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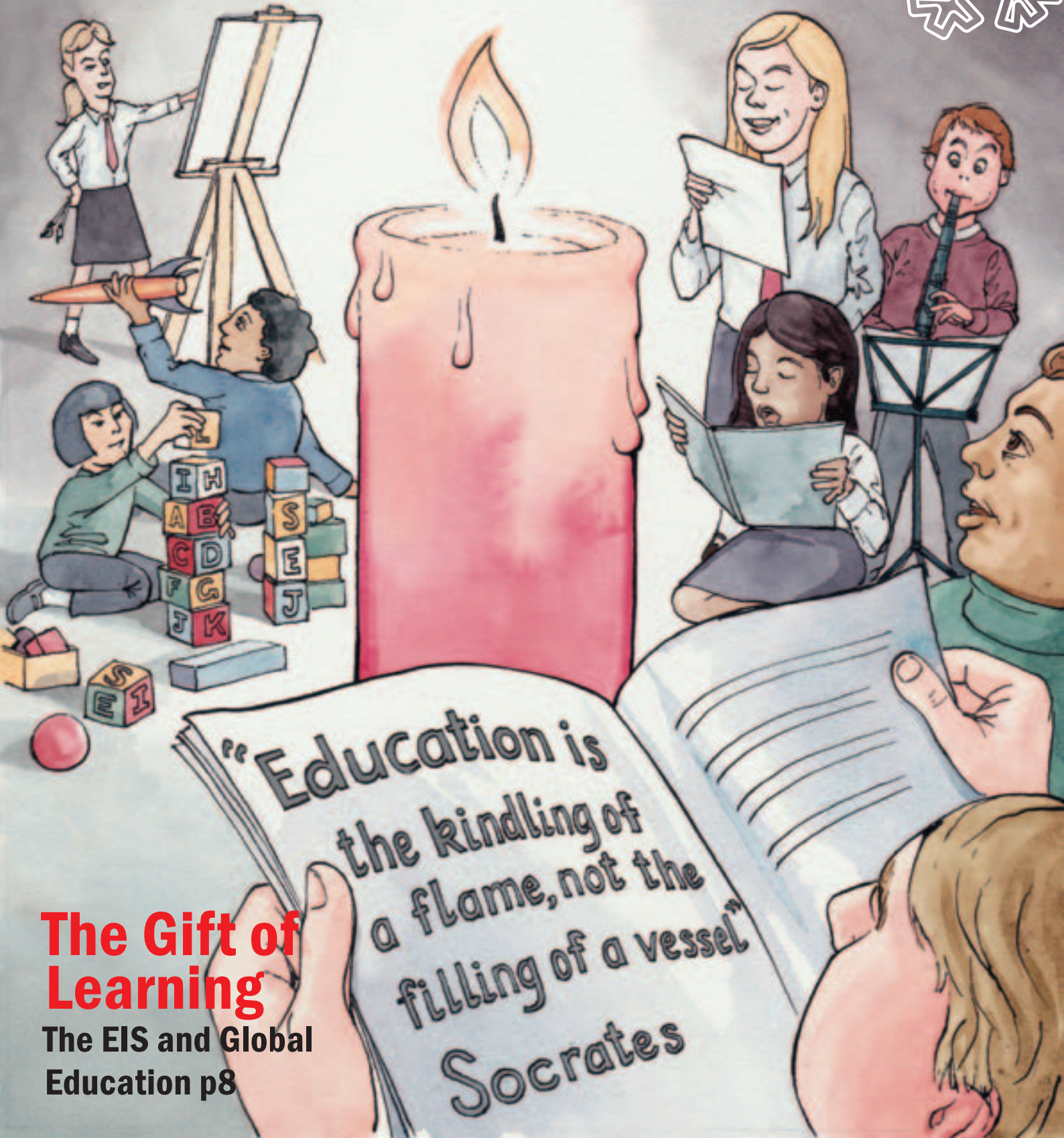
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Season's Greetings to all SEJ Readers

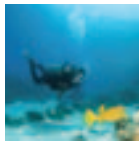
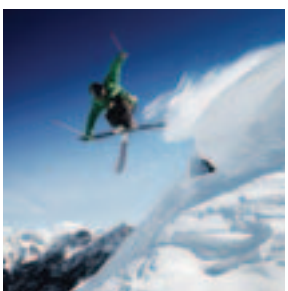


**The Gift of
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**The EIS and Global
Education p8**



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New Leadership and New Powers for Scotland

As this SEJ went to press, the Smith Commission was announcing its decisions on the new powers that the Scottish Parliament should receive following the No vote in the Referendum on Scottish Independence. These new powers, scheduled to be delivered following the forthcoming general election, will potentially give the Scottish Government increased flexibility to meet Scotland's needs on matters such as welfare and taking steps to tackle poverty.

The Smith proposals do, however, fall short in a number of important areas. There is limited change on issues on which trade unions, including the EIS, had campaigned. They will have no impact on the anti-trade union laws, introduced by the Conservatives during the Thatcher era, which will continue to be a matter reserved for a Westminster establishment that has shown no interest in repealing them.

The Commission's proposals also fail to address key issues on employment law (other than tribunals), industrial relations, equalities legislation, and health and safety (other than a recommendation to consider Scotland's position within the reserved UK Health & Safety framework).

The Scottish Government, under new First Minister Nicola Sturgeon, was quick to add its own criticisms of the Commission's report. It remains to be seen how the Scottish Government will use their greater financial powers to support the provision of enhanced, high quality public services. While opinion is clearly divided on the final Smith recommendations, what is also clear

is that the proposed new powers must be utilised to their fullest effect to deliver all possible improvements across Scotland.

Although the true impact of the Smith Commission's proposals will take some time to become clear, one area where they will have little influence is on the continuing harsh reality of austerity and cuts to local authority budgets. The recent Scottish Government draft budget, which was soon followed by local authority projections of their own spending, highlighted that the cost-cutting is set to continue and that reducing education funding remains very much on the political agenda.

Threats to education, including the COSLA desire to attack teacher numbers, are very real and extremely worrying. A number of local authorities have also floated potentially damaging changes such as shortening the primary school week or, bizarrely, suggesting that all teachers should work an 'extra' thirty minutes for free at the end of every school day. For a profession that already works well above its contracted hours, and for no additional payment, such a suggestion is both laughable and insulting.

Season's Greetings from the SEJ

Although glad tidings can seem in short supply in these challenging times, the SEJ would like to wish all of its readers the very best for the Festive Season. We hope that you have a relaxing and refreshing break and can enjoy the opportunity to share good times with friends and family.

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Another string to her bow

Nicola Benedetti

Supporting music in schools

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

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Council News...

Appointment of New Cabinet Secretary for Education



images: s.cunningham

NOVEMBER'S meeting of EIS Council coincided with the first Scottish Cabinet appointments by newly elected First Minister Nicola Sturgeon. As Council proceeded with its own order of business, news of the reshuffle began to emerge – including the appointment of Angela Constance as the new Cabinet Secretary for Education and Lifelong Learning.

Ms Constance was previously the Cabinet Secretary for Training, Youth and Women's Employment, and so the EIS has already had some formal engagement with the new Cabinet Secretary in discussions relating to the Wood Commission's recommendations on vocational education and skills training.

Commenting following the appointment, EIS General Secretary Larry Flanagan said, "The EIS welcomes the new Cabinet

Secretary, Angela Constance, to the post and looks forward to early and ongoing constructive dialogue with her on the significant issues facing Scottish Education - including education budgets, teacher numbers, pay & conditions, CfE, workload, new qualifications, early years provision, and the funding of quality further & higher education. Having already had the opportunity to work with Ms Constance on the Wood Commission's recommendations, I trust that the EIS will continue to develop a positive working relationship with the new Cabinet Secretary."

The two Ministers with responsibility for schools and young people – Alasdair Allan (Minister for Learning, Science and Scotland's Languages) and Aileen Campbell (Minister for Children & Young People) will continue in their current

posts, with ministerial newcomer Fiona McLeod also appointed to deputise for Ms Campbell during her period of maternity leave.

The new Scottish Cabinet is also the first to bring true gender balance with an equal share of men and women in the top positions – a long-overdue move that is welcomed by the EIS.

Mr Flanagan also offered some words of thanks to the departing Cabinet Secretary, Mike Russell, who returns to the back-benches. "The EIS would like to acknowledge the contributions that the former Cabinet Secretary, Mike Russell, made during his years in post. While the EIS did not always agree with Mr Russell on all issues, we were always able to engage in meaningful and constructive dialogue during his time as Cabinet Secretary," said Mr Flanagan.

Process for election of new Vice-President for 2014-15

Following the decision by current post-holder Patricia Duncan to stand down from the position of Vice President, on health grounds, Council agreed a timetable to facilitate the appointment of a replacement in line with the Constitution.

Time constraints make the normal process of a full postal ballot impractical (as the term of office would be almost finished by the end of the process). Instead,

members agreed that nominations should be sought from those already elected to Council with an online election to then be held with Council members as the electorate. The intention is to complete this process by the time of the next EIS Council in January, with the new Vice-President to be formally appointed at that meeting.

New LGBT Guidelines

Council agreed new LGBT Guidance, which is intended to provide support for members on issues related to sexual orientation and gender identity. Equality Convener Bill Ramsay told Council that the EIS LGBT Network had provided valuable contributions to the new guidance, which will now be issued to EIS Reps and be published on the EIS website.

New Workload Campaign Strategy Paper Agreed

Council approved a new strategy paper relating to the ongoing EIS Workload Campaign, Make Time for Teaching. The paper follows discussions on the recent EIS survey on the progress of implementation of the 'Tackling Bureaucracy' report (see feature on pp10-11 for more information on the survey results). Ex-President Phil Jackson told Council that the responses from EIS Reps had indicated little progress in many local authority areas in implementing the recommendations of

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the report. "Good practice is identifiable but it is, as yet, unclear as to how this is to be disseminated and the challenge remains of how to ensure that all local authorities engage," said Mr Jackson. The new strategy is designed to intensify the campaign, including the possible use of industrial action, and throws the focus on to local authorities, as employers, to take action to reduce excessive workload and its consequent impact on teacher health and well-being. Further information will be issued to schools in the New Year.

Advanced Higher Questions

Alison Thornton (Edinburgh) raised a question over arrangements for the new Advanced Higher – specifically if there will be the possibility of a departmental opt-out of the new qualification, as was the case with the introduction of the new Higher this year.

Responding, Education Convener Susan Quinn said that the issue has already been raised with the SQA, who had indicated that there was currently "no capacity" for such an arrangement. The EIS, said Ms Quinn, would continue to press the case for an opt-out facility for the new Advanced Higher.

Teachers' Pay Claim 2015-16

Council approved the wording of a pay claim for teachers for the year 2015-16, which then passed to the Teachers' Panel of the Scottish Negotiating Committee for Teachers (SNCT) for formal approval and submission to the next meeting of the full SNCT.

Explaining the approach that has been adopted in the pay claim, Salaries Convener Tom Tracey said, "There is no compelling argument for ongoing future pay restraint". Mr Tracey went on to explain the various elements of the pay claim, including a move towards restoration of pre-financial crisis pay levels and action to address teacher workload while maintaining teacher employment levels. On the pay element of the claim, where a 5% pay award for the year is being sought, Mr Tracey said that this was partly restorative and partly reflective of cost of living increases for the year.

EIS Calls for New Commitment on Teacher Numbers

The EIS has called on the Scottish Government and COSLA to recommit to maintaining or expanding the number of teachers working in Scotland's schools.

Commenting, EIS General Secretary Larry Flanagan said, "In an environment of deep cuts to education funding, teachers have made significant sacrifices on issues such as pay in order to protect teaching jobs and ensure that sufficient numbers of teachers are available to deliver a high-quality education for pupils. The protection on teacher numbers has been a significant success in opening up job opportunities for new entrants to the teaching profession and in delivering a sound learning experience for young people. It is essential that this commitment on maintaining, or enhancing, teacher numbers is renewed."

Mr Flanagan continued, "There have

been some worrying statements coming from COSLA on teacher numbers in recent months, including in their written evidence to the Scottish Parliament Education Committee. Their assertion that they would like to 'remove constraints' around staffing is a clear indicator that COSLA has an agenda to cut teacher numbers which would be extremely damaging for Scottish education. Over 4000 teacher posts have been lost across Scotland since the current Scottish Government was elected, heaping additional pressure on already over-burdened teachers."

Mr Flanagan added, "The EIS is concerned about suggestions that some kind of 'new deal' on teacher numbers has already been struck between the Scottish Government and COSLA. Any new agreement would require the involvement and approval of teaching unions, and this has not occurred. COSLA's recent statements indicate a worrying cost-cutting agenda and this will be fiercely resisted by teachers through the EIS."

EIS Council elections 2015/2016

The EIS Council is the principal executive committee of the EIS. It meets around five times a year, usually in Edinburgh, and also at the AGM. Nomination forms for members interested in standing for election to Council for 2015/2016 are available from your Local Association Secretary and from the EIS website - www.eis.org.uk

News...

EIS Raises Concerns Over Scottish Budget, Local Authority Cuts

THE EIS has highlighted its very real concerns regarding the content of the Draft Scottish Government Budget for financial year 2015-16 and the worrying findings in a recent Audit Scotland report which sets out the real terms spending on education across all of Scotland's 32 Local Authorities.

Real Terms Spending

Audit Scotland reveals that, in real terms, spending fell in every Scottish Council bar one in the surveyed period. The EIS is of the view that a continued real terms fall in education spending will impact detrimentally on pupils and families and upon education staff. The consideration of a reduction in the length of the pupil week in primary school – which the EIS would resist vigorously – is an example of how budget considerations might directly damage the educational prospects of our children.

Variations Across Scotland

There are significant and unacceptable variations on spend per pupil across Scotland. Whilst some variation is inevitable, given differing geographies and population densities, a minimum provision which ensures equality of access is essential.

Loss of Posts

The Audit Scotland report indicates the loss of posts across the whole of Scottish

education. At a time of significant curricular change a 22% drop in Quality Improvement posts threatens the role of Councils in promoting change and supporting teachers.

Teacher Numbers

The 2011 Pay and Conditions Agreement provided a protection on teacher numbers. It is, however, important to note the following statistics. In 2007 there were 692,215 pupils and 55,100 teachers. In 2013 the figures were 673,530 pupils and 51,078 teachers. While the pupil numbers are standing at 97.3% of the 2007 figures, the number of teachers stands at 92.7% of the 2007 figure. Over the same period the Pupil-Teacher ratio has risen from 13.0 to 13.5.

Teachers' Pay

External research commissioned by the EIS in 2012 indicated that teachers' pay had lagged behind the final element of the 2001 settlement (in 2003) by 6.5% (CPI) or 12% (RPI). International comparisons, such as the recent OECD Report Education at a Glance, provide further evidence that pay levels for Scottish teachers are declining relative to teachers' salaries in other countries around the world, and also relative to salaries in comparable graduate professions.

Statutory Provision and Supply Cover

There is a very real risk of failure to meet statutory provisions. Currently, this does not

happen primarily due to teacher goodwill and staff reluctance to allow pupils' learning to be negatively affected by lack of supply cover. Such goodwill cannot be presumed indefinitely.

Early Years provision

Declining budgets in recent years have led a significant number of local authorities to reduce the number of qualified nursery teachers deployed in nursery schools and nursery classes within primary schools. This had led to wide variations in early years provision, which is intended to provide a quality early start to education in line with the 3-18 framework of CfE.

Additional Support Needs

The EIS is aware, from member feedback, of significant pressures around the provision of adequate additional support. There appears to be evidence, also, that the provision of special schooling is being disproportionately squeezed in order to meet financial pressures. Clearly, this has a negative impact on the quality of the learning experience.

Challenges Ahead

While the EIS recognises the difficulties surrounding public sector expenditure we have a clear view that the current budget proposals represent a significant challenge to the continuing success of Scottish Education.

Ayrshire College Lecturers Strike Ballot Over Suspension of Branch Rep

Lecturers in Ayrshire College EIS-FELA branch have condemned the college's decision to suspend the EIS Branch Secretary based at the North Ayrshire (Kilwinning) Campus, where EIS-FELA members are currently engaged in industrial action in protest at enforced changes to their contractual working arrangements. EIS-FELA members at the college believe that timing of the

suspension is highly questionable at a time when North Ayrshire Campus lecturers are engaged in a legitimate industrial action campaign resulting from an employment dispute. The EIS has now agreed to ballot its members at all Ayrshire College campuses on industrial action in response to the inflammatory and unwarranted suspension by the college.

Commenting, EIS General Secretary

Larry Flanagan said, "The actions of Ayrshire College management, in suspending the EIS-FELA Branch Secretary during a legitimate industrial action campaign, are utterly reprehensible. This suspension has the clear appearance of a politically motivated attack which is intended to weaken the EIS-FELA branch and disrupt the industrial action programme.

Where Now for Scottish Education?

The EIS held Special Fringe events at three recent political party conferences. The events featured presentations from EIS President Tommy Castles and an MSP from each political party and highlighted the key questions facing Scottish education.

Commenting, Mr Castles said, “While the EIS is not affiliated to any political party, we continue to engage with all major Scottish political parties to promote the interests of Scottish education, its learners and its teaching professionals. We are pleased to have held a series of party conference fringe events at the various conferences and found the meetings to be interesting, informative and productive.”

The theme of the EIS fringe programme was “Where now for Scottish Education?” and, with the Referendum concluded and Curriculum for Excellence continuing to bed down, the speakers and delegates explored some key issues and challenges facing Scottish education in the year ahead. Issues included: funding for education, pay and conditions, teacher numbers, class sizes, workload, the introduction of new qualifications, moves to tackle excessive bureaucracy, early years provision, and the delivery of high-quality further and higher education across Scotland.



image: Alan Richardson

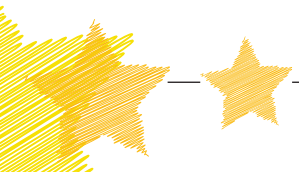
images: www.mkphotography.co.uk

Marching for a Just Scotland

EIS members from across Scotland joined trade union colleagues on the recent STUC Just Scotland March in Glasgow. The demonstration called for an end to austerity and action on fair pay, wealth redistribution, equality and social justice. Sincere thanks to the many EIS members who turned out to show their support.



images: Robert Alexander





Up for School

Promoting Education Across the Globe

THE EIS is an affiliate of Education International, and supports EI's work in promoting a quality education for people around the world. It is still the case that, in too many countries, access to education is seen as a privilege and not as a right. The EIS and all partner organisations working together through EI are determined to open free access to education for all children. Here, the SEJ looks at some recent work in supporting global education, including a new EI-supported campaign, the UpforSchool petition, which aims to keep pressure on all governments to deliver their commitments on opening up access to school for all children. We also highlight EIS solidarity in humanitarian relief, including the current campaign to mark the 30th anniversary of the Bhopal disaster

Last month saw the 25th Anniversary of the Convention on the Rights of the Child - a defining moment in history, when for the first time, all children around the

world were viewed as human beings with their own set of rights, including the right to a quality education.

Despite progress over the past 25 years there are 58 million children out of school and we are seeing increasing attacks on schools and school children and teachers on the frontlines of education.

This was also one of the main reasons why Education International's affiliates came together for the Unite for Quality Education Campaign over the last year: We believe passionately that all children and teachers have the right to go to school without danger or discrimination and so we are actively supporting a new global call to action – the **#UpForSchool petition**.

World leaders promised to get every child into school by 2015. We now have a window of opportunity to put the pressure on them to keep their promises, making 2015 the year all children secured the right to go to school and learn.

People power works. Big numbers of people mobilising over an issue cannot be ignored. That is why this petition is being collected in every country around the world.

And we need teachers to be pivotal in this movement. To make this the world's biggest petition, we are asking you to collect as many signatures as possible. Can you help? To sign, visit **www.aworldatschool.org/upforschool**

We are organising a high-level hand-in of signatures during our World Congress in Ottawa in July 2015 so we hope we can do something historic together!

Please help spread the word and share this message as widely as possible. Together we can make the voices of teachers heard by world leaders. Together we can make our voices heard and Stand Up For School.

Susan Hopgood, EI President
Fred van Leeuwen, EI General Secretary

Education International

The EIS – International Activity

ALTHOUGH the EIS is primarily an association for education professionals living or working in Scotland, the EIS also supports educational projects in the wider world. The EIS plays an active and prominent part in the major teacher international organisation, Education International, which represents over 20 million teachers from 300 teacher organisations in over 140 countries and the European Trade Union Committee for Education ETUCE - (www.ei-ie.org).

The EIS has contributed generously in appeals for aid, for example in developing countries, setting aside 1% of all its subscription for this purpose.

The EIS has also made significant ad-hoc contributions at times of crisis, or in response to specific requests or Motions calling for support from members via EIS Council or the Annual General Meeting. Examples in recent years have included around £50,000 to aid Tsunami victims, £10,000 to support communities affected by typhoon Haiyan, several substantial contributions to support communities in the Palestinian Territories,

and support for the Scottish Friends of Bhopal 30th anniversary appeal (see sidebar for more information on this appeal, which is currently seeking donations).

A sample of projects that the EIS has supported in recent years include:

Development Co-Operation Fund

- \$40,000 to EI Proposal Projects (joint cost with ASTI & INTO)
- Over £4000 for an Oxfam Southern Africa Crisis Appeal
- Over £4000 for a TUC Appeal for Emergency Aid for relief in the West Bank and Gaza.

EI Action Appeals

- \$50000 to EIS Proposal Projects (joint costs with ASTI and INTO)
- Political Contributions Fund
- \$7,000 to the EI Solidarity Fund (for the children of Afghan refugees and humanitarian work).

Trade Union Solidarity on 30th Anniversary of Bhopal Disaster

The organisation Scottish Friends of Bhopal has asked the EIS and other trade unions to help mark the 30th anniversary of the Bhopal Disaster which occurred on 3 December 1984, killing thousands of people in the following days, months and years.

A leakage of the toxic methyl isocyanate gas (MIC) from the American owned Union Carbide pesticide plant, caused by a broken valve, had a catastrophic effect on the surrounding communities. Health and safety concerns had been raised within the plant in the lead-up to the accident but in the interests of cost-cutting, were ignored.

Scottish Friends of Bhopal estimates that over 25,000 people have died of exposure-related illnesses. Between 120,000 and 150,000 survivors of the disaster are still chronically ill. Tens of thousands of children in Bhopal have been born with birth defects and require lifelong care and support. TB is several times more prevalent in the gas-affected population and cancer rates are increasing. 30 years on, the site of the accident remains highly toxic and victims have not been fully compensated.

As an EIS member, you can support the campaign in a number of ways:

- Mark the anniversary of the disaster by organising an event within your workplace.
- Organise a collection for the Bhopal Medical Fund.
- Sign the **Bhopal.org** petition lobbying for the contaminated disaster site to be properly cleaned up.
- Communicate with campaigners in Bhopal about health and safety and anti-cuts campaigns within the Scottish Trade Union movement.

More information can be found at
<http://bhopal.org/>
<http://sfobhopal.org/>



**EIS donated
£10,000 to
fund supporting
philippines
typhoon victims**

EIS Survey Highlights Need for Action to Reduce School Bureaucracy

A NATIONAL SURVEY carried out by the EIS has highlighted a clear need for firm action to deliver meaningful reductions in unnecessary bureaucracy in schools.

The EIS recently surveyed its Representatives in schools to gauge the impact of the Report of the CfE Working Group on Tackling Bureaucracy in delivering improvement at school level. While the Report has been used effectively in some schools, many Reps identified a clear gap between the recommendations of the Report and the reality in schools. The EIS Reps' survey was published as the Working Group on Tackling Bureaucracy reconvened in early November.

Commenting on the survey's findings, EIS General Secretary Larry Flanagan said, "The EIS welcomed the report on tackling excessive bureaucracy, following the launch of the CfE Working Group at last year's EIS AGM by the then Cabinet Secretary. The Group was established as a direct response to teachers' concerns over excessive workload and the launch of the EIS Workload Campaign under the slogan Make Time for Teaching. The Working

Group's report was a well-considered piece of work that made a significant number of helpful recommendations. However, this survey of EIS Reps makes clear that there is a great deal of work still to be done to deliver the recommendations of the Report in schools across Scotland."

Mr Flanagan continued, "The overall message from the Reps' survey is that the Tackling Bureaucracy Report has been well received and that its recommendations are sound, but there is a clear gap between the rhetoric and the reality in our schools. The Report was intended to have an immediate impact in supporting work at school level to cut bureaucracy in areas such as School Improvement Plans and Forward Planning processes. However, the evidence from the EIS survey is that this has just not happened in many schools across the country."

Mr Flanagan went on to say, "The EIS welcomes the role that Education Scotland's inspectors are now being asked to fulfil to help deliver reduced bureaucracy in our schools. Ironically, much of the unnecessary paperwork that has arisen in our schools has been created as a sort of defensive measure, as evidence of what

is being done just in case the inspectors do visit. But the Inspectors themselves are actually very clear – they do not want rooms full of ring binders with information on audits of audits, as these form no real purpose in supporting learning and teaching."

Mr Flanagan added, "It is clearly a matter of significant concern that, in many local authorities, meetings have not been held to discuss the Report and to consider how its recommendations can be delivered. The low level of positive impact on major drivers of teacher workload such as School Improvement Plans, Working Time Agreements, Recording and Reporting and Forward Planning processes must be addressed if the Report is to deliver its aims. The truth is that workload and bureaucracy will not be cut unless teachers stop trying to do everything. The founding principles of CfE are frequently being turned on their heads and masked behind unnecessary bureaucracy. We need to focus on the true central aims of CFE, and strip out unneeded paperwork, if we are to deliver these aims successfully."

New Online App Launched Enabling Teachers to Calculate Workload

A NEW online application, launched by the EIS, will provide teachers with a simple and easy-to-use method of keeping a track of their own workload. The online Workload Calculator has been developed as part of the ongoing EIS Workload Campaign Make Time for Teaching. The new online app, developed in response to a resolution at this year's EIS AGM, will allow EIS members simply to gather data on their own working hours and workload demands.

Excessive workload is a problem for teachers at all stages and in all parts of Scotland. The EIS Workload Campaign has already delivered some progress in tackling teacher workload, including the establishment of the CfE Working Group on Tackling Bureaucracy by the then

Cabinet Secretary Mike Russell. Some schools have already utilised the Group's report to help address workload concerns.

However, it is clear that much more needs to be done to cut excessive bureaucracy and to reduce teacher workload. The launch of the new EIS online Workload App will provide teachers with an additional helpful tool which will allow them to simply track, and thereby help to manage, their own workload. It will allow a clear indication of the true level of workload demands that teachers face, and provide local EIS branches with a firm evidence base when negotiating on school Working Time Agreements. The App will also assist individual teachers in planning and managing their own working day.

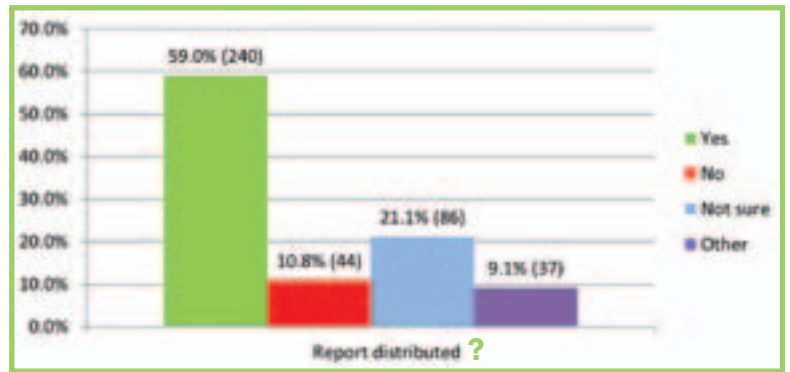
"Most people are supportive of the report in theory."

"Still need time to put a lot of ideas into action."



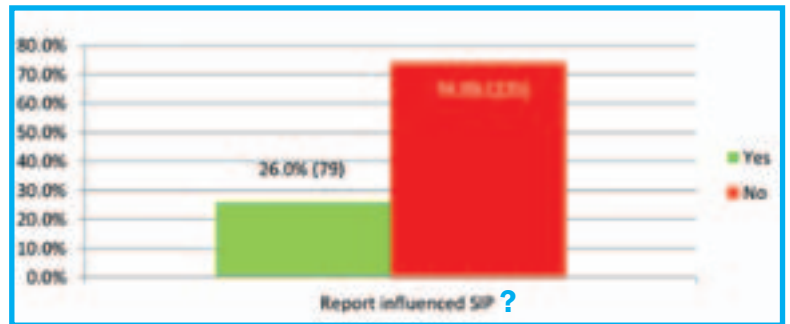
Was the Tackling Bureaucracy Report distributed to all staff at your school?

For the most part, the Tackling Bureaucracy Report was distributed to all staff in the respondent school, but around 11% of the sample found that this was not the case. An analysis of the 'Others' found the Report was; publicly displayed, distributed by the EIS reps, or in some cases, copies were not available at all.



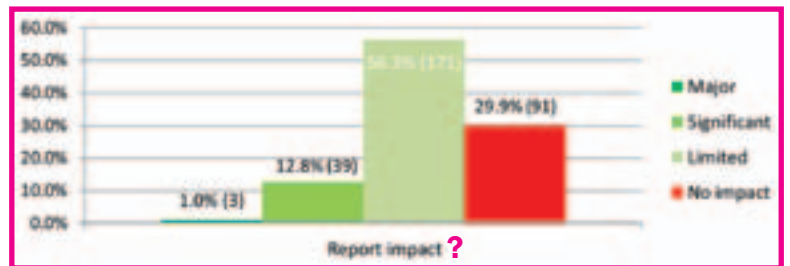
Has the Report influenced your School Improvement Plan?

SIPs have been criticised for accommodating too many priorities and expanding workloads for teachers. It was hoped that the Tackling Bureaucracy Report would help streamline SIPs or clarify immediate or extraneous priorities. Over a quarter of those who responded found that their SIP was influenced by the arrival of the report, but this still leaves 74% who saw no changes at all.



How would you rate the Report's overall impact in terms of cutting bureaucracy and reducing workload?

It is promising that over 70% of respondents have reported some level of change. However, most of the changes have been limited, and 29.9% report no change at all, showing that more still needs to be done.



“We have a working party that will be moving changes forward for the better.”

“We are lucky to have a very sensible management team who believe planning, assessment, reporting and tracking should be fit for purpose and sustainable.”

“I would like to be better informed about this report.”

“I have welcomed the report and hopefully over the next few years we will see a more significant reduction in workload but I feel it is too soon to acknowledge any real changes so far.”



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MAKE TIME FOR TEACHING

Supporting Members in Times of Need

The **EIS Benevolent Fund** was established to provide assistance to members and their dependents who are suffering from financial hardship due to unexpected illness, long-term health problems or a sudden change in financial circumstances. Here, supply teacher Brian Keeley shares his own story and explains how the EIS Benevolent Fund helped him.

IT WAS JULY 2013. I had finished a supply job teaching Art & Design and my plan was to continue after a well-earned summer break. But while my partner and I were on holiday on Islay, I suddenly had the most terrifying chest pains. I could barely breathe, and I felt the life draining out of me.

My next memory is a gradual hazy awareness that I was in hospital. I couldn't speak, move, or feel any part of my body. This was at the end of August, more than a month later.

I had had a massive heart attack, and had been helicoptered to the Golden Jubilee National Hospital in Clydebank. I had undergone a number of emergency open-heart surgery operations, and had been in a coma. I slowly became aware that my heart had completely failed, and the two tubes stitched into my chest were pumping my blood to a machine which acted as a mechanical heart. A ventilator was supporting my breathing, and I was on dialysis because my kidneys had failed. I couldn't speak because of the tracheostomy in my neck, and I was being fed through a tube in my nose. It was like a nightmare.

It was also a very distressing time for my partner and my parents as they didn't know from day to day whether I would survive. The medical team told us that my only hope was an urgent heart transplant. However, I was far too sick to withstand the surgery, so I remained on the knife-edge limbo of life-support.



Another month passed. My condition worsened and palliative care was introduced. It was then that my partner and I decided to get married. It was an

emergency wedding which was organised in less than 24 hours and took place on the intensive care ward. A speaking valve, temporarily placed in my tracheostomy line, allowed me to say the magic words - as the nurses gathered outside in tears.

The wedding became a turning point in my fight to survive. We began to imagine a future that had been slipping from our grasp. I began to breathe unaided, and my kidneys had started to function again. Because of these crucial indicators, the cardiac team told us in the middle of October that I would finally be put on the emergency transplant list.

It was the news we hoped for, but the waiting continued. And with each day, the risk of a setback increased. However, on 2 November I was woken with the news that a donor organ was available, and then it was all systems go.

When I came round two days later, I had had the transplant, and I knew that I had survived the crucial first 24 hours. A week later I was transferred from the intensive care to the recovery ward. It felt like a new beginning, as if the end of this nightmare was in sight.

My (new!) wife and my mother could now begin to piece my life back together. Although they had power of attorney over my affairs, they didn't have access to my finances, PIN numbers, online banking details etc. At home in Aberdeen 150 miles away, bills were lying unpaid and post and emails were piling up. My wife had not left my bedside the whole time I was in hospital, living out of the suitcase of summer clothes we had taken on holiday.

It was my 82-year-old mother who had contacted the EIS on my behalf when I was still in a coma. She had been a teacher - and an EIS member - all her working days, and knew of the Benevolent Fund. The response she got was immediate and positive, and the people she dealt with could not have been more helpful. The support from the Fund helped in no small way to alleviate the urgent needs my wife faced, and the subsequent financial uncertainties which I would

face in the coming weeks and months. In contrast, it would be a further six months before a penny of financial support was forthcoming from any benefits agency.



One year down the line, my wife and I are home and we continue the healing process. I still have mobility and respiratory problems, but as my eyesight and coordination have improved, I have begun to paint and write again. We are working on an exhibition of our photography and artwork which explores the experiences we have come through. We recently celebrated our first wedding anniversary.

It is unlikely that I will be able to go back to school teaching. I will always have a suppressed immune system because of my anti-rejection medication, and I fear that the infection risks in a busy secondary school environment would be too great. Perhaps other options will crop up in the future. In the meantime I am just so happy to have been given a second chance at life, and I owe the greatest debt of gratitude imaginable to everyone who helped me along the way.

Brian Keeley, November 2014



Keep Track of Your Costs this Christmas

PayPlan and the EIS - Helping You to Make the Most of Your Money

WE ALL KNOW that Christmas is a time when we can't get away from spending money. The need for food, drink and presents are the first things we think about and plan for. There are then those things that maybe don't get factored in quite as quickly: decorations, parties and travel to name but a few, meaning money can creep out of purses and wallets even when budgets are being kept to.

Whilst we can't get away from spending money on these things at Christmas, we can do more to track what we're spending, and be smarter in where we spend our money, maybe even picking up some good habits to take into the New Year!

Apps: Around half of us use online banking facilities* and online banking apps have made keeping track of what's going in and out as easy as possible – with statements, balances and payments

all at your fingertips, you can manage your money on the go. You can set alerts for when your balance is getting low, check your account before you splurge – and it's also a great way to quickly switch money between friends and family – paying back for those rounds at the bar or for those Christmas party tickets has never been easier.

Don't overpay for petrol: For many of us, ferrying the kids around or playing Santa by delivering presents means that our cars guzzle more fuel than usual. Understandably, we don't have time to drive around every petrol station noting down the prices on offer, which is why the free app 'whatgas', or visiting whatgas.com is great. It uses your location settings to find out all your nearest petrol stations and then tells you where to find the cheapest fuel. Perfect for filling up before you go and see the family.

Use a cost calculator: There are plenty

of online tools you can use to make sure you don't overspend on the Christmas mandatories. The Money Advice Service's online Christmas calculator takes into account how much you've saved, how much you've spent, (or intend to spend) on presents as well as taking into account your food, drink, socialising – everything that you could find yourself forking out for and instantly lets you know whether you're overspending, or have a little left in the coffers for a few more bottles of wine.

If you ever feel like you're struggling to save, or your money's getting on top of you, you can call PayPlan. PayPlan work with EIS to help teachers struggling with their finances, so call them today on **0800 9127 261** or visit payplan.com/eis

*www.bbc.co.uk/consumer/25953741



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PayPlan are working with the EIS to help members take control of their finances.

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Another string to her bow

In addition to being one of the world's leading classical musicians, the renowned Scottish violinist Nicola Benedetti is also a passionate supporter of music education in schools. The SEJ spoke with Nicola at a recent Live Lesson in Glasgow, where she performed and worked with pupils as part of the BBC's Ten Pieces project – an initiative that aims to encourage and promote classical music education in primary schools.

What would your response be if Nicola Benedetti offered to play you a piece on her violin especially for your birthday? For one pupil at a Glasgow primary school recently, the surprising initial answer was a slightly embarrassed “No, thank you”.

The venue was Yoker Primary School, a relatively small school of around 140 pupils in the west of Glasgow. The world-famous Scottish violinist was visiting the school to help promote the recently launched BBC Ten Pieces project, a new initiative that aims to engage primary school children with classical music.

Benedetti had played a starring role in a session at BBC Scotland earlier in the day, performing with conductor Stephen Bell and the BBC Scotland Symphony Orchestra together with pupils from local schools in a Live Lesson, presented by Blue Peter's Barney Harwood, which was available online to schools across the UK.

Now, visiting some of her fellow performers and their classmates in their own school, Nicola spotted a face she

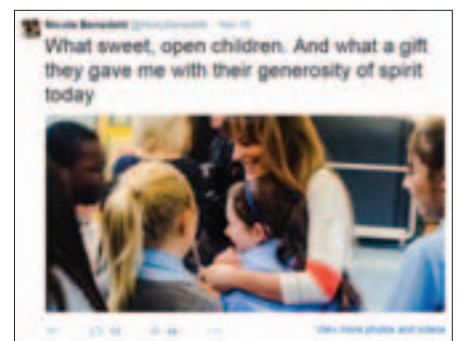
recognised sitting in the front row. She had met the pupil earlier at the screening of the BBC's Ten Pieces film at Glasgow Science Centre following the Live Lesson. Remembering that it was a special day for this pupil, Benedetti offered to play Happy Birthday on her violin so that everyone could sing along.

A shake of the head and that polite “No thank you” was probably not the response that anyone expected. But, following some encouragement from the school's teachers, consent was eventually granted for the UK's leading classical violinist to offer her musical congratulations.

Lifting her violin and searching her memory for the correct notes, it was to everyone's surprise and amusement – particularly Benedetti's herself – that what initially emerged from the instrument was not, as planned, Happy Birthday but Twinkle, Twinkle Little Star. Clearly not often called upon to play either of these pieces, Nicola apologised good-naturedly as she refocused her mind before

launching correctly into the intended tune.

Benedetti's response to this small false start, and her warm interaction with the pupils throughout the day, offers some insight into her huge popularity with the public across the UK and particularly in Scotland.



Despite her prodigious talent, fame and success as an artist there is little that is 'starry' about Nicola Benedetti. Not for her the route that has been followed by other



prominent celebrity classicists, where the emphasis has been as much on the celebrity as the musician. For Benedetti, it remains all about the music.

“I’m a violinist – it’s what I do”, she says, matter of factly. Asked if following the celebrity route to increase commercial success has ever appealed, she replies, “The minute you feel the actual depth that classical music has to offer you, there is barely anything that comes close to that. I gravitate towards it. It is what I want to spend my day and night focusing on thinking about. It is so absolutely addictive.”

It’s this love of classical music that she wants to share with young people, and this has prompted her work to support initiatives such as Ten Pieces, a project that she is enthusiastic about - “I could not possibly come up with enough praise for this project”, she says.

Targeted at primary school children, it centres around 10 pieces of classical music, which include Mozart, Handel and Britten.

The pieces come with online resources and special events such as Benedetti’s interactive Live Lesson, where Beethoven’s Symphony No. 5, Vivaldi’s the Four Seasons and In the Hall of the Mountain King, by Grieg, were played.

Benedetti believes that the project has been pitched at just the right level, and that engaging with children at the primary

school level is essential if pupils’ musical abilities are to be properly nurtured. “The age that we are targeting here is perfect”, she says, “It is so much harder to start an instrument like the violin at 15 or 18 than at five or six.”

“I tend not to obsess too much about young people loving classical music more than pop, but this project will be the instigator for someone to pick up an instrument. There is no question of that”, she says.

Some young Glasgow pupils who have already picked up instruments are the Yoker Strings group incorporating pupils from Yoker Primary School, Garscadden Primary School and St Paul’s Primary School. They heard on a Friday afternoon that Nicola Benedetti was visiting them, yet Fred Parry and Lesley Duffin – the Glasgow Instrumental Music Teachers who work with the group – and the pupils were perfectly prepared for their performance with their celebrity guest on the following Monday.

Of course, the EIS has long been an active supporter of instrumental tuition, and continues its campaign to protect music in schools. The award-winning EIS Charter for Instrumental Music highlights the value of instrumental instruction for pupils, including wider benefits such as personal and social development.

EIS General Secretary Larry Flanagan says, “The EIS believes that every child

should have the right to learn to play a music instrument or to develop their ability to sing.”

“This is brought into particularly sharp focus at this time of year when festive school concerts, carol singing performances, and nativity plays are being enjoyed by parents, pupils, teachers, and local communities.”

“These events celebrate the musical and vocal talents of pupils while helping to build self-confidence, encourage team-work and fostering a sense of community both within the school and in the surrounding area.”

The EIS, which represents many music teachers and instrumental music teachers working in schools across the country, will continue to campaign for adequate funding support for instrumental tuition in schools.

Aspiring Nicola Benedettis and their teachers can access free resources, including Live Lesson archive clips, for the BBC Ten Pieces project via www.bbc.co.uk/programmes/p01vs08w

The Ten Pieces film, featuring performances of all the featured music, is available to primary schools free on request while stocks last. To order your free copy (1 per school), email tenpieces@bbc.co.uk with ‘DVD’ in the subject. Remember to include your school’s name, full postal address and a contact name.

Quiz 2014

The Great EIS End of Year

Greetings! Well that was some year for Scotland. The 700th Anniversary of the Battle of Bannockburn; The Commonwealth Games; The Ryder Cup and a Referendum debate which engaged the whole nation and resulted in an 85% turnout at the ballot box. Phew! So time to sit back and chill out by having a go at the legendary EIS Great End of Year Quiz. Enjoy!

Section 1

2014 - Were you paying attention?

1. Restrictions on people from which two European countries wishing to work in the UK were lifted on 1 January?
2. In February, Team GB won 4 medals at the 2014 Winter Olympic Games. The medals were for Curling, Snowboarding and which other sport?
3. A rapidly evolving outbreak of which virus disease was posted on the World Health Organisation's website on 22 March 2014?
4. Which major championship in golf took place at Augusta National Golf Club from 10 April to 13 April 2014?
5. Which team won their first ever Scottish Cup on 17 May beating Dundee United 2-0 in the Final?
6. Who replaced William Hague as Foreign Secretary in July?
7. What was the name of the mascot used at the Glasgow 2014 Commonwealth Games?
8. First published to bring news from the trenches of World War One, which Scottish newspaper celebrated 100 years of publishing in September 2014?
9. Which band described the decision to add their latest album to every iTunes Store account in September as a "drop of megalomania"?
10. Who did Nicola Sturgeon appoint as the new Cabinet Secretary for Education and Lifelong Learning on 21 November 2014?

Section 2

Hooray for Hollywood (and Pinewood)

1. Which same character did Paul Newman play in the 1961 film *The Hustler* and in the 1986 film *The Colour of Money*?
2. Who played the voice of Darth Vader in the Star Wars movies and Mufasa in *The Lion King*?
3. Who sang the theme song to the film *Rocky III*?
4. Which actor has appeared in more James Bond films than any other?
5. "In space, no one can hear you scream" was the movie trailer for which science fiction film?
6. What same number can be used to complete the titles of the following films?
(a) *The [] Solution*
(b) *[] Days in May*
(c) *[] Brides for [] Brothers*
7. Which star of 'East of Eden' died in a car crash aged 24?
8. Which film starred Celia Johnson, Trevor Howard and a train station?
9. Nominated for Academy Award for Best Animated Feature and for Academy Award for Best Original Song (for "Happy"), losing both to Disney's *Frozen*, which 2013 film broke a record as the most profitable film in the 100-year history of Universal Studios?
10. The *Caine Mutiny* is a 1951 Pulitzer Prize-winning novel by Herman Wouk. Who played Lieutenant Commander Philip Francis Queeg in the 1954 film adaptation for which he won his third and final Academy Award nomination?

Section 3

Food and Drink

1. Oenology is the science of making what?
2. Which meat forms the basis of the Greek dish Moussaka?
3. The small Russian buckwheat pancakes that are often served with caviar are called what?
4. Which beverage is used to flavour the Italian dessert Tiramisu?
5. From which herb would you generally make Pesto?
6. Which of these single malt whiskies is not from Speyside?
(a) Glenallachie (b) Glenfiddich
(c) Glengoyne (d) Glenlivet
7. Which nuts are used in a Waldorf salad?
8. Limoncello is a lemon liqueur mainly produced in which European country?
(a) France (b) Italy (c) Spain (d) Portugal
9. How many standard wine bottles make up a Jeroboam?
10. Most commercial canned baked beans are made from
(a) Borlotti beans (b) Cannellini beans
(c) Haricot beans (d) Pinto beans



Section 4

The Lyrics Round

This round is restricted to Christmas classics or songs designed to help you dance off your festive fare. There are two points for each question up for grabs. You need to name the song and artist. If the song has been recorded by multiple artists you will receive a point for any correct answer. OK? Then let's begin.

1. "Do you ride on down the hillside
On a buggy you have made"
2. "And the Christmas bells that ring there
Are the clanging chimes of doom..."
3. "Where they play the right music,
getting in the swing
You come in to look for a king"
4. "Room is swaying, records playing,
All the old songs, we love to hear,"
5. "And I was there and not dancing with
anyone
You took a little, then you took me over"
6. "There'll be parties for hosting
Marshmallows for toasting
And carolling out in the snow"
7. "Tonight's the night were gonna make it
happen
Tonight we'll put all other things aside"
8. "Crowded room, friends with tired eyes
I'm hiding from you and your soul of ice"

9. "Everybody knows a turkey and some
mistletoe,
Help to make the season bright."

10. "Sinatra was swinging, all the drunks
they were singing
We kissed on a corner then danced
through the night"

Section 5

And finally

1. Which of the following countries was
NOT part of the former Yugoslavia?
(a) Montenegro (b) Slovenia
(c) Moldova (d) Macedonia
2. Between October and March each
season, which sport would you be
watching if you bought a season ticket for
The Gabba?
3. What is the modern name of a city
formerly known as Constantinople and
Byzantium?
4. Whose portrait is on a United States
\$100 bill?
(a) George Washington
(b) Abraham Lincoln
(c) Thomas Jefferson
(d) Benjamin Franklin
5. How many pieces does each player
start with in a game of backgammon?
6. How many stars feature on the flag of
New Zealand?

7. Believe it or not, Tetris is going to be
made into an "epic sci-fi" blockbuster.
Which of these video games has NOT
been made into a feature movie?

- (a) Super Mario Brothers
- (b) Mortal Kombat
- (c) Street Fighter
- (d) Pac-Man

8. In which US city are the headquarters
of the Microsoft Corporation?

9. Apart from Scotland, which 2 other
countries' patron saint is Andrew?

10. What do the dots on a pair of dice
add up to?



Section 1	Section 2	Section 3	Section 4	Section 5
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9
10	10	10	10	10

Name.....Phone.....Email.....

Address.....Postcode.....

Employees of the EIS and their families are not eligible to win the competition.

Editor's decision is final: No correspondence will be entered into regarding the correct answers or the selection of the winning entry.



Professional Update

Special Focus

CPD Live Chat with Larry Flanagan

TEACHERS AND LECTURERS from across Scotland took part in a recent live chat about Professional Update with EIS General Secretary, Larry Flanagan.

The chat was held to help alleviate some of the fears which have grown up around Professional Update and clarify what is actually required.

One participant is in the first group to take part in Professional Update and was worried about the lack of support and information at school level. Larry responded that, in terms of preparation, the ideal situation is that the member had had a PRD interview last session and that a development programme had been agreed then. He added that the member is entitled to ongoing support regarding the agreed programme, which should have

been discussed, as well as an induction to any new procedure associated with the Authority's agreed PRD scheme.

A question was posed about "proving to the reviewer that the CPD courses they had undertaken based on the Standards have had an impact in the classroom". Larry responded that there is no need to "prove" anything to a reviewer – it should be a professional discussion. Ultimately the purpose of professional learning is to impact positively on learning and teaching but it can be quite facile to try to show immediate impact. Reflecting on how it might shape your action as a teacher would be sufficient. In an answer to another question about the Standards being used as a competence tool, Larry responded that the Standards cannot be

used for this purpose. There is a separate framework which comes into play where issues have been raised but misusing the Standards is not on. If someone attempts to do this the matter should be raised with the EIS immediately.

Larry advised that two FE colleges are currently taking part in a pilot scheme to identify issues specifically related to that sector. Anyone working in FE or HE who is GTCS registered will be required to take part in Professional Update.

Larry stressed to those taking part in the live chat that their local Learning Rep is a great source of advice and guidance on CPD/Professional Learning including Professional Update and that it would be worthwhile identifying who their Learning Rep is and making contact.

Keeping teachers up to date - with Ken Muir, Chief Executive of GTCS

EIS LEARNING REPS all undertake a postgraduate module to become a Learning Rep. They are clearly highly trained but it is important that they are kept completely up-to-date with all CPD and Professional Learning developments to allow them to give the very best advice, support and guidance to teachers and lecturers.

Three national training meetings for Learning Reps are held each year with the most recent being held in Glasgow on 6 November 2014. One of the keynote speakers at that event was Ken Muir, Chief Executive of GTCS, who talked to the Learning Reps about the rollout of Professional Update.

Ken made clear the role of Professional

Standards in the Professional Update process and emphasised the teachers' role in selection and application of the parts of the standards that are most appropriate for their professional development.

Every teacher's entitlement to a system of supportive Professional Review and Development (PRD) was also discussed. Ken referred to some of the CPD/Professional Learning teachers can be involved in and advised that examples are listed on the GTCS Professional Update website page: www.gtcs.org.uk/professional-update. He was clear that Professional Update should not be a bureaucratic process or an added burden on teachers who may already be struggling with workload. He said that Professional

Update is about giving more autonomy to teachers with regard to their professional learning.

Ken also mentioned that there are two forms of registration with GTCS – general and associate status. It is possible for teachers who are due to retire this year to request that they undertake Professional Update this year. This would allow them 5 years, in which they could undertake supply teaching, before the next sign-off date.

Ken reiterated that it is a legal requirement on everyone registered with GTCS to keep their contact details up-to-date. This is particularly important now that Professional Update is up and running, the easiest way being through opening a MyGTCS account.

Your Questions - Answered



There are many questions still surrounding Professional Update and your Local Learning Reps are there to advise and support you. Below is an example of some of the questions Glasgow Learning Rep, Jayne Rowe has been asked. In all cases it is important to refer to your own Local Authority's LNCT agreements on Professional Update.

I attended a learning community professional update meeting tonight but I was left wondering if we can include attendance at these meetings as part of CPD?

Yes include attendance at these meetings as part of CPD as it is developing your professional Knowledge.

The Management Representative spoke about keeping a portfolio showing impact of CPD on class. What would this entail and how detailed should it be?

The portfolio is basically your CPD record. The GTCS have an online record you can keep or you can keep a paper record. It is best to refer to your Local LNCT agreement in relation to Professional Update on which system they require you to use.

The portfolio should give a description of the activity you have undertaken and when it was. Further to this you should say what impact it had - this is the most important part as you are reflecting on the activity you have undertaken, what difference it made and what evidence you have to support this.

I am a p1 class teacher and I swap with a nursery teacher - to basically shadow each other's post. Can this be included as part of CPD?

Yes. Definitely include it in your CPD record but, if it is during the working week, it is not part of your 35 hours. However this type of shadowing is an excellent example of CPD and one which will have a definite impact.

I've been using MyGTCS to update my professional learning record. The GTCS site says that my employer doesn't use MyGTCS for professional update. Is it worthwhile continuing to use MyGTCS to record professional learning? (It is so easy to record information on).

It is Glasgow's aspiration that everyone will use CPD manager, but the LNCT agreement states that everyone is allowed to record their CPD on paper or using another tool as long as it shows what you have been doing, the impact of your learning and how long you spent on it. You must also create a plan which will be part of the discussion at your PRD and you will show to your reviewer. Every Glasgow teacher must be registered on CPD manager as that is the final sign off point.

Our HT is organising PRD meetings in the next few weeks. She's asked us to refer to the School Improvement Plan when writing up our needs etc. I thought that in terms of professional update it was totally teacher driven and we no longer had to refer to the SIP?

You can reflect against many things for your PRD, the School Improvement Plan included. I always encourage teachers to look at their own personal professional needs first but there are many things you can reflect upon to do this as effective self reflection and evaluation takes account of a wide range of evidence and factors.

There was a woman in delivering training yesterday and she said we should only record things which were indicated in our plan. I've been recording all my EIS activities; parent council activities etc as well as things related to my plan. Have I got it wrong?

The items you have been recording are valid items to record. On your record you record all valid CPD you take part in not just the things in your plan as we all do much more than the few items on our plan. If you believe they have an impact on you professionally then record them.

What if I haven't managed to undertake all the items on my plan?

First of all there should be no more than three items on your plan. If you haven't

undertaken one or two of them do not worry as we all know what school life is like and with the best will in the world other things take over. As long as you have recorded 35 hours of CPD and have demonstrated the impact this has had on you. You could put these items back on your plan the following year if you still felt they were important.

Which professional standard should I reflect upon?

Every teacher in Scotland must meet the Standard for Registration therefore everyone should reflect upon that. It will very much depend upon where you are in your career and what your professional aspirations are. If you aspire to management I would reflect upon the Standard for Registration and the Standard for Leadership and Management. If you are a Chartered Teacher or an experienced teacher you could reflect upon the Standard for Career Long Professional Learning and the Standard for Registration.

CPD information

Lyn McClintock

EIS National CPD and Learning Rep Co-ordinator

e: lmclintock@eis.org.uk

t: 0141 353 3595

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

www.eis.org.uk

(Details will appear in the Events section)

To find out who your local EIS Learning Rep is go to: www.eis.org.uk/LRcontacts



A veritable feast, Child Care Centre in Houston, Texas, April 2013

Adam Alexander was the 2013 recipient of the Walter Hines Page Scholarship, funded by the EIS and the English Speaking Union. Adam's chosen topic of study was to research ways in which Early Years providers in North America support parents with parenting skills. He works as a nursery teacher in Fife.

THOSE of us involved in Early Years Education are used to welcoming diverse groups of children when they start nursery. We are also used to differences presented by individuals when they start; for example, those who struggle to interact with their peers or with adults, those who mix confidently with others and those whose behaviour is challenging. Children come to us with these differences, among many others, after three years of parenting. Like all other human endeavours, the quality of parenting varies enormously.

There is a plethora of information and guidance out there for new parents, covering all aspects of child care. How do we reach the parents who either have no interest in this or have little idea about the importance of good parenting skills? How can educators take a more proactive approach to helping parents to make the best choice for themselves as to which information and guidance is most supportive in their particular situations.

I travelled to North America to seek some answers to these questions. I spoke to practitioners, parents, children, Programme Directors and visited many Early Years settings, from family homes to childcare centres - the equivalent of our nurseries in Scotland.

In Houston, Texas, I was introduced to

the Play and Learning Strategies (PALS) Programme. My host, Ursula Johnson is a primary trainer for the PALS Programme with experience as a PALS supervisor and as a coach/facilitator.

The PALS infant curriculum was developed to facilitate parents' mastery of specific skills for interacting with their children. The programme consists of

How can educators take a more proactive approach to helping parents?

sessions, using videotaped examples of real parents and children, attended by parents and facilitated by a parent educator.

The effectiveness of the PALS programme in changing parents' behaviours and enhancing their children's development is well documented. The programme also reaches out to Child Care Centres, where training is given to staff whose qualifications are often no higher than a High School Diploma. At one of these centres, a small family home, the manager had introduced curriculum based take-home packs, containing

games and ideas for activities.

From the 23rd floor offices of the Children's Learning Institute I travelled north to Providence, Rhode Island to learn about the Incredible Years (IY) programme. Set up 27 years ago by Carolyn Webster-Stratton in Seattle, Washington, this programme has spread globally, in fact reaching Fife in February of this year. Its goals are similar to those of the PALS programme. Its success in transforming lives is similarly assured by a robust evidence-based research programme. My host in Providence, Stephanie Shepard, based at the Department of Psychiatry and Human Behaviour, Brown University Bradley/Hasbro Children's Research Centre, is an IY mentor and is also carrying out research.

IY reaches out primarily to parents, children and teachers while its involvement in the community, vital to the success of its programmes, involves close links with social services, the medical profession and other agencies. There is a wealth of information on their website <http://incredibleyears.com/>

IY provides many services. At its core is the provision of workshops for parents (parent groups), workshops for children (Dino School) and training for teachers, parent group leaders and home

visitors. A snapshot of its work is best described by an account of my time spent with Stephanie, which included three meetings and a visit to the Cranston Child Development Centre, a child care facility for children from birth to age five.

The first was a community planning meeting about the implementation of home visiting programmes for new, high-risk mums. Home visiting programmes are designed to support families and build parenting skills. This was a multi-agency meeting of some 12 people, coordinating information about referrals with a focus on how these parents could be supported through IY programmes such as Nurse Family Partnerships, Parents as Teachers and Healthy Families America.

The second meeting, much larger, was entitled: What do we want to do Next for Infants and Toddlers in Rhode Island? Stakeholder Strategy Meeting, attended by many state agencies and government offices. This was the first of its kind and unique, bringing together educators, social and medical services, politicians, policy makers, researchers and groups such as IY, Early Learning Council and Zero to Three, the National Centre for Infants, Toddlers and Families. Discussion was diverse, covering such topics as child development, poverty, depression, unemployment, substance abuse, low pay of childcare providers and ways of reaching out to parents. It was acknowledged that stronger foundations for babies and infants would clearly have a positive impact on the state's economy, not to mention the wellbeing of all concerned.

The third meeting, an IY parent group consultation session, gave me some insight into the work of parent group leaders, assessing and reflecting on their practice as facilitators of parent group sessions. The video tapes of these sessions illustrated well how parents benefitted from in-depth group discussions about skills and strategies they shared and which they could use to deal with many issues from anger management, playing and reading with their child, to how to help their child to walk.

Teachers at the Cranston Child Development Centre had been working closely with IY for a few years. When I visited, IY programmes were firmly in place and formed an integral part of the centre's work with children and parents.

As well as supporting mums and dads with parenting skills, their work with the children focussed on key elements of the IY Dino School programme, viz. social skills, emotional intelligence and problem solving. A transcript from my conversations with a group of teachers at the Centre illustrates the success of IY's involvement:

My last port of call was New Haven, Connecticut, where I met Eliza Halsey. Eliza is the New Haven Network Director of All Our Kin (AOK) and heads Early Head Start, a federal programme designed to enhance Early Years opportunities.

AOK was of interest to me because of its focus on parent education, in the context of its training and support programmes for community child care providers. Its Annual Report 2013 states:

"From our providers, we have learned that they are not just educating children; they are educating parents too.

- Working with local family support agencies to provide a series of family workshops, open to all parents in the community. The workshops cover such topics as Behaviour Management, Fathers and Parenting and Language Acquisition.
- Employing a full time social worker to work with all teachers, families and children at the Centre.
- Working with the Yale Centre for emotional intelligence on a new method of teaching emotional intelligence to Pre-K staff, families and children.

These are pilot projects whose success is yet to be determined but they make perfect sense and chime very much with the goals and aspirations of PALS, IY and, no doubt, many other programmes which exist to support parents with the knowledge and skills they need to provide



They are the first to identify potential developmental delays and have those tough conversations. And they are also the ones who, at the end of a long day, invite a parent to sit down and just talk about their kids. Through the curriculum [created by AOK], providers will build on these already strong relationships to give disconnected parents and families what they need.

The Friends centre for Children, an early childhood education centre for children aged 3 months to 5 years, has had close involvement with AOK. Their executive director, Allyx Schiavone, talked to me about some of their initiatives designed to support parents:

a rich and nurturing learning environment for their children.

As mentioned earlier the Incredible Years Programme has just started up in Fife. There are a number of other programmes running and no doubt similar initiatives in other parts of Scotland. The benefits to be gained from supporting parents with parenting skills are acknowledged at many different levels. It is now up to politicians and policy makers to accept the 'parent' dimension of education into their own thinking!

For more information on the Page Scholarship visit:

www.esuscotland.org.uk/page_scholarship.htm



What About Students with Learning Disabilities?

Asks **John Kelly**, EIS-FELA President

THE current Westminster Government's attempts to reduce the deficit by attacking public services across the UK continue apace. The past few years have left Scotland with fewer colleges, fewer lecturers, and fewer student places. Added to this has been the drive to slash part time courses for students with learning difficulties, partly due to the Scottish Government's targeting of FE at 16-19 year olds.

As far back as 2011, the Scottish Consortium for Learning Disabilities (SCLD) found that part time courses for students with learning disabilities were under threat, with a third of the courses surveyed being cut.

The continuing shift in emphasis toward younger full-time students appears to have been implemented without any impact assessment. To compound the problem for potential students with learning disabilities, many resource centres based in communities have been closed, limiting further opportunities for potential students.

The battering which students with Additional Support Needs (ASN) have faced

plumbs new depths as it appears that those least able to defend themselves are to face ever increasing attack.

Last years' EIS-FELA Conference called for research into these cuts in an attempt to gain hard figures. Following a series of Fol requests, the EIS has found that the attacks are even worse than first thought.

- The data clearly shows a year-on-year reduction from 2009-10 to 2012-13 in student places for those with ASN. The number of students with ASN has dropped from 19,622 to 14,887 between 2009-10 and 2012-13. This is a reduction of 24%.
- In 2009-10 1,388 ASN courses were run in Scotland's colleges, in 2012-13 the number of courses was 1,025.
- The number of part-time ASN students has steadily dropped in the period 2009-13. In 2009-10, the number of part-time students was 19,746. This dropped to 17,490 in the following year, 14,963 in the year after and had fallen to 13,243 by 2012-13.

- In 2009-10 66 staff across the whole Scottish college sector held a Diploma in SEN (or equivalent) By 2012-13 this had dropped to 52. At the time of the Fol responses in early 2014 only 46 staff held a Diploma in SEN (or equivalent), a drop of 30%.
- Six colleges stated that they had no Diploma in SEN qualified staff.

Only one college in Scotland requires staff teaching ASN classes to hold a Diploma in Special Educational Needs or equivalent.

The results of this national survey of ASN provision in Scotland's colleges clearly indicate a significant decline in ASN provision for students since the Scottish Government began implementing funding cuts for FE colleges four years ago. Continued funding cuts have led to a systematic reduction in ASN activity and a reduction in total college capacity to support ASN students – the most vulnerable students in society.

The survey also identifies an alarming range in the amount of ASN provision that different FE regions provide – which raises serious equality concerns. For example, Dundee College had 699 students with ASN in 2012-13 whilst Aberdeen College had 240 – despite being a much larger college. In the same year; West Lothian College, Aberdeen College and Anniesland College all delivered similar amounts of ASN activity – despite significant differences in their size and geographic footprint.

This survey shows clear trends over the last four years and starkly identifies the decline in ASN provision

within every metric we surveyed – fewer students, fewer ASN courses, fewer qualified staff, fewer designated rooms. Scottish FE Colleges are now funded as a part of the public sector, with the Scottish Funding Council (SFC) overseeing regional outcome agreements based on government priorities. ASN provision needs to be restored to 2009-10 levels,

change throughout their lives.

The EIS-FELA National Executive has agreed that we need to campaign for the restoration of ASN provision to its 2009/2010 levels; campaign to ensure that there is greater access to ASN provision, in particular seeking to ensure a greater consistency of provision across Scotland; campaign for

We must seek to confront representatives of Colleges and government, challenging them to justify these attacks and force them to respond.

We must also seek to contact local groups representing students with learning disabilities, and work with them to raise awareness of these attacks, while seeking to argue for greater funding for this part of the sector.

Members of the EIS-FELA National Executive are willing to attend Branch Meetings out with their own Branches as speakers.

These attacks require a robust response. Students with learning disabilities deserve better. Let us do something to help them.

Read the full EIS - FELA ASN Report at www.eis.org.uk/FELA/fela_news.htm

“The survey also identifies an alarming range in the amount of ASN provision that different FE regions provide”

and greater consistency of ASN activity delivered across Scotland.

While it is right that a major thrust of Regional Outcome Agreements is employability, these Agreements should also contain provision for students wishing to learn to be independent and cope with

greater professional development for staff teaching students with ASN, and in particular the restoration of support for the preferred qualification of Diploma in Special Education Needs (or equivalent); campaign for the restoration of part time ASN places in colleges.

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Teachers With Other Lives

Norman Deeley

In the first of a new series focusing on teachers' personal stories the SEJ speaks to Norman Deeley, Depute Headteacher and Author.

BEFORE I go on to discuss my own writing, I'd like to acknowledge that many teachers use their creative time solely for the benefit of young people. Teachers, as a group, are more responsible than most other occupations for the social cohesion of society. I say this after thirty-six years as an EIS member and a teacher of English nearing the end of my career as Depute Head in Grange Academy, Kilmarnock.

There are many creative people in the education system. The vast majority of teachers are dedicated and conscientious and give, in addition to their working time, a huge amount to the communities they serve.

The examples are repeated every day. Involvement in sport is an obvious one, but the overall contribution made by teachers to extra-curricular activities is of immeasurable importance. The impact on a young person is sometimes not apparent until years later. The sheer volume of background work done by primary and special school colleagues to give pupils rich experiences is formidable by any measure of employment conditions of service. Think also of the creative energy of the Gaelic community. Teachers play a significant part in promoting and nurturing a crucial part of our culture.

All this from the state

comprehensive system which is often unfairly maligned, dealing as it does with pupils regardless of socio-economic background. There is a need to emphasise the impact of poverty on life-chances, especially in post-industrial communities. Having taught in Possilpark, Barrhead, Irvine and Kilmarnock I have witnessed many examples. Teachers help mitigate the impact of this cultural deficit in numerous unheralded ways.

For my own part, some of my writing has been linked to experiences in teaching. The satire *Jargon Hall* was a youthful protest at the way trainee teachers were being prepared for the classroom. *The Wrong Side of the Law*, a play about the Scottish politician John Maclean, is a Scottish text which says we have our own internationally significant stories to remember. *Cajun Guga* is a contemporary story involving divorce and bereavement for teenagers with a Gaelic family history. It also deals with the Scottish diaspora and the difficulties of new families being brought together.

Before I went to St Andrews to study English Language and Literature,

I had worked as an explosives and solvents analyst in Nobel's ICI plant in Stevenston. That scientific knowledge, as well as the discipline of work in the industrial sector, has been helpful in my writing. The adult murder mysteries of *the Clyde*

Trilogy, where forensic detail is important, gave me a chance as a former pupil of Rothesay Academy to write about

places which are close to my heart. My next book, *Winchester Geese*, will be about those who were unknowingly infected with contaminated blood products. It will be published after the Penrose Inquiry reports its findings. A collection of poems about contemporary Scotland is also nearing completion.

The rigours of sitting down to write and the experiences gained in learning to sell a product in the market place have been invaluable and have made me reflect upon the differences between public and private sector working.

The decision to e-publish on Amazon has both benefits and drawbacks. I was able to publish *Murder on the Isle of Cumbrae* in the week immediately after the Scottish Referendum, with the plot carrying

“Teachers help mitigate the impact of this cultural deficit in numerous unheralded ways”

references to the result. This wouldn't have been possible conventionally.

The downside is that you are on your own, without any support or marketing system behind you, and you have to begin to understand how books, in e-format or otherwise, attract publicity and how writers connect with their readers.

However, e-publishing represents a sense of democratisation because authors no longer need an agent or a London publishing house to 'approve' the manuscript. This is beneficial when the audience is small and it also allows minority voices to be heard. For Scottish writers, I think this is of immense importance.

Research for All

HIGHER EDUCATION has long been devolved to Scotland, and the HE Sector has been steadily diverging from the rest of the UK in recent years. The Scottish HE sector has been rightly regarded as a success – high quality research output, large numbers of students (including many overseas students choosing Scottish HEIs) and high world rankings.

An EIS Report into HE Sector Finances published earlier this year showed that around 2/3rds of the income for the HE sector in Scotland comes from public sources – be it the Scottish Government (mainly via the SFC), the UK Government (mainly via research council grants) or the European Union. The Scottish Government puts in well over a billion pounds a year into Scottish universities – all of which are autonomous institutions outwith the public sector (except the SRUC).

The Scottish Government has introduced Outcome Agreements with all the universities which are used to deliver its policies and priorities for the HE Sector – such as widening access. These Agreements could also be used by the government for other purposes. This could lead to greater pressures between universities that see themselves as autonomous entities delivering research & learning in the way that they think best, and potentially a government that sees Higher Education as a means of promoting education and social equality by giving opportunities for all.

In early November the Scottish Government announced a consultation on a further Bill for Higher Education – on HE Governance. This is long overdue in the view of the EIS-ULA which has been disappointed with the slow progress made on improving HE Governance since the Von Prondzynski Report. The EIS hopes that the growing trend of managerialism – where managers form elite groups that reinforce each other's decisions that are often made

with their own priorities in mind - within some universities can be brought to a halt in Scotland, with the new HE Bill as an important first step.

On December 18th the REF2014 will be publishing its outcomes on HE research output at every university. It will have a bearing on research funding that the Scottish Funding Council provides to each university. The danger for EIS-ULA members is that research is becoming

“All university lecturers should be research active”

focussed within research intensive universities and is drying up across vast areas within post-1992 universities. The EIS shares the government view that all universities need to be carrying out research – and that university teaching needs to be informed by research.

It is the view of the EIS that this means all university lecturers should be research active and attending conferences that present and discuss the latest research and developments. The EIS does not believe it is possible to have research skills and understanding of the latest research and developments by simply

reading journals as part of scholarly activity. Some universities are giving no, or insufficient, time for lecturers to research. This has several negative effects; teaching becomes divorced from research and recent developments, lecturers having limited employment prospects in other universities, the university/department potentially dropping down the rankings. Furthermore, students are expecting their lecturers to be research active especially in the 3rd and 4th years and Masters programmes.

Workload has been identified by EIS-ULA members as their single biggest stressor and the EIS-ULA Executive is currently developing guidance to members to reduce workplace stress.

During the attention that will be paid to the REF in December and 2015, the challenge for the EIS is to ensure that there is pressure put on universities to develop all lecturing staff as researchers and to ensure that government policies ensure that all universities remain research active in all their teaching areas.

The HE Bill is also an opportunity for the EIS and other trade unions to try and wrestle control out of the hands of university leaders and seek to return universities to their collegiate roots.

David Belsey, EIS National Officer for Further & Higher Education



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Learning to say “No”

Dear Editor

With reference to the letter ‘Worn down by workload’, in the October issue of the SEJ, I would like to focus attention on the fact that in some schools, management (and others) are actively fighting against all that the EIS is aiming for through the ‘Make Time for Teaching’ Campaign and the ‘Tackling Bureaucracy Report’. They show little regard for all workload issues and realistic times being allocated to activities in ‘Working Time Agreements’, despite being EIS members. One can only conclude that they all have their ‘own agendas’ and Collegiality and ‘Work/Life balance’ means little to them.

On account of my EIS stance regarding workload issues, I have been worn down by persistent bullying behaviour in the workplace. False allegations had also been made about me. I was left feeling isolated in what was, at times, a hostile working environment. Sometimes it was subtle bullying, sometimes malicious, and I felt

under severe pressure for a prolonged period of time. It has impacted on my health and well-being, my work/life balance and ultimately my family as well. Like the writer of ‘Worn down by workload’, I too felt forced out, and like them, I also finally gave in. I now teach in another school.

Despite the fact that I now teach in a very pleasant working environment, with high staff morale, I feel let down by grievance policies/procedures. They do not serve up all ‘what it says on the tin’. Also, if you choose to sign up for ‘Employee Counselling’, which is offered when your sick line states ‘Stress at work’, all will not necessarily ‘be well’. One’s situation will not simply, magically disappear with a few counselling sessions! I am very angry and upset that I had to seek work in another school but I was left with absolutely no other choice as my situation became intolerable. I did not have ‘dignity at work’. Yes, the bullying has now ceased - but only because I took the decision to remove myself from the bullies.

My situation came about solely on

account of my stance on ‘Workload’ and my expectation that policies relating to work be followed. I too, know I am a good classroom practitioner.

The writer of ‘Worn down by workload’ said ‘the bubble is going to burst at some point’. Well, ‘my bubble’ has burst because I am still recovering from the effects of bullying, even although I am working in another school and trying to ‘move on’. It has been said that ‘After your liberty, your job is pretty much up there’, and I could not agree more.

I hope, in this current school session, that most EIS branches will feel empowered to say ‘No’ to excessive demands as regards their workload burdens in order that time spent on teaching and learning is maximized.

Yours etc

Name and address supplied

Backing the Boycott

Dear Editor

Sheila Gold’s emotional and flawed outburst (SEJ October 2014) should not be allowed to cloud the argument for the boycott of the Israeli state. Her personal narrative, much discredited, views Israel as the victim and has long been demolished by Israel’s own actions, its arrogance and murderous violence towards the Palestinian people it holds under military occupation. And, Ms Gold should note, this includes the Gaza Strip. The colonial settlers may have been removed but Israel still controls who and what enters and departs this enclave and, with complete control over Gaza’s Population Registry, requires all children born in Gaza to register with Israel.

Ms Gold’s narrative requires belief in an obdurate Palestinian leadership which rejects peace at every twist and turn. It ignores, for example, Hamas’ various offers of hudna, or truce. It ignores Israel’s well demonstrated penchant for provoking violent reaction when things are not to her liking. And, when the Palestinian leadership

is cooperating, if not collaborating, then Israel still has nothing to offer. This was underlined recently by Sir Alan Duncan, the Conservative’s foremost voice on the Middle East, commenting on the collapse of the recent talks initiated by John Kerry: “Everything for a sensible agreement was offered by the Palestinians - borders, land swaps, the retention of some major settlements, a shared Jerusalem, a demilitarised Palestine . . . yet the Israeli Government finished by having offered absolutely nothing substantial.”

The reality is that Israel will not allow anything, including peace, to stand in the path of its objective of obtaining maximum Palestinian land with a minimum of its people. It will undertake any action, as the recent slaughter in Gaza and the daily violence and subjugation in the West Bank demonstrates, to convince the Palestinian people to accept their lot in life - to forget their rights, forget any notion of justice.

Ms Gold seeks evidence. While I fear that her quite transparent role as an apologist for Israel clouds her vision I would invite her to read the English edition of

the Israeli newspaper, Ha’aretz. I would invite her to scrutinise the link <http://adalah.org/eng/Israeli-Discriminatory-Law-Database> where she will find more than 50 laws which discriminate against Israel’s own Arab citizens – with another 29 laws pending. All essential components of an apartheid state. I would invite her to speak to 5 year old Einas Khalil or 13 year old Bahaa Badr. Except both are dead. The former rammed by a settler hit-and-run driver on her way to school. The latter by 3 bullets in the chest from the gun of an Israeli soldier. However, she can read the harrowing account of one Gazan child at <http://changingplaces2014.blogspot.co.uk/2014/10/oh-my-god-childs-writing-about-war-on.html>

It is with good reason the EIS has heeded the appeal from the Palestinian people and adopted the call for the boycott of Israel until Israel recognises and implements their rights.

Yours etc

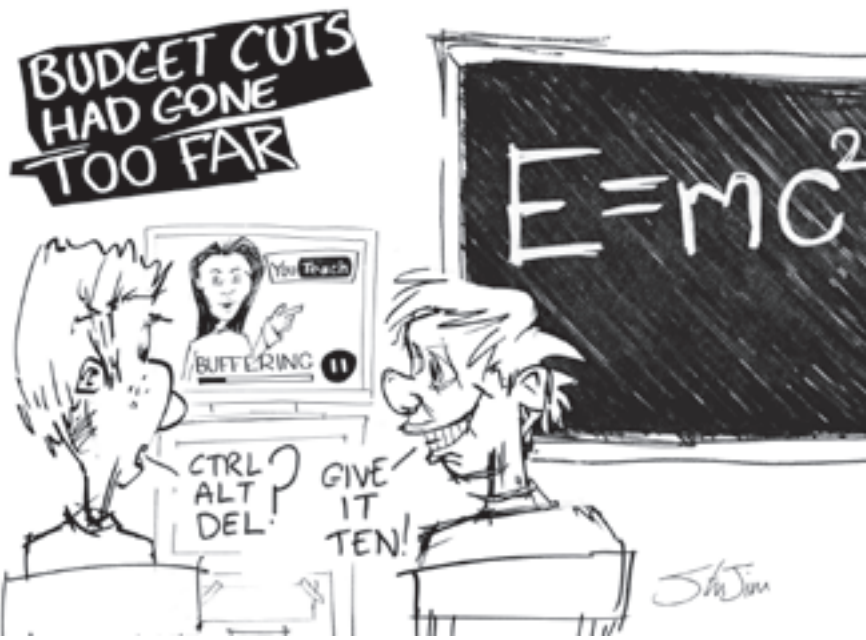
Hugh Humphries



Secretary, Scottish Friends of Palestine, Glasgow

Tweets



EIS General Secretary, Larry Flanagan talks Scottish education at the recent ETUCE conference in Vienna.



- 
Rob Henthorn @AUSAEducation · Nov 21
 Good shout out for @UCUScotland and @EISUnion who helped us bus hundreds of students to the #FreeEducation demo - thank you! #scotzone14
- 
Samreen Shah @weeshan · Nov 19
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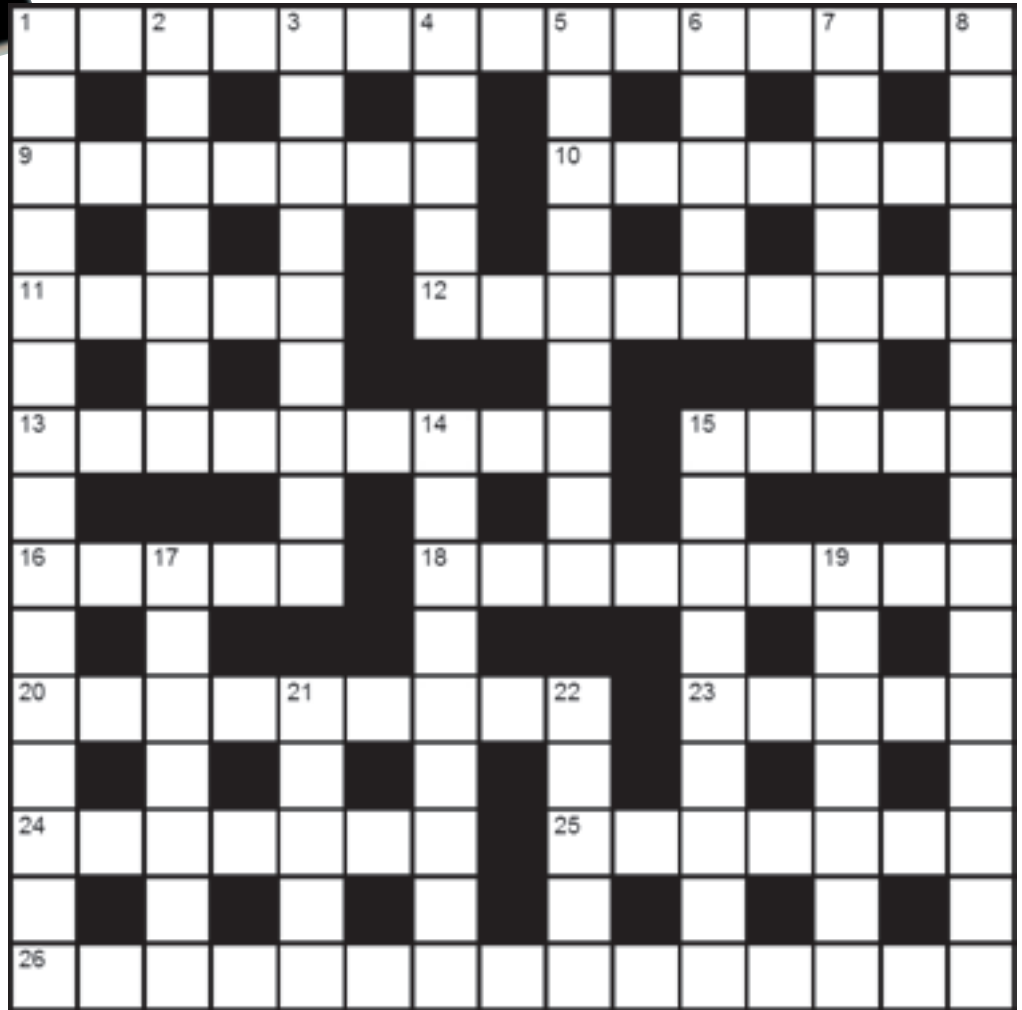
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The first all correct entry picked at random will win. Details of the winner, together with the solution to this month's puzzle will be published in the next edition of the SEJ. Employees of the EIS and their families are not eligible to take part in this competition.



across

- 1 Quip, wild anguish confused fairy! (7-2,6)
- 9 Positions adopted waiting for a bus (7)
- 10 Smallest discrete amount of energy, part of sinequan tumidity (7)
- 11 Abomination of diabolical, intolerant, ugly misfit at first (5)
- 12 Release is possible for the locations of marine mammals (9)
- 13 Not sugary pork though! (9)
- 15 Could be two or more spokes (5)
- 16 Numbered compartment for mail has bad smell in rash (2,3)
- 18 Red boxes used to house several happy ones! (3-6)
- 20 Errors I've corrected in store! (9)
- 23 Types of mite found in a car I drive sometimes (5)
- 24 Girl with decimal number can pick up radio reception with this (7)
- 25 Look down and find is daintily presented (7)
- 26 Lie-detector Anne failed but came up with agreement (7,8)

down

- 1 Occident on brilliant horse found in Somerset (6-5-4)
- 2 I entered cuddy house and was rigid (7)
- 3 Convert Mexican to Pay as you Earn (6-3)
- 4 The fumes, in addition, were audible (5)
- 5 Spicy glimpse reported with Antlya with article missing (9)
- 6 I value angry rodent, that is included (5)
- 7 Intrude on right united, I turned into status of remand prisoner perhaps (7)
- 8 Homely branch of knowledge now covered by Food and Health (8,7)
- 14 James Bond's occupation! (9)
- 15 Practised funeral carriage in colourful surroundings (9)
- 17 Small American bird named after former President (4-3)
- 19 Falls down in cooker, Royal Artillery concluded (7)
- 21 Keep going and make the crease? (3-2)
- 22 Needs 24 across to work effectively (5)

Crossword 82 answers:

Across: 8.Decision, 9.Unhook, 10.Evokes, 11.Overtime, 12.Infamous, 13.Immune, 14.Leading question, 18.Ferric, 20.Embolism, 23.Signpost, 24.Lassie, 25.Shufti, 26.Airborne.

Down: 1.Heaven, 2.Kirkyard, 3.Fiasco, 4.Inconsequential, 5.Yuletide, 6.Rhythm, 7.Commando, 15.Eyesight, 16.Necrosis, 17.Talkshow, 19.Run-off, 21.Belfry, 22.Skinny.





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