

eis

The Educational  
Institute of Scotland

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

The Scottish  
Educational  
Journal

October 2012  
Vol. 96  
Issue no. 05

SEJ



**BACK  
TO THE  
STREETS**

**FLYING THE FLAG  
IN CONTINUING  
CAMPAIGNS  
AGAINST CUTS**

# ANNUAL FAMILY WORLDWIDE TRAVEL INSURANCE



**ONLY £94\***

- Comprehensive Worldwide Annual Family Policy
- Natural disasters e.g. volcanic eruption, tsunami, hurricane, fire, flood, earthquake etc
- Full Winter Sports Cover
- Increased protection when booking not made through a travel agent
- Enhanced delay benefit
- Enhanced missed departure cover

\* For members aged under 65. Premiums for members aged 65 to 70 years is £155 per year.

**ADD THESE TWO ESSENTIAL COVERS FOR JUST £34**

(JUST £8.50 PER QUARTER)

## HOME EMERGENCY COVER



## MOTOR BREAKDOWN COVER FOR YOU & YOUR PARTNER



**e**ssentials



### Home Emergency Cover

With you every step of the way

- Main Heating System
- Plumbing & Drainage
- Home Security
- Toilet Unit
- Domestic Power Supply
- Lost Keys
- Vermin Infestation

\*Heating system must be subject to an annual service which is not covered under this policy. We can arrange for a service for you if required. Boiler must be under 15 years of age.



Home Emergency & Motor Breakdown policy terms & conditions can be downloaded by scanning here

**eis** FINANCIAL SERVICES



### Motor Breakdown Cover

For you & your partner

- Roadside Assistance and Recovery
- Home Assist
- Alternative Travel
- Emergency Overnight Accommodation
- Lost Keys
- Message Service

\*Home Emergency and Motor Breakdown Covers are also available to existing EIS Travel Insurance customers.

For an application or immediate cover call:

**0845 230 1653**

# CAMPAIGNING ON MANY FRONTS

As summer turned to autumn, and Scottish education returned after the holiday period, the EIS once again found itself faced with many campaigning issues to address. The damaging age of austerity and the continuing budget cutting agenda, coupled with repeated attacks on the public sector, make this a difficult time for all trade unions – including those representing the teaching profession.

Shortly after this SEJ goes to press, trade unionists from across the country will once again march through the streets in protest at the government's damaging austerity drive that is causing so much damage to the economy, to the public sector, and to the living standards of millions of workers. The October 20 marches across the UK – with the main Scottish event to be held in Glasgow – will be the latest stage in a long-running co-ordinated campaign that still has a long life ahead.

For the EIS and Scotland's teaching professionals, the battle continues to be fought on many fronts. With fellow public sector unions, working with the TUC and STUC, we are fighting back against the Westminster government's ideologically-driven attack on public services and public sector workers. The attack on workers' pensions - with the aim of making us all work longer, pay more and get less – is also being driven by a UK coalition government that prioritises tax cuts for the rich over a fair retirement income for the lower paid.

The UK government attack on pensions is driving the context for what is happening in Scotland, as the funding settlement will be impacted by whatever happens down south. The EIS will continue to talk with the Scottish Government, which is responsible for teachers' pension provision in Scotland

even though the UK treasury controls the overall funding pot, to attempt to reach a satisfactory agreement. But we are also clear that any failure to reach a fair deal on teachers' and lecturers' pensions will lead to further industrial action.

On teachers' working conditions, talks continue through special working groups established through the Scottish Negotiating Committee for Teachers (SNCT) on the recommendations of the McCormack Review. The EIS is taking a strong negotiating line into these discussions, following the EIS SGM which made clear its opposition to damaging proposed changes to teachers' working arrangements.

And on pay, talks are set to begin in the near future on the teachers' pay claim which will follow two years of 0% awards due to the public sector pay freeze. While the Scottish Government has indicated in its recent draft budget that the pay freeze is now at an end, we remain in difficult times on pay as it is likely that their aim is to replicate the maximum 1% awards that are being forced on the public sector at UK level. At a time when bankers pay – and pay in the private sector generally – is rising at a much higher rate than 1%, another below-inflation award is not something that teachers and lecturers will see as fair or equitable.

These issues are live in colleges and universities too, as is demonstrated by the recent EIS-FELA march and rally against budget cuts in Glasgow, and the EIS-ULA statutory ballot following a 1% pay offer from their employers.

Overall, the message is clear – Scottish education continues to be under attack, so we must not back down and must be prepared to fight to defend it. These are difficult times for us all, but we must continue to stand united as the EIS to protect our education system, and the interests of all our teaching professionals.

## Contents

4	NEWS
7	EIS COUNCIL NEWS
8	EIS PRESIDENT AT WORK
10	Q&A - EIS SALARIES CONVENER
12	NURSERY EDUCATION
14	FURTHER EDUCATION
16	CPD ROUND-UP
20	EIS & SPTC PARTNERSHIP
22	GENERATION SCIENCE
24	MEMBER'S VIEWPOINT
26	FORUM / LETTERS
28	CLASSIFIEDS / SUDOKU
29	CROSSWORD

# 8

Susan Quinn:

Looking ahead at EIS priorities.



### THE EDITOR:

The SEJ Editor, 46 Moray Place, Edinburgh, EH3 6BH

t: 0131 225 6244

E: [sej@eis.org.uk](mailto:sej@eis.org.uk)

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

## SCOTTISH TEACHERS WILL NOT ACCEPT AUTOMATIC PENSION AGE RISE



Commenting, Mr Flanagan said, "Scottish teachers simply will not accept the UK Government's plans to force them to stay in the classroom until the age of 68 or later. Teaching is an extremely demanding profession, both physically and mentally, and it is simply

inconceivable that teachers should remain in charge of classes of up to 33 pupils until they are almost seventy years of age. While there is a general level of acceptance that some level of pension reform is inevitable, the issue of automatically linking retirement age to the state pension age is one change that teachers cannot accept."

Mr Flanagan added, "Scottish teachers will be justifiably angry at these developments. It's an issue that teachers are prepared to fight on, and the prospect of further industrial action in defence of our pension rights is very real".

Responding to the Public Service Pension Bill, EIS General Secretary Larry Flanagan has warned that Scottish teachers will not accept meekly the UK Government's proposals to link their retirement age to the state pension age. The proposed changes would mean that many teachers would be working in classrooms until their late 60s, and possibly even later based on any future changes to state pension age.

## STRIKE BALLOT FOR EIS-ULA MEMBERS

The EIS has held a statutory industrial action ballot for its members in Scotland's Higher Education Institutions. The EIS has rejected a below-inflation pay rise offer of 1% from HE employers. The ballot was set to close shortly after this SEJ went to press, so please visit the EIS website for news on the ballot result.

Commenting on the statutory ballot, EIS General Secretary Larry Flanagan said, "Lecturers in Scottish Higher Education Institutions have endured pay awards of less than the rate of inflation for each of the past three years, and are not prepared

to accept a fourth year of real-terms pay decline. The EIS estimates that HE lecturers have suffered real-terms pay cuts of over 12% - or around £5000 - during the past three years, and this is completely unacceptable. Scotland is proud of its Higher Education sector, and the fact that it sends such a large percentage of young people to universities and other higher education establishments. Our excellent lecturing staff are absolutely essential to this success, so it is right that they should be appropriately and fairly remunerated for the valuable teaching and research work that they do."

As pay in the Higher Education sector is negotiated at the UK level, the EIS aim is to work collaboratively with sister unions in the HE sector on a programme of industrial action.

## EIS ASSISTANT SECRETARY BOOSTS SCHOOL ROLL FOR 2017



Assistant Secretary Louise Wilson and her husband Tom would like to introduce their new son, Liam Jack, to all their friends and colleagues in the EIS. Louise and Tom would also like to send many thanks to everyone for their good wishes and kind thoughts.

The SEJ sends its own best wishes and those of all EIS members and employees to Louise, Tom and baby Liam.



---

## NATIONAL OCCUPATIONAL NETWORK ELECTIONS

Elections to the National Occupational Networks are now underway. Applications are invited from members in the following categories to serve as the representative of their Local Association area:

- Additional Support Needs
- Educational Psychologists
- Headteachers and Deputy Headteachers
- Instrumental Music Teachers
- Quality Improvement Officers
- Young Members

Nomination forms are available from Local Association Secretaries and from the Organisation Department at EIS Headquarters and should be sent to Local Association Secretaries to arrive no later than Friday 23 November 2012.

## CFE UPDATE FROM EDUCATION SCOTLAND

The EIS is in regular contact with Education Scotland over the implementation of the agreement around the Senior Phase. A number of queries have been raised already on behalf of school branches and local associations and there is an open invitation to continue this dialogue on an on-going basis. In response to an EIS request for more effective communication around timescales, Education Scotland has provided an information leaflet for members which is being distributed with this edition of the SEJ.

CfE bulletins for both primary and secondary are currently in production.

---

## COUNCILS PROFIT FROM MUSIC TUITION EVEN AS CUTS CONTINUE

Scottish local authorities are generating a net income of almost £3million from fees charged to school pupils for instrumental music tuition. The shocking figures indicate that many councils are charging pupils far more than appears necessary to recoup the costs of music tuition. The level of fees charged also further highlight the unfair and unnecessary nature of deep cuts to music tuition across Scotland.

The figures – obtained via Freedom of Information by the EIS which represents most of the country's instrumental music teachers – have been highlighted in a

submission of evidence to the Scottish Parliament's Education and Culture Committee. Local authority representatives were also set to appear to give the councils' side of the story, but pulled out shortly before the committee meeting.

Commenting on the figures, EIS General Secretary Larry Flanagan, said, "Education should be about providing an equal opportunity for all to benefit and learn but, sadly, in the case of music instruction a small number of pupils are being charged a heavy price for developing their talents in music. Curriculum for Excellence places encouraging creativity at the heart of pupils' educational experience, but cuts to music instruction are undermining this central founding principle of CfE."

Addressing the wide divergence in the level of fees charged for music instruction across Scotland, Mr Flanagan added, "It is incredible that, while some local authorities levy no charges at all for music tuition or charge simply to cover costs, others are charging pupils excessive fees and even charging for SQA tuition. There appears to be a postcode lottery operating. Our view

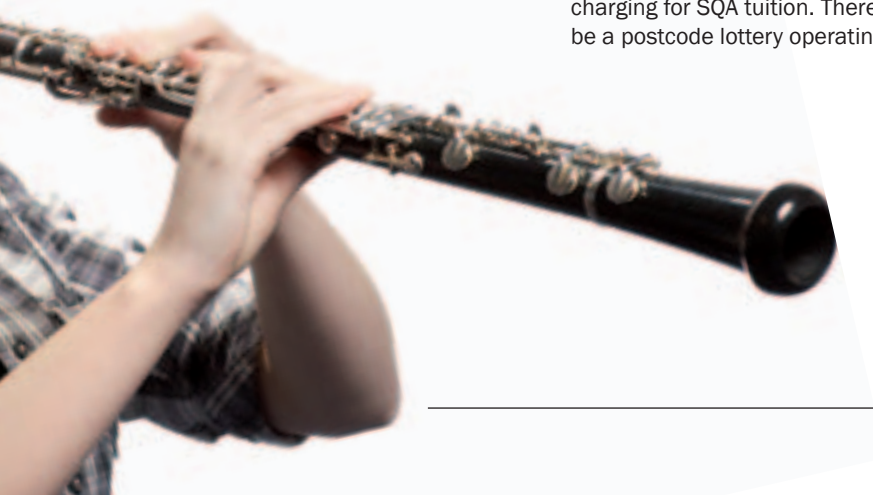
is that instrumental tuition should be an entitlement not a privilege that needs to be paid for."

The EIS wrote to every local authority in Scotland under Freedom of Information, and posed a series of questions on their music instruction service. All 32 Councils responded to the FOI request.

Other findings include:

- 6 councils indicate that they charge students for entry to SQA music examinations.
- 24 out of the 32 councils charge for instrumental music tuition.
- Tuition charges for individual pupils range from £95 to £340 per year.
- The net revenue generated by councils for by charging ranges from nil to £523,000.

The EIS is running a campaign to emphasise the value of instrumental music instruction in schools, and to highlight the many benefits it offers for pupils, including increased confidence, self-reliance and team-working skills – in addition to the obvious value of the development of musical talents. The EIS has also published an award-winning Charter for Instrumental Music, which can be downloaded from the EIS website [www.eis.org.uk](http://www.eis.org.uk)





## EIS WINS BEST ONE-OFF PUBLICATION AT TUC COMMUNICATION AWARDS



The EIS has won the **Best One-Off Publication** at the 2012 TUC Communication Awards for our Charter for Instrumental Music.

The Charter for Instrumental Music was launched to promote and protect music

education in Scotland's schools. The Charter was distributed to all key decision makers, local authorities and schools in Scotland to support the vital work of Instrumental Music Teachers across Scotland.

Despite the financial pressures on local authority budgets it is vital that instrumental music education services are maintained in schools. The EIS Charter highlights the value of music education to pupils, and calls for proper support and funding for its provision in all schools.

EIS President Susan Quinn attended the Award Ceremony in London where she picked up the award for Best One-Off Publication.

The EIS was also successful in the **Best Website** category, picking up a commendation for the EIS website [www.eis.org.uk](http://www.eis.org.uk)

## TUC CONGRESS

Council received a report from Vice-President Phil Jackson on EIS involvement at the TUC Congress in Brighton. The EIS delegation was led by President Susan Quinn, and also included Ex-President Alan Munro and General Secretary Larry Flanagan.



President Susan Quinn was scheduled to speak on the composite Motion on "Education for All" to highlight the impact of poverty on educational achievement and attainment. Unfortunately, due to a scheduling change, Ms Quinn was unable to deliver her speech so fellow EIS delegate Annie McCrae (Edinburgh) spoke on behalf of the EIS, highlighting that this issue was in accord with an earlier motion on Child Poverty that had been approved by Congress.

Alan Munro seconded the composite motion on "Valuing Further Education" which incorporated an EIS motion dealing with the deep cuts to the Scottish FE sector.

## Irene Wardrope remembered

EIS members in Fife were saddened to hear of the death of Irene Wardrope FEIS in July. Irene who was 59 and had only recently retired succumbed after a long battle with cancer. Irene had been a long serving member of the Fife EIS Executive and held the post of Local Association Treasurer for a number of years. Irene had also served as EIS Representative at various schools perhaps most notably at Buckhaven High School.

Her funeral was very well attended and Fife EIS were well represented by members past and present.

Irene will be warmly remembered by everyone who worked with her for her commitment and sense of humour. Our thoughts and best wishes go out to her family and friends.

*Fife LA EIS*



# Council News

---

## COUNCIL CONSIDERS BIG QUESTIONS

The first meeting of EIS Council in the new session had a number of big issues to address following the summer break.

As well as the on-going discussions on pensions, pay and conditions, Council also began to consider the Review of the Democratic Decision-Making Structures of the EIS – which will have major implications for the way that the EIS operates in the future.

Following a briefing from President Susan Quinn, Vice-President Phil Jackson and General Secretary Larry Flanagan, Council members held break-out sessions mid-way through the formal business to hold a wide-ranging series of discussions on the future shape of the EIS, including the recruitment, retention and engagement of the next generation of members. The results of these discussions will feed into the on-going review, with a full review report to follow at the end of the process.

## COUNCIL AGREES NEW ADVICE ON DATING ABUSE

A major new paper which will give members advice on how to address the issue of dating abuse with young people was approved by Council.

Presenting the paper to Council, Equality Convener Bill Ramsay said, “The issue of dating abuse is frequently subject to myth and denial, and it is absolutely right that we develop advice for members which will supplement the advice on this issue that is available from employers.”

The paper highlights that dating abuse can occur in any relationship and is the physical, emotional, sexual or mental abuse of an individual by someone within a current or former relationship. NSPCC Research has indicated that a third of teenage girls suffer unwanted sexual acts in a relationship and a quarter suffer physical violence.

As EIS members could be the first port of call for a young person in an abusive



situation, the new paper offers practical support and advice on what can be done to support young people facing this worrying issue. The paper will be sent to all EIS Representatives, and will be published on the EIS website.

---

## LGBT REPORTS

Two new reports have been published highlighting the experience of LGBT young people in education. Stonewall Scotland's *School Report Scotland 2012* has found that 52 per cent of lesbian, gay and bisexual pupils in Scottish secondary schools experience homophobic bullying. The report also reveals that 99 per cent of gay young people hear homophobic language – like ‘that’s so gay’ and ‘you’re so gay’.

LGBT Youth Scotland's *Life in Scotland for LGBT Young People: Education Report* finds that 69% of all LGBT respondents had experienced homophobic or biphobic bullying in school with the number still high at 25% in college and 14% at university. It also found that 77% of transgender respondents had experienced bullying based on perceived gender identity or sexual orientation in school (69% in College and 38% in University) and 42% of those had left education as a result of that bullying.

Further findings from both of these reports will be highlighted in a forthcoming feature on LGBT issues in the SEJ.



---

## ST ANDREW'S DAY MARCH AND RALLY

Equality Convener Bill Ramsay informed Council that this year's STUC St Andrew's Day march and rally will take place in Glasgow on Saturday 24 November. Further information will be circulated in the member e-Bulletin and on the EIS website when available.

---

## CPD - TAPESTRY PARTNERSHIP

The EIS is happy to once again be working with Tapestry, who will be hosting a number of masterclass events featuring internationally renowned speakers.

For further information or to request a brochure please contact, Tapestry Partnership, **0141 248 5525**. E-mail [victoria.mcnicol@tapestrypartnership.com](mailto:victoria.mcnicol@tapestrypartnership.com) or [lynn.priestley@tapestrypartnership.com](mailto:lynn.priestley@tapestrypartnership.com)

**Or contact your local EIS Learning Representative.**

# WORKING TOGETHER FOR A BETTER FUTURE

**The SEJ spoke to new EIS President Susan Quinn as she settled into her new office at her school's new shared campus in Glasgow. Susan, a primary headteacher and a long-time EIS activist, explained how working together to break down barriers is a key focus for her – both at school level within the communities that have been brought together by the shared campus, and more broadly in education where the aim of uniting teachers and lecturers at all levels in all sectors remains a key goal for the EIS.**

The school day has only just started, but already Susan Quinn has supervised her pupils coming into the school, has accommodated the SEJ photographer for a photo-shoot and is now sitting down to share her thoughts on both her new school and the year ahead for both herself and her union. There is a 'snagging' meeting planned for 10am where the Senior Management Team will meet with the architect to discuss any concerns over the new building, so our sit-down will be brief.



*"We've been in our new building for just over a month now", Susan says, "and we're still getting used to our new surroundings and settling in to the new building". The setting is impressive – a large, custom-designed shared campus facility sitting on a*

hill between the communities of Possilpark and Ruchill – two of the most deprived communities, not just in Glasgow but in the whole of Scotland.

The contrast between St Cuthbert's old building and new is stark. The former school, in the heart of Possilpark, is an impressive old building, but it has suffered many years of wear and tear and is no longer suited for the needs of a modern



primary school. The new building, a bespoke design which was created with the needs of each school and their respective communities in mind, sits high above the housing estates and right next door to Ruchill park, allowing for lots of outdoor learning.

The choice of location is important, Susan explains, *"The new shared campus straddles the communities of Possilpark and Ruchill and brings the children from the two communities, and from the individual schools, together in the same building. The idea is to bring together children who have been kept apart in the past, so that they can see they have more similarities than differences."*

The Benview Campus has brought together three primary schools – one faith school, St Cuthbert's and two non-denominational schools, Ruchill and Wester Common primaries which have amalgamated into the new Highpark

Primary. St Cuthbert's and the new Highpark Primary share a number of facilities, including the dining hall and playground space and they will also share a new Eco Garden space - including an outdoor classroom - and will co-operate on events throughout the year such as Eco week which will be run as an all-campus event. Each of the schools share the same campus uniform – a purple sweater – with

individual touches for each school, such as their own badges and different colour polo-shirts underneath.

Susan says that the schools are working together in other ways too – *"There is a single nursery which associates with both of the primary schools, which means that children from each of the communities are getting to know each other from an early age and will be well used to sharing space and facilities by the time they start primary school. We have established an innovative shared nurture class with a teacher from one school and a pupil support assistant from the other school. All of this is working well and helping to break down the historical and cultural differences that have built up over previous generations."*

The Benview Campus – the third shared campus in Glasgow – was funded through a direct capital investment of around £24M from Glasgow City Council rather than the credit-card approach of PPP/PFI funding.



**“I’m still a teacher at the end of the day and I will continue to stand united with my colleagues through the EIS in defence of all our common interests”**

This commitment from the local authority has delivered an impressive building which will be an asset for the schools and their communities for many years to come. With a large gym hall that can be divided as needed, plus a fabulous multi-purpose and all-weather astro-turf pitch, the schools and local residents now have access to high quality facilities for active learning and recreation.

*“The children are really happy in their new school”, says Susan, “and the environment for learning is extremely good. I’m still trying to teach as much as possible, so I’m in a classroom at least once a week. With the new facilities, such as ICT and interactive boards in every class, the positive impact that the new building has had for the entire school is great to see.”*

Everything is going well for Susan in her day job, but what about in her other role as EIS President? *“Well, we don’t have our challenges to seek as trade unionists at the moment”, she says. “The priorities for us as a union are the same as the priorities*

*for our members – to defend and promote education, and to protect the interests of the young people that we teach and the teachers, lecturers and other education professionals who are our members.”*

But with the current budget cutting agenda across the public sector, and the challenging situation regarding pay, conditions and pensions – as highlighted in our SEJ Q&A with the EIS Salaries Convener in this edition – can the EIS successfully defend its members while battling on a number of fronts?

*“It’s only by standing together as teaching professionals, united through the EIS, that we can hope to protect Scottish education and ourselves as its workers”, says Susan. “This is not a time for division, it’s a time for us all to work together to fight back against the mounting attacks on both ourselves as educational professionals and on the education system at all levels.”*

On the issue of professional unity, Susan adds, *“I’m aware that other, smaller and so-called specialist unions are currently*

*attempting to make membership gains by talking up their sector-specific or grade-specific membership base. I consider this division as self-defeating – a gift to those who seek to drive a wedge between teachers at different levels or in different sectors. Creating division is not in the best interests of Scottish education, and it’s certainly not in the best interests of its teachers and lecturers. I’ve been an EIS member since I became a teacher, and I have worked in many roles for the union – from School Rep, to Learning Rep, to Council member and eventually as Vice-President and now President – and I know that the EIS offers far more to all of its members than any other teaching union in Scotland”.*

So, has Susan ever been tempted by any other organisation? *“Absolutely not – the EIS is the union for all teachers, and it will always be my union. I have seen the sales pitch pack sent into schools by a union that recruits only promoted staff, and which even has a habit of sitting on the management side at LNCT meetings. They make a number of highly questionable claims, including some blatant misinformation about what the EIS offers for headteachers and other senior staff. I know from long experience that the EIS is the best and most effective union for teachers at all levels, and in all sectors. I may be a headteacher now, but I’m still a teacher at the end of the day and I will continue to stand united with my colleagues through the EIS in defence of all our common interests.”*

As the Scottish education system faces up to its many challenges, and as teaching professionals look to protect their pay, conditions and pensions, it is clear that the EIS has a highly effective and dedicated defender in its new President. And the pupils of St Cuthbert’s have a highly committed and devoted headteacher who continues to work with staff and parents to deliver a better future for the children of Possilpark and Ruchill.



www.mkjphotography.co.uk

## Interview

# TOM TRACEY

EIS SALARIES CONVENER

The SEJ speaks to Tom Tracey, long-time Local Association Secretary for Inverclyde and the recently elected Convener of the EIS Salaries Committee. Tom takes on his new role at an extremely challenging time, with changes to public sector pensions, discussions relating to the McCormac Review, and negotiations for the next pay agreement all 'live' issues in the Salaries Committee's in-tray.

