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SEJ



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FESTIVE CHEER IN SHORT SUPPLY FROM LOCAL AND NATIONAL GOVERNMENT

Shortly before this SEJ went to press, two important events took place which will have a significant impact for the living standards of teachers across Scotland. In late November, after many months of delay, the Scottish Government finally announced its intentions regarding public sector pensions, including those of teachers and lecturers. Despite repeatedly stating that it was opposed to the UK Coalition Government's drive to increase pension contributions from public sector workers, the Scottish Government eventually announced that it would pass on these increases to teachers, lecturers and other public sector workers in Scotland. The EIS was outspoken in its criticism of this decision.

The previous week, the local authority umbrella group COSLA had issued a public statement announcing that all local authority employees, including teachers, were being offered a 1% pay rise for the coming year. This announcement came ahead of any discussions on teachers' pay through the appropriate, mutually agreed, forum – the Scottish Negotiating Committee for Teachers. COSLA's announcement of a 1% pay increase not only came before any offer had been put to teaching unions through the SNCT, it came before any pay-claim from the teachers' side had actually been agreed or submitted through the agreed bargaining procedures. Again, the EIS was highly critical of this pre-emptive announcement by COSLA, which openly flouted all the agreed procedures of the SNCT.

It is clear that these remain very difficult times for all teaching professionals, and for most others in the public sector. The continuing squeeze on take-home pay – with a 2 year pay freeze, two successive

years of increased pension contributions, and the latest below-inflation pay offer – is pushing many people to the limit as soaring fuel, power, food, commodity and transport prices continue to pile the pressure on personal finances.

The EIS will continue to do all that it can to protect the living standards of teaching professionals, despite these continuing attacks by local and national government. The EIS Protect Pensions campaign continues, and talks with the Scottish government are scheduled for mid-December where issues such as the protection of teachers' normal retirement age will be discussed, and a formal offer on teachers' pensions is expected from the Scottish Government. A pay-claim for next year was agreed by the November EIS Council meeting and, despite COSLA's premature announcement, the pay-claim will be pursued by the teachers' side through the proper channel of the SNCT.

In these difficult times, it remains essential that teachers, lecturers and others work together to protect public services and the pay and conditions of public sector workers. Further industrial action may be necessary to defend education and its teaching professionals from yet more attacks. It is not a prospect that many teachers or lecturers will savour, but it remains a distinct possibility if both local and national government refuse to give ground as we struggle to protect our public services.

Season's Greetings from the SEJ

Despite the challenges and difficulties outlined above, the SEJ hopes that all EIS members will enjoy the festive season and take advantage of the winter break to spend good times with friends and family. We wish you all the best over the holidays, and hope that you enjoy a healthy and happy year in 2013.

Contents

4. News
6. Council News
8. Austerity Isn't Working
10. Pensions Update
12. FE National Bargaining
14. Reps Feature
15. EIS Contacts
16. Christmas Quiz
18. CPD Focus
20. Mary's Meals
22. Children in Chains
24. Peer Mentoring
26. Challenging Homophobia
27. Crossword
28. Classifieds/Sudoku
29. SEJ Forum
30. Children Say The Funniest Things

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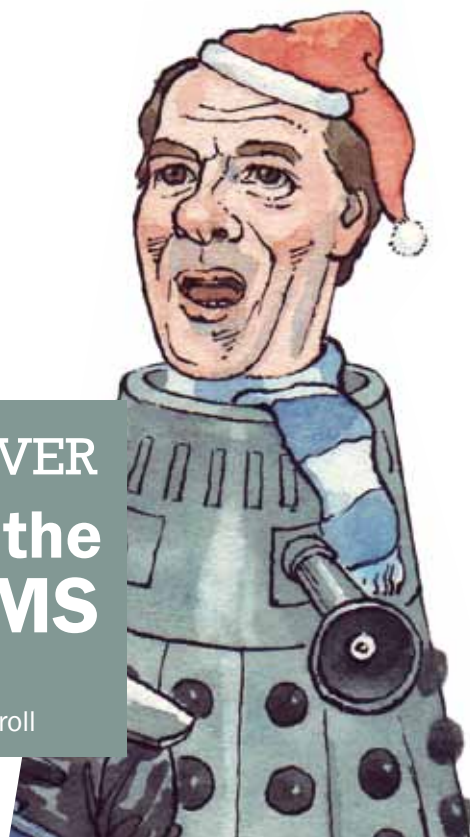


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ON THE COVER
**Attack of the
CON-DEMS**

Illustration by Steve Carroll



COUNCILS CANNOT BYPASS FORMAL NEGOTIATIONS ON TEACHERS' PAY

The EIS has criticised local authority umbrella group COSLA for putting a pay offer to teachers into the public domain before discussions with teaching unions in the agreed pay bargaining forum, the Scottish Negotiating Committee for Teachers (SNCT). At the SNCT on 12 November, a mechanism was agreed by all three parties – COSLA, the Scottish Government and the teaching unions – to take forward pay negotiations.

Commenting following the release by COSLA, EIS General Secretary Larry Flanagan said, "If COSLA representatives have something to say to teachers on pay, then they should do this through the agreed forum of the SNCT."

Mr Flanagan continued, "The EIS will not comment on the detail of the COSLA offer until we have formally received it. The formation of the SNCT was agreed by all



sides – teaching unions, local authority employers and the Scottish Government – as the appropriate forum for all talks on teachers' pay and conditions. The EIS will continue to respect this agreed process."

Mr Flanagan added, "The EIS will make its own position clear to the employers' side through the proper forum of the SNCT."

Scottish Government enforcing further pensions pain on teachers

Just before this SEJ went to press, the EIS criticised the Scottish Government's announcement that it is set to enforce further rises in employee pension contributions on Scottish teaching professionals and other public sector workers. The EIS was critical that the Scottish Government, which has repeatedly spoken of its opposition to the imposition of additional pensions contributions on workers, seems prepared to once again pass on the Westminster coalition Government's pension contribution increases. The EIS has warned that this change could create a less favourable context for imminent pension negotiations between the Scottish Government and teaching unions.

Commenting, EIS General Secretary Larry Flanagan said, "It is disappointing that the Scottish Government seems prepared to pass on Cameron's tax increases without a fight. Scottish teachers will certainly want the EIS to make clear their views on this supine behaviour. The truth is that these latest proposed increases in employee

contributions have nothing to do with scheme cost or affordability. Not one penny of the increased contributions will go towards paying public sector pensions, but will instead be used to address the financial deficit. In essence, public sector workers are, once again, being taxed to pay for the collective mistakes of successive governments and excessively remunerated banking executives."

Mr Flanagan continued, "What is more encouraging is that the Scottish Government has at least confirmed its ability to negotiate positively with trade unions regarding some degree of scheme flexibility in Scotland. Teachers have waited a long time for a response from the Scottish Government on the key issue of the protection of a normal retirement age of 65. The EIS remains prepared to engage constructively in talks with the Scottish Government. The next scheduled negotiating meetings, now planned for December, will be a key indicator of the Scottish Government's willingness to reach a negotiated agreement."

Previously, the EIS had also criticised the Scottish Government for postponing a scheduled pensions negotiation meeting – where an offer on pensions was due to finally be received – at short notice. This meeting has subsequently been rescheduled for mid-December.

Commenting, EIS General Secretary Larry Flanagan said, "It is time for the Scottish Government to lay its cards on the table and bring forward concrete proposals to Scotland's teaching profession on the future of their pension scheme. In March the EIS took the decision to hold back from further industrial action on pensions in order to enter into pension scheme discussions with the Scottish Government. Having entered into these negotiations in good faith, teaching professionals have every right to expect a firm proposal from the Scottish Government. However, after many months of talks, no offer has yet been made and no response given to the teacher side proposals to protect 65 as the normal age for retirement. Frankly, the patience of the teaching profession is becoming increasingly thin."

Mr Flanagan added, "Following this latest cancellation of a scheduled negotiating meeting by the Scottish Government, the EIS will now consider the next steps that must be taken to protect the interests of the Scottish teaching profession. The message to John Swinney and Mike Russell is clear – stop stalling and produce a meaningful offer on pensions, or face a return to industrial action by Scotland's teachers."

EIS Condemns Government Compensation Cuts to Victims of Crime

The EIS has condemned Government plans to change the Criminal Injuries Compensation Scheme (CICS).

The changes will restrict compensation to those who suffer serious injuries, cutting £50m off the annual £449m bill. Labour's motion in the House of Commons which called on the Government to reconsider the matter was defeated by 289 votes to 209.

EIS General Secretary, Larry Flanagan said: "90 per cent of cases where teachers and lecturers suffer injuries - including

dislocated collar bones and knees, post traumatic epileptic fits and fractured ribs and limbs - are as a result of an assault at work. Teachers will have the right to compensation for these injuries taken away from them; 50 per cent will receive nothing at all and 40 per cent will have any compensation payment drastically cut."

He added: "We are continually being told by the Coalition Government that, 'We are all in this together'. Well we are not. This is a vindictive and unnecessary attack on victims of crime, assaulted and injured in their workplaces, by a Government which is handing out tax cuts to millionaires."

Mr Flanagan concluded, "These proposed changes display a callous disregard for the right of teachers, and other front-line public sector workers, not to be assaulted in their workplace."

EIS Council Elections 2013/2014

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 2013/2014 are available from your Local Association Secretary and from the EIS website.

Politicians must forget point-scoring and address real issues facing Scottish Further Education

As Scottish Further Education recently hit the headlines based on both personal and political attacks, the EIS called on all of Scotland's politicians to refocus their attention on addressing the real issues facing the college sector.

Scotland's FE sector is facing continuing cuts to annual learning and teaching budgets, thousands of lecturing and support staff job losses, a decline in the number of students studying in colleges, cuts to course provision, and long waiting lists for prospective students - all coming at a time when investment in education and training is vital to equip many thousands of young people with the skills they need to help work the country towards economic recovery.

Speaking following an Executive meeting of the EIS-FELA (Further Education Lecturers'

Association), EIS General Secretary Larry Flanagan said, "While we want to see Scotland's Further Education sector high on the news agenda, it was disappointing to see this based around personal spats and party-political squabbling. Scotland's colleges are facing very serious and very real problems so Scotland's politicians, both local and national, should be focusing on addressing these issues rather than engaging in party-political point-scoring."

Mr Flanagan added, "Scotland's FE colleges are in the midst of a cycle of deep cuts to their annual teaching budgets, which has cost thousands of jobs in our colleges and robbed thousands of prospective students of vital educational and training opportunities. Scotland's colleges are key to Scotland's economy and Scotland's economic recovery, yet they are being forced to cut jobs and courses to balance their declining budgets. The grant for learning and teaching, which funds the core function of FE, has been cut by 20% in the last two academic years."

Mr Flanagan continued, "Today there are many tens of thousands fewer college places (44,000 in the last year for which there are statistics) while the number of applications have soared. At a time of record youth unemployment, this is a scandal."



Members on the march at the recent EIS-FELA Save FE demo in Glasgow

EIS COUNCIL SENDS FINAL WARNING TO SCOTTISH GOVERNMENT ON PENSIONS

November's meeting of the EIS Council in Edinburgh issued a final warning to the Scottish Government on pensions. In a debate, members of the EIS Council discussed a call for an immediate ballot on industrial action and highlighted the fury of teaching professionals across the country at the Scottish Government's continued feet-dragging over formulating an offer on pensions.

The EIS had earlier made clear to the Scottish Government that a formal offer on pensions was expected at a meeting planned for Wednesday 21 November, or teachers' representatives would withdraw from the long-running talks (now 8 months long and counting) and seek to ballot members for a return to industrial action. This vital meeting was postponed at short-notice by the Scottish Government with a new meeting scheduled for the week beginning 10 December (shortly after this SEJ went to print).

Bob Fotheringham (Glasgow) proposed a Motion urging Council to resolve that negotiations with the Scottish Government had failed and to move immediately towards further industrial action. "The pensions issue is not all done and dusted," he said, "there are a whole number of unions across the country who have not settled and who remain open to further industrial action. We have got to put our money where our mouth is. We are not without leverage."

Salaries Convener Tom Tracey said he agreed with much of what Mr Fotheringham had said, including sharing his frustration at delaying tactics from the Scottish Government on formulating an offer. But he also urged Council to wait for a formal offer to be made before determining if negotiations were at an end and deciding if further industrial action was required.

Jack Barnett (Aberdeenshire) agreed that it was "premature" to walk away from talks

before an offer had actually been put on the table. "Only after meeting with the Scottish Government can we determine if an offer is acceptable," he said. "Pulling out of talks before an offer is made would be an own goal", added Mr Barnett.

Following a lengthy debate, Council voted to reject the call for an immediate move to industrial action and elected instead to wait for the offer to be made.

However, the EIS also issued a strong public warning to the Scottish Government. Commenting following the Council meeting, General Secretary Larry Flanagan said, "The very clear message from EIS Council members from across Scotland is that teachers and lecturers have had enough of the stalling by the Scottish Government on pensions. Council members gave very serious consideration to balloting members immediately on a return to strike action as a result of the Scottish Government's latest delaying tactics. But EIS Council agreed, after a lengthy debate and subsequent vote, to give the Scottish Government one final chance to produce an offer and put it on the table at the meeting in the week beginning 10 December. But the EIS is clear, and John Swinney and Mike Russell also need to be clear, that this is absolutely the last-chance saloon for the Scottish Government - if they again fail to produce an offer on pensions, then talks will be at an end and an imminent return to industrial action is likely to follow."

EIS raises concerns in GTCS Standards consultation

The EIS has responded to the GTCS Review of Professional Standards, raising a number of concerns regarding the consultation itself and some of the proposals for revised Standards.

In a covering letter to Tony Finn, Chief Executive and Registrar of the GTCS, EIS General Secretary Larry Flanagan said, "The consultation appears to be unnecessarily restrictive in its scope and seems to presuppose support for the proposals

outlined. A more open process would have facilitated the expression of dissent. "

On the proposals themselves, Mr Flanagan added, "The EIS is keen to see a progressive environment for career long professional development but we believe the current proposal is flawed and needs to be subject to a fundamental re-appraisal."

A copy of the full EIS consultation response, together with the General Secretary's covering letter, is available from: www.eis.org.uk/education/updates.htm

A helpful response to the EIS submission has been received from the Tony Finn of the GTCS, and this has been distributed to

EIS School Representatives for information. In the response, Mr Finn thanks the EIS for its constructive engagement with the consultation process, and says "It is important that I confirm that the consultation was just that - the proposals were not firm proposals or final drafts. We consider that the comments made will help us to ensure that we improve the final shape of these documents."

TERMS OF TEACHERS' PAY CLAIM AGREED



TOM TRACEY
EIS SALARIES CONVENER

EIS Council agreed the wording of the teachers' pay claim, for submission through the Scottish Negotiating Committee for Teachers (SNCT). The EIS Salaries Committee had formulated a narrative pay claim, which outlines the real-terms decline in teachers' pay over the last ten years which has, based on research evidence, seen salaries decline in real terms by 6.5% (compared to Consumer Price Index) or 12% (compared to Retail Price Index) over this period. The pay claim also highlights the large amount of unpaid overtime worked by teachers, which is considerably higher than that of other professional groups.

Other issues addressed in the pay claim include the requirement to restore the pay, hours of work and duties of supply teachers to former levels, and the need for inflationary pressures and increased employee pension contributions to be factored in to pay negotiations. The pay claim also states that it is incumbent on the SNCT to restore the salary values of the 21st Century (McCrone) Agreement in order to maintain recruitment and retention of teachers in Scotland.

Following debate, EIS Council agreed overwhelmingly to approve the terms of the pay claim as proposed by the Salaries Committee. An amendment proposed by John Inglis (East Lothian) - calling for the claim to be based on a flat-rate pay increase (i.e. an equal cash increase at all grades, not a percentage of salary) at a figure equivalent to a 12% increase at the top of the unpromoted scale - was defeated overwhelmingly.

Speaking against the amendment and in defence of the proposed pay-claim, Salaries Convener Tom Tracey said, "This approach is tactically naïve - to seek a pay claim that would restore a decade of teachers' losses in a single year's pay claim. That is simply unrealistic. In a year when local authorities are setting budgets assuming pay rises of 1% - 2%, it would damage our credibility with our own members and with the public to seek a 12% rise in a single year's pay claim."

Speaking for his amendment, Mr Inglis said, "We must step forward and defend all of our members. Most teachers spend the majority of their careers at the top of the unpromoted scale, so seeking a 12% increase at the top of this scale would benefit most of our members".

Seconding the amendment, Andrew Fullwood (South Lanarkshire) said, "The flat-rate element would ensure that everyone gets an equal share of the money, and that those who need the most help will benefit the most."

But Pat Flanagan (Aberdeenshire) pointed out that flat-rating of pay awards was not EIS policy. "Every time the principle of flat-rating has come up at the sovereign body, the EIS AGM, it has been soundly rejected. It is unfortunate that this proposed amendment is tied into to a principle that has been repeatedly rejected by the democratic processes of the AGM."

Leah Franchetti (South Lanarkshire) also spoke against the amendment, saying, "I am not yet at the top of the pay scale so I would benefit from this proposal, but I continue to oppose the flat-rate. The majority of our members are at the top of the scale, and we have to consider the interests of the majority of our members. I would love a pay-rise based on 12% of the top of the scale but, living in the real world, we would not be taken seriously with such a claim."

Council agreed and, following a lengthy debate, overwhelmingly rejected the proposed amendment and approved the pay-claim as proposed by the Salaries Committee.

Compulsory Scottish Texts

Council also approved an EIS position paper on Scottish texts in Higher and National 5 English exams, which was the result of an AGM resolution. The paper makes clear that the EIS is not in any way opposed to Scottish texts being taught, or Scottish texts being a mandatory part of English courses. The cultural argument for this, the EIS believes, is clear and overwhelming. It is the compulsory exam question that is the main issue of concern, together with concerns over the way in which this decision was taken and consultation on the issue being carried out without proper teacher involvement.

Curriculum for Excellence

Education Convener Kay Barnett updated Council members on the latest developments on CfE, and advised members that two new EIS CfE Bulletins - one for Primary and Early Years and one for Secondary - had now been published. These Bulletins, which have been sent to all schools on a one copy per member basis, update members on recent discussions on CfE and offer advice on how concerns can be raised at local or national level.

Women's STUC

Education Convener Kay Barnett addressed a question raised by Leah Franchetti (South Lanarkshire) regarding the recent EIS motion on Early Years Education and Childcare at the Women's STUC. Ms Franchetti, who had moved the EIS motion, was concerned that the seconder - from a sister trade union - had made some questionable comments which could be perceived as a slight on early-years teachers.

Ms Barnett advised Council that a letter had been sent to the union in question, raising concerns regarding the appropriateness of the comments.

CON-DEM AUSTERITY ISN'T WORKING

The EIS is affiliated to both the STUC and the TUC. We are committed to working with other trade unions in the defence of jobs and conditions of service and in the promotion of social justice. In this article, General Secretary, Larry Flanagan, who represents the EIS on the General Council of both bodies, considers some of the broader challenges that the trade unions face.

EIS members have taken to the streets in large numbers over the recent period to protest against the impact of the UK Government's austerity measures. STUC and TUC campaigns have co-ordinated trade union opposition and key messages have summarised central themes of the protest:

**Why must our children pay?
There is a better way!**

As we move towards 2013, it is perhaps worthwhile to take stock of the situation and ask if matters are likely to improve. With the STUC estimating that 80% of public sector spending cuts are still to happen, it certainly isn't the rosier of vistas that beckons towards us.

There is the hope, however, that society is becoming more exercised by the manifestation of inequality. Public anger at the excesses of the banking and finance sector is well documented; unfortunately we have witnessed a loss of trust in our democratic structures, facilitated by the MPs expenses scandal; and the immorality of those in positions of power has been exposed time and again.

And yet, is anything really changing?

The notion that we are all in this together certainly holds little sway with people generally. This year's Sunday Times Rich List showed that the top 1,000 richest people in Britain, actually became even richer with a 5% increase bringing their personal wealth to a staggering £414 billion.

Contrast that with the fact that Child Poverty Action Group (Scotland) estimates that **1 in 4 of our children are living in poverty** and it becomes clear that austerity has its victims.





Austerity isn't working

But, Och! I backward cast my e'e.

On prospects drear!

An' forward, tho' I canna see,

I guess an' fear!

On the march: Larry Flanagan speaks out against cuts

Educational research has clearly recognised that the biggest single barrier to attainment in our schools remains the impact of such poverty, which is one of the reasons why the EIS is holding a major conference in April of 2013 exploring the impact of poverty on educational opportunities and seeking ways of tackling the inequalities it generates.

Back in the economy, the Bank of England is forecasting zero, or next to zero, growth but the problem is not a lack of finance, as is sometimes assumed. In fact £750 Billion lies sitting in investment bank accounts but it is uncommitted capital because perceived lack of demand makes the market an unprofitable place! Wage earners, including teachers, are less likely to spend freely if household bills are rising and employment prospects are under threat.

So it might be concluded with some certainty that austerity, literally, isn't working.

Is there an alternative? The trade union movement has certainly argued for the need to support recovery by stimulating the economy through public sector investment, which would either support or create jobs directly through major projects or through increasing demand in the high street.

There has been widespread support also, including from the EIS, to tackle the issue of tax avoidance and evasion. In the UK we have a tax gap of £120 billion – that's the annual difference between what should be collected and what is. Jimmy Carr may be a funny man – but it's no joke! In hindsight it is clear to see that the failure of Government to regulate the banking and finance sector led directly to the type of casino economy that plunged us into our current recession and yet recent exposure of corporate tax avoidance by major high street traders has strengthened the view of many that lessons have still to be learned about the need for government to take action against such flagrant abuses.

2013 is not going to be an easy year for trade unions but that is not to sound

a message of despair. As a profession teachers remain highly unionised and that gives us a coherence and strength.

As Scotland's predominant union the EIS will need to take the lead in defending both teachers and Scottish education and advocating for a fairer society; challenging the impact of poverty and seeking social justice for all in our community. That's no small task but it is indeed a noble cause to espouse and a worthy resolution to commit to as we approach a new year.

As a profession teachers remain highly unionised and that gives us a coherence and strength



PENSIONS – THE STORY CONTINUES >>

When the Cabinet Secretary for Education and Lifelong Learning, Michael Russell set up a group to negotiate on the pension scheme arrangements of Scottish teachers it was expected that there would be a willingness to reach conclusions relatively quickly. Indeed Scottish Government set an ambitious timescale, to conclude negotiations by December 2012 at the latest.



Drew Morrice
EIS Assistant Secretary

Here, EIS Assistant Secretary Drew Morrice provides an update on continuing discussions on pensions.

The Scottish Teachers Pension Scheme Negotiation Group has wide representation from Scottish Government, employers (COSLA, Universities, Colleges and independent schools) and from unions (EIS, SSTA, NASUWT, VOICE, UCU, ATL, AHDS and SLS).

There have been a number of meetings of this Group through the autumn. The principal focus of these discussions remains scheme design. The other area which has been discussed is the issue of scheme contributions for 2013-14 and 2014-15, arising from the Coalition Government's intention to increase scheme contributions from 6.4% to 9.6% on average (but on a tiered basis linked to earnings) before scheme change in 2015.

Scheme Contributions

In 2011 Scottish Government stated that it was opposed to contribution increases. However, when it was clear that a failure to introduce contribution increases in line with Coalition Government policy would require Scottish Government to find the funding from its own resources to offset contribution increases in the teachers' and health pension schemes, Scottish Government consulted and introduced tiered contributions, based on salary level. These increases were introduced in April 2012.

In England and Wales, the Department for Education has now issued a consultative document on contribution increases for 2013-14.

The EIS is strongly opposed to contribution increases, hence the letter writing campaign to John Swinney. While we have discussed different approaches to contribution increases we will neither negotiate nor agree increases which we fundamentally oppose.

The fact that John Swinney is once again following the Coalition Government's approach and seeking to impose further contribution increases on teachers, health service workers, police and fire service workers is a further erosion on the living standards of Scotland's public service workforce.

Scheme Design

The Coalition Government consulted with unions in England and Wales on scheme design and has now begun the process of imposing the Government's preferred model. While four smaller unions supported the change the major unions, including our sister union NUT, opposed the change.

Treasury has to approve any scheme design. Therefore, in Scotland, the starting point for discussion has been to consider the proposals for the Teachers' Pension Scheme.

The EIS has no fundamental argument with a career average arrangement. Indeed, at a time when promotion opportunities are fewer, career averaging may have some advantages. The EIS also accepts that there is an issue in the statistics on longevity set out in the Independent Review of Public Sector Pensions led by Lord Hutton of Furness. Improved life expectancy does have some impact on scheme costs. Pension schemes currently have clear arrangements to deal with fluctuations in scheme costs. These were agreed in the reforms in 2006/2007 but have never been applied. That is the answer to increased longevity. However, the suppression of scheme valuations by the Coalition Government has made it impossible to evaluate the impact of changes in life expectancy on scheme costs.

While the transitional protection offered in England and Wales can be seen as a political ruse to divide union membership it would be churlish to dismiss that protection. In effect, teachers over 50 will retain their current retirement age while those between 46 and 50 will have a tapered protection. The transitional protection is set out in the Pensions Bill and will apply to those in the STSS. Currently, 49% of active scheme members are between 50 and 60 and will benefit from full transitional protection in Scotland, and a further 9% are between 46 and 50 and will enjoy tapered protection.

The current discussions in Scotland have progressed very slowly. The Pensions Bill, making its way through the UK Parliament, makes it a requirement of scheme arrangements that the normal pension age will be same as the state pension age, whatever that may be. There has been a considerable exchange of correspondence between John Swinney and Danny Alexander about the scope to reduce the impact of retiring at 65.

The English and Welsh scheme offers some protection for those who retire at 65. This is set at reducing the actuarial reduction past 65 to 3% (normally actuarial reduction



is around 4.5%) per year if someone leaves at 65 rather than the State Pension Age, whatever that may be. However, that protection falls below our request for minimal actuarial impact on those who choose to retire at 65. For the teachers' unions this point is fundamental to making progress, without which there is little scope to negotiate on other elements of scheme design.

The Scottish Government has now indicated that it is prepared to negotiate in principle on flexibility in retirement. A meeting is scheduled for 12 December when this will be discussed thoroughly.

Timescale for Negotiating

Further dates are in the diary for December for meetings of the full negotiating group (a smaller, technical group meets to discuss papers to be presented to the full group). As things stand it is difficult to anticipate that the work on scheme design will be concluded by the end of the year.

The decision of Scottish Government to increase contributions requires a public consultation following which regulations have to be laid before the Scottish Parliament. The EIS will write to members separately on this consultation.

EIS Engagement

EIS engagement in the process is scrutinised by two Committees. The Salaries Committee, which has responsibility for superannuation matters, is responsible for advising on scheme design. The conduct of campaigning and decisions on industrial action lie with Executive Committee.



Conclusion

Much of the political debate has focussed on so called "gold-plated" public sector pensions and longevity. Recently, however, the Pensions Policy Institute (PPI) has commented that the impact of the Coalition Government changes reduces the value of the pensions of teachers in England and Wales from 23% to 14%.

PPI also concludes, however, that even after the proposed reforms the Teachers' Pension Scheme (England and Wales) is still more valuable than an average Defined Contribution Scheme, which is worth around 10% of an average member's salary. Improving life expectancy is an issue. However, the population is not living longer healthily. For many long life brings ill health and adequate pensions can be strained with additional costs when dealing with the impact of illness.

Teachers need pension provision, both state and occupational in retirement of around 60% (known as replacement value) to ensure adequacy of living standards in old age. That will be test of any reform package. However, for most EIS members the litmus test of a new scheme will be the impact on pensions if that teacher chooses to retire at 65 rather than work to the State Pension Age.



COMBATting THE PENSIONS MYTHS

As the result of a recent EIS Council resolution, the EIS has produced information debunking some politically motivated myths about public sector pensions.

View the EIS pensions myth-buster at www.eis.org.uk

A Return to National Bargaining for Scottish Further Education is SO NEAR BUT YET SO FAR

says EIS Assistant Secretary Ken Wimbor



It is hard to believe that it is almost exactly twenty years ago, following the Conservative victory in the 1992 General Election, that Michael Forsyth removed Scotland's Further Education Colleges from Local Authority control and set them up as "independent" incorporated bodies. This was done, ostensibly, to try to kick start the failing "opting out" policy which had failed to persuade all but three of Scotland's schools to leave the Local Authority family.

On 11 May 1993 a new National Recognition and Procedure Agreement was signed by (then) EIS-CLA and the (then) new Employers' Association for Scottish Further Education Colleges. This replaced the previous Scottish Joint Negotiating Committee (Local Authority Colleges) which had been disbanded in April 1993. The new Scottish Further Education Joint Negotiating Committee (Lecturing Staff), therefore, started its work by considering a pay increase from 1 April 1993 along with a review of the Scheme of Salaries and Conditions of Service (The Blue Book).

While agreement on a 1.5% salary increase (from 1 April 1993) was concluded, no agreement could be reached on changes to conditions of service and the Scottish Office Education Department announced that 2% of college budgets would be withheld until agreement on conditions of service was forthcoming. In early 1994 the Employers' Association gave notice that it would withdraw from national bargaining unless agreement on conditions of service was secured. In November 1994 EIS-CLA voted to reject the proposed national agreement on conditions of service and, consequently, the Employers' Association gave immediate notice of the termination of national bargaining.

EIS-CLA had decided against any changes to conditions of service despite knowing that the consequence of that stance would result in the loss of national bargaining and a move to "plant bargaining" across the sector. In the 18 years which have followed the loss of national bargaining, only a handful of colleges have been able to retain an approximation to the old "blue book" conditions and only four do not have a class contact limit of at least 24 hours per week. In short, agreements to change conditions of service were adopted by the vast majority of college branches in the months and years which followed the loss of national bargaining.

EIS-CLA and latterly EIS-FELA have, however, maintained a policy to return to national bargaining but, until recently, no progress has been possible.

However, in early 2011, a deputation of EIS-FELA Office Bearers and Officials met with the Cabinet Secretary for Education and Lifelong Learning and, among other things, discussed the prospects of a return to national bargaining for the sector. At that meeting the Cabinet Secretary was critical of what he called the "Balkanisation" of the sector and confirmed that proposals for reform to the Further Education sector would be included in the SNP Manifesto for the 2011 Scottish Parliament Elections. The manifesto duly contained the following commitment.

"We strongly believe in collective bargaining with a national set of terms and conditions for staff".

In the summer of 2011 I was invited to be a member of a Review Group examining the governance of Further Educational Colleges in Scotland chaired by Professor Russel Griggs. The review group achieved consensus, almost from day one, on the following issues.

- **Further education as a public service**
- **Public service standards should apply (particularly appointments)**
- **The need for a national strategic focus**
- **Responsiveness to local needs**
- **A return to national bargaining**

it would be tempting to assume that the smell of "long grass" is already emanating from Mr Russell's Office



The Griggs report was submitted to Scottish Ministers on 20 January 2012 and contained the following recommendations relating to a return to national bargaining.

The timetable for the establishment of the new national negotiating machinery would be as follows, which would form part of the operation and outcomes of the new FE Strategic Forum so that they are tied into the ongoing evolution and change in the sector.

No later than April 2012, the 12 regional groupings will identify at least one representative (from each grouping) to form the Management (Employers') side of the new Negotiating Committee. The trade unions recognised at national level will elect the Trade Union side(s) from amongst their members. A number of representatives from the Scottish Government should also be invited to attend meetings of the new committee(s).

No later than December 2012, agreement will be reached on the membership of the Management side(s) and Trade Union side(s). Agreement will also be reached on the structure of the Negotiating Committee(s) and the arrangements for respective Management and Trade Union secretariats, and agreement will have to be secured on new Recognition and Procedure Agreement(s).

No later than August 2013, initial agreement will be reached on the mechanisms to secure the phasing of national harmonisation of pay and conditions of service, including any final phasing required to implement the national harmonisation of all contractual matters.

No later than August 2014, final agreement will be secured on national harmonisation of pay and conditions of service, including any final phasing required to implement the national harmonisation of all contractual matters.

The Scottish Government should consult with all interested parties at an appropriate time during this process of securing a return to national bargaining, to consider whether additional Government support is required to facilitate and secure final agreement, **by August 2014 at the latest.**

It can be seen that the timetable for the re-establishment of national bargaining has already slipped and it would be tempting to assume that the smell of "long grass" is already emanating from Mr Russell's Office. Nevertheless, the Scottish Government has charged the Scottish Funding Council with the conduct of some initial mapping and this completed work to be passed to the FE Strategic forum on its formation.

Eighteen years of "plant bargaining" has resulted in an extremely diverse sector, particularly as far as pay and conditions of service are concerned (with the difference in the top of the scale for an unpromoted lecturer standing at over £5,000). In addition, weekly class contact hours vary between 21 and 27 hours with annual limits between 840 and 900 hours. Further significant differences exist in relation to leave, total working hours, discretionary time, discipline, grievance etc. Any return to national bargaining is likely to involve difficult negotiations and EIS-FELA's negotiating position is that national pay and national conditions must involve no detriment with the best practice in the sector being applied across the country. In the current economic climate it is likely that securing such an agreement is likely to be extremely challenging and an alternative approach may be necessary.

It might be possible however, relatively quickly, to reach agreement on a new national FE pay spine to which individuals would, initially, assimilate. It might also be possible to adopt a set of national core conditions of service on key contractual matters such as a working hours, class contact, leave, discretionary time etc, but to give individual colleges a degree of flexibility on other conditions of service pending final agreement at national level.

There can, however, be no doubt that the huge changes facing the sector, particularly regionalisation and the "merger mania" which it has brought with it, will provide unprecedented challenges for the sector particularly in relation to the difficult process of harmonisation. I am in no doubt that the Scottish Government, Scotland's Colleges and the Trade Unions must grasp this opportunity to bring some much needed national coherence to the determination of pay and conditions of service for college staff. To do otherwise would condemn the sector to many more years of atomised and divisive plant bargaining and those responsible will be judged in the same harsh manner as those who abandoned national bargaining in the early 1990s.

See related article in the SEJ Forum (p29)



Eighteen years of "plant bargaining" has resulted in an extremely diverse sector

EIS REPRESENTATIVES

Mhari McGlone
EIS Representative
Hillhead High School
Glasgow

Reportage

I have been a Rep for four years now in Hillhead High School. Prior to this I was a member of the EIS Committee that operates in the school and this gave me a solid introduction to the workings of the EIS at a branch level. I was able to learn from more established members and **I would encourage all schools to have an EIS Committee**. When our Rep left I had the opportunity to take on the role.

My main duties are:

- **communicating information to members**
- **accompanying and supporting members in meetings with management**
- **representing the views of the branch to SMT**
- **acting as a link between SMT and the branch**
- **answering queries raised by members**



Being the Rep has afforded me the opportunity to gain a deeper insight into the challenges faced by all members of staff at this time: a long-term supply teacher's concerns will differ to those of a Faculty Head. It is imperative that the EIS continues to address and represent the needs of all members.

As for training, I attended a two day course for new Representatives. A lot of the training happens on the job and it is essential that Reps feel supported by the EIS. Members often approach you when they are feeling particularly vulnerable and so it is important that their concerns are dealt with quickly in order to minimise anxiety.

Larry Flanagan, whilst he was still rank and file, with EIS committee member **Jim Wilson**, and **HT Willie Wight** in the background.



EIS General Secretary, Larry Flanagan, taught at Hillhead High before taking up his current post in April 2012. He commented, "Mhari does a great job as school rep. Like many reps, her main focus is her school community and her colleagues. I know that members genuinely appreciate the work that she does on their behalf. Without the altruistic service of colleagues such as Mhari, the union would not be as effective as we are.

Hillhead High is a big branch with most teachers being members so the point Mhari makes about the work of the committee is crucial; it is important to share the responsibility and also to have colleagues to discuss things with."

Are you a new EIS Representative?

Here are some tips for your role to help best support the members in your establishment

Hold regular meetings: The branch should meet at least once per term but may be required to meet more often during campaigning periods. Local issues may also dictate that extra meetings are held.

Knowledge is power: Try to keep up-to-date with and share EIS communications that arrive via e-mail, post or in the Scottish Educational Journal. This is crucially important; the more informed your members are the better they will be at ensuring their industrial rights are exercised.

Promote Activism: Encourage members to do as much as possible themselves. Seek out and encourage active members who are willing and able to carry out leadership positions. Share your workload amongst other members and stay united behind the aims and objectives for your establishment.

Claim your space: Make sure there is an EIS noticeboard in the staffroom or other area highly visible to staff. Display a copy of recent EIS bulletins, posters, campaign materials and other important information.

Spread the load: Many larger schools share the work by establishing an EIS committee and holding regular meetings. Where possible share your responsibilities with your colleagues and encourage their ongoing support and involvement.

Be a good listener: One of the most important qualities of a good union rep is the ability to listen. You can help members by listening to their concerns and helping them act if necessary. If you aren't sure on what advice to give a member, refer them to your local association secretary or area officer and follow up to see if they need further help.

For more information on the role of the EIS Representative visit the Representatives' Handbook at www.eis.org.uk/reps/handbook.htm

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THE GREAT EIS END OF YEAR

QUIZ
2012



Quiz compiled by Tantalus.

Greetings to all SEJ Readers. Believe it or believe it not, this is the 10th Great EIS End of Year Quiz. Started in 2003, it is now a regular feature of this publication. To commemorate this event, the quiz-masters at Tantalus Towers have scoured past festive editions to bring you best (and worst) questions from the last 10 years. So sit back and jump into our gift-wrapped selection box and separate the festive crackers from the festive turkeys. As usual, an outrageously expensive gift (a tablet - not the kind you bite, but the kind with bytes) will be provided to the first correct entry pulled from our postbag (it's actually a cardboard box - Ed.) after our postal delivery on Monday 14 January 2013.

Enjoy!

SECTION 1 THE LAST 10 YEARS - WERE YOU PAYING ATTENTION?

1. What made its last flight from New York to London Heathrow on 24 October 2003?
2. On 1 May 2004, the European Union expanded by the addition of how many new member countries? (Award yourself an additional mince pie if you can name them).
3. In Scotland, what fell from 72 to 59 on 5 May 2005 and would be used again on 6 May 2010?
4. What moved to BBC Two in July 2005 after broadcasting for 41 years on BBC One?
5. What came into effect in Scotland on 26 March 2006?

SECTION 2 FOOD...

1. Named after the town of Arborio, with which country do you associate Arborio Rice?
2. Of which vegetable are Globe and Jerusalem varieties?
3. Which English cheese is made exclusively in the counties of Leicestershire, Nottinghamshire and Derbyshire?
4. What colourful spice is obtained from the flower *Crocus sativus linneaus*?
5. What are the 4 main ingredients of the salad created in the Waldorf-Astoria Hotel in New York?

SECTION 3 ...AND DRINK

1. Jeroboam, Rehoboam and Methuselah are all bottles containing which famous drink?
2. 95% of the world's bourbon is distilled and produced in which US state?
3. What is the name given to the drink invented by Giuseppe Cipriani which is a mixture of white peach juice and sparkling prosecco?
4. Which is the odd one out from the following list of Scottish single malt whiskies?
Ardbeg Talisker Bruichladdich Bunnahabhain
5. What is the name of the world famous apple brandy produced in Normandy, France?

SECTION 4 SCI-FI CHALLENGE

1. In *Alien*, released in 1979, the name of the main spaceship comes from the title of which novel by Joseph Conrad?
2. Which planet is the home of the Daleks?
3. Which spaceship "...made the Kessel run in less than 12 parsecs."
4. *I, Robot* was released at the cinema in 2004, but who wrote the novel that became the movie?
5. "I'm sorry Dave. I'm afraid I can't do that" is a line of dialogue from which science fiction film?

WIN
A TABLET

Pic for illustration purposes only. Prize to approx value of £100.

Send your completed entry to SEJ, 46 Moray Place, Edinburgh EH3 6BH by 14 January 2013. The first all correct entry picked at random will win the prize.

Employees of the EIS and their families are not eligible to win the competition. The winning entry will be drawn on 14 January 2013 and the winner will be notified by e-mail or telephone.



SECTION 5 MORE FILM QUOTES

Identify the movie containing each quote.

1. "Show me the money."
2. "Lunch is for wimps."
3. "You can't handle the truth."
4. "We'll always have Paris."
5. "Carpe Diem. Seize the day, boys. Make your lives extraordinary."

SECTION 6 SCOTLAND

1. What name is used to describe a Scottish mountain between 2500 and 2999 feet?
2. Whose statue is at the top of the central column in George Square, Glasgow?
3. Who designed the New Town area in Edinburgh?
4. Which loch is at the bottom of Ben Lawers?
5. Which is the largest ship ever to be built in Scotland?

SECTION 7 THE LYRICS ROUND

No "Great EIS End of Year Quiz" would be complete without the Lyrics Round. So here it is. Simply identify the artist and the song containing the following lyrics. Let the game commence.

1. "I looked out this morning and the sun was gone. Turned on some music to start my day."
2. "You've done it all, you've broken every code. And pulled the rebel to the floor."
3. "I hear the ticking of the clock, I'm lying here the room's pitch dark."
4. "Six o'clock already I was just in the middle of a dream."
5. "They try to tell us we don't belong, that's alright we're a million strong".

6. "I could stay awake just to hear you breathing. Watch you smile while you are sleeping."
7. "Well you can tell by the way I use my walk, I'm a woman's man: no time to talk."
8. "We the people fight for our existence. We don't claim to be perfect but we're free."
9. "I like you the way you are when you're drivin' in your car. And you're talkin' one on one. But you've become..."
10. "Born in a dead man's town. The first kick I took was when I hit the ground."

SECTION 8 TOTAL TRIVIA

1. Skyfall is the 23rd James Bond film. What is the name of the only James Bond film where the character does not drive a car?
2. Which is the only English football team in all four divisions not to contain any of the letters from the word "Mackerel"?
3. Whose autobiography is entitled Long walk to Freedom?
4. Who was appointed to the Stewardship of the Chiltern Hundreds on 27 June 2007?
5. The IATA airport code CDG indicates an important airport near which major city?
6. In 2012, who was appointed to succeed Brendan Barber to become the 10th General Secretary of the Trades Union Congress?
7. Fill in the blank in this sequence.
Market Home [.....] None
8. What is the name of George Bailey's guardian angel in the film It's a Wonderful Life?
9. What is the International Radio Code word for the letter U?
10. In which US city would you find O'Hare International Airport?



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

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

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

HEALTH AND WELL-BEING: IT'S EVERYONE'S RESPONSIBILITY

"Very useful, provided great ideas for practice", "Very useful and informative event.", "Fantastic, Very motivating and gave thoughtful insight to possibilities." These were just a few of the very positive comments from the evaluation of a successful partnership event held at Learning and Leisure Services Headquarters in Coatbridge in October 2012. Around 70 delegates representing all sectors of education attended "Health and Well-being: The Responsibility of All".

This was a joint event organised by Elizabeth Kane, EIS North Lanarkshire Learning Representative; Colin Dorman, North Lanarkshire Learning Representative Trainee; David Craig, Education Officer in North Lanarkshire Council, and Lyn McClintock, EIS CPD/LR Coordinator.

The topic of Health and Well-being was chosen as a theme by the EIS and North Lanarkshire council because of the need for all teachers to become familiar with and take responsibility for the Health and Well-being Experiences and Outcomes as outlined in A Curriculum for Excellence.

This was a twilight event starting after school with an opportunity for delegates to network with colleagues. At this time, there was also information available from the SQA at an information table as well as an information table set up by the NHS showcasing the resources available for teachers through their library. After this, there was a short introduction by David Craig followed by the keynote speaker, Suzanne Hargreaves, Team Leader for Health and Well-being from Education Scotland.

Suzanne spoke about the building blocks of Health and Well-being as well as the responsibility of all of those involved in the education of children and young people. She also emphasised the importance of meeting the specific needs of the community.

After this, delegates had the opportunity to attend two thirty minute workshops from a choice of five. These were:

- NHS Lanarkshire Support for Early Years/Primary
- NHS Lanarkshire support for Secondary/ASN
- Focus on Food
- Health and Well-being - A Whole School Approach - showcasing the work done in Petersburn Primary School & Nursery Class, Airdrie - including the language and communication unit
- A Whole School Approach to the Delivery of Health and Well-being in the Secondary School - featuring the Health and Well-being work being done in St. Aidan's High School, Wishaw

Thank you to all the participants who helped make this event enjoyable and informative. The evaluations were clear in stating how valuable this type of event was.

INCLUSIVE PRACTICE

The EIS/University of Aberdeen Partnership will be holding an "Inclusive Practice CPD Event" which will consist of keynote speakers and workshops. The event will be held on Saturday 11 May 2013 in the University of Aberdeen from 9am to 1pm.



PROFESSIONAL UPDATE



Tony Finn, Chief Executive of the General Teaching Council for Scotland paid a welcome visit to Eildon Mill, Tweedbank on 25 October 2012 to take part in the second EIS Learning Reps and Scottish Borders Council joint CPD event for all teaching staff. The subject for this event was "Professional Update".

Tony outlined the history of Professional Update emphasising the difference between what is being developed in Scotland and

"accreditation". He clarified the stages of the process of introducing Professional Update from the initial requirements of the Scottish Government to the current point where the scheme is being piloted. He also emphasised the determination of the GTCS to develop a process which would be positive and serve teachers well as they progress through their careers.

Whilst Professional Update may be regarded as a more rigorous extension of the current PRD arrangements, a crucial point to note is the statutory nature of the new arrangements. He stressed the importance of teachers keeping the GTCS updated with regard to their contact details as this will be very important in the Professional Update process.

Following the presentation, Tony welcomed questions from the floor and was happy to address a wide range of concerns.

For many of those who attended at the end of a long day, some of the fears and misconceptions surrounding Professional Update were dispelled. Tony's final recommendation was that teachers read "Teaching Scotland" to keep abreast of how Professional Update is progressing.

Thanks are extended to Tony Finn for providing clear insight into Professional Update and the large number of teachers who, once again, travelled long distances to support this joint CPD event. Thanks are also due to Jacqueline Morley, Scottish Borders Council CPD Manager, and Lyn McClintock, EIS CPD/LR Co-ordinator, for their continued support of Learning Reps in the Borders.

Angela Cumming

Scottish Borders Learning Rep

INSURANCE DUE
END OF MONTH
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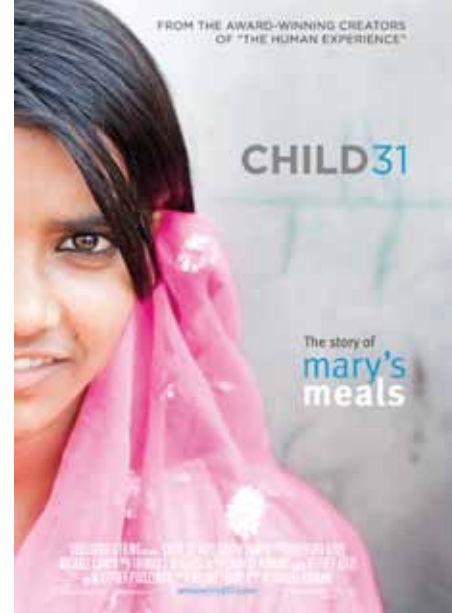
No one wants to be left high and dry by a nasty drip, drip, drip. If a water leak causes damage to your home, we'll pay up to £5,000 to trace the source of the leak and make good the damage.

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AWARD-WINNING CHARITY FILM SET TO INSPIRE SCOTS SCHOOL CHILDREN



CHILD31

Encourage young people to develop an active concern for the millions of children living in abject poverty around the world with CHILD 31, the Scots charity film which is in the running for an Oscar.

A powerful new documentary film about the work of international charity Mary's Meals is being made available to Scottish schools as an inspiring global citizenship resource.

Child 31 – which is endorsed by such high-profile figures as former Prime Minister Gordon Brown and singing superstar Annie Lennox – tells the moving stories of the children Mary's Meals is helping.

TEN YEARS OF MARY'S MEALS

Celebrating its tenth anniversary this year, Mary's Meals sets up school feeding programmes in some of the world's poorest communities, where hunger and poverty prevent children from gaining an education.

The Mary's Meals approach is a simple one that works. Education Co-ordinator Tracy Coughlan says: "We provide one daily meal in schools, in order to attract chronically poor children into the classroom where they gain an education that can, in the future, be their ladder out of poverty."

Founded in Argyll, the charity is now feeding over 700,000 children every school day in 16 different countries, including in Malawi, Liberia, Haiti, Uganda and India, and their hope is that the film Child 31 will help them reach many more hungry kids.

Tracy explains: "Child 31 is the latest project for an award-winning, New York City based production company, called Grassroots Films, who visited our projects in Malawi, India and Kenya to see the life-changing work of Mary's Meals in action.

"The film focuses on the difference just one meal a day in school can make to children living in extreme poverty. And we believe it has the potential to really enthuse and inspire school pupils here in the UK.

"It will provide a rich, inter-departmental context for delivering all aspects of the modern curriculum, particularly in areas such as Global Citizenship, Religious & Moral Education and Enterprise."

Child 31 was premiered at the Warsaw International Film Festival in October and has since been screened at more than 300 locations on six continents, including at the Pan Pacific Film Festival in California where it won Best Documentary and Best Soundtrack.

And it may soon be crowned with further success as it gets put forward for the most famous of film awards: the Oscars. Following a recent, week-long series of screenings at a Manhattan movie theatre, the film has qualified for entry into the Best Documentary Short category at the Academy Awards.

Former Prime Minister Gordon Brown, who is now the United Nations Special Envoy for Global Education, helped launch the film at the UK premiere in Glasgow in November.

Mr Brown said: "A hunger for knowledge' is a phrase we all know, but it takes on a whole new meaning when we view the emotive film Child 31. Mary's Meals is feeding the hunger. Mary's Meals is helping provide the knowledge.

"Ensuring every child has the opportunity to go to school and learn is a long-standing passion of mine. Education breaks the cycle of poverty and unlocks better health and job prospects.

"As I travel throughout the world on this mission as the UN Envoy for Global Education I don't need a calling card, I will just leave a copy of Child 31 and show what can be done to encourage children into education."



DVD COPY

For more information or to register your interest in obtaining a DVD copy of Child 31, please contact Tracy Coughlan, Mary's Meals' Education Co-ordinator,

0141 336 1853
tracy.coughlan@marysmeals.org

SUPPORT MATERIALS

In addition to the film itself, there is a range of educational resources available on the Mary's Meals website at www.marysmeals.org.uk, with materials relating specifically to Child 31 coming very soon.

Mary's Meals operates several initiatives (most notably the Backpack Project, the Change Challenge, Sponsor A School and World Porridge Day) which make excellent classroom projects. Visit the website or contact Tracy for more information on these and other ways you can help.

PLEASE NOTE

Child 31 is a documentary film that shows the harsh realities faced by children living in poverty. As such, there are some short scenes that may be unsettling for certain audiences, including very young children.

Meanwhile, pop singer Annie Lennox recently said: "Child 31 is a stunning film piece, highlighting the unimaginable challenges faced by children living in poverty today, and how the vision of Mary's Meals effectively responds to the challenges of hunger and education as a combined package."

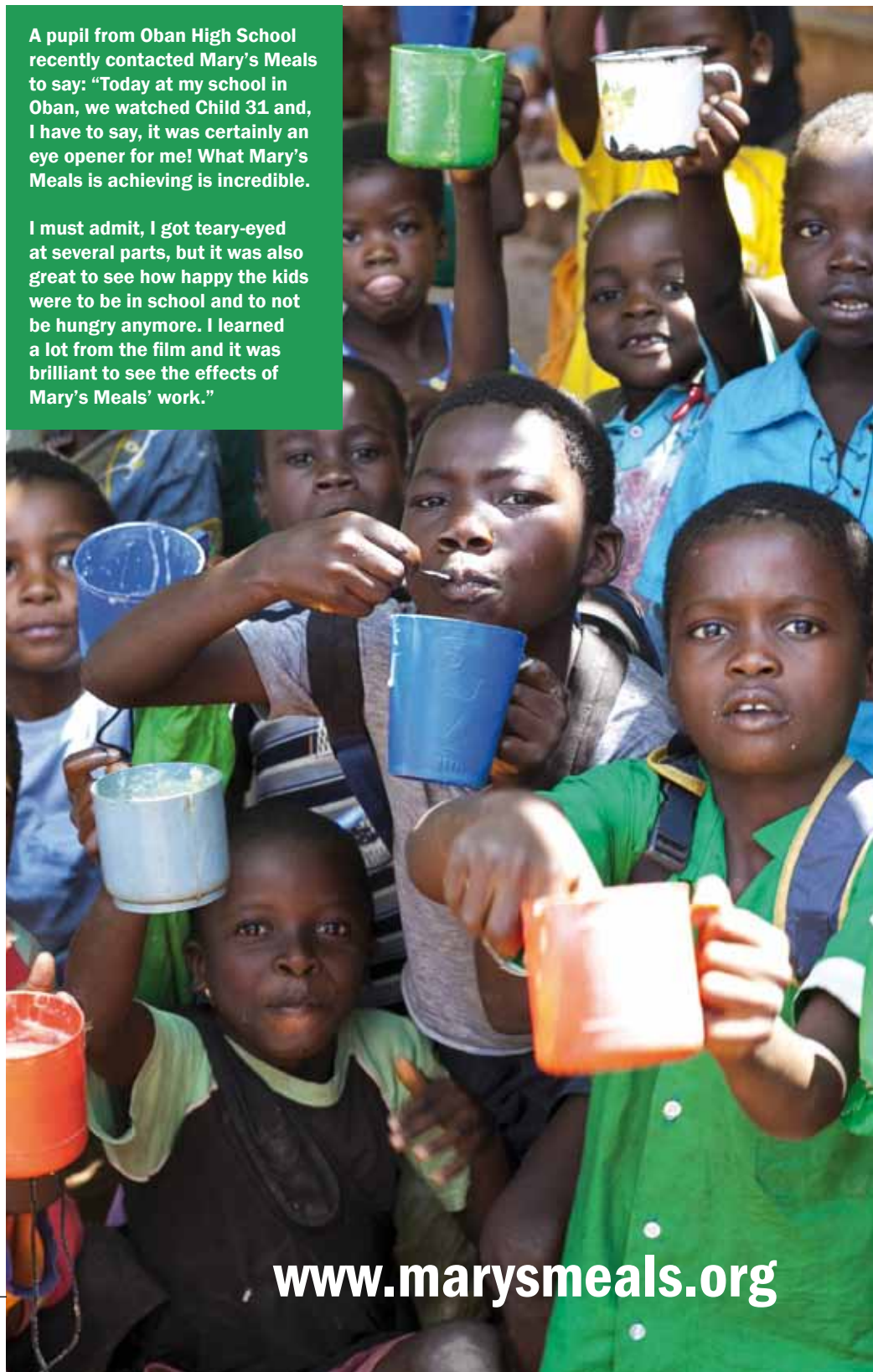
DEVELOPING GLOBAL CITIZENSHIP

Child 31 offers a powerful and moving context within Global Citizenship that will help teachers and pupils in upper primary and secondary schools to:

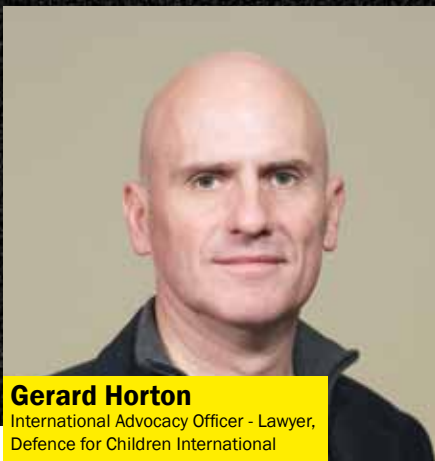
- Explore how millions of children and their families in some of the world's poorest communities are affected by issues of poverty and hunger.
- Discover the personal stories of individual children who are facing hardship. Kids like Lette who, at 12 years old, is already the head of her family, following the death of her parents.
- Learn how Mary's Meals is working to feed and educate children and change their lives for the better.
- Consider what individuals and schools can do to help children in the developing world gain access to a daily meal, an education and a brighter future.
- Reflect on personal and societal attitudes towards the issues of world hunger and child poverty.
- Make a positive contribution, both locally and globally, to ensuring the well-being of those less fortunate than themselves.

A pupil from Oban High School recently contacted Mary's Meals to say: "Today at my school in Oban, we watched Child 31 and, I have to say, it was certainly an eye opener for me! What Mary's Meals is achieving is incredible.

I must admit, I got teary-eyed at several parts, but it was also great to see how happy the kids were to be in school and to not be hungry anymore. I learned a lot from the film and it was brilliant to see the effects of Mary's Meals' work."



www.marysmeals.org



Gerard Horton
International Advocacy Officer - Lawyer,
Defence for Children International

Children in Israel's **Twilight**

The EIS, in partnership with the Scottish Friends of Palestine, recently held a seminar entitled “Children in Chains” which examined the realities for children living in the Palestinian territories. Here, one of the lead speakers - Gerard Horton offers his perspective on a child's life in one of the world's most troubled regions.

Following the end of hostilities in June 1967, an Israeli military commander signed an order imposing military law on Palestinians living in the recently occupied territory. At the time this order was legal under international law on the basis that it was a temporary measure and Israeli forces would shortly withdraw.

Forty-five years later, 2.5 million Palestinian men, women and children continue to live under Israeli military law in the West Bank contrary to the most basic democratic principles - a situation that no longer claim any right to legitimacy.

This much is well known. What is perhaps less known is how this military legal regime is used to control and dominate generation after generation of Palestinians, and suppress their legitimate aspirations for self-determination. The importance of the military detention system in controlling the civilian population is perhaps best illustrated by the fact that since June 1967, more than 730,000 Palestinians have been detained and prosecuted in the military courts, including 500 to 700 children each year.

The journey to imprisonment for many Palestinian children begins at a friction point. These points of friction include: Israeli settlements built in violation of international law and located close to Palestinian villages; roads used by the Israeli army and settlers connecting the settlements; and the Wall, built for the most part, many

In some cases a child will open his eyes and see soldiers standing next to his bed with assault rifles poised at the ready

kilometres inside Palestinian territory. At these points of friction, demonstrations, arrests and stone throwing occur, as people vent their frustration against prolonged military occupation and the wholesale disregard for the rule of law.

The Israeli army's response to unrest at these friction points is to ensure that no incident of resistance, regardless of its seriousness, remains unpunished. The thinking behind this policy is that the Palestinian civilian population must be made to understand that all resistance is futile, in the belief that this is the best way to ensure a life of calm and normalcy for the 500,000 Israeli civilians living in the illegal settlements.

In stone throwing cases, the Israeli army will enter a Palestinian village within days of an incident to conduct retaliatory arrests. In

most cases, children report waking in the middle of the night to the sound of shouts and soldiers ordering everybody outside. In some cases a child will open his eyes and see soldiers standing next to his bed with assault rifles poised at the ready. Most children report being “terrified” by these experiences. The commanding officer will then check the family's I.D. cards against a list of names provided by a superior. Once

It is in the military court where most children meet their lawyers for the first time, long after their interrogation is over

a young man or boy on the list has been identified, his hands will be tied painfully behind his back with a plastic tie and his eyes blindfolded. Few parents are told why their child is being arrested, or where they are being taken. Anyone who tries to follow is turned back at gunpoint.

Once outside the child is led to a waiting military vehicle and in one-third of cases, will be forced to sit, bound and blindfolded, on the metal floor, where he may remain for hours. Many children report being verbally abused and/or physically assaulted in the back of these military vehicles. The journey is often punctuated by multiple stops throughout the night where the child is pulled out of the vehicle and left outside on the ground



Chains

Zone

“ the conviction rate in 2010 was a staggering 99.74% ”

regardless of weather conditions. Requests to use the toilet or for a drink are usually met with a slap or verbal insult. Sometime after dawn, the child, now terrified, bruised and thirsty, will arrive at a police station inside one of the settlements.

On arrival at the police station the child will be taken to a room and placed on a seat. His blindfold will be removed, although his now swollen hands will generally remain tied. Although there is provision in the

Unlike an Israeli child living in the settlements, a Palestinian child has no right to be accompanied by a parent

military orders for the child to consult with a lawyer, this does not occur until long after the interrogation is over – and no one tells the child about his right to silence. Unlike an Israeli child living in the settlements, a Palestinian child has no right to be accompanied by a parent – a

practical safeguard against improper interrogation techniques. The interrogator will start by asking the child why he throws stones at Israelis - an allegation which the child will invariably deny. The interrogator will then approach the bound child until their faces are close, and begin shouting, typically a mixture of threats and obscenities, aimed at breaking the child's spirit. If the interrogation is anything like most interrogations, the child

may also be slapped across the face and sometimes knocked off his chair. In some cases the treatment is worse.

In a sample of over 300 sworn testimonies collected during the past four years, children reported being subjected to physical violence in 75% of cases; threatened in 57% of cases; and verbally abused in 54% of cases. In 12% of cases children also report being held in solitary confinement, usually in small, dirty, windowless cells where the light is left on 24 hours a day. Many of these allegations are corroborated by soldiers in a recent report published by the Israeli organisation, Breaking the Silence.

The result of all this, is that most children confess to whatever they are accused of, and in 29% of cases are either shown, or forced to sign, documentation written in Hebrew, a language they do not understand.

From the interrogation centres the children are brought before a military court judge within four days of their arrest. It is in the military court where most children meet their lawyers for the first time, long after their interrogation is over and a confession has been signed. The lawyer will almost certainly advise the child to plead guilty, whether or not the offence was committed, as this is the quickest way out of a system which denies children bail in 87% of cases. According to figures recently released by the military courts, the conviction rate in 2010 was a staggering 99.74%, of which as many as 98% receive custodial sentences.

Once convicted, a child accused of throwing stones can expect to be imprisoned for around three months inside Israel, in violation of Article 76 of the Fourth Geneva Convention, which prohibits transfer out of occupied territory. Imprisoning Palestinian children inside Israel is not only illegal, but makes family visits difficult, and sometimes, impossible. Once inside prison, only some children receive an education which is limited in nature, due to “security” considerations.

This is the day-to-day reality of prolonged military occupation and Israel's illegal settlement project. Simply labelling the entire Palestinian population as “potential terrorists” fails to acknowledge the part settlement construction plays in raising tensions in the region, whilst leaving many frustrated that Israeli violations of international law go unchallenged. Until a bona fide attempt is made to right this institutionalised injustice, it is unrealistic to expect the situation on the ground to get anything other than significantly worse.

Speakers from the left: **Tam Baillie**, Scotland's Commissioner for Children and Young People; **Dr Aimee Shalan**, Director of Advocacy and Communications at Medical Aid for Palestinians; **Susan Quinn**, EIS President. Photographs taken at the Children in Chains Conference in November 2012. Organised by the Scottish Friends of Palestine and the Educational Institute of Scotland.



photos by: Graham Govan



PEER MENTORING

FOR STUDENTS WITH DISABILITIES BY STUDENTS WITH DISABILITIES

In September 2011, after responding to an article in the SEJ, Leila Malone was granted a fellowship by the Peter Gibson Memorial Fund to travel to the United States to research peer mentor programs within the disability services of Barnard College and Lehigh University. She spent a week at each institution getting to know the practicalities and intricacies of each program as well as the staff and students involved.

Through spending time at both these institutions, she was able to develop a strong understanding of how peer mentor programs operate on a day to day basis and how they could be implemented in schools, universities and colleges in Scotland. She gained valuable feedback from those involved and was able to hear first-hand the huge benefits that can be experienced through this mutually beneficial, low cost, common sense program.



Leila Malone

I began to develop an interest in peer mentor programs after I spent a year working within the Disability Service of a large Scottish University. I was working one-to-one with students with a variety of disabilities, spending a lot of time - almost every day - with them. We developed good relationships and got to know one another very well. There was no doubt that we became close and most of the time they enjoyed having me around.

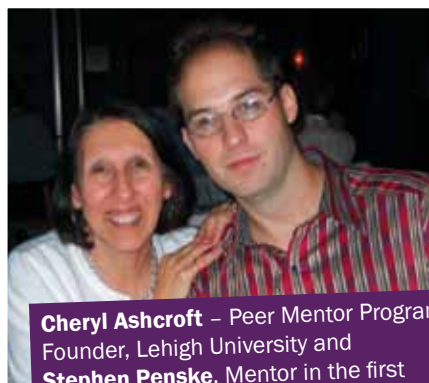
I was there to support them in navigating around the University environment, something that was sometimes made difficult due to their disability. But often, I was there when they didn't need me to be - in the library, at lunch, during lectures. I was redundant and at those points there was a shift in the relationship.

I could sense that the students felt as though I was there watching them, acting as a babysitter. I spoke about this with the students and tried hard to encourage independence and not 'mollycoddle'. But University rules and regulations are such that a student with impaired mobility must be accompanied by an assistant when on campus grounds. The policy of disability services in Scottish Universities is to encourage independence. I felt that the issue of required assistance was something which could potentially hamper this and thus, it was important to find something that would put independence back into the hands of the students.

Peer mentoring may be part of the solution. It is a framework which allows students

to form their own mutually beneficial and supportive relationships. It moves the focus away from a staff/student relationship, where there is so often an uneven distribution of power, to a student/student relationship where the concept of 'power' does not even apply. The peer

one another. At Barnard, the program was much more focussed on the individual paired relationships between mentors and mentees. What is important is that at each place, the program functioned in the way that the students needed and did not subscribe to a strict set of rules.



Cheryl Ashcroft - Peer Mentor Program Founder, Lehigh University and Stephen Penske, Mentor in the first peer mentor group

mentoring relationship formalises the natural human instinct which is that the best people to learn from are those who have been through, or are going through, the experience themselves.

Both the programs I visited in the States, at Lehigh University and Barnard College, were started after students suggested that they would like to speak to someone similar to themselves. From the get-go, programs were run by students, for students and because of students. The two programs had some notable differences: at Lehigh, those involved in the program developed a network and very often socialised with

Peer mentoring is instinctive and common sense, which is one of its main draws. Nevertheless, there are a few guiding principles which will add to the chance of a peer mentor program sustaining and succeeding. The program should be:

- Empowering - meet student demand, be accessible and be maintained by students who are passionate about the program.
- Student Run - minimal staff involvement, maintained by the students with an executive board made up of a selection of mentors within the program. Old mentors select new mentors, mentors and mentees decide on the parameters of their relationship together.
- Informal - no strict rules on what students can discuss nor on the type of relationship mentors and mentees have for example how often they meet, how they correspond, etc.
- Pressure Free - encourage a 'why not?' attitude, stress that there is nothing to lose by joining but do not exert pressure, allow joining throughout the year.

The peer mentoring relationship formalises the natural human instinct which is that the best people to learn from are those who have been through, or are going through, the experience themselves.

The benefits of peer mentoring are endless. One of the best things about the programs is that they are self-recycling. Mentees go on to become mentors, existing mentors select and train the new mentors and the process continues.

Mentors ⇒ Train mentors ⇒ Pair with mentees ⇒ Provide information to new mentees ⇒ Let relationships develop ⇒ Foster group spirit throughout year ⇒ Mentees become mentors ⇒ Cycle continues

Those involved in the programs see a plethora of benefits including (but not limited to): **For mentees** - comfort, practical advice and an increased sense of potential. **For mentors** - the opportunity to put their own experiences to good use, increased self-confidence and sense of self. **For staff** - extra time. **For the institution** - large gains for a low cost.

Ultimately, by encouraging students with disabilities to develop their own network within which they depend upon the skills

programs were run by students, for students and because of students

and experiences of their peers instead of university staff, these students are taking ownership of their own service. Whilst this does not alleviate the problems associated with students being required to receive a variety of 'services', including having

an assistant with them at all times, by involving them more in the running of their own service the balance of power is shifted. The students can group together, spread knowledge and support one another and together form a united voice much stronger than their own.



For more information on the Peter Gibson Memorial Fund, or to read Leila's full fellowship report, visit www.pgmf.co.uk

HOMOPHOBIA – STILL A BIG PROBLEM

FOR LGBT YOUNG PEOPLE

Two new reports examining the troubling issue of homophobia have identified that bullying and harassment of Lesbian, Gay, Bisexual and Transgender young people remains a major issue to be tackled in Scotland's education establishments. Stonewall Scotland's *The School Report 2012* and LGBT Youth Scotland's *Life in Scotland for LGBT Young People: Education Report* have both identified worrying evidence of the continued homophobic bullying of many young people.

Over half of lesbian, gay and bisexual young Scots experience homophobic bullying at school. Even more shockingly one in four have attempted to take their own life because of it. This is just one of the alarming findings of Stonewall Scotland's *The School Report 2012*, which was published recently. This is backed up by the findings of LGBT Youth Scotland's *Life in Scotland for LGBT Young People: Education Report* – 69% of the young people it surveyed had experienced homophobic bullying in school, with the number still high at college (25%) and university (14%) level.

Every day in schools across Scotland, LGBT young people hear abusive language that mocks their sexuality. "Poof. Dyke. Queer. You're so gay." This is the type of language that is used so frequently in classrooms, corridors and playgrounds to disparage others. Often these words are uttered as a joke – an intended insult on a young person who may, or may not be, gay. And far too often they go unchallenged, by either fellow pupils or by staff.

Stonewall Scotland's Education Officer Laura Ferguson recently presented the findings of their report to the EIS Equality Committee. She said, "What is overwhelming when reading this report is that far too many schools still tolerate homophobic bullying, and this is having a devastating effect on the lives of LGB young Scots. Only 57 per cent of LGB young

people report that their school says that homophobic bullying is wrong, and less than a third say that their school responds quickly to homophobic behaviour. Meanwhile more than half of LGB young people self-harm, and seven in ten have skipped school because of bullying. Ultimately this problem not only affects young people's welfare, it is limiting their life chances."

Cara Spence, Education Officer for LGBT Youth Scotland, agrees – "This can have huge impact on young people's ability to learn and gain future employment. Our research shows more than 10% of LGBT young people leave school as a direct result of homophobia, biphobia and transphobia and 33% of those who had experienced homophobic or biphobic bullying in education felt that discrimination had negatively affected their employment opportunities. We all have a responsibility to work together and to act now to challenge bullying based on prejudice – because we're still not yet getting it right for young people who experience discrimination on the basis of sexual orientation and gender identity at school, college and in the wider community."

LGBT Youth Scotland has been working closely with schools, local authorities and the Scottish Government to reduce homophobic attitudes and homophobic bullying for over 10 years. One of their key projects is the **Challenging Homophobia Together Schools Project** funded by the Big Lottery. It provides training for school staff, interactive workshops for pupils and resources for schools. Resources are also available online for schools across Scotland including their toolkit for teachers, lesson plans, a poster campaign and a brand new pocket sized resource for pupils.

Stonewall also works with schools across Scotland to help them tackle homophobia and every secondary school in Scotland has been provided with a copy of its highly acclaimed anti-homophobic bullying film FIT.



The film is intelligent, powerful, and very funny, tackling homophobic bullying in a culture where everything from school drama classes to wearing the wrong trainers is "gay". Stonewall's eye catching "Some people are gay. Get over it!" posters have also been distributed far and wide.

**"Some people are
gay. Get over it!"**

But the problem of homophobic bullying and language is not limited to secondary schools. Stonewall's *Teachers' Report* shows that 44 per cent of primary teachers say children experience homophobic bullying in their schools and three quarters hear children using terms like "you're so gay" or "that's so gay". Clearly homophobic attitudes and language are creeping in at an ever younger age. LGBT Youth Scotland's report also identified that homophobic, biphobic and transphobic bullying is evident in Universities and Colleges. The situation does improve slightly for lesbian, gay and bisexual students who go on to Further Education but according to this research there is limited improvement for transgender students.

The EIS, through the work of its Equality Committee, remains committed to supporting LGBT pupils and teachers and will continue to work in partnership with organisations such as Stonewall Scotland and LGBT Youth Scotland to combat homophobia, biphobia, transphobia and all other forms of discrimination.

Further information on:

EIS Equality Work - www.eis.org.uk/equality/updates.htm

Stonewall Scotland - www.stonewallscotland.org.uk
or email info@stonewallscotland.org.uk

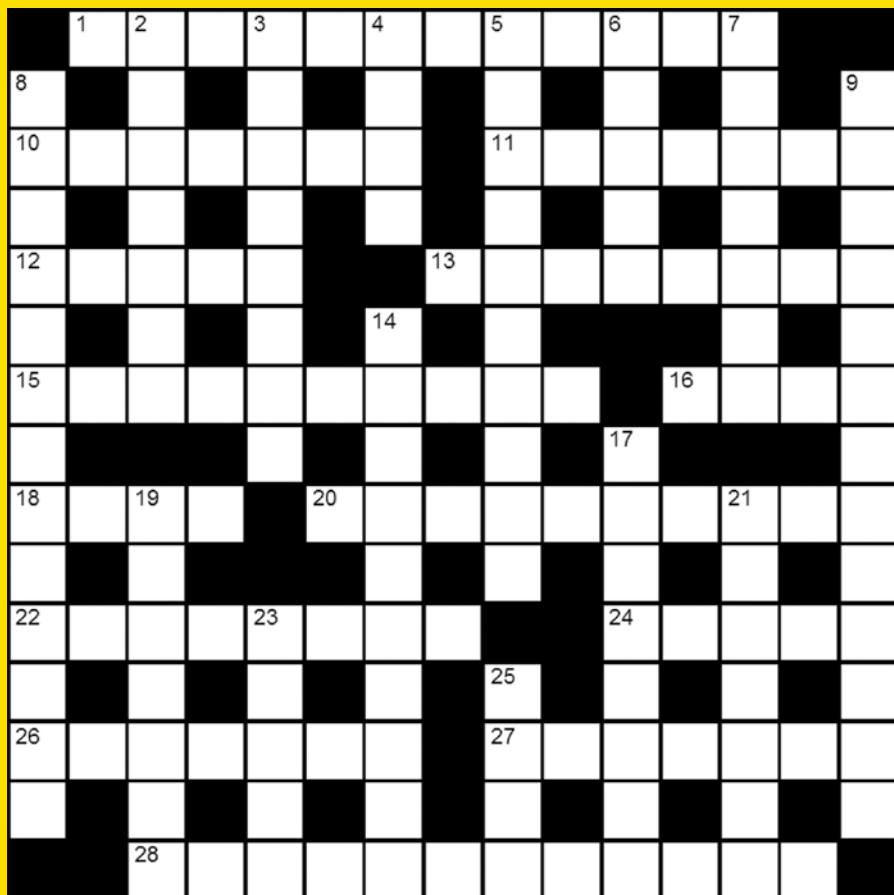
LGBT Youth Scotland - www.lgbtyouth.org.uk
or email info@lgbtyouth.org.uk

CROSSWORD 73



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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 Hyperactive marketing rep took money for stationary charge (7,5)
- 10 Hospital department in written reminder (7)
- 11 Card game pelican 'as taken part in (7)
- 12 Learn about the kidneys (5)
- 13 Take on board chinese game of darts (8)
- 15 Mind, thunder could produce ideas (10)
- 16 Preposition from posh, sound chess piece (4)
- 18 Jeer right uncouth personage (4)
- 20 For one, I undid vial badly (10)
- 22 What a centenarian and UHT milk have in common (4-4)
- 24 Religious mendicant puts king in reasonable surroundings (5)
- 26 Picturesque scene of gold on board (7)
- 27 Leather which sounds fakey (7)
- 28 The art of gentle persuasion, settling weak positions (5-7)

down

- 2 Pungent gas reportedly caught up with one! (7)
- 3 Could you start a fire with a friendly fish? (8)
- 4 Neither AM nor PM, no-one found out (4)
- 5 Satire on bravery from room I check (4-6)
- 6 Saw a joint, 10 on perhaps (5)
- 7 Rip shoe and lifted joint for syrup (7)
- 8 Unlikely I'm odds on (13)
- 9 Develop an anti trust loan to protect old buildings (8,5)
- 14 Throw projectiles at peaches and plums (5-5)
- 17 Half skip provides source of whisky (3-5)
- 19 A vehicle for a Soap Opera on a Sunday? (7)
- 21 X, I haven't a clue (7)
- 23 Subject of a Belgian town (5)
- 25 Headdress damaged in west coast HE Institution (4)



Crossword 72 answers:

Across: 1 Vegetal, 5 Wriggle, 9 Arena, 10 Chatshows, 11 Darkhorse, 12 Magog, 13 Slot, 15 Machines, 18 Waterloo, 19 Cape, 22 Topaz, 24 Rusticate, 26 Airyfairly, 27 Prize, 28 Theeyes, 29 Diluent
Down: 1 Viands, 2 Guerrilla, 3 Teach, 4 Lachrymal, 5 Whale, 6 Insomniac, 7 Glogg, 8 Ensign, 14 Tzetzeffly, 16 Crosseyed, 17 Emphasise, 20 Strait, 23 Parse, 24 Reins, 25, Impel, 21 Recent

Winner - Mary Strachan, Isle of Skye



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Website: www.rigeltax.co.uk
Phone: **01475 789 103 / 07979 384 655**

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Life in the Regions

As the regionalisation and governance process passes the legislative point of no return, and with Edinburgh College now a legally established institution, the tasks of Branch officials and members around Scotland are thrown into sharp relief. The ongoing experiences of Edinburgh College officials, both prior to and following official Vesting Day of October 1st, offer salutary insights for staff who currently find themselves at one stage or another of what is a fragmented and staggered process across all 13 regions.

Firstly (and though the form and timeline may differ from region to region, essentially this narrative will no doubt become familiar to colleagues throughout Scotland), