difficulties within which Professional Update will be launched we have concerns regarding effective implementation and, in particular, the capacity, and even willingness, of employers to fulfil their role in the partnership of responsibilities. We believe that interventions such as the comments contained in the McCormac Report, have only served to heighten concerns from teachers that the supportive tone and nature of the GTCS proposal is not matched by the agenda of others.

At this stage, whilst not being opposed to the proposed scheme the EIS is not able to fully endorse the proposal as we believe that it remains to be seen as to whether the practical operation of the scheme will match GTCS intentions.

The EIS believes that there should be careful monitoring of the introduction and development of Professional Update and of its impact on the teaching profession and Scottish education.



## The first STUC LGBT workers' conference

**Saturday 8 September/Sunday 9 September 2012 STUC Centre, 333 Woodlands Road, Glasgow**

The STUC campaigns for equal rights for lesbian, gay, bisexual and transgender people at work and in society. The EIS plays a key part in this campaign through its support of LGBT members and through its promotion of LGBT equality programmes.

In essence, the Equality Act 2010 has established legal equality for LGBT people with all other groups. The public sector equality duty introduced by the Equality Act, offers a powerful lever to assist public bodies to challenge continued prejudice and hostility in schools and colleges.

However, legal rights are one thing, but LGBT people are still not free of prejudice and discrimination. What kind of agenda is needed to reach that goal?

**The EIS has five places available** at this event and invites you to engage and influence the LGBT agenda within Scotland alongside other trade unions.

Travelling expenses, residential accommodation and all meals for the duration of the conference will be included for EIS delegates.

Please contact Ann Brand at EIS Headquarters [abrand@eis.org.uk](mailto:abrand@eis.org.uk) for any enquiries relating to the conference or to obtain delegation application forms.

Conference delegation applications should be received at EIS Headquarters no later than **Friday 22 June**. □

## Preparing for retirement soon?

**Then consider joining the SCOTTISH RETIRED TEACHERS' ASSOCIATION and help protect Teachers' pensions.**

Membership is open to all retired teachers in Scotland through 20 local branches. Ask your EIS Rep for information on how to contact your local branch, or contact the National Secretary: Miss Joyce Armstrong **0131 477 0543**

[joycearmstrong@blueyonder.co.uk](mailto:joycearmstrong@blueyonder.co.uk)

## Newly elected councils must listen to voters on education

The EIS has congratulated Scotland's newly elected Councillors, but warned that all local authority administrations – no matter what their political make-up – must listen to the electorate's wishes on public services.

The EIS believes that voters have sent a strong message in these elections that the cuts agenda must cease and that the provision of good public services, especially education, must be the top priority for government at all levels across Scotland.

Commenting on the evolving political map across Scotland, EIS General Secretary Larry Flanagan, himself a former Councillor in Glasgow, said, "The EIS congratulates all the Council candidates who have been successful in their election campaigns. Local democracy is essential in ensuring that the needs of communities across Scotland are met, and the challenge now is for Councillors to work to ensure that local authorities are fully accountable to the voters who have elected them."

Mr Flanagan went on to warn, "The picture across Scotland is that the electorate have rejected the damaging cuts agenda that has been pursued by the UK coalition

government. This short-sighted and damaging approach has decimated public services, stripped thousands of dedicated public servants of their livelihoods, and choked any hope of an early economic recovery due to a lack of investment and the loss of vital education and training opportunities for the country's workforce."

Mr Flanagan added, "For education, the cuts agenda has been extremely damaging for schools, colleges and universities right across Scotland. This has robbed many young people, as well as many adult learners, of the opportunity to develop their skills to their fullest potential.

Local Councillors must accept greater responsibility for ensuring that education provision in their area is a top priority for the local authority, to ensure that the decisions taken in the education department are in line with the wishes of local residents.

He added, "Our newly elected Councillors need to fight the cuts not implement them. The low turnout in many areas indicates the level of disillusionment that exists with the political process. Our new Councillors can change that if they are prepared to stand up for local jobs and services." □

## Lynda Bellingham launches the Generations@School Project

Lynda Bellingham joined children at Sciennes Primary School, Edinburgh, to launch the European Commission's Generations@Schools Project.

The project is part of the European Year for Active Ageing and Solidarity between Generations 2012 initiative and encourages schools to invite local community members like the St Catherine's Argyle Church Lunch Club in Sciennes, who also joined the launch, into the classroom to build closer intergenerational relationships.

Schools can find further information and resources at the Generations@School website [www.historypin.com/gats/en/](http://www.historypin.com/gats/en/)





pictures: Louis Flood

## EIS to the fore at STUC

**The EIS played a significant role at this year's Scottish Trades Union Congress, held recently in Inverness. President Alan Munro led a 14-strong EIS delegation, which also included President-elect Susan Quinn, General Secretary Larry Flanagan and former President Helen Connor who also sits on the STUC General Council.**

Mr Munro successfully moved a major composite Motion condemning education cuts, and emphasised the devastating cuts that have been imposed on Scotland's Further Education colleges (see article on p13 for more on Mr Munro's speech on FE).

Ms Quinn successfully moved a Motion on "Looked After Children", making particular reference to issues facing vulnerable children which are being exacerbated by



Susan Quinn

cuts to a wide range of public services across the country.

In her speech, Ms Quinn spoke of the lack of consistency in supporting looked after children across the country, and highlighted the need for additional resources from the Scottish Government to better meet the needs of this group of children.

"What kind of society do we want to live in?" asked Ms Quinn, expressing the hope that it was "a society which seeks to support the most vulnerable young people."

Helen Connor seconded a composite Motion on "Building a Successful Economy" on behalf of General Council. In her speech, Ms Connor outlined some of the alternatives to the austerity measures being pursued by the Westminster government which would actually create growth in the economy and start to move the country out of recession.

Ms Connor also opposed a Motion from a minority teaching union relating to last year's pay and conditions agreement. The Motion, which was opposed by both the EIS and the STUC General Council, was defeated overwhelmingly by Congress which



Helen Connor

instead backed an EIS Motion calling for the issue of supply teachers' pay to be re-examined and for evidence to be gathered on the supply situation across the country.

It was made clear the other union's Motion was inappropriate for the floor of Congress, and Helen Connor also explained in her speech the true motivation behind the Motion - an attempt by a much smaller union to use opportunism to 'poach' members from the EIS. STUC General Secretary Grahame Smith also made clear the reasons for the General Council opposing the motion, resulting in the overwhelming rejection of the Motion by Congress. □



# Council News

## Council welcomes CfE support package but questions 'deep audit' progress

The final meeting of EIS Council prior to the AGM discussed a wide range of issues, including the Motions and Amendments that will be debated in Dundee from 7–9 June.

Amongst the issues to be debated is the implementation of Curriculum for Excellence, the workload implications for teachers and the resource issues for schools.

President Elect Susan Quinn shared details of the recent support package for the CfE Senior Phase, which was agreed shortly after the previous meeting of EIS Council following extensive discussions between the EIS and the Scottish Government. (Visit [www.eis.org.uk/cfe/bulletin\\_21march.htm](http://www.eis.org.uk/cfe/bulletin_21march.htm) for full details).

The detailed package, as a whole, represents a significant and measurable investment in the senior phase of CfE,

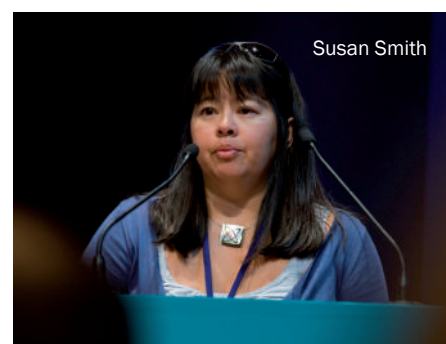
which should allow schools to progress towards National 4 and 5 in 2013/14.

The provision of course materials in all subject areas for the new National 4 and 5 qualifications directly responds to concerns over unmanageable workload and will be very welcome in schools. Taken together with other measures, the EIS believes the package as a whole is a major step forward.

The EIS Executive Committee is mindful that a number of other CfE matters need to be addressed, particularly in relation to Primary and Nursery. During negotiations a number of areas were being referred to the CfE Management Board for clarification including specifically P7 profiling, excessive demands from forward planning, and a review of progress in assessment and reporting. Members will be updated on these issues, following on from the planned discussions.

The EIS is keen that members are able to utilise the terms of this agreement to ensure that the teachers' voice is heard and that the profession is able to exert some control over the development of CfE.

One issue that has arisen in relation to the CfE support package was reported



to Council by the Vice-Convenor of the EIS Education Committee, Susan Smith (Aberdeenshire). Ms Smith told Council members that efforts have been made to galvanise school branches around the audit process but that it had become clear from returns that the so-called 'deep audit' has been very superficial, often not getting past the Senior Management Team and seldom actually engaging teachers in the process. In many senses, Ms Smith said, this revealed a damning indictment of the state of collegiality in schools.

In line with the terms of the agreement which facilitates the EIS raising concerns at school level directly with Education Scotland, the results have been collated and submitted to the government agency. Ms Smith told Council that the EIS view that the audit process was flawed has already been raised with the Scottish Government and Education Scotland. The EIS had also made clear its belief that the whole position regarding the audit needed to be revisited in terms of schools being able to articulate additional requests for support on an on-going basis. ■

## McCormac and Pensions

Dougie Mackie, in his final report to Council as EIS Salaries Convener, updated Council members on the on-going discussions relating to the McCormac Review at SNCT level and on Pensions in the newly formed Scottish Teachers Pensions Negotiations Group (STPNG).

On McCormac, Mr Mackie reported that progress on SNCT working group discussions remained slow, although regular meetings had been held. An interim report on the progress of discussions in each of the specially established working groups would be made to the full SNCT, Mr Mackie said, but the working groups would not complete their work until after the summer holiday period. A decision will be required at SNCT level concerning the future status of current Chartered Teachers

and for those currently working through the programme with regard to their salary placement and deployment, Mr Mackie told Council.

On the Pensions discussions, Mr Mackie told Council that the initial meeting of the STPNG had taken place with representatives from the Scottish Government, Scottish Public Pensions Agency, the Government Actuaries Department, Teacher Unions and Professional Associations and Employers' Representatives. The EIS will have the largest representation on the teachers' side, although the Group will not operate in the same way as the SNCT and each party to the discussions will be free to make its own separate conclusions and recommendations to their members at the end of the discussions. ■

See article on p10 of this SEJ for more on the Pensions issue.

## Equality update

Equality convener Bill Ramsay updated Council on events that had taken place around 2012 International Women's Day, including EIS participation in a special GlowTV event (see feature on p20 of this SEJ). Over 50 education establishments took part in this event which involved more than 1000 pupils across Scotland.

Mr Ramsay also told Council that the STUC, which already organises a range of equality conferences every year, has decided to launch an annual Lesbian, Gay, Bisexual and Transgender Conference with the inaugural event set to take place in September. ■

Further information on page 5 of this SEJ.

# From the chalkface to Moray Place

**Newly appointed General Secretary Larry Flanagan speaks exclusively to the SEJ about his recent career shift from classroom teacher to the most senior official of Scotland's leading teaching union. Here, Larry explains his view on the key issues facing Scottish education and outlines his vision for the future of the EIS, both nationally and at branch level.**

**You have only recently taken up the post of General Secretary, following a long career in teaching. How are you settling into a very different job, and what do you feel will be the greatest challenges you will face in your new role?**

Life without bells is certainly different; I do miss the daily contact with pupils but generally speaking I'm finding my feet. Ironically, I had two sets of S1 reports to write in my first week as General Secretary!

As to the main challenges that lie ahead, they all relate to the challenges facing teachers: pensions, CfE and workload, cuts and McCormac. A key aspect of my post is to articulate the concerns of teachers on all these fronts.

We remain a teacher-led organisation, with members deciding on policies and priorities, but in terms of my role in overseeing the work of the Union there is a need to consider how we get more individuals involved in activity within the EIS at every level.



In addition, I would like to see us sharpen our media profile and to further develop our communications strategy so that members are fully informed about the range of work the Union carries out.

**Can you tell us a little about your past experience in teaching, and your trade union experience with the EIS?**

I've been a union activist for all of my 31 years in teaching at every level from Health and Safety Rep, School Rep through to elected Convener of our Education Committee. I've taught in three excellent schools: Blantyre High, Penilee Secondary, and probably the most genuinely comprehensive school in Scotland – Hillhead High in Glasgow.

I also had a 23 month secondment with Strathclyde Region as a staff tutor in multi-cultural and anti-racist education - where I became known as Larry MCARE. That was a highly significant experience for me because I moved outside my sector as a secondary teacher and spent a lot of time working with colleagues in Primary and Nursery, and a little in FE. It certainly gave me an overview of the work we all do in educating young people and it's one of the reasons why I believe the EIS, covering teachers in all sectors, is the only Union which can represent the united voice of teachers.

**Moving from a teaching post to take up position as the most senior official at the EIS is a significant career shift – why do you think that EIS Council elected you as General Secretary, and does your appointment mark a change of direction for the EIS?**

It's impossible to know why 130 people voted in a particular way; I think the fact that I was a teacher candidate may have appealed to some Council members because clearly my immediate past experience is similar to theirs – CfE, bigger classes, endless audits of audits...

Teaching has been my career and one which I enjoyed immensely but the chance to lead a Union as significant as the EIS was an opportunity not to be scorned. I'm genuinely honoured to be entrusted with this post.

As far as a change of direction is concerned our policies and objectives remain the same but clearly times have changed economically; as a union we need to be assertive and assured in defence of Scottish Education. We are a professional body and we will always seek to negotiate

solutions to problems but we are also a trade union with industrial muscle and we shouldn't be afraid to use that when we need to.

**On the pension issue, how confident are you that a satisfactory solution will be found that strikes a proper balance between appropriate reform and protecting employee pension rights?**

I'm confident that our members are prepared to fight on this issue, as last November indicated. Currently we are in negotiations with Scottish Government on the scheme specific proposals and we remain part of the UK public sector resistance to the Tory led attacks. Frankly, I don't think teachers can afford to accept the current proposals and therefore we will need to be ready to take further action to defend pensions.



**The current pay freeze and the discussions on the McCormac Review are matters of huge concerns to all teachers. How will the EIS address these issues in the months ahead?**

Continuation of the pay freeze simply creates a situation where teachers' salaries fall behind in relation to other professions and the EIS is then forced into considering action campaigns. We've been here before twice in my career. The bankers don't seem to be suffering from the economic fall-out of their melt-down so why should teachers?

McCormac is being discussed through various sub-groups of the SNCT and a report will emerge in due course. The EIS Special General Meeting established very clear policy guidelines for our negotiators and I see little reason to diverge from that stance.





pictures: [www.mkjphotography.co.uk](http://www.mkjphotography.co.uk)

**You have been one of the leading voices in support of the aims of the Curriculum for Excellence. Do you feel that CfE remains on course, or is the programme becoming a burden on teachers across Scotland?**

Clearly CfE remains a major concern for our members especially around the issues of workload and resources (specifically time). The recent package we negotiated is a significant advance but other issues remain, for example the level of bureaucracy being created by some head teachers and local authorities around forward planning in our primaries and the P7 profile. CfE was meant to move away from this audit approach and to place the teacher at the centre of the teaching and learning process but unfortunately some of the usual suspects seem to be reverting to type.



The recent Stirling University research report, for example, highlighted the damage being done by centralist managerial approaches to the curriculum. It's worth reading.

I do believe, however, that Curriculum for Excellence is a massively progressive framework for Scottish Education to aspire to and it stands in marked contrast to the direction of travel in England, under the Con-Dems, but I have always maintained that if teachers don't fight for our version of CfE, as it was envisaged, then we will end up with someone else's distorted interpretation.

**What do you hope will be the most positive development within the EIS itself under your stewardship? Do you have any radical plans for the shape or future work of the organisation?**

Council has already agreed to review the structures of the EIS with a view to involving more members in the work of the union. I do have some ideas as to how the full-time team of EIS employees can assist that process and I hope to develop those through discussion and agreement with colleagues.

Ultimately, I hope that we see an increase in the level of activism within the union. Some members may regard a trade union simply as a service provider, for example offering legal support when you need it or insurance cover. We do need to do those things but politically the EIS needs to be an organisation where members are involved in the daily life and decision making of the union. I think there are new pathways to facilitate that in our IT led world and there are many different ways for members to be involved, at whatever level suits them; however, the simple message is clear - it's your union! ▣

*“the simple message is clear - it's your union!”*

# Pensions Update

**EIS Assistant Secretary Drew Morrice provides an update on the current status of negotiations on pensions, and answers a number of questions that have arisen from correspondence from SEJ readers.**

## Scottish Teachers' Superannuation Scheme

Following the announcement in March, by Michael Russell, Cabinet Secretary for Education and Lifelong Learning, that Scottish Government would commence scheme discussions, an initial meeting of the Scottish Teachers' Pensions Negotiations Group took place on 25 April.

This meeting comprised representatives of Scottish Government, employers and teaching unions. The membership of the group was agreed and 11 seats will be provided to teaching unions, 4 of which will be taken up by EIS. The Government will be supported by representatives of the Government's Actuary Department (GAD) and Scottish Public Pensions Agency (SPPA).

Scottish Government stressed that while it agreed that teachers' pensions in Scotland should be affordable, sustainable and fair it opposed the piecemeal approach by the Coalition Government and the lack of transparency in discussions south of the border did not help create a context for harmonious discussions in Scotland.

Correspondence between Danny Alexander, Chief Secretary to the Treasury and John Swinney, Cabinet Secretary for Finance, was copied to the Group. Mr Alexander had informed Mr Swinney that the Coalition Government has decided that "some core elements of the reformed framework that must apply to all schemes", including an automatic link between Normal Pension Age and the State Pension Scheme in all schemes except for the police, firefighters and armed forces.

Mr Swinney has sought clarification on this point since, to date, Scottish Government

has believed that the constraint would be the cost envelope. Mr Swinney stated that a "mandated direct link (between the Normal Pension Age and the State Pension Age) would severely limit the flexibility of the scheme negotiations that have already begun in Scotland and would effectively change the basis for pension reform after negotiations have commenced".

A response is awaited from Mr Alexander on whether there is discretion to the negotiators to arrive at a pension age which is different from the State Pension Age (SPA) as long as costs are met. An answer to this point will be crucially important in scheme discussions.



The other crucial factor in scheme discussions is the cost envelope for scheme discussions. This is still awaited from the Government Actuary's Department.

Scottish Government has stated its support for the new scheme to be based on career averaging but accepts that teachers' unions have not agreed this point and that the costings should include the cost of retaining a final salary scheme.

There is no concluding date for discussions although it is accepted that there is benefit in clarifying the situation in Scotland as soon as practicable particularly in relation to the issue of contribution increases for 2013-14 and 2014-15.

While the proposals for the Teachers' Pension Scheme (England and Wales) do not apply in Scotland there is agreement that these proposals should form a starting point for discussions here. The main terms of these proposals are:

- (i) **a career average scheme to be introduced from 1 April 2015;**
- (ii) **accrued pensions to that date to be protected;**
- (iii) **employee contributions to be an average of 9.6%;**
- (iv) **an accrual rate of 1/57;**



**Drew Morrice**  
EIS Assistant Secretary

- (v) **benefits to be revalued annually in line with the Consumer Price Index (CPI) plus 1.6%;**
- (vi) **pensions in payment to be increased annually in line with CPI;**
- (vii) **access to pension at 65, when such an age is below the State Pension Age, should be subject to 3% per year actuarial reduction.**

The Coalition Government has also offered a protection for those within 10 years of retirement and a tapered protection for those between 10 and 13.5 years from retirement.

### Local Government Pensions Scheme

When Scottish Government announced that it would introduce contribution increases for teachers in Scotland it left decisions on contribution increases in the local government schemes in Scotland to individual scheme decisions.

All music instructors, some QIOs, some Educational Psychologists and college lecturers are in Local Government Pension Schemes which operate in Scotland. There are 11 such schemes.

Also, while the principal Local Government Unions in England and Wales (Unison, GMB and Unite) have agreed the principles of a new scheme in England and Wales there has been no such agreement in Scotland.

Therefore, as at 1 April 2012, there is no change to the Local Government Pensions Scheme in Scotland. □



# PENSIONS PROPOSALS -



## - YOUR QUESTIONS ANSWERED

**A number of queries have been received which question the status of Government proposals for England and Wales in Scotland, particularly in relation to accrued benefits (i.e. benefits which are in place before any scheme change).**

Any decision to protect accrued benefits must be concluded in scheme discussions. As the process in Scotland has only recently commenced there are no Scottish proposals. In our Pensions Booklet issued to individual members in May 2011, which is on our website, we referred to the Recommendations in Lord Hutton's final report. In particular, we commented on Hutton's recommendations on accrued rights.

"Accrued rights should be protected. When new schemes are introduced, scheme members will have two pension pots, one related to current scheme arrangements including final salary and the other related to service under the new scheme which will be based on career averaging".

In our March 2012 leaflet to members we reported the recommendation that accrued rights should be protected.

There is a danger in treating the proposals relating to Teachers' Pensions Schemes (England and Wales) as proposals for Scotland. This is not the case.

Our industrial action on 30 November 2011 was based on the decision of Scottish Government to increase contributions from 1 April 2012 (which has happened), on the failure of Scottish Government to open discussions in Scotland and the changes on indexation introduced by the UK Parliament which will affect pensions in payment (which has happened).

It is still our view that the Government intends that teachers "pay more, work longer, get less".

## QUESTIONS AND ANSWERS.....

**Q** Are pension benefits accrued up to the date of any pension scheme reform being ringfenced?  
For example a teacher with 10 years of experience before the reform would still have 10 years of accrued pension benefit under the Final Salary Scheme.



**Yes, any new scheme which is introduced from 1 April 2015 must protect rights accrued to that date.**



**cont >>>**

**Q**

I believe the proposed pension arrangement for Career Average Earnings is only a true career average for future teachers who have not joined the pension scheme yet. Is this correct?

**A**

If a new scheme is introduced and current accrued pension rights are protected, then current scheme members will have two pension pots. The consequence of two pension pots applying for current scheme members is that only new scheme entrants after 1 April 2015 will have their full pension governed solely by a single arrangement, whether that is career average or not. However, until there is some shape to Scottish proposals it does not make sense to develop specific examples of how this may work. We accept that some teachers may do better under career averaging. That will depend on pension age, actuarial reduction, pension revaluation mechanisms and accrual rates. As there are currently no Scottish proposals on these matters, detailed examples would only serve to confuse.

It has also to be decided how the pre 2015 final salary will be calculated. It may be the final salary (as at 31 March 2015) revalued or, as has been suggested, it will be the teacher's final salary at the date of retirement based on accrued rights. The teachers' unions in England are still unclear on this point in relation to their scheme proposals.

**Q**

Most defined benefit schemes (such as final salary or career average) have a maximum accrual year clause built into the scheme rules, such as max 40 / 80ths. Do the current proposals have this?

**A**

To date, it is not clear how maximum accrual is proposed in the Teachers' Pension Schemes. The current scheme allows for a maximum of 45 years pensionable service by age 75.



**Q**

I note the proposal to move to increase the accrual rate to 1/57ths. Is there a possibility that pension reform will actually BENEFIT some people in this case (ignoring any "10 years to retirement" rules) For example assume a head teacher earns £60k per annum and is 59 years old with 30 years of service at the point of reform. She was due to retire at 60, and is still due to retire at 60. She works her final year at a salary of £60k (i.e. no salary increase)

Under the old rules her annual pension would have been (40 years / 60ths) \* £60k = £40k p.a.

Under the new rules her pension would be (39 years / 60ths) \* £60k \* (1 + (CPI + 0.016)) + (1 year / 57ths) \* £60k (since 60k would be her average salary) Let's assume CPI is 2% = 40,404 + 1,053 = £41,457

Is that correct?

**A**

There are currently two schemes in operation. Those who entered teaching prior to 1 April 2007 are in a scheme with a pension scheme accrual of 1/80 and lump sum of 3/80 and a normal pension age (NPA) of 60. Post April 2007 entrants have a pension only accrual rate of 1/60 and a NPA of 65.

The example is incorrect as NPA will be linked to state retirement age, (minimum 65). Therefore the last year at 1/57 accrual rate would be actuarially reduced for payment before NPA.

A career average scheme may benefit teachers who remain in the classroom throughout their career but as outlined above this would depend on a number of factors.

However, leaving that to one side, a teacher who had a single year under career averaging would not have that career average uprated by CPI + 1.6%. If a teacher has two years career average, the year 1 part is uprated by the indexation set out for scheme revaluation (whether CPI + 1.6% or another resolution measure is introduced).



# Fair treatment for Further Education

Delivering his speech on a key Motion to the Scottish Trades Union Congress (STUC), EIS President Alan Munro issued a call for appropriate provision and enhanced funding support in colleges across Scotland



"I want to emphasise the great concern that all involved in the Further Education sector have at what has recently occurred and may yet occur to the further detriment of FE in the near future.

During the last two years the FE sector in Scotland has lost in the region of 1000 posts. In 2011-12 teaching grants from the Scottish Government to colleges were cut by 10.4% and this current year has seen them cut by a further 10.9%. This is a real cash terms cut of over 21% to the main funding provision of all colleges and is nothing short of a national disgrace.

The Post 16 Education Pre-Legislative paper illustrates the Scottish Government's view of the FE sector; it wishes to focus on the narrow area of work-based training for 16 to 19 year olds. The record level of youth unemployment has forced the Government to amend this target age range from 16 to 25 year olds, but this remains utterly unacceptable. No one would dispute that the record unemployment levels require Governmental action, but the essential role of FE in lifelong learning was missing from their thinking – this is a serious flaw.

We must not accept cuts which will devastate the life chances of the many Scottish people who could greatly benefit from FE input at some point during their lives.

The EIS put in a detailed response to the consultation on the Griggs Review that clearly has been influential. We welcomed most of Griggs recommendations, including the concept of Regional Boards of

Management and a timetable to return to national bargaining in the FE sector.

Regionalisation is not in itself necessarily a bad concept but if it is done in a rushed, financially driven way, we have fears it may be done in an 'ad hoc' and badly planned way and that it may lead to further swingeing cuts in provision and thus to yet more devastating cuts to lecturing and other vital staff.

**While we welcome Griggs' main recommendations, this does not mean of course that the EIS supports any or all college mergers.**

Neither does it mean that we support some of the detailed recommendations around the level of staff representation on Regional Boards of Management. Clearly we support full and appropriate trade union representation on all such Boards.

The proposed harmonisation of pay and conditions across the sector is desirable and something we have campaigned for for many years but this will only be acceptable if any pressures to 'harmonise down' are resisted – we must ensure that the best pay and conditions across the sector become the norm and that national bargaining is fully established.

Further battles lie ahead it seems. We must now fight to press the Scottish Government into adopting Griggs' main recommendations. The Scottish

Government is seemingly trying to extricate itself from them and this must be resisted. The very short consultation period on the Griggs recommendations does not bode well – I know the EIS will be monitoring the Government's moves in the near future with great critical scrutiny.

As STUC affiliates we must coordinate our campaigning approach to benefit the Scottish people as a whole – many of whom can and will benefit from FE provision if it is protected not chopped back to purely post school provision, vital as that provision is. This is not a campaign we can afford to lose - it is too important.

**Let us send out the clearest message that this treatment of the FE sector is totally unacceptable, the Scottish people deserve far better, FE workers deserve far better, and that the course proposed makes no economic sense when it is education of the people and the workforce that will be the means of bringing growth to the economy – a goal we all share." □**

- Alan Munro, EIS President

# Scottish Education at the Crossroads

**Alan Munro will complete his term as EIS President at the AGM in June. After what has been a turbulent year for Scottish education, Alan looks back at some of the major challenges and significant events that he has seen during his Presidential term. Alan spoke to members about these key issues during his visits to EIS local associations, including his recent visit to the Western Isles where he visited a wide range of schools – from the large Nicolson Institute in Stornoway where a new school building is currently under construction to the tiny Shelibost Primary School near a beach-front in Harris.**

It is my belief that Scottish education is truly at a crossroads in several key areas and the decisions made in the imminent coming period by politicians, both national and local, by educationalists and of course by education trade unions, will have profound effects on the shape of our society for decades to come.



The economic crisis has brought with it so many challenges and the decisions we make as to how we structure our education service, how we train and treat the teaching profession, and where we place education in the hierarchy of priorities will be key decisions.

## Challenges in all sectors

In Nursery education, teachers have been shed by local authorities in favour of staff who are not registered teachers. This is despite compelling evidence that nursery education led by and delivered by the appropriate blend of teachers and other staff leads to the best foundation for CfE and thus future learning at this crucial stage of development.

It depends on which part of our small nation you happen to live in as to the extent of the investment in good quality pre-5 schooling you get. This cannot be acceptable, but the challenge remains – what can and will the Scottish Government and Parliament do about this? Legislation, although referred to by Mike Russell, is slow to manifest itself.

As to Primary and Secondary education and the Curriculum for Excellence at these levels, there is much going on in development terms and much to concern us all.

Primary schools have been, and are, grappling with the experiences and outcomes and new methods of teaching and they are coming to grips with revised reporting and assessment formats and strategies. Workload expectations are immense. There are serious resource issues and time issues – primary school CfE is not 'sorted' – it will require ongoing resourcing and development well into the future.

Secondary members tell us of the continuing uncertainties they have over aspects of the CfE changes. Basic questions such as 'What is S3 for?' How many subjects should be studied for towards qualifications in S4? What are the new qualifications really going to look like? How are they to be moderated and assessed? These are big questions, with little time left to give necessary confidence to those who will be delivering in classrooms.

Now the EIS has agreed a helpful support package with the Scottish Government – this came after a lot of lobbying and of course our recent senior phase survey. It is regrettable that it has taken Mike Russell so long to grasp the requirement for this help and the fact that some, I believe many, departments and schools will need to take additional time to implement the Nationals.

Further Education is another sector of education which is going through very tough times (see article on p13 for more on the current crisis in Further Education).

Higher Education is a political minefield at the moment because of the fees debate. We applaud measures that are inclusive and based on the ability to learn not the ability to pay. However I fear political interference in recent talk of University mergers or closures. Sudden attempted

shotgun weddings of Universities cannot be an appropriate way to manage the HE sector.

## Pay and Conditions

What I am clear about is that what we must do and that is to hold on to highly qualified teaching and research university staff by ensuring attractive remuneration and benefits packages.

At present Scottish teachers are a rather beleaguered lot. We are in the midst of a 2 year pay freeze (admittedly like many others) and recently certain groups of our members have been subject to changes to their pay, conditions and expectations due to a £45million cut in the annual pay bill.

Scottish teachers' working conditions are faced with several major challenges at this time – probably the most serious attacks for the past 30 years which in my case is since I entered teaching. This follows on from a decade of growth and relative peace in industrial relations terms. The cuts have seriously begun to bite and teachers pay and conditions have been targeted as was seen in the SNCT discussions last year.

The Salaries Committee, including myself, came to the judgement that to guarantee a large number of jobs for teachers was essential. The jobs were achieved and must now be maintained – it is the stated will of the Government to see Local Authorities do this in the coming financial year.

I believe that our COSLA employers had every intention to make life even worse







Alan Munro during his recent visit to the Western Isles, including visits to the New Nicolson Institute building (below left) and to Shelibost Primary School in Harris (above). Pictures: Malcolm Macloed



for these vulnerable groups of members, if negotiations had broken down. It was without doubt the toughest and most difficult time in my EIS experience. It says a lot about our employers and their view of education.

#### Donaldson and McCormac

Teaching in Scotland is a graduate profession and we should be proud of that. The Teacher Induction Scheme for probationary teachers has been hailed as a model of good practice and is looked at jealously by many abroad. We should hold on to this scheme and resist any attempts to dilute it. To give all newly qualified teachers a year's work in one school with time for mentoring and extensive relevant CPD input was one of the many progressive features of the 2001 Agreement, 'A Teaching Profession for the 21st Century'.

However the way forward on the Donaldson and McCormac Reviews must be by dialogue and full involvement of the profession and that of course means to us, the full involvement of the EIS. Changes have to command the support and commitment of practitioners - they simply will not work if imposition is foolishly attempted.

McCormac is the Review we did not want and the Review that has singularly failed to impress the teachers of Scotland.

Following an impressive exercise in EIS democracy in which we saw member meetings taking place up and down Scotland, we then had motions flooding in to HQ from all LAs around the country followed by a SGM where 22 motions were passed demonstrating the clear unanimity of the profession on the proposals. Have a look at the EIS website to see the Motions

passed at our SGM. These will inform the stance to be taken by our SNCT negotiators.

Bear in mind that there is a cost-driven agenda which has been utterly rejected by the profession - even McCormac has not supported the nonsense that the primary function of a teacher is not to teach pupils .

Whatever may come out of these negotiations will be put to the membership. These may take a while and the initial timescale of implementation of any changes by August is simply not going to happen.

#### Protecting Pensions

Finally the issue of the immediate moment - Pensions.

We achieved an impressive and reinvigorating turnout for the pension's day of strike action on November 30th. I am told that 31 Trade Unions across the UK took united action to resist the proposals.

The Government has carried out no actuarial revaluation of our scheme or indeed of any other public pension scheme in the UK. Indeed it has cancelled the quinquennial valuation, due out in 2010. Yet they persist in claiming that our modest pensions are unaffordable and unsustainable. It is a cash grab, an extra tax, nothing more.

The Government has moved in an attempt to divide older members from younger ones. It has not worked. I had heard it said that young teachers couldn't afford to strike or that they would be too scared to strike and that pensions are a distant prospect, therefore they will not be motivated to take action. That underestimated the intelligence of young teachers, who are well able to

see the dangers of life-long damaging proposals. It is clear that they have more to lose, not less, than older members do.

#### So where are we now on the pensions issue?

As members are aware, we are now engaged in scheme specific discussions. We may have to take further action if an appropriate Scottish solution cannot be found. Any action will be all the more effective if it takes place in concert with other like-minded unions.

The Executive Committee decided to suspend further action pending the Scottish discussions - we shall see what comes of these in due course. I would hope that constructive discussions will prove possible without undue political interference from Danny Alexander and the Coalition Government.

#### A united front

So to conclude it's quite a crossroads, is it not? Nursery, Primary, Secondary, FE and HE all faced with big problems and will the investment decisions be made to develop, sustain and protect them.

Will educators, teachers and lecturers be treated well or badly? Will our conditions be protected? Will our pension rights be seriously damaged? Will the scene be one of industrial peace or industrial conflict?

Unity is essential, especially in hard times. In a peculiar and perhaps perverse way these difficult times give us an opportunity to reinvigorate the union and try to re-establish the principle of solidarity.

Let's focus on those responsible for the attacks on us. We must avoid in fighting and indulgent schisms and be resolute in our approach. □



# Guide to the

# EIS 20 AGM 12 DUNDEE 7-9 JUNE

The 2012 Annual General Meeting (AGM) of the EIS will be held in the Caird Hall, Dundee from Thursday 7 June to Saturday 9 June 2012.

Here, the SEJ runs through the order of business for this year's conference and highlights some of the key events that will take place over the 3 days of the AGM. Further information on the EIS AGM, including a full list of Motions to be debated, are available on the EIS website. Regular updates will be posted on the AGM section of our website throughout the event, so that members can keep updated as Resolutions are agreed.

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

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

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



## The Formal Opening Session

This session embodies the traditions of the Institute which was founded in 1847. After the Civic Welcome, the President welcomes the guests from kindred organisations in the United Kingdom and Ireland, together with other trade union and official guests. One of these guests replies. The President then gives their retiring address.

The Convener of the Board of Examiners then presents the members who have been admitted as Fellows of The Educational Institute of Scotland at a meeting of Fellows held earlier in the afternoon. The new Fellows in the ordinary category are those who have been recommended by their Local Associations and accepted by the Board of Examiners. There may also be one or more Fellows in the Special or Honorary category, that is "persons who have rendered signal service to education". The Convener gives a special oration on each of the special/honorary category Fellows. One of the recipients then replies on behalf of all the new Fellows.

The incoming President and Vice-President are then introduced to the meeting and make short speeches. The outgoing President and Vice-President are then presented with badges commemorating their year of office. The final business of the formal session is the declaration of the election of the incoming Council.



A look back:  
last year's  
AGM in Perth.





## 2

### First Business Session

It is an important function of the Annual General Meeting to review the work of Council and its Committees undertaken during the previous session. This work comes before the consideration of Motions dealing with new policies. Constitutionally, the AGM must either approve, disapprove or amend every decision taken by Council during the previous year.

## 3

### Subsequent Business Sessions

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

## 4

### Consideration of Motions and Amendments

The remainder of the Annual General Meeting is taken up with debating the Motions and Amendments which have been submitted by Council, Local Associations and Self-Governing Associations. The Motions and Amendments are grouped into subject headings and blocks of time are allocated to Motions under each heading. The principal subject headings for debate are as follows:

- Education;
- Salaries;
- Equalities;
- Employment Relations;
- Organisation.

This year there are 67 Motions to be debated as follows:

- 21 on Education matters;
- 3 on Employment Relation matters;
- 3 on Equality matters;
- 20 on Salaries matters;
- 19 on Organisation matters.

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

# CPD Events



## Meet the Health and Wellbeing Challenge (Glasgow)

**“Brilliant morning”, “Fantastic way to spend a Saturday morning”, “Very helpful professionally and personally” - just a few of the very positive comments from the evaluation of a successful partnership event held in the STUC offices in Glasgow on Saturday 24 March 2012. Around 100 delegates representing all sectors of education attended the “Meet the Health and Wellbeing Challenge”. This was a joint event organised by Jayne Rowe, EIS Glasgow Learning Rep; Renatta Currie, Education Services of Glasgow City Council, and Lyn McClintock, EIS CPD/LR Co-ordinator.**

The event was planned over several months – the theme of Health and Wellbeing was established and the format of workshops and a keynote speaker was finalised creating an event menu which addressed topics of both professional and personal relevance

### There was a choice of six workshops:

- Youth Stress
- From Common Sense to Common Practice Developing Habits for Health and Wellbeing
- Parent Partnership - PPP/Strategies for Supporting Parents
- Developmental Physical Education
- Towards Emotional and Social Health and Wellbeing
- Tips for a Happier You.

The event started at 9.15am with a short welcome session and the participants then attended their first hour long workshop. Hot breakfast rolls were available mid-morning where breakfast was combined with an opportunity to network with colleagues. Delegates commented that this event was unique in creating the opportunity for dialogue and reflection with colleagues in every type of role in Glasgow education.

This section of the event was attended by new EIS General Secretary, Larry Flanagan, who met and chatted with many of the participants. Larry was Convener of the EIS Education Committee for several years and has always been very supportive of the CPD agenda for teachers and lecturers. His attendance was very much appreciated by those who attended as well as the organisers of the event.



Dr Phil Hanlon, University of Glasgow, delivered the inspirational keynote speech, an entertaining, informative and sometimes challenging reflection on “Health and Wellbeing – The Big Picture”. He tied together the workshops themes and sent the delegates off smiling but with plenty of food for thought.

The evaluation forms completed by participants on the day were glowing and it was clear that they had found the event stimulating and inspirational. Comments included: “very relevant and thought provoking; I have learnt a lot of good points that I am looking forward to using in my early teaching; gained knowledge on indicators that could possibly highlight difficulties in children’s development and the impact on their lives; this was a very helpful and informative workshop that gave a real picture of the importance of



Health and Wellbeing both for pupils and teachers; I will use a lot of these tips to help organise my personal and professional life and will share these tips with colleagues, friends and family.” A significant number of the participants indicated that they will be undertaking further CPD as a result of attending this event.

Renatta Currie who also presented one of the workshops commented:

“It’s highly motivational for me to see how many colleagues value attending CPD opportunities such as this. CPD is my job

and my passion so to hear people say they want more, especially when attending a weekend event, is terrific. The opportunity for staff with such a variety of roles to get together and discuss issues of relevance to us all is so valuable. I know connections have been made here today that will take the networking forward well beyond this event.”

A key theme of the evaluation responses was that a majority of the participants wished it had been a full-day event to allow them to attend all the workshops such was the high standard of workshops and contributors.



Sincere thanks go to Jayne and Renatta for recognising a need and responding to it, to Lyn for her high order organisational skills and support and also to the presenters of the workshops who generously gave up their time, knowledge and expertise. Thanks also to the participants who made the event such an overwhelming success and especially the participant who travelled from Aberdeen to attend! Several EIS members who are about to undertake the Learning Rep course also attended and this was a great example of the excellent work being carried out by EIS Learning Reps throughout Scotland.

The next step will be to consider the evaluation responses, including suggested topics for future events, and to plan another joint event. This was an example of true partnership working and it was a pleasure working together to set up the event. It is clear that this theme resonated with colleagues and we will endeavour to continue to provide similar high quality events in the future. □



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## Renfrewshire (Joint event)

The sixth Renfrewshire Council - EIS Learning Representative joint event took place on Tuesday the 6 March 2012 in Paisley Grammar. The welcome was provided by Trevor Gray from the Renfrewshire Education department and he introduced Ken Muir a Chief Inspector with Education Scotland to the event. Tony Finn the GTC Scotland Chief Executive was the other main speaker. Trevor explained how the event had been designed to fit with the initiative being encouraged amongst Renfrewshire Teachers to foster the concept of Teacher Learning Communities.

The evening provided an opportunity not only to find out about Teacher Learning Communities but also future developments

in moving forward the Curriculum for Excellence. The first keynote presentations was provided by Tony Finn who explained how the GTCS is currently investigating a system of Professional Update for teachers and discussed how the role of Teacher Learning Communities could provide a platform for advancing professionalism in the classroom. He also offered reassurance that contrary to the recommendation in the McCormac review that his expectation remains that all lessons should be led in the classroom by a GTCS registered teacher.

Ken Muir then discussed the concepts of developing and enhancing professionalism and the benefits of collaborative working with a view to looking at how Teacher



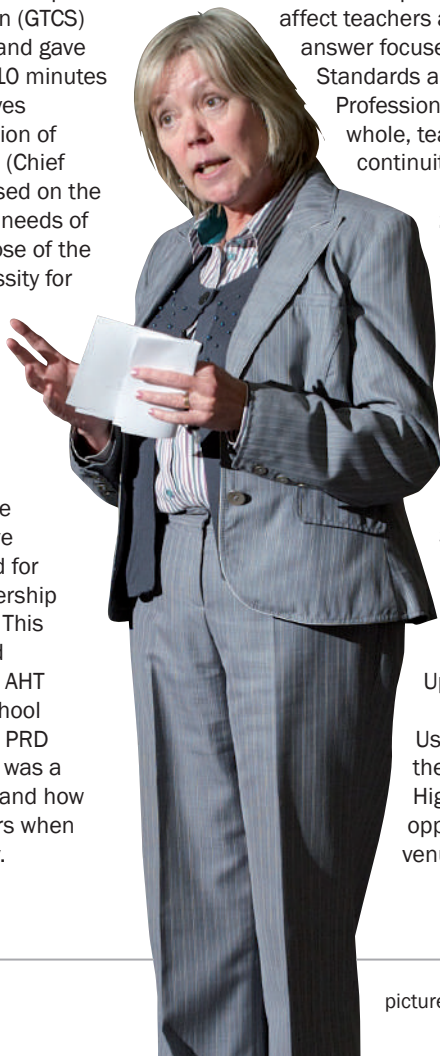
Learning Communities can develop thinking. Again the emphasis was on the first rate teaching that is exhibited in many Scottish classrooms but he painted a big picture of how in a globalised world the horizons were changing and thus the need to engage in the implementation of a Curriculum for Excellence.

David Thomson, the Renfrewshire EIS Learning Representative, wound up the evening that participants found interesting, illuminating and engaging. □

## Clydebank (CPD of the future)

This event was called "CPD of the Future" and the Question Time format was an ideal opportunity for the teachers of West Dunbartonshire to put the panel to the test. Tom Hamilton (GTCS) chaired proceedings and gave each panel member 10 minutes to introduce themselves and highlight their vision of future CPD. Tony Finn (Chief Executive GTCS) focused on the balance between the needs of the individual and those of the service and the necessity for teachers to take responsibility for their own CPD.

Margaret Alcorn, Education Scotland's National CPD Co-ordinator, stressed the impact of collaborative learning and the need for teachers to take ownership of their own learning. This theme was developed by Eillean Cummings, AHT at Clydebank High School who outlined how the PRD process in her school was a shared responsibility and how it empowered teachers when carried out effectively.



The question and answer session broke into 3 main categories:-

1. GTCS independence and how this may affect teachers at the chalkface. The answer focused on revised Professional Standards and the introduction of Professional Update but on the whole, teachers should experience continuity of practice.
2. The future for Chartered Teachers and the inability of the GTCS to retain the status of CT. Both Tony and Tom outlined the case the GTCS had put to the minister for the retention of CT but to no avail.
3. Professional Update – the need for effective PRD and individual ownership of CPD was at the core of Professional Update.

Using the Assembly Hall in the recently built Clydebank High School was an ideal opportunity to showcase the venue.



I would like to thank the panel and all those who attended for a lively and thought provoking discussion. □

Ann Fisher – EIS Learning Rep



# International Women's Day

**Each year, International Women's Day (IWD) is celebrated around the world on March 8. Organisations, governments, charities and women's groups around the world choose different themes each year that reflect global and local gender issues. One such theme was "Connecting Girls, Inspiring Futures".**

The EIS Gender Issues sub-committee, part of the Equality Committee, decided to take an ambitious approach in marking the occasion as that particular theme tied in with gender stereotyping work that was being progressed at the time. The 'inspiring' aspect of the scheme would be undertaken within an educational context by questioning perceptions of male and female career choices based on traditional models. Similarly, the 'connecting' aspect would be covered by utilising the facilities made accessible to schools by Glow, Scotland's national intranet for schools.

Mary Matheson, Sue Burns and Marion Ross from the Gender Issues sub-committee devised a set of teaching materials aimed at P6/7 pupils that challenged opinions on women's and men's capabilities and preferences, specifically relating to the jobs that they do. The pupils would be invited to classify job titles as being 'Female', 'Male' or 'Both Female and Male'. They would then look at the skillsets that would be required to undertake the jobs and try to attribute the skills as being those more associated with 'Female', 'Male' or 'Both Female and Male'. Finally, the pupils would re-evaluate their initial classification based on their new learning. At the end of the lesson, pupils would have an understanding that skills are not inherent to either women or men, and that jobs can be done by either a woman or a man.

Building on previous partnership activities, Anna Ritchie from Close the Gap, was more than happy to provide additional advice. Close the Gap is an organisation that has looked at occupational segregation; highlighting the effect of stereotyping, with women being clustered into predominantly female occupations that are associated with low pay. These include the 5 'C's - cleaning, catering, clerical (admin), caring, and cashiering (retail) working. The organisation has recently published a set of lessons which encourage pupils to 'Be What You Want'.

**There were discussions on female assistant referees, female racing drivers and male kitchen assistants**

These resources are available for download from the EIS website and were publicised in the February Member e-Bulletin. The EIS contacted Education Scotland to investigate the most effective way to convey the gender stereotyping message to schools. From our discussions, it was decided to participate in a GlowTV event. GlowTV uses videoconferencing technology which allows Glow users to join a 'virtual' classroom and to interact using video, audio and instant text messaging.


Primary members were notified of the event using a 'direct e-mailing' facility. Recipients were invited to download the lesson resources from the EIS website and register for the event. A few days before the event, Education Scotland ensured that details of the event were provided as a background screen to everyone who logged onto Glow.

Nicola Fisher, a member of the Equality Committee, and Anna Ritchie delivered the GlowTV event by broadcasting the prepared lesson on Gender Stereotyping issues. Over 50 schools participated in the lesson with approximately 1000 pupils concurrently learning about this important equality issue. The level of feedback from the pupils was very impressive. There were discussions on female assistant referees, female racing drivers and male kitchen assistants. There was even a fairly animated discussion on pupil perceptions of the difference between a 'cook' and a 'chef' and whether each was more suited to a 'woman' or a 'man'. Jennifer McDougall from Education Scotland was instrumental in ensuring the success of the event.



It's often been stated that Glow is the equivalent of 'educational Marmite' - you'll either 'glow' in anticipation of using it, or 'GLOWER' through an incapacity to access or understand it. On this occasion, our experience of the event was a very positive one. However, by virtue of the fact that over 400 members accessed our website to download the lesson materials for the event, it is quite clear that for our colleagues who were unable to join us that afternoon, it did not hinder their ability to investigate the relevant issues with their pupils. □







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## Highlighting the work of EIS Representatives

The SEJ is keen to highlight the important work which is being carried out by EIS Representatives across the country. If you know of an outstanding Rep whose work you would like to see featured in a future edition of the SEJ, please get in touch with the editorial team via [sej@eis.org.uk](mailto:sej@eis.org.uk) and let us know your recommendation.

## SEJ Online

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**EDINBURGH**  
INTERNATIONAL  
**BOOK**  
FESTIVAL

# Seven magical days of book-filled fun

The 2012 Edinburgh International Book Festival's RBS Schools Programme will run from 20 - 28 August and promises to be bigger and better than ever. As a long-standing supporter of the Book Festival, the SEJ are excited to be able to bring you a snapshot of what's in store this August.

A trip to the Book Festival is a fantastic learning experience and each year thousands of school children travel from across Scotland to the heart of Edinburgh to take part in fun, book-filled events and meet their favourite authors. The programme is carefully curated to ensure that each event is entertaining, inspiring and in line with the Curriculum for Excellence, so whichever topic you're studying in class you can be sure to find a Book Festival event to complement it.

## World-class authors and illustrators

This year there are over 60 outstanding events to choose from, each one featuring writers and illustrators of the highest calibre, such as award-winning fantasy author Garth Nix who is flying in from Australia to explain how he goes about creating his fantastical fictional worlds. Three top class writers for teens, Keith Gray, Kate Harrison and Sally Nicholls, will be exploring the tough question of life after death, whilst Amy Plum and K J Wignall will delve into an afterlife of a different kind through their novels about vampires and immortals.

There will be a healthy dose of adventure with Sally Grindley's brand new International Rescue series. Or you can take a trip on the Titanic with Tony Bradman, whose latest book follows the life of a boy who worked on the mighty ocean liner.

Maths magicians Kjartan Poskitt and David Acheson will be on hand with some mystical mind-bending number tricks. Or have fun with rhyme, rhythm and rap in Brian Moses' poetry and percussion show.

If drawing is more your thing then there's lots to look forward to. The Etherington Brothers will return with their crazy comic making workshop, and there's an opportunity to meet the inspirational, Oscar-winning illustrator Shaun Tan. For younger children, Alex T Smith will be introducing Ella the lovable ladybird, and creator of the Little Princess stories, Tony Ross, will be sharing some of his drawing secrets.

New for 2012 the Book Festival line-up also features events designed with reluctant readers in mind and there are practical workshops for senior English and Drama students with leading authors including Rosie Rushton and Will Hill.



## Gala Day

The festival draws to a close with RBS Gala Day – a very special day when the entire Book Festival site is reserved just for primary schools. This year's Gala Day promises to be loads of fun, featuring favourite authors such as Julia Donaldson, Simon Puttock and Theresa Breslin. There will be stories from Japan thanks to Fergus McNicol and his amazing kamishibai bicycle theatre, and a surprise or two too!

## More than just events

Once you're at the festival there's a host of exciting activities to keep you and your class entertained. Enjoy a storytelling session, take part in a free craft activity or relax and enjoy an ice cream on the grass (weather permitting!). Lose yourself exploring the festival's enormous children's bookshop – with almost 3,000 titles for children and teens it's simply bursting with books you'll love. There are also book signings after every event so it's the perfect opportunity to meet your favourite author and get your book signed.

## A festival for everyone in a beautiful garden

The beautiful leafy setting of Charlotte Square Gardens is what makes a visit to the Book Festival so magical. All events take place in purpose-built venues which are wheelchair accessible and have infra-red audio loops. The Book Festival can also provide a BSL interpreter, given prior notice. To arrange this, or discuss any other access requirements, simply email [schools@edbookfest.co.uk](mailto:schools@edbookfest.co.uk).



## A place to develop your skills

The RBS Schools Programme is not just for children, it's a place where education workers can be inspired and pick up some professional tips from leading industry experts. This year's series of Continuing Professional Development events delves into a range of interesting areas such as the innovative use of poetry inside and outside the classroom, using literature to explore important issues such as human rights and health, and the art of being a good translator.

## Beyond the schools programme

There is a fantastic line-up of events for children and young people in the Book Festival's main programme which school groups are welcome to attend. Details will be available from 21 June when the brochure can be downloaded from the Book Festival website, [www.edbookfest.co.uk](http://www.edbookfest.co.uk), or you can request a copy by post by emailing [mailinglist@edbookfest.co.uk](mailto:mailinglist@edbookfest.co.uk)

All events take place in purpose-built venues which are wheelchair accessible and have infra-red audio loops



over 60 outstanding events to choose from

## Outreach

In August the Book Festival will take some of its guest authors out into the community to take part in outreach events with children who would not otherwise have the opportunity to attend a Book Festival event. This year's outreach programme is fully subscribed, but if you'd like to be involved next year email [schools@edbookfest.co.uk](mailto:schools@edbookfest.co.uk) to register your interest.



Find out more

Booking for the Edinburgh International Book Festival RBS Schools Programme is now open. Tickets cost £3 each with one free adult ticket for every ten pupils. Full programme and booking information is available in the schools brochure which you can download from [www.edbookfest.co.uk](http://www.edbookfest.co.uk) or request a copy in the post by emailing [mailinglist@edbookfest.co.uk](mailto:mailinglist@edbookfest.co.uk)





ALL YOU  
NEED IS  
LOVE

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

## All you need is love twinning project: connecting Scottish and Burmese children

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**Imagine living in a place without security, with constant fear about what the future might bring. Imagine not having access to good food and nutrition. Imagine sacrificing your ambition because of the lack of educational support.**

The children living in Mae Sot in the Thai Burma border need not imagine these situations because they are dealing with it on a regular basis.

All You Need Is Love is an organisation that aims to enrich the lives of the children on the Thai Burma border by providing them with the necessary knowledge and skills that will help them move forward with their lives. The organisation is formed from the basic premise of being more than a charity; it is an organisation which offers a new approach in providing assistance to the children and their community.

It all began as a documentary feature. During the course of the project, the team, who have travelled to Mae Sot for several years have realised the need for a more extensive solution for the children.

“We want to show what these children are capable of achieving in the future, given the right opportunity,” says Stuart Cameron, the originator of the All You Need Is Love project.

“The children’s indomitable spirit energises and reconciles us with values and beliefs that truly matter. In turn, we thank them by equipping them with the knowledge, through education to create a better future for their community, their families and themselves,” he added.

All You Need Is Love’s channel in carrying out the educational and community support

in Mae Sot has been the Burmese Migrant Workers Education Committee (BMWEC). BMWEC is a major provider of education to Burmese migrant children in and around the district of Mae Sot on the Thai Burma border.

Right now, All You Need Is Love is seeking a long-term commitment (3-5 years) from a small number of partner schools (through commitment of individual teachers) in Scotland through ‘twinning’ or generating shared project works. In this way, the students from Mae Sot and Scotland will be able to reach out to each other, thus imparting knowledge about their culture and sharing their experiences.

The project will enable the students to open up to multiple perspectives and connect with one another, eventually bridging the gap across the different cultures. By finding



a fundamental characteristic that binds us all despite our geographical, religious and cultural divergence, the partnership will prove beneficial to all those involved.

Exchanging relevant information about each other's backgrounds, including the challenges that the students face on a regular basis will open our hearts and minds on the reality of their situation and their urgent need for support. Equally, the students from the partner schools will imbibe a positive feeling towards their participation in the project and learn not only the basic information about the Burmese children but also the importance of compassion, generosity and love...and above all resilience in the most difficult circumstances.

In addition to twinning, All You Need Is Love also aims to generate support from the partner schools in Scotland through a series of fund raising initiatives.

The children of Mae Sot and their entire community need us. For interested individuals and organisations who wish to extend their help and support information, visit [www.allyouneedislove.org.uk](http://www.allyouneedislove.org.uk)



## All You Need Is Love is looking for educators

who are passionate in helping and are willing to dedicate their time in sharing knowledge and skills to the children that we support. This is an opportunity to go out of our comfort zones and see the world in a different perspective. We are looking for vocational teachers and trainers who are willing to immerse themselves in the lives of the Burmese children and their community.

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

[help@allyouneedislove.org.uk](mailto:help@allyouneedislove.org.uk)

[www.youtube.com/user/allyouneedislovedoc](https://www.youtube.com/user/allyouneedislovedoc)

[www.facebook.com/allyouneedislovedoc](https://www.facebook.com/allyouneedislovedoc)



## About BMWEC Burmese Migrant Workers Education Committee

BMWEC is a community-based organization in Mae Sot, Thailand. Its focus and sole objective is to improve the standard of education available to the migrant Burmese and ethnic minority population living in and around the Thai-Burma border while working toward gaining recognition and legal status within the Thai educational system.

BMWEC is guided by its vision: *To release and realise the lifetime educational and career potential of each child we support.*

The organisation's mission is to create and deliver educational excellence through primary, secondary, vocational and tertiary learning programs in conjunction with donors; self help programs, local and global partnerships.

In the last 12 years since it has been founded, BMWEC has played a major role in the transformation of education for migrant children along the Thai-Burma border.

For the school year 2012-2013, there are 25 schools and a number of boarding houses under its umbrella. BMWEC has a total of 213 teachers and of 4,561 students split across 17 primary schools (8 with attached boarding houses), 1 secondary school, 1 vocational school, 4 night schools, 2 schools inside Myanmar (Burma) and 1 stand alone boarding house.



## Scotland Swims for Mae Sot

Callander woman Joyce Burnett has been given the position of Scotland's fundraiser and coordinator of the All You Need Is Love Project to raise both funds and the profile of the project throughout 2012. One of the

first national fundraising projects is the "Scotland Swims for Mae Sot" set for 30th June, 2012. Swimming pools, schools and clubs are invited to register and join. Individual swimmers who wish to take part can gain sponsorship at registered pools. To learn more and register, please contact [joyce@allyouneedislove.org.uk](mailto:joyce@allyouneedislove.org.uk)

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For all your CPD questions and information find your nearest Learning Rep online at [www.eis.org.uk](http://www.eis.org.uk) or e-mail: [lmclintock@eis.org.uk](mailto:lmclintock@eis.org.uk)

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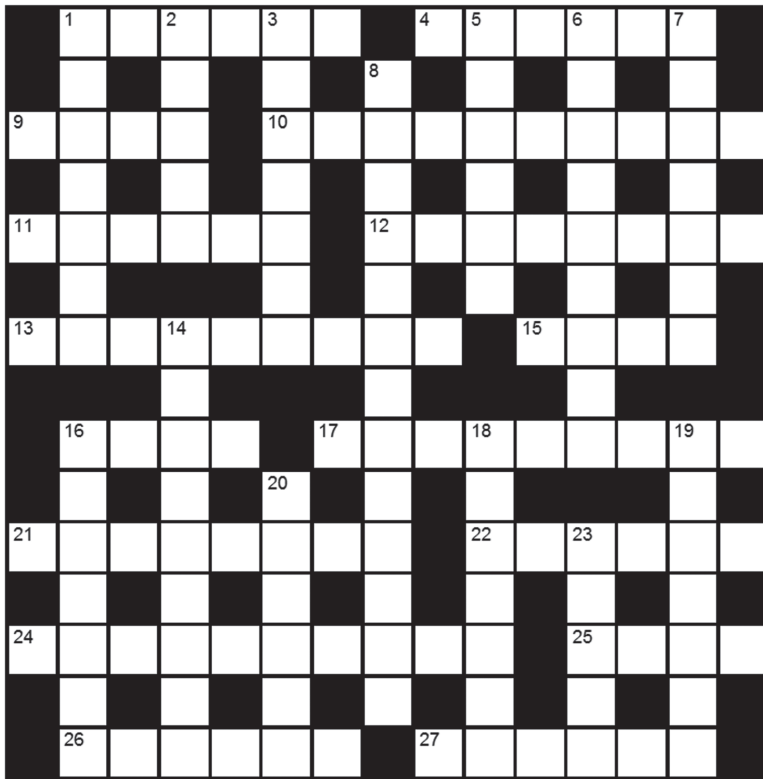
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# EIS Crossword 71



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**Across**

- 1 Shrewd statue in ruins (6)
- 4 Sounds like an extra donkey on the bog! (6)
- 9 Start with lush and well nurtured grass (4)
- 10 Reservist usually at one minimal level (10)
- 11 List of mistakes to cover ratable values (6)
- 12 Pretensions fall on landing area! (8)
- 13 Embellish needlework say (9)
- 15 Collapsible shelter, often tidy inside (4)
- 16 Get ready for meal or remove proper ingredients (4)
- 17 It is in hearing for example to make more aware (9)
- 21 She serves up air stews (8)
- 22 A blithe football hooligan! (6)
- 24 Sex at noon taxes, for example (10)
- 25 The blade is reportedly a pivot point (4)
- 26 A flag used for cleaning (6)
- 27 Source of annoyance may be eased by the dock (6)

**Down**

- 1 A gran'ma! (7)
- 2 Friendly Islands put on a gallant show (5)
- 3 Percussion instrument from the orchestra's main pit? (7)
- 5 External utterance, scandal! (6)
- 6 Trap men at American flat (9)
- 7 Didn't see the ocean for the haar (3,4)
- 8 Reducing form of deferred salary (3-3,7)
- 14 About words in a dictionary which come back (2-7)
- 16 Advertise using a hoopla card perhaps (7)
- 18 Hide where Ierapetra is! (7)
- 19 I break into cuddlyhouse to create sculpture (7)
- 20 Minister interrupts compiler with the French "tamper" (6)
- 23 Isaac Hayes played Mash after this! (5)

Send your completed entry to SEJ, 46 Moray Place, Edinburgh EH3 6BH by Friday 29 June 2012. The first all correct entry picked at random will win. Details of the winner, together with the solution to this month's puzzle will be published in the next edition of the SEJ. Employees of the EIS and their families are not eligible to take part in this competition.



# PRIZE

\*Competition terms & Conditions:

**Prize includes;**

**Enjoy Bed & Breakfast accommodation for two nights.**



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Prize includes a two-night weekend break for two people (staying either a Friday and Saturday or Saturday and Sunday). At any 4 star hotel from the Hilton Worldwide portfolio of brands in the UK and Ireland (Hilton Hotels, Doubletree by Hilton and Hilton Garden Inn). Prize based upon two people sharing a standard twin or double room. The prize must be booked in advance and must be taken Before 31st December 2012. Stay dates subject to availability and blackout dates. Cash alternative not available.

### Crossword 70 answers

**Across** 1 Past participle, 10 Hulks, 11 Panda cars, 12 Surgeon, 13 Cats eyes, 14 China, 16 Anguished, 19 Cottagers, 20 Scurf, 22 Tiptoes, 25 Red deer, 27 Introvert, 28 Chime, 29 Danish pastries

**Down** 2 Allergist, 3 Taste, 4 Appendage, 5 Tunic, 6 Coattails, 7 Place, 8 East end, 9 Physic, 15 Analogous, 17 Gastritis, 18 Houeline, 19 Catbird, 21 Ferret, 23 Paten, 24 Steep, 26 Decor

Crossword70 winner: Congratulations to Victoria Hempton from Edinburgh



## TUC Employment Rights Campaign

**A message from TUC General Secretary Brendan Barber**

Everybody at work needs basic protection from unfair treatment. Even in the best run organisations things can go wrong.

Over the years unions have won rights for a minimum wage, paid holidays, freedom from unfair discrimination and protection from unfair dismissal. And for all the attacks on health and safety, without proper safeguards many more would have accidents or die every year at work.

But your employment rights are under a sly attack. It is not being done with any great fanfare, but the government is slicing away at your work rights. Already people have to wait an extra year before they get protection



**YOU'D THINK THE GOVERNMENT HAD BETTER THINGS TO DO THAN ATTACK YOUR RIGHTS AT WORK.**



IT'S NOT JUST THE GOVERNMENT who's made a mess of things. We have urgent problems like a welfare system, mental health, employment and the gap between the rich and the rest. But the government is dividing precious time and money to attack, of all things, rights at work.

A healthy sector of changes that add up to a shambolic mess. Already we've seen the need for protection against unfair sackings, with reduced maternity rights and more dangerous workplaces in the pipeline. These are attacks that could be dealt with getting the economy going. Try some from the same people who fought the minimum wage and paid holidays. No chance more is left at all. They hope no-one will notice. But we have, and you should too. With the website to find out more, and tell others that we're not alone. **STOP**

TUC  
BEST WWW.STOPEMPLOYMENTWRONGS.ORG.UK TO FIND OUT MORE

from unfair dismissal. There are proposals to reduce maternity leave and make people pay a fee before taking a claim to an employment tribunal.

Some want to scrap rights for staff in small firms, turning them into second class citizens at work. Others want to introduce 'protected conversations' where your boss would be free to say almost anything they liked to you without any come back.

The argument that scrapping fair rules at work will boost the economy does not stand up. UK workers enjoy fewer rights than in any of the world's developed economies bar the USA. Many have stronger economies. Unemployment is high and the economy is failing to grow not because employers can't sack women for being pregnant, but because the banks crashed, living standards are stagnant and the government is pressing ahead with deep, fast spending cuts.

That is why the TUC has launched our "Employee rights stop employment wrongs" campaign. Many of the worst proposals are not yet firm government policy, and we have every chance of stopping them.

We need to spread the word so Ministers can see that they can't get away with doing this in secret. We will be running ads and publishing leaflets explaining more. And we need to be ready to defend each right that they target in the months ahead.

The best way to support the campaign is to visit [www.stopemploymentwrongs.org.uk](http://www.stopemploymentwrongs.org.uk), and sign our petition

## Chartered Teachers should be angry

**Dear Editor**

For a primary teacher like myself, keen to improve classroom practice and keep abreast of current research, the Chartered Teacher Programme was ideal.

Having taught for over ten years I felt the need for challenge, stimulation and progression. I did not want managerial duties but to develop my skills and knowledge of teaching and learning. I began on the Chartered Teacher programme with Glasgow University. It was very refreshing

and entirely satisfied my requirements. It encouraged me to deeply reflect and analyse my practice. It had me reading current papers as well as re-reading the gurus of education such as Dewey, Bruner, Vygotsky, Piaget, Palmer etc. Most of all it increased my confidence and made me proud to be a teaching professional.

After only one year in the programme it has been frozen without proper discussion and debate. It is no wonder Ian McCrone feels 'disgusted'. I feel angry and thoroughly let down by our government; indeed almost cheated. The benefits of having Chartered Teacher status in a school or authority are apparent with most Chartered Teachers leading developments in teaching and learning. Perhaps the scheme would have

gained from having a specific remit for those teachers achieving charter status, but to scrap it entirely is a backward step and sends out a very negative message about teaching professionalism across the sector and further afield.

Both I and a colleague (who started on the programme of Chartered Teacher) have developed curricular areas in the school. We may now question why we should devote so much extra time and effort to a job that is already very demanding and feel somewhat let down by the current government.

Yours etc,  
Carol Gorman, Glasgow



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being beyond the limits of the Curriculum, and therefore acting as a bridge to their subjects of choice, and to their future careers. Price £10

### Educationists. Centuries of progress

Many are the books which have attempted to record the history of educational progress, yet many have failed to inform their readers of biographies and bibliographies, and indexes are lacking in correct names and dates. A major effort has been made to develop knowledge of over 200 of the pioneers of education, though

much remains to be done. Pioneering educationists such as A.S.Neil are hardly known, and their ideas are not often put into practice. Price £10

**About Officina:** Officina is a Latin name meaning workshop, and especially the workshop of a printer. The name appears on many title pages of old books. Officina was founded by W.T.Johnston on the 18th of May 1992 with the principal aim of producing dictionaries of the arts and sciences.

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## Sudoku...

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

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





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