**Members in Inverclyde and all those who have been elected to Council or to the AGM in recent years will know you well, but can you give SEJ readers a brief history of your teaching and EIS background?**

I started teaching in 1975 in St Columba's High School in Gourock where I remained as a class teacher of Maths for 32 years. My EIS career is equally as long as I immediately joined the EIS when I started teaching as they were, and still are, the only trade union which represented members in all sectors of education. I was the school rep for almost 30 years and a member of Renfrewshire Committee of Management under Strathclyde. I have been the Inverclyde Local Association Secretary since 1995. Over the years I have been a member of EIS Council, Executive Committee, Salaries Committee, Employment Relations Committee and the Education Committee. I have also been a delegate to the EIS national AGM for the past 25 years.



“the EIS has a major job to do to ensure that the voices of members in schools are heard”

www.mkjphotography.co.uk

the EIS is determined to work to ensure that Scottish teachers do not have to work until they are 68

**The past few years have been difficult in negotiating terms, with the budget cutting agenda, the pay freeze and a challenging agreement on pay and conditions the last time around. With all of this, plus the Government's attack on pensions and the looming threat of McCormac's recommendations, have you accepted something of a poisoned chalice?**

There are those who would say that being an active member of a trade union in itself is something of a poisoned chalice! I don't subscribe to that view. I see my task, and that of the other members of the Salaries Committee, as doing our best to ensure that teachers' pay and conditions of service are protected. To achieve this, the EIS has a major job to do to ensure that the voices

of members in schools are heard and that we keep our members on board with us throughout all the different negotiations that are presently taking place. If our members believe that we have done the best we can for them then I believe they will support us.

**Can you give members an update on the current state of play on pensions? People are already being hit in the pocket, so how do you see the current discussions with the Scottish Government developing?**

Negotiations are on-going at both UK and Scottish levels. The main stumbling block that we have in Scotland is a lack of clarity from the Westminster Government as to what room the Scottish negotiations will

.....

have to come up with a Scottish specific scheme which may differ from the one in England and Wales. Until we have that clarity then it is difficult to predict how any negotiations with the Scottish Government will develop. Following the publication of the Pensions Bill by the UK Government, the EIS is determined to work to ensure that Scottish teachers do not have to work until they are 68.

**The UK-wide joint trade union campaign on pensions continues and has gained a lot of publicity so far. Is this joint campaign the best hope for success, or do you feel that an individual Scottish solution is a more realistic goal?**

Given what I have said about the Scottish negotiations, we must remain part of the UK-wide joint trade union campaign. This is the only way that we will be able to put pressure on the UK Government to enter in to meaningful negotiations over pensions that will lead to an acceptable deal for our members and the members of the other public sector trade unions.

**The McCormac Review made a series of worrying recommendations related to teacher professionalism and working arrangements. Already, the ill-conceived recommendation to axe Scotland's highly respected Chartered Teacher scheme has been implemented by the Scottish Government. What do you see as the key challenges in the McCormac-related discussions?**

The Chartered Teacher scheme was highly regarded not only by teachers but by many other educational professionals, not just in Scotland but also in many other countries. The decision of the Scottish Government to axe the scheme was a disgrace especially as they are now saying that they want teaching to be an all Masters profession. To simply cut off those who were already on the scheme, without allowing them to finish their Masters course, was absolutely outrageous. The key challenge in our present McCormac related negotiations is for the teachers' side to ensure that there is no erosion of teachers' terms and conditions. This will require unity both within the EIS and among all the teachers' organisations.

**How important is the negotiating machinery of the SNCT and its associated LNCTs in the delivery of agreement on McCormac's recommendations?**

The negotiating machinery of the SNCT has delivered stability in Scottish Education since the 2001 agreement. Given the great upheavals that are taking place in education just now with the pensions campaign, budget cuts, the pay freeze, etc, it is vital that there is a national control exercised by negotiation at the tripartite SNCT. Similarly it is vital that there is a control exercised locally by LNCTs. We must do all that we can to retain the SNCT and its associated LNCTs so that any agreement that comes out of the McCormac Working Groups is in the best interests of everyone in education.

**Teachers and other public sector workers are in the midst of a financially crippling pay freeze, with high inflation over the past few years taking a real toll on standards of living. The EIS is committed to seeking a restorative pay award – what are the chances of success in this goal?**

It is not possible at present to say how pay negotiations will go. With regard to the EIS negotiating position we have only had

preliminary discussions at the Salaries Committee. We were tasked with obtaining research information on pay levels and we await the final report on this. Once we have all the information we need, then the Salaries Committee will work on a strategy and claim which will be put to the November meeting of Council for approval or amendment.

**The EIS, as by far the biggest union, has the majority of employee-side seats at the SNCT negotiating table. How important is professional unity, both within the EIS and with those who are not members, in heading off any threats to teachers' pay and conditions?**

Professional unity is vital both within the EIS and with those who are not EIS members. We must do all that we can to ensure that our members are kept fully informed of what is happening during negotiations. The SGM made it very clear what was not acceptable in the McCormac Review and we must make sure that we stick to what was decided at the SGM. Other teachers' organisations also need to realise that unity is strength and decisions must not be made for 'political' reasons but in the best interests of teachers.



**High visibility: the job of the EIS Salaries Convener is an important one...and comes with its own hazards.**

# WHERE IS THE TEACHER?

---

**General Secretary Larry Flanagan looks at the implications of Glasgow City Council's decision to reduce the level of involvement of qualified teachers in its nursery establishments. The EIS is clear that high quality nursery provision can only be ensured by the involvement of teachers in every nursery class and nursery establishment.**

The EIS has recently pursued court action against Glasgow City Council and its decision to replace Nursery Headteachers with Heads of Centre who do not need to be qualified teachers and whose pay and conditions are removed from the nationally negotiated framework of the SNCT. The primary motivation in our action was driven by the fact that by removing these posts Glasgow was effectively removing nursery teachers from these schools as an earlier culling of nursery teaching posts had left the headteacher as the only GTC registered staff member in the establishments. The net result would be nursery schools without nursery teachers.

In the context of CfE, and the idea of a '3-18 curriculum', the failure to plan a meaningful teacher input to these schools, amounts to a betrayal of nursery education. Lord Brodie (who heard the case) found that Glasgow's retention of a peripatetic nursery teaching cohort (around 20 teachers) established the authority's ability to meet its legal duty of providing 'access' to a teacher as nowhere in statute was the notion of 'access' quantified. His ruling simply exposes the complete inadequacy of current legislation.

Previously the Scottish Government has argued that the phrase 'access to a teacher' was a means to develop and establish new provision with regard to nursery education but in effect, as Glasgow's action reveals, it is being used as a guise to reduce the number of nursery teachers employed in the pre-5 sector.

North Lanarkshire, for example, as part of its current budget proposals is considering replacing nursery teachers with early years workers.



**The EIS is appealing against Lord Brodie's judgement on a point of principle but the real locus for resolving this situation lies with Scottish Government. Statutory definition of what is meant by 'access to a teacher' is urgently required. Ministers should consider amending the draft Children's Bill to spell out what they claim is Government support for the role of nursery teachers.**

Pre-5 services encompass broad range provision and the EIS welcomes and supports this breadth; we also welcome and support the increasingly professionalised and qualified nature of practitioners in the sector. The importance of education, however, and the role of teachers as professional educators, should not be lost sight of in terms of the service available to children and their parents.

Research evidence remains strong concerning the added value that a teacher's pedagogical skills bring to a child's experience and the positive long-term impact of teacher-child interaction in the early years.

Interestingly, the findings of a recent independent review of early education and childcare qualifications in England, led by

Professor Cathy Nutbrown, concluded that there was a need to increase the number of people with 'qualified teacher status' in the sector, specifically suggesting that heads of centre with degree level qualifications in early years specialisms should be encouraged to achieve the post graduate level of qualified teacher status.

The report comments: "Teachers have a particular impact on children's experiences and outcomes in vital areas of child development such as early literacy and social development, and the evidence shows that teachers improve children's mathematical and scientific knowledge and understanding."

Scottish policy makers would do well to consider the findings of this review before moving forward with agendas which may well be dressed up in the rhetoric of reforming, or even expanding, pre-5 services but which have a strong sub-text of cost cutting and reduced budgets.

In our submission on the draft Children's Bill, the EIS makes clear our belief that teachers, and education, are a key element of the pre-5 provision; we believe that nursery education should be a statutory service and that it is more than time the SNP Government in Scotland showed some leadership in this area.

EIS members are urged to make clear to Scottish MSPs, and to local authority councillors, their support for the defence of nursery provision; write to them today or visit them at their surgeries to deliver a clear message -

**WHY MUST OUR CHILDREN PAY?  
DEFEND NURSERY EDUCATION.**



# THE NET RESULT WOULD BE NURSERY SCHOOLS WITHOUT NURSERY TEACHERS

# THE UHI - A CURIOUS HIGHLAND BEAST

The University of the Highlands and Islands (UHI) may be Britain's newest university, but it is also a very curious beast, an amalgam of HE and FE, which has implications for both sectors. EIS FELA Executive Member Donny Gluckstein speaks to an FE lecturer who explains the key issues.

## There are 10 FE Colleges among the Academic Partners (APs) of the UHI. How do the parts fit together?

Most of the UHI's delivery comes from 10 colleges which carry out both their usual FE teaching but also HE work. Two thirds of UHI's HE provision consists of HNCs and HNDs.

In terms of combining FE and HE in this way the devil is in the detail. FE students require a lot more hands on support

and are often a different type of learner to HE students. If, as seems likely, the FE colleges move on to the HE model which emphasises blended learning, this may well disadvantage FE students.

## The UHI is sometimes seen as a form of merged college. What is the structure of the UHI?

All HE funding goes to the UHI's Executive Office in Inverness first. This body takes a sizeable cut and then divides what is left amongst the Academic Partners. There are moves to change this system, but the overall structure means that we have two layers of bureaucracy to contend with – the usual FE college management and the Executive Office.

That is a warning to everyone about one of the dangers of regionalisation. The UHI covers a geographically wide area and centralisation makes it more difficult to be flexible and to cater for the local community. If a printer runs out of ink in my college you have to report to the UHI helpdesk a long way away in Inverness. They then report to

our guys up the stairs who then come and fix the problem!

## How does the funding of the UHI work?

Many lecturers feel that the income of the UHI is tilted towards management. Its Executive Office has a large number of FTEs working in it which brings a heavy commitment in terms of payroll. That cuts the funding given to FE colleges, leaving still less by the time it reaches the 770 or so staff in the classroom.

## How is delivery organised?

This too is complicated. We lecturers work on delivering HE courses for UHI but are employed by FE colleges. So you have a situation where there are course leaders who organise HE provision funded by UHI, but have their FE management to answer to as well. Subject Network Leaders are in charge of a whole subject across the entire network of partners, but are based in one college hundreds of miles away from others delivering their subject. The same



## ALL ABOARD THE CAMPAIGN FOR FE'S FUTURE

The 6 October EIS-FELA march and demonstration in Glasgow is the latest event in the campaign to stop the devastation of FE through funding cuts and chaotic mergers. The march followed the presentation of a 10,000 strong petition at the June lobby of Holyrood. For the first time FELA and others with an interest in FE are beginning to highlight the true scale of the cuts to Scottish college budgets.

With the government now considering next year's funding this is no time ease up the pressure. FELA members will join colleagues right across the public sector and beyond at the STUC "There Is a Better Way" demonstration on 20 October. But national events need to be followed up by local initiatives. The FELA National Executive has decided to recommend a programme of events for branches to

undertake, leading up to our spring annual conference.

- **October - demonstrations (FELA 6 October, STUC "There Is a Better Way" 20 October)**
- **November - letter-writing to the MSPs, MPs, press and use of any other media to publicise the need for adequate funding of FE and the impact of mergers.**
- **December-January - visits to MSPs surgeries, public meetings**

To assist branches with these a model 'Dae Something' plan of action is being sent to branch secretaries. This will be coordinated centrally. The action plan has a host of suggestions to follow. Model postcards for MSPs are also being circulated.

There are activities big and small that every lecturer can get involved in. So get stuck in and ask your branch officials what the local plan is.

will be true as we move towards a modular structure.

It is not easy to coordinate things in this way, and that matters. Here's an example. We have a subject network based in Perth. If one of the centres fails SQA verification then the whole of the UHI doesn't pass, because the network is treated as one across UHI. We need to ensure that each partner college is consistent. But we are not given the resources to ensure consistency. We try, but it leads to lots of work, such as double-marking. Work done in one college is marked there, using the internal verification procedure, but then has to be shipped to other colleges to be checked again. All this requires resources which, with the current cuts, are increasingly hard to find.

### How is teaching delivered over such a vast geographical area?

There is an effort to put most work online and have one lead college in charge of each modular unit. Blended learning may work for some units and for some well-motivated students, but for subjects with a practical side and for certain students you really do need face to face contact.

## What are the negatives to the UHI?



**It means extra layers of bureaucracy with duplication of administration and senior management. There can be a general lack of transparency in how decisions are made and enacted. This leads to a lot of uncertainty. As a union the EIS is trying to overcome these difficulties, and we are hoping for progress.**

## Are there positive aspects to the UHI?



**Yes, you get to network a lot more and find out what colleagues are doing. If you have a problem there are several people you can discuss this with. For the smaller colleges, which comprise most of the APs, that is a real bonus. We also share good practice, and some students enjoy using technology such as video conferencing.**



## MARVELLOUS MATHS ACROSS THE CURRICULUM

(Perth And Kinross)

**“Excellent CPD opportunity!”, “The morning only format was great and the breakfast a bonus!”, “Fantastic presenters and practical sessions.”**

These are some of the positive comments from the evaluation of The Marvellous Maths Across the Curriculum Partnership Event, which gave a true flavour of the success, real involvement and enjoyment for the sixty teachers who attended.

This joint event held in North Inch Community Campus, Perth was organised by Patricia Duncan, Lyn McClintock and Heather Stirling in partnership with the University of Dundee and Perth and Kinross Council.

Marvellous Maths Across the Curriculum was chosen as the theme for the event and was matched by the keynote speaker’s theme of Developing Mathematical Thinking, which in turn was linked to the workshops.

There were a choice of five workshops:

- Developing Mathematical Thinking
- Making Maths Count! The Best In Early Years
- Fun Packed Projects in Maths
- Maths Through Cooperative Learning
- Numeracy Outdoors

The event started with a 9am breakfast, followed by the keynote speaker Dr Sheila Henderson, University of Dundee who entertained and dispelled the myths about maths. Sheila also challenged all to be inspirational and to be real motivators in Developing Mathematical Thinking from an early age. This was followed by a choice of two workshops.



Breakfast and the coffee break gave the opportunity to network with colleagues and the café style of the campus created a sense of being a social occasion with the added value of CPD.

Sheena Devlin, Perth and Kinross Council gave thanks in the closing comments to all those who worked towards the success of the event.

Thanks also go to the participants who made the morning lively, active and enjoyable. The evaluations were clear in giving a “thumbs up” for this type of event.



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





## LET'S TALK ASSESSMENT

The recent 'Let's Talk Assessment' Learning Rep event – held in partnership with West Lothian Council - was highly successful.

Organised by local Learning Reps, Toni Cameron and Christine Bruce, the purpose of the event was to develop confidence in classroom practice and featured Assessment expert Myra Young, an independent education consultant'.

With over 40 participants, the attendees found the presentation highly informative describing it as grounded, reassuring and insightful. Answering a wide range of questions from practitioners across nursery, primary, secondary and special education settings, Myra was able to review and clarify common areas of concern.

**'She gave practical, informative advice that will have a direct impact on learning.'**

Emphasising that the purpose of assessment should be to progress learning within the ethos of learning as a social activity. She suggested that the importance

of planning relevant experiences is highlighted in all the Building the Curriculum 5 documents - available from the Education Scotland website - and the need to agree learning intentions and success criteria means moderation starts at the planning stage.

Evaluations of the event gave it a real thumbs up, describing it as **'totally relevant,'** with an unanimous 100% of the participants giving it a top success rating and many awarding the presentation a verdict of **'Excellent!'** Participants agreed that they now felt reassured and more confident in undertaking assessment.

Christine and Toni now have plans underway for next session to encourage practitioner classroom enquiry in partnership with the University of Edinburgh and West Lothian.

For more information about this event, or to consult the Learning Reps about your professional and personal development, please contact Christine or Toni at either [tcameron@eis-learnrep.org.uk](mailto:tcameron@eis-learnrep.org.uk) or [cbuce@eis-learnrep.org.uk](mailto:cbuce@eis-learnrep.org.uk)

Toni Cameron and Christine Bruce  
West Lothian Learning Reps

## WEST LOTHIAN PRACTITIONER ENQUIRY NETWORK (PEN)

Learning Reps and Chartered Teachers in West Lothian have been working together to establish a Practitioner Enquiry Network (PEN) with the intention of providing a forum for local teachers and interested partners to share and reflect on practice which could then feed back into individual classrooms and curriculum networks.

The network which started in 2011 has the joint support of the EIS, West Lothian Council, ACTS and the GTCS and is held on alternative calendar dates from the regions well established curriculum specific networks.

Meetings this session will be held at Deans Primary School, Livingston at 1.30 on 7 December, 3 March and 10 May. If you are interested in attending any of these Friday sessions please contact [christine.bruce@wled.org.uk](mailto:christine.bruce@wled.org.uk) with an indication of your level of interest so that the forum can either provide peer support or provide a continuum for those who have already undertaken post graduate action enquiry and would like to share their work.

Building on this initiative the Learning Reps have also organised a Masters level CPD opportunity entitled 'Practitioner Enquiry: Making a Difference in your classroom'. The course will run over two terms commencing on 19 January 2013 and consist of five Saturday morning sessions which will provide tuition and support in planning. Further details for this can be obtained from either Christine or Toni at [toni.cameron@wled.org.uk](mailto:toni.cameron@wled.org.uk)

## LEARNING REP COURSE 2013/14

The EIS now has over 100 Learning Reps working across schools and colleges throughout Scotland. Learning Reps will have been operational for ten years in 2013 and have been instrumental in leading the way both in promoting quality CPD and encouraging colleagues to undertake CPD which is most beneficial to them – professional and personal. The achievements of the Learning Reps within the time they have been active is

phenomenal and they continue to shape and move the CPD agenda forward.

The newest group of student Learning Reps and their mentors gathered at the Paisley campus of the University of the West of Scotland on 21 September for their induction day. The induction was attended by Larry Flanagan, EIS General Secretary, who made a presentation to the student Learning Reps on where and how they fit into the EIS CPD agenda, the valuable work they do and how important they are to the EIS in raising the profile and uptake of CPD.





## PROFESSIONAL UPDATE AND ASSESSMENT Clackmannanshire

The EIS, Clackmannanshire Council and Stirling Council recently hosted the event, "Professional Update and Assessment - Your Questions Answered."

Keynote speakers, Gillian Hamilton, Professional Education Officer GTC Scotland, and Susan Quinn, President of the EIS, provided an opportunity to find out about Professional Update and future developments on assessment within the Curriculum for Excellence.

The first of the presentations was delivered by Gillian who explained a scheme of professional review and development for teachers known as Professional Update and where the GTC(S) is in relation the initiative.

Susan then, outlined the position on assessment within the Curriculum for Excellence and the opportunities that the new system could provide for both teachers and pupils.

Both speakers were very informative, and both answered questions and listened to comments from the audience. The evaluation of the event was very positive.

Karen Farrell  
EIS Clackmannanshire Learning Rep

## DO YOU WANT TO BECOME AN EIS LEARNING REP AND PLAY A KEY PART IN CPD?

Recruitment is now underway for the 2013/14 Learning Rep course which will commence in late February 2013. The online course is in two sections – first there is an introductory section through Stow College which lasts for six weeks, containing six activities and requires two to three hours study per week. The second part of the course is provided by the University of the West of Scotland, is at postgraduate level and lasts for three months. This section of the course will begin in late September 2013 and the course fees are met by the EIS.

Any member wishing to become a multi-establishment Learning Rep,

working across schools within their local authority area, must be approved by their Local Association before they can undertake the course.

Any member wishing to become a Learning Rep for their college or higher education institution must be approved by their Branch before they can undertake the course.

Learning Reps are particularly required in the following local authority areas: Dumfries & Galloway, East Lothian, Inverclyde, Moray, Perth & Kinross, Shetland and Stirling.

If YOUR local authority, college or higher education institution does not yet have a Learning Rep then why not find out more?

Contact Lyn McClintock, CPD/LR Co-ordinator for further information, including an Information Pack: e-mail [lmclintock@eis.org.uk](mailto:lmclintock@eis.org.uk), or telephone Lyn on **0141 353 3595/0131 225 6244** for a chat about the course and the work of EIS Learning Reps.

## SCOTTISH UNION LEARNING DEVELOPMENT FUNDING

The EIS has obtained funding from the Scottish Union Learning Development Fund for a short-term project which will include taking forward Learning Agreements with employers. This funding follows on from the successful EIS SULF 7 Project "Partnership through Professional Development". We will also be organising some training workshops on Health and Wellbeing.



**eis**  
The Educational  
Institute of Scotland

# Children in Chains



This Seminar will explore the reality for Palestinian children under occupation, the obligations on the state of Israel, as an occupying power and member of the human race, towards these children. The Seminar will be of interest to everyone who believes that children should be treated as children.

## Israel's **Twilight Zone** **SEMINAR**

Organised by Scottish Friends of Palestine in collaboration with  
The Educational Institute of Scotland.

### Contact

info@scottish-friends-of-palestine.org

text: 07863070026

(please include an email address if possible)

**SEMINAR:**

**Saturday 10th November 2012**

Hilton Edinburgh Grosvenor,  
Grosvenor Street, Edinburgh EH12 5EF

**1pm to 5pm**

# SAVE YOURSELF A MINT.

(...that includes you, as a member of EIS, your parents or step-parents your brothers, sisters, step-brothers or step-sisters, your partner or spouse, your children or step-children.)

As a member of a Peter Vardy Vauxhall Partner union you can enjoy some refreshing savings across the entire new car Vauxhall range...

### HOW DOES IT WORK?

**SAVE  
£1017**  
with EIS  
Partners  
Discount

**SAVE  
£750**  
with the  
Finance  
Deposit  
Allowance

Total Saving  
**£4684**

**SAVE  
£2917**  
0% Interest  
Saving

**NU 62 PLATE CORSA 1.0S ecoFLEXACTIVE 3 DOOR**

**5 YEARS 0% APR + LIFETIME WARRANTY**

16" alloy wheels • Mobile phone system with Bluetooth • CD + MP3 • Front fog lights • Air conditioning • Daytime running lights • Remote control central deadlocking • Electrically operated front windows • (ABS)

**NO DEPOSIT**

Weekly payments from only

**£34.99**



<b>£36.99</b> x14 weeks	<b>£41.99</b> x246 weeks	<b>£0</b> Customer Deposit	<b>£750</b> PV Finance Deposit	<b>£11597.40</b> Cash Price	<b>£10847.40</b> Total Credit	<b>£11597.40</b> Total Payable	<b>£0</b> Credit Fees	<b>0%</b> Rate of Interest Fixed	<b>0%</b> Representative APR
----------------------------	-----------------------------	----------------------------------	--------------------------------------	--------------------------------	----------------------------------	-----------------------------------	-----------------------------	--	------------------------------------

FOR A REFRESHING DEAL CALL 0844 482 5563 OR COME IN & SEE US QUOTING THE UNIQUE CODE 'EISMAG'



**Peter Vardy Vauxhall**

Aberdeen | Edinburgh | Kirkcaldy | Motherwell | Perth

[/petervardy](#) [@petervardy](#)

[/petervardytd](#) [petervardytd](#)

[www.petervardy.com/partners](http://www.petervardy.com/partners)

Vehicles shown for illustrative purposes only. Prices correct at time of going to print, subject to change and availability. For full T&Cs visit [www.petervardy.com/terms-conditions](http://www.petervardy.com/terms-conditions).

# EIS AND SPTC FORM PARTNERSHIP FOR SCOTTISH EDUCATION



**The EIS has signed a Memorandum of Understanding with the Scottish Parent Teacher Council (SPTC). The signing, which took place at Drummond Community High School in Edinburgh, brings together Scotland's leading teaching union and the main membership organisation for parent groups in an agreement to work towards a better future for Scotland's school pupils.**

EIS President Susan Quinn and General Secretary Larry Flanagan met with SPTC Convener Jeanna Brady and Executive Director Eileen Prior to sign the agreement.

Commenting on the Memorandum, EIS General Secretary Larry Flanagan said, "The EIS represents over 80% of Scotland's teaching professionals, including more class teachers, more principal teachers and more deputy and headteachers than any other

union in Scotland. All teachers are acutely aware that active and supportive parental involvement in schools is absolutely crucial in delivering the best opportunities for all our pupils, so the EIS is delighted to be entering into this agreement with SPTC."

Eileen Prior, SPTC Executive Director, said, "SPTC works co-operatively with the many organisations involved in Scottish education so it makes sense to make that relationship more formal with the largest teaching union. Day in, day out we encourage parents to form productive relationships with school staff so we are putting that advice into practice!"

The Memorandum of Understanding details how the two organisations will work towards shared priorities developed by the EIS and SPTC for the support of Scotland's education system.



www.mkjphotography.co.uk

**All signed up** - EIS President Susan Quinn and SPTC Convener Jeanna Brady

## SEJ Online

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

Members have the option to opt out of receiving a printed copy of the SEJ if they wish.

In order to opt out, follow the online instructions at [www.eis.org.uk/news/opt-out.htm](http://www.eis.org.uk/news/opt-out.htm)

Upon opting out of printed copies of the SEJ, members will instead receive an email advising when each new edition of the online SEJ has been published.



# Contacts

## Headquarters

### Edinburgh

Tel: 0131 225 6244 - Fax: 0131 220 3151  
e-mail: [sej@eis.org.uk](mailto:sej@eis.org.uk) - [enquiries@eis.org.uk](mailto:enquiries@eis.org.uk)  
Membership Tel: 0131 220 2268  
Membership e-mail: [membership@eis.org.uk](mailto:membership@eis.org.uk)  
[www.eis.org.uk](http://www.eis.org.uk)

**General Secretary**  
Larry Flanagan

**Accountant**  
Colin Mackenzie

**Assistant Secretaries**  
Drew Morrice  
Louise Wilson  
Ken Wimbor

**Further & Higher Education Officer**  
David Belsey

**Education & Equality Officer**  
Stephen McCrossan

**Employment, Health & Safety Officer**  
David McGinty

## Area Offices

### Dundee

310 Broughty Ferry Road, Dundee, DD4 7NJ  
Tel: 0138 245 8270 - Fax: 0138 244 3144

**Officer: Graeme Campbell**

e-mail: [gcampbell@eis.org.uk](mailto:gcampbell@eis.org.uk)  
Aberdeen, Dundee, Fife, Perth & Kinross,

**FELA Colleges:** Angus, Dundee, Elmwood, Adam Smith, Carnegie, Perth

**Officer: Karen Barclay**

e-mail: [kbarclay@eis.org.uk](mailto:kbarclay@eis.org.uk)  
Aberdeenshire, Angus, Highland, Moray, Orkney, Shetland

**FELA Colleges:** Aberdeen, Banff & Buchan, Inverness, Moray, North Highland, Sabhal Mor Ostaig

### Edinburgh

46 Moray Place, Edinburgh EH3 6BH  
Tel: 0131 225 3155 - Fax: 0131 220 3151

**Officer: Clare Stephen**

e-mail: [cstephen@eis.org.uk](mailto:cstephen@eis.org.uk)  
Borders, Clackmannanshire, Falkirk, North Lanarkshire, Stirling

**FELA Colleges:** Borders, Coatbridge, Cumbernauld, Forth Valley, Motherwell.

**Officer: Terry Gray**

e-mail: [tgray@eis.org.uk](mailto:tgray@eis.org.uk)  
East Lothian, Edinburgh, Midlothian, West Lothian  
**FELA Colleges:** Jewel & Esk Valley, Newbattle Abbey, Oatridge, Stevenson, Telford, West Lothian

### Glasgow

6 Clairmont Gardens, Glasgow G3 7LW  
Tel: 0141 353 3595 - Fax: 0141 332 2778

**Officer: Lachlan Bradley**

e-mail: [lbradley@eis.org.uk](mailto:lbradley@eis.org.uk)  
East Dunbartonshire, East Renfrewshire, Inverclyde, Renfrewshire, West Dunbartonshire.

**FELA Colleges:** Clydebank, James Watt, Reid Kerr.

**Officer: Frank Healy**

e-mail: [fhealy@eis.org.uk](mailto:fhealy@eis.org.uk)  
Argyll & Bute, Glasgow, Western Isles.  
**FELA Colleges:** Anniesland, Cardonald, City of Glasgow, John Wheatley, Langside, Lews Castle, North Glasgow, Stow.

**Officer: Alan Scott**

e-mail: [ascott@eis.org.uk](mailto:ascott@eis.org.uk)  
Dumfries & Galloway, East Ayrshire, North Ayrshire, South Ayrshire, South Lanarkshire  
**FELA Colleges:** Ayr, Barony, Dumfries & Galloway, Kilmarnock, South Lanarkshire

## Learning Representatives

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)

## EIS telephone Helpline

Legal Helpline: **0141 332 2887**

## Local Association Secretaries - full contact details can be found at [www.eis.org.uk](http://www.eis.org.uk)

### Aberdeen City

Grant Bruce  
Office: 01224 538070  
[aberdeencity@eis.org.uk](mailto:aberdeencity@eis.org.uk)

### Aberdeenshire

Pat Flanagan  
Office: 01569 762626  
[aberdeenshire@eis.org.uk](mailto:aberdeenshire@eis.org.uk)

### Angus

David Drysdale  
01307 466683  
[angus@eis.org.uk](mailto:angus@eis.org.uk)

### Argyll & Bute

Billy Marshall  
School: 01369 705010  
Mobile: 07807 639011  
[argyllandbute@eis.org.uk](mailto:argyllandbute@eis.org.uk)

### Clackmannanshire

Gavin Hunter  
Mobile: 07515 985596  
[clackmannan@eis.org.uk](mailto:clackmannan@eis.org.uk)

### Dumfries & Galloway

John Dennis  
Direct: 01387 261590  
[dumfries@eis.org.uk](mailto:dumfries@eis.org.uk)

### Dundee

Kevin Nolan  
Mobile: 07577 689630  
[dundeela@eis.org.uk](mailto:dundeela@eis.org.uk)

### East Ayrshire

Bryce Wilson  
Office: 01292 551100  
Mobile: 07970 489558  
[eastayrshire@eis.org.uk](mailto:eastayrshire@eis.org.uk)

### East Dunbartonshire

Kenneth Brown  
Office: 0141 237 1757  
[eastdunbarton@eis.org.uk](mailto:eastdunbarton@eis.org.uk)

### East Lothian

Gael Gillan  
Office: 01620 829010  
[eastlothian@eis.org.uk](mailto:eastlothian@eis.org.uk)

### East Renfrewshire

Alan Munro  
Office: 0141 881 8219  
[eastrenfrew@eis.org.uk](mailto:eastrenfrew@eis.org.uk)

### Edinburgh

Alison Thornton  
Office: 0131 477 0866  
Mobile: 07773 234752  
[edinburghla@eis.org.uk](mailto:edinburghla@eis.org.uk)

### Falkirk

Margaret Smith  
Office: 01324 506698  
[falkirk@eis.org.uk](mailto:falkirk@eis.org.uk)

### Fife

Cathy Grant  
Office: 01592 657710  
[fife@eis.org.uk](mailto:fife@eis.org.uk)

### Glasgow

Hugh Donnelly  
Office: 0141 572 0550  
[glasgowla@eis.org.uk](mailto:glasgowla@eis.org.uk)

### Highland

Andrew Stewart  
Office: 01349 884750  
[highland@eis.org.uk](mailto:highland@eis.org.uk)

### Inverclyde

Thomas Tracey  
Home: 01475 725124  
[inverclyde@eis.org.uk](mailto:inverclyde@eis.org.uk)

### Midlothian

Sonia Kordiak  
Mobile: 07973 394715  
[midlothian@eis.org.uk](mailto:midlothian@eis.org.uk)

### Moray

Susan Slater  
Tel: 01343 835008  
[moray@eis.org.uk](mailto:moray@eis.org.uk)

### North Ayrshire

Gordon Smith  
Office: 01294 275241  
[northayrshire@eis.org.uk](mailto:northayrshire@eis.org.uk)

### North Lanarkshire

Ricky Cullen  
Office: 0141 332 3202  
[northlanark@eis.org.uk](mailto:northlanark@eis.org.uk)

### Orkney Islands

Jim Lawson  
School: 01856 850660  
[orkney@eis.org.uk](mailto:orkney@eis.org.uk)

### Perth & Kinross

Patricia Duncan  
Tel: 01738 638460  
[perthandkinross@eis.org.uk](mailto:perthandkinross@eis.org.uk)

### Renfrewshire

Brian McGovern  
Office: 0141 889 9022  
[eisrenfrewshiresec@yahoo.co.uk](mailto:eisrenfrewshiresec@yahoo.co.uk)

### Scottish Borders

Watson Crawford  
01896 823735  
[borders@eis.org.uk](mailto:borders@eis.org.uk)

### Shetland Islands

Bernie Cranie  
School: 01595 745600  
[www.eis.shetland.btinternet.co.uk](http://www.eis.shetland.btinternet.co.uk)

### South Ayrshire

Mairi Raeburn  
Office: 01292 288013  
[southayrshire@eis.org.uk](mailto:southayrshire@eis.org.uk)

### South Lanarkshire

Bill Ramsay  
Office: 01698 452769  
[southlanark@eis.org.uk](mailto:southlanark@eis.org.uk)

### Stirling

William Dick  
School: 01786 443239  
[stirling@eis.org.uk](mailto:stirling@eis.org.uk)

### West Dunbartonshire

Stewart Paterson  
Office: 01389 772073  
[westdunbartonshire@eis.org.uk](mailto:westdunbartonshire@eis.org.uk)

### West Lothian

Elsie Aitken  
School: 01501 770208  
[westlothian@eis.org.uk](mailto:westlothian@eis.org.uk)

### Western Isles

Richard Fraser  
School: 01851 704481  
[westernisles@eis.org.uk](mailto:westernisles@eis.org.uk)

## EIS Financial Services

If you would like to arrange to speak to your EIS-FS consultant, please tel: 0141 332 8004  
email: [enquiries@eisfs.co.uk](mailto:enquiries@eisfs.co.uk) - [www.eisfs.co.uk](http://www.eisfs.co.uk)

# Generation SCIENCE



## AT 21 - WHAT'S NEXT?

**This year Generation Science, the Edinburgh International Science Festival's national schools touring programme, celebrated its 21st anniversary. Each year, during the spring and summer terms between January and May, the team delivers over 1,400 shows across more than 600 primary schools in Scotland.**

Armed with props, costumes and the latest sat nav technology, Generation Science visits schools all over the country - from the Western Isles to the Borders. Helping teachers in primary schools deliver the science curriculum and inspire their pupils with the wonders of science.

## HEALTH AND WELLBEING

Another major area of expansion that the Generation Science team is planning over the next three years is in health and wellbeing. The team already runs an extremely successful programme 'Live for It!', in partnership with Diabetes UK Scotland, which looks at ways to encourage healthy lifestyles in young people. Its success is mostly due to the face to face contact and direct involvement that the programme has with schools.

"Too often children receive information on healthy living through adverts on TV or a leaflet picked up in a supermarket or in a doctor's surgery. Rarely do they get the chance to have a series of interactive workshops dedicated to improving their health and wellbeing through learning about diet, exercise and how both these elements directly affect the body." says Simon Gage, Director of the Edinburgh International Science Festival.

From 2014 onwards, Generation Science plans to work more closely with organisations like NHS Lothian in delivering long term healthy living programmes direct to schools.



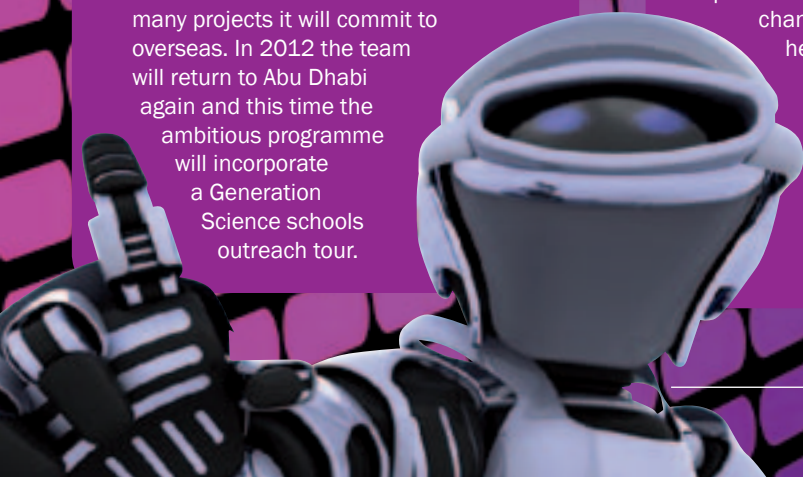
## OVERSEAS

Edinburgh International Science Festival is recognised internationally for its excellence in the provision of science education. Just last year it took a team to Abu Dhabi for their first ever science festival. The Festival was chosen from a long list of international science providers and saw Abu Dhabi as the first of many projects it will commit to overseas. In 2012 the team will return to Abu Dhabi again and this time the ambitious programme will incorporate a Generation Science schools outreach tour.

## CONTINUOUS PROFESSIONAL DEVELOPMENT (CPD)

Currently Generation Science provides educational science resources and actively supports teachers in understanding and delivering inspiring science lessons. Working with the Scottish Schools Education Research Centre (SSERC) and other expert partners, by the end of 2013 Generation Science plans to have prototyped and developed CPD modules and activities for delivery to primary school teachers, to help them teach "the bits they find hard."

Joan Davidson, Education Manager says: "In the last 21 years the pace of change in the field of science has gathered speed. Climate change, the human genome, energy and bacteria have all become headline news and progressed into the classroom, however time and again, the classroom has struggled to keep up." Joan adds "the team would love to be in a position whereby they are no longer needed and science teaching is a strength across all schools, this is why we feel committed to developing CPD for primary teachers."





## WHY IS THE GENERATION SCIENCE PROGRAMME SO SUCCESSFUL?

### TRANSITION

So why is the Generation Science programme so successful? What's the secret to its coming of age? Is it the much loved buzzy bee costume or the fizz boom bang when the elephant's toothpaste froths up before your very eyes? It's true that science is more fun when delivered by a game show host rather than by a teacher, and far more memorable when there is a sudden downpour in the classroom. But, is it enough to ensure that pupils remain enthused about science when they move to secondary school, and embark on those crucial foundation years that shape their future careers?

Dr Simon Gage, Director of the

Edinburgh International Science Festival, and the person behind the very first Generation Science tour 21 years ago doesn't think so. In fact over the next three years under his direction Generation Science plans to develop a range of activities designed specifically to keep 11-14 year olds interested and motivated in science subjects, and to encourage them to opt into future learning.

"The effect on children during the transition from primary to secondary school cannot be underestimated" says Dr Gage. "In primary 7, children can be motivated and enthused by science, but with so many choices to make between subjects when they move into secondary, they can be easily swayed away from science. This is particularly

true if secondary schools are short of resources, and cuts in the number of school technicians can often mean that prep time for science lessons is too long and not feasible within short class times. Add to this the time spent by teachers in the first 18 months of secondary on trying to get all pupils to the same level, and who can blame pupils if their interest in science starts to fade. That's why we are making a commitment to working, in whatever way suits best, with lower secondary school pupils, to try to ensure that they don't lose their original enthusiasm for science."

This new project is due to launch in January 2014.

### BACK TO THE DAY JOB

The 2013 Generation Science programme has now launched and bookings for the tour have opened – visit [www.generationscience.co.uk](http://www.generationscience.co.uk) for more information.

Professor Muffy Calder, Chief Scientific Adviser for Scotland said: "Science, technology, engineering and maths can open many doors for our young people. Making sense of the science and maths taught in the classroom is vital in allowing them to explore the world around them. Generation Science shows and workshops encourage

hands-on participation and bring science to life, helping to improve young people's knowledge and linking it to the real world, outside school."

"Children were buzzing with excitement and enthusiasm after the workshop. Superb experience for our younger pupils." Gelston Primary School, Castle Douglas.

"This is the way to teach science in primary schools. This session was ACE in action!" St Boswells Primary School.

"Very well prepared delivery aimed at exactly the right level" Glencoats Primary School, Paisley.



# NEW REFORMS FOR FE: SUPPLANTING THE TRADITIONAL ANCHORING POINTS

---

**The new reforms for the Scottish FE sector will certainly overthrow much of the structures set in place under incorporation two decades ago, argues EIS-FELA member Patrick O'Donnell. Of course, policies are more than simply text, they are processes and outcomes and during these early times we can only speculate on how the newly proposed reforms might re-fashion the character and culture of the sector. The following endeavours to stimulate debate and reflection on the newly emerging paradigm for FE governance.**

At the end of July the Scottish Government published 'Reinvigorating College Governance: the Scottish Government Response to The Report of the Review of Further Education Governance in Scotland'. The key themes and overall

## UNDER THE NEW REFORMS THERE IS A CLEAR SHIFT IN POWER

---

policy trajectory outlined in this report are now familiar to the sector. Under the Report's recommendations the Scottish FE landscape will be radically changed, divided up into 13 regions. The process of 'regionalisation' would see existing incorporated colleges reformed into regional colleges (in single-college regions) and local colleges (multi-college regions). In each region the aim is to establish overarching regional boards that would work with their respective colleges and hold them to account for their actions. These newly formed boards will receive funding from the Scottish funding council and set out the overall strategy and individual institutional targets of each region. Significantly, the funding will be allocated to the region rather than individual institutions.

Under the new reforms there is a clear shift in power relations, the traditional decision making apparatus of colleges are now going to be reconfigured. In the case

of multi-college regions, it seems that the traditional decision making arrangements within the local colleges will be amended, college leaders and their respective boards will no longer operate as autonomous entities having freewill to write their own strategic plans. Instead, when it comes to taking stock of the educational landscape and creating a plan for the future, they will now negotiate with their regional board; in a sense they will be the co-authors of the strategic planning. Considering single college regions where existing independent colleges have (will) merged into a single entity the initial challenge will be balancing individual institutional identity in terms of operating ethos and culture, positioning and defining them within a much wider institution.

Policy formation, flow and enactment can be a fragmented and messy business, driven by diversity and influenced at every level by a variety of interests, all of which create conditions where interpretational slippage and discord can quickly surface. And yet, despite the inherent complexities and structural challenges here, the regionalisation process has progressed with relative ease. At the moment we seem to be surfing on a wave of optimism. Perhaps one reason for this slick transition resides in the fact that the policy formation to date has not followed a closed script that circumvents or erases the voice of the sector. Throughout the whole process there has been a sense of openness and inclusiveness, college leaders and other interested parties have been active participants in the debates on the reforms for FE.

### Driving forces for change: following a regular script

The signifier 'reinvigorating' (the opening word of government's FE report) is interesting as it evokes the idea that FE governance is somehow below par and in need of an injection of dynamism to meet the perceived challenges ahead. Indeed, the Report (p1) makes explicit that the 'current governance arrangements are fundamentally flawed because they lack public accountability'. Thus, the demand for better accountability has surfaced to occupy a dominant position in the discourse framing discussions on the restructuring

of the governance of sector. Historically, the search for better accountability and transparency has proved to be a powerful driver for mobilizing change in education. Perhaps, in light of the recently reported tensions surrounding the governance and management of Adam Smith College (where the Scottish Funding Council was forced to intervene) it's fair to say that significant fault lines do exist in the old governance

## A RELATIONSHIP THAT WAS SEEN TO STIFLE INNOVATION

---

and management arrangements and any calls for new levels of accountability is unlikely to attract too much censure.

But of course, there are other drivers at play here. Within the policy discourse the search for better accountability and transparency are accompanied by a stress on the need for the sector to be more responsive to the emerging economic and social-cultural transformation taking place. This overarching set of imperatives should come as no real surprise, economic strength and prosperity, is inextricably linked to sustained investment in the national economic infrastructure including education and training. Education and training opportunities, so the argument follows, are pivotal to economic competitiveness and social justice. We are constantly reminded by governments, no matter their complexion, that our education systems must be regularly re-configured and "modernised" to fit emerging socio-economic conditions. In times of economic strength, governments have been willing to provide the necessary resources, but in times of financial downturn educational establishments are under increasing pressure to justify their contribution to skills development and economic growth. The point to make here is that the policy discourse(s) underpinning the need for regionalisation are not particularly ground-





breaking but rather, they should be seen to resonate with the political zeitgeist of the times. In broad terms then, the overall policy discourse(s) can be seen as a discursive lever to mobilize new changes and in some instances underscore and buttress the trajectory of changes already evolving during the last two decades.

To grasp the magnitude of regionalisation, it is perhaps useful to consider the main cultural and structural

---

## THE ENDLESS FLOW OF IDEAS AND CONCEPTS HAS HELPED

---

changes ushered in by the last major shakeup of the sector – namely incorporation (1993) which ended almost five decades of local authority control. Under the aegis of incorporation, colleges were said to be set free, liberated from the suffocating constraints of local authority – a relationship that was seen to stifle innovation in the FE sector – and become independent corporate bodies with considerable freedoms. New funding arrangements designed to both reward and punish institutions according to their ability to meet certain pre-defined performance criteria were also established, meaning that in many cases colleges confronted each other in a quasi-market where they were required to do more with less resources. By the late 1990s the political rhetoric on education started to change with the election of New Labour in 1997 and its Third Way politics. Under New Labour there was a renewed emphasis on the need for the sector to become even more entrepreneurial, to continually forge new alliances and collaborative ventures or partnerships with business and other agencies including other HE institutions. The result was that collaboration and competition

started to co-exist in a rather complex and fluid way.

The salient point to make here is that under regionalisation the powers and autonomy set in place under incorporation are now significantly curtailed, colleges will no longer enjoy the freedoms they once held.

### **Core purpose for FE: the demise of a unifying narrative.**

Colleges have continually been re-imagining themselves in accordance with emerging socio-economic policies and markets and, in turn, have become increasingly complex, servicing multiple constituencies. It is also fair to say that the plethora of prescribed policy directives designed to classify, monitor, inspect and judge educational activities is constantly producing new roles and identities for colleges. Indeed, within the complex and expansive rhetoric, terms and signifiers such as 'transformation(al)', 'learning organisation', 'organisational agility', 'competitiveness', 'partnership', 'flexibility', 'collaboration', 'networking', 'global reach', 'enterprise and entrepreneurship' have all found their way into the normative space of FE, deployed to describe and legitimise organisational activities or to mobilise new changes.

On one level, we should recognise the value of the continual diffusion of ideas and business orientated practices unfolding across the sector. Arguably, the endless flow of ideas and concepts has helped the sector to be more responsive to the emerging social-economic challenges, especially as colleges are competing for business on an international platform. On a different level, the endless repositioning and flow of ideas can result in a situation where the nature and rational of the sector is not entirely clear. Debatably, the post-incorporation entrepreneurial spirit may have created conditions where it has become difficult to pinpoint what can be described as a core identity of the sector.

It will be interesting to observe how regionalisation will influence the future identity of individual colleges and more generally the core identity of the sector at large.

Got a view? E-mail us  
[sej@eis.org.uk](mailto:sej@eis.org.uk)



## Fighting FE Cuts

The Herald and its education correspondent Andrew Denholm are to be commended for highlighting the disastrous policy of the Scottish Government in slashing teaching budgets to colleges by 10% in the last two years ("Colleges turning away thousands of students" and "Colleges must not be soft targets", September 10).

I write as an individual who has worked in the college sector for over 33 years, and has been a member of the Educational Institute of Scotland/Further Education Lecturers Association throughout this time.

This Government, faced with having to reduce spending overall, has taken the thoroughly misguided decision to attack spending on further education while trying to claim that student places will be secure and no students will be disadvantaged. The analysis by Andrew Denholm shows that, quite clearly, this is not the case: at a time of massive youth unemployment and real skills shortages facing areas of our economy, qualified individuals are being turned away

from colleges in unprecedented numbers due to a lack of funded places.

So what should be done to put pressure on the Scottish Government to reconsider this approach, given that further deep cuts are planned for the next two years?

I believe the EIS, college principals and boards must unite to put pressure on the Government in the following ways:

Use a series of case studies to highlight the many thousands of people who have benefited from a college education in Scotland. Celebrate the tremendous successes of colleges who support people who have under-achieved at school or are adult returners looking for a second chance at education.

Identify and lobby those MSPs who have benefited from a college education, as they are more likely to understand the value which colleges bring to individuals, the economy and society in general.

Lobby Scottish parties to reinstate adequate funding for colleges. Look on education as an investment in our country and its people, not a drain on resources. Re-use the EIS slogan: "If you think education is expensive, try ignorance".

Provide evidence to the Scottish Government of the unfulfilled demand for college places. I understand that some colleges have been reluctant to go public in case of repercussions from the Government or the Scottish Funding Council. Colleges must speak with one voice, as the university sector does, if they wish to have maximum influence.

Unless something is done to change the direction of college funding, thousands of Scottish people will be robbed of a college education and Scotland will be poorer as a result.

**Ron Dillin**, East Kilbride.

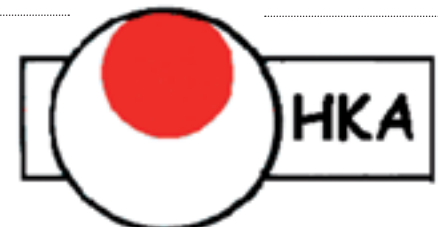
Editor's note – This letter was first published in *the Herald*

## Karate Demonstration Visited by MSP Annabelle Ewing

Fife Shotokan Karate Club recently hosted a unique sporting and cultural event which married the spoken word with traditional karate form. Guest of honour MSP Annabelle Ewing was presented with an impressive mix of discipline, enjoyment and personal development by the club. After being piped into the room Mrs Ewing took her seat in the audience. She was especially impressed by the seven young members who described what Karate meant to them.

Henry Piper – "I like karate because it gives me a challenge. Every new belt we get follows with something new to learn. Karate has also given me more confidence. At high school people start fights sometimes I feel like they won't bother me because I know karate, and if they try to fight me I would know what to do. Karate is great exercise too. It has improved my stamina and strength in most sports."

Grace Day (18), a black belt at the club shared how her study of karate has informed her choice to undertake a Sport Science course. Ms Ewing was particularly surprised and impressed to see such a large number of girls training within the club.



A traditional Karate exercise, or Kata, was performed by the club's Chief Instructor Sensei Kevin Slaney, a former national kata champion. It was narrated by a poem written in Scots which described the movements within the Kata 'Jitte' (meaning Ten Hands). This was written by a senior member of the club, and EIS Council member, Andrew McNeil. Pictures of the event can be seen on the club website - [www.fife-shotokan.org.uk](http://www.fife-shotokan.org.uk)

**Andrew McNeil** [andrewmneil@msn.com](mailto:andrewmneil@msn.com)



# Children say the funniest things...

## The Wind of Change

As a Primary teacher in Glasgow for nearly 20 years, you tend to think you've been around the block. 5-14, National Testing, Every Child is Special, Health- Promoting schools, Eco Schools, AfL, GIRFEC, TfEL, CfE, NATO, CERN.... Yadadayayah.

At no time has anyone of any professional repute been able to solve the perennial problem of the persistently, purposefully flatulent pupil.

Is it a Health issue? Should I be engaging my P7 pupil, Robert, (not his real name, natch) in "caring and showing respect for self and others" HWB 2 -05a? Perhaps get him to try "enjoy eating a diversity of foods in a range of social occasions" HWB 2 -29a?

A Language issue? Don't think so; he's very adept at "I can show that I value others' contributions" (probably mine,) LIT 2 -02a. Certainly no problem with "I can communicate in a clear, expressive way," LIT 2 10a. Even in French he succeeds, par excellence, at "using non-verbal techniques" MLAN 2 02a.

A Religious concern? "Describe and reflect upon the practices and traditions of world religions" RME 2 -06? Seems very unlikely.

Maybe the wee soul's interested in Social Studies. "I can describe the physical processes of a natural disaster and discuss its impact on people and the landscape." SOC 2 -07a.

Now, he does like Science, I'm thinking. Robert's penchant for the Physics side of things may mean he is attempting to show "I can suggest ways to improve efficiency in moving objects" (i.e. the other pupils at his group) SCN 2 -07a. Who knows what really motivated Einstein, anyway? Perhaps Robert merely seeks to show that he can already "explain how sound vibrations are carried by waves through air, water (yes, he is taking swimming lessons - in your local pool) and other media" (Gulp....) SCN 2 -11a.

There are serious things to consider here, other than Robert's learning needs. What about his classmates? Their Health and Safety? What about the fabric of the school building? What about the windows in our Victorian premises are in a parlous state... just one supreme effort and we'd be all over Glasgow's Evening Times. Who should I contact? The Q10? S019? This is taking on a sinister turn.

Then comes the brainwave. A briefing with Mrs Henderson, my P1 colleague, a discreet word (read "threat") in Robert's ear: the plans are laid.

Golden Time is his favourite time for showcasing his talent, and he does so. I duly send him to Mrs H. I enjoy thirty minutes of classroom bliss. He returns, red-faced, handing me a note: Robert now understands what he has to do in future to avoid having to unlace thirty infants' lacing cards at Golden Time. Sorted.

Carolyn Ritchie, Glasgow

## Krafty blasphemy

"Miss, Jamie said a swear word," reported a dutiful Primary 2 pupil to her teacher, following play-time.

"Okay," replied the slightly cautious teacher. "Are you able to say what sound the word began with?"

"Yes, miss. Ch..." came the reply.

Quickly scanning her list of frequently used abusive terms, the teacher helpfully inquired- "Do you mean 'Sh'?"

"No miss - Ch!" was the emphatic reply.

Perplexed the teacher finally said, "You are going to have to say the word for me."

"Cheeses, Miss" was the helpful reply.

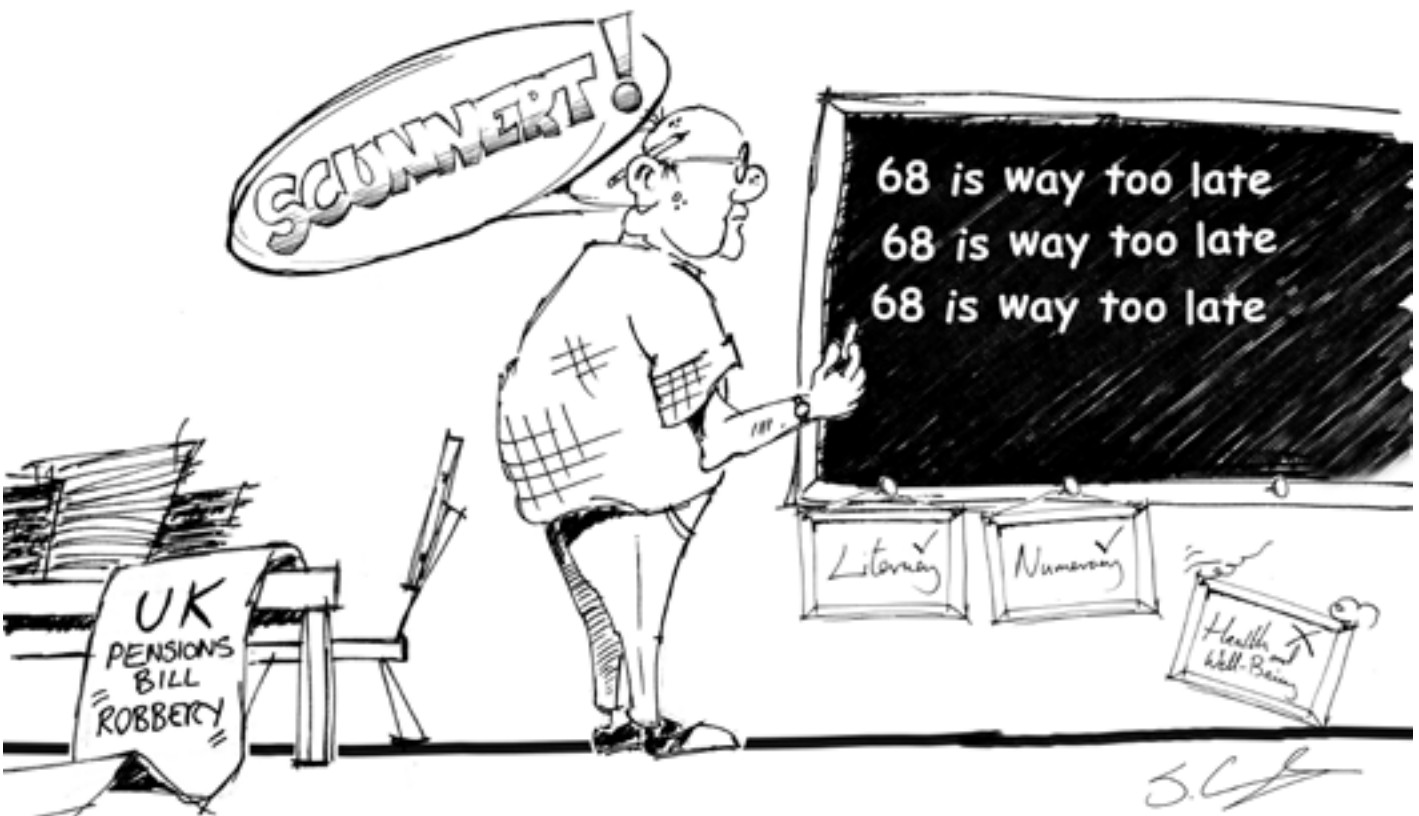
"Cheeses?"

"Yes, miss - the baby Cheeses ."

**Former Principal Teacher,  
Hillhead High School, Glasgow**

**Got an amusing story about  
education to share?**

**email us: [sej@eis.org.uk](mailto:sej@eis.org.uk)**





## Would you like to advertise in the SEJ?

Do you have a holiday home to let, items to sell or are you looking for something that a colleague might be able to help with? What are you waiting for? Members of the EIS can place box ads for as little as 20p per word.

Contact Gail at [sej@eis.org.uk](mailto:sej@eis.org.uk) or call **0131 225 6244** and see if we can help you out.

### JOB INTERVIEW TECHNIQUE

Do you want to improve the way you present yourself at job interviews in order to increase your chances of securing a first, new or promoted post? Perhaps the very thought of an interview makes you nervous or you are simply out of practice for what can often be a very challenging experience?

Confidential, professional coaching (30 years experience).

"Many thanks for your help and pointers. I really do think it made all the difference."  
E-mail:

[interviews@edinburgh27.demon.co.uk](mailto:interviews@edinburgh27.demon.co.uk)

### TUTORS URGENTLY REQUIRED

by Eastwood Tutorial Agency (Glasgow)  
All subjects and levels - English, Maths, Sciences, Social Subjects, Languages Etc.  
Good rates of pay  
Phone **0141 572 2751** or **07737223167**

### AULTROY - Self-Catering Holiday

Accommodation situated in Kinlochewe, Wester Ross. Sleeps 4. Pets welcome.  
Email: [pam@aultroy.force9.co.uk](mailto:pam@aultroy.force9.co.uk)  
Website: [www.visittorridon.co.uk/aultroy/](http://www.visittorridon.co.uk/aultroy/)  
Phone: Pam Stevenson **01445 760272**

### UP-YONDER

Spacious, luxurious self-catering house in scenic Galloway with panoramic views of rural Luce Bay, a short walk from Glenluce village. Three beautifully finished bedrooms provide accommodation for 7+1. The perfect setting for family celebrations, romantic breaks, walkers, cyclists, golfers, fishers, gardening enthusiasts, artists, and anyone wishing just to relax.  
Email: [info@up-yonder.co.uk](mailto:info@up-yonder.co.uk)  
Mobile: **0776 303 2337**

### LUXURY SELF - CATERING DETACHED HOUSE IN NATIONAL PARK SLEEPS UP TO 8

Located in the Loch Lomond and Trossachs National Park 'Glenvarloch' is available for let all year round.

On the C7 cycle way and in close proximity to quality fishing, walking, golfing and water sports. Deceptively spacious with quality features such as: reactive underfloor heating, two large power showers, whirlpool bath, ample parking space and easy access to a range of local eateries and inns and many historical and natural sites in this lovely part of Scotland.

The house has a large open plan, well equipped kitchen, dining /atrium area ideal for family gatherings.

Website [www.trossachsactive.com](http://www.trossachsactive.com)  
Email [admin@trossachsactive.com](mailto:admin@trossachsactive.com)  
Phone **07582 315 802**

### FLORIDA

Brand new 5 bedroom, 5 bathroom villa, situated in a tranquil gated community only ten minutes from Disney. Private pool and spa, Games/Theatre room.  
Call: 01224 706075  
e-mail: [Lsimpsoncampbell@aol.com](mailto:Lsimpsoncampbell@aol.com)  
website: [tenfortynine.co.cc](http://tenfortynine.co.cc)

# Sudoku

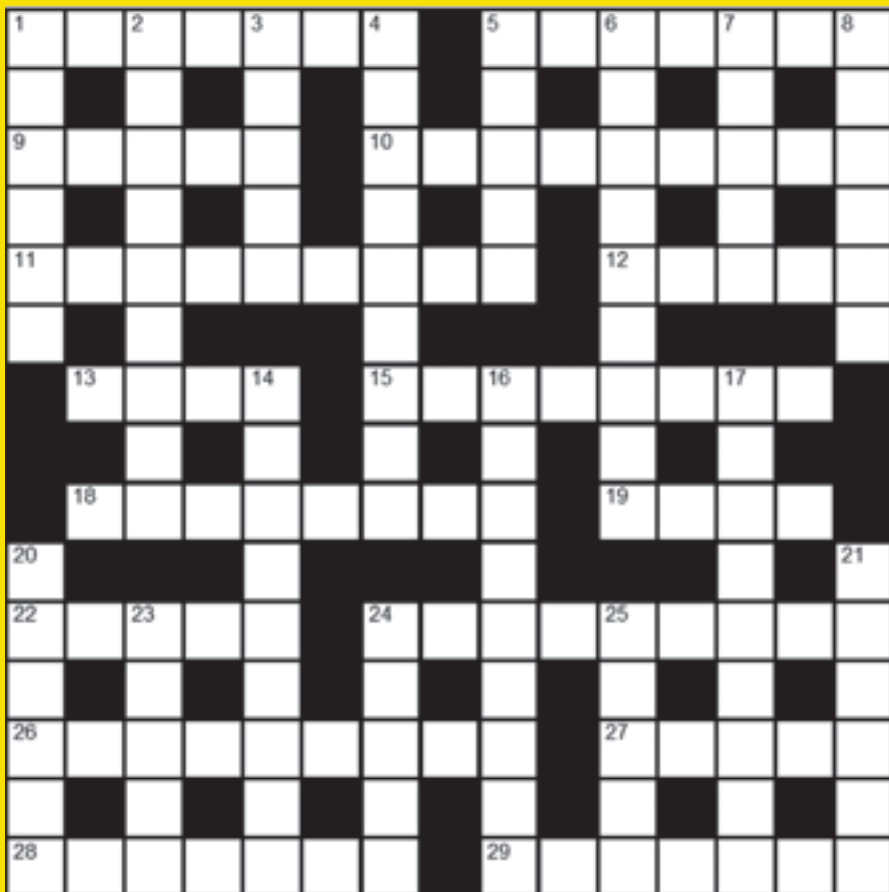
2	6 3	9 1			
					7
		1 5		6 8	
3			4		
		9 8			
	2			9	
3 8	4 5				
6					
4 5		8 9		3	

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

# CROSSWORD 72

# WIN £50

worth of Amazon vouchers



**name** \_\_\_\_\_  
 \_\_\_\_\_  
**address** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Send your completed entry to SEJ, 46 Moray Place, Edinburgh EH3 6BH by 31 October 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.



## across

- 1 Five say, back late to do with plant life (7)
- 5 Squirm in hollow rig gleefully (7)
- 9 Near a demolished sportsground (5)
- 10 French feline demonstrates popular TV programmes (4,5)
- 11 Nightmare could win (4,5)
- 12 Noah's grandson I'm agog to see included (5)
- 13 & 15 Cash Lost in me perhaps! (4-8)
- 15 See 13 Across
- 18 Final defeat in war the French too resolved (8)
- 19 Small cloak exercised accountant (4)
- 22 Stop Aztec finding brown stone (5)
- 24 I eat crust baked in a country manner (9)
- 26 Fanciful small being on the wing? (4-5)
- 27 Forcibly remove the trophy (5)
- 28 With resolution they see clearly (3,4)
- 29 Diet a French learner makes thinner (7)

## down

- 1 Food from Louis VI and some other king (6)
- 2 Replace right with left to make irregular revolutionary army appear (9)
- 3 Educate from the tea chest (5)
- 4 March ally breaks down to tearfulness (9)
- 5 Jonah had such a time (5)
- 6 It was a sin Monica failed to fall asleep (9)
- 7 Scandinavian punch found record inside horse (5)
- 8 National flag tightens igneous rock from the inside (6)
- 14 Insect provides potential cure for 6 down (6,3)
- 16 Looked angry and squinted (5-4)
- 17 See mishap turn to stress (9)
- 20 Sounds like a non-crooked channel (6)
- 21 Not long ago to do with small change (6)
- 23 Analyse syntactically and see the Pars eliminate any opposition (5)
- 24 Controls Rudolph's excitability in nutting Santa originally (5)
- 25 Force the Spanish rogue to take the lead (5)



### Crossword 71 answers:

**Across:** 1 Astute, 4 Morass, 9 Lawn, 10 Militiaman, 11 Errata, 12 Airstrip, 13 Embroider, 15 Tent, 16 Prep, 17 Sensitise, 21 Waitress, 22 Casual, 24 Palindrome, 25 Axis, 26 Duster, 27 Nettle.

**Down:** 1 Anagram, 2 Tonga, 3 Timpani, 5 Outcry, 6 Apartment, 7 Sea mist, 8 Old-age pension, 14 Re-entries, 16 Placard, 18 Secrete, 19 Stabile, 20 Meddle, 23 Shaft.

# eis

The Educational  
Institute of Scotland

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

# MARCH & RALLY

20 OCTOBER 2012

# GLASGOW

**11.00am: Assemble**  
George Square, Glasgow

**11.30am: March off**

**12.30pm: Rally**  
Glasgow Green



**In affiliation with STUC  
A FUTURE THAT WORKS  
campaign**

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

# A New Approach to Financial Advice: your guide to the changes



**On 1 January 2013 several important rules about how financial advisers work with their clients will change. Here we answer your questions:**

## Why are these changes being made?

The Financial Services Authority, our regulator, is making changes to the way in which we do business which aim to ensure that you can have greater confidence in the advice you are given. The changes will

- improve the clarity with which firms describe their services to consumers,
- improve the transparency of the cost of all advice services, and
- improve the professional standards of investment advisers.

## What does this mean in practice?

**All** advisers must now tell you how much their services cost **and** agree with you how much you will pay, before they advise you.

An **Independent** adviser must consider all relevant options for you and do so free from any restrictions or bias. An Independent adviser will make personal recommendations to you without limiting (or restricting) their advice.

A **Restricted** adviser will only be able to advise you based on a limited range of product types or a selected group of product providers. Any adviser who does not meet the requirements to be Independent will be a Restricted adviser and must clearly explain to you what those Restrictions are.

All advisers must pass a higher level qualification, if they haven't already done so, and subscribe to a code of ethics ensuring they act with integrity and treat their customers fairly.

## Do I have to do anything?

No. The changes are focused on investment advisers and the firms they work for, not on clients.

Although the new rules don't come into effect until 1 January 2013, firms are planning the necessary changes now : reviewing the way they charge for their services, taking additional qualifications, and deciding whether they will offer Independent or Restricted advice.

## What does this mean for Independent Financial Advice?

Some firms who currently offer Independent advice may, sadly, choose not to do so after 1 January 2013 and become Restricted advisers. Other firms may decide to offer both Independent and Restricted advice, and may only make Independent advice available to wealthier clients with more complex needs.

**We will continue to offer Independent advice to all our clients because we know you value our independence, and because being independent is important to us too.**

## Does this mean that getting advice will cost me more?

Investment advice has never been free. These changes mean you will be asked to agree with your adviser how much he or she gets paid, rather than that decision being made for you by a product provider.

This change does not force you to pay a fee, by writing a cheque for example. If you prefer, you may agree with the adviser to have your initial and on-going charges taken from your investments.

## What professional standards will my adviser have to meet?

The FSA has introduced a code of ethics, to make sure advisers act with integrity and treat you fairly. They have modernised and raised the minimum level of qualifications advisers must have, and enhanced their requirements for how advisers keep their knowledge and skills up to date. Ask your adviser to show you their **Statement of Professional Standing** which provides independent evidence that they meet these new, higher, professional standards.

Call us now if you have any other questions about these changes and how they might affect you ...

EIS Financial Services Ltd,  
6 Clairmont Gardens  
Glasgow, G3 7LW  
Tel: 0141 332 8004  
Email: [enquiries@eisfs.co.uk](mailto:enquiries@eisfs.co.uk)

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



# 15 WEEKS' WORTH OF FREE CAR COVER

## Save, share and win with Aviva and our Educators Hub

We're offering 15 weeks' worth of free cover to new car insurance customers who buy online and have at least four years no claim discount on their existing policy\*.

You can find out about all of our latest offers on our Educators Hub – a brand new community for educators on Facebook. You can also enter competitions to win prizes in our regular draws, as well as chat and share your views with educational colleagues. Search for Educators Hub on Facebook.

And, to make sure you don't miss anything, follow us on Twitter too.

### We've got education covered

See if you can save on your home and car insurance today – visit [www.eisfs.co.uk](http://www.eisfs.co.uk)



\*Proof of no claim discount is required. Discount excludes any optional extras. Minimum premium applies. Offer may be withdrawn at any time. Aviva Insurance Limited Registered in Scotland No. 2116 Registered Office: Pitheavlis, Perth PH2 0NH. Authorised and regulated by the Financial Services Authority. CFPOCA0061 09.12 BD31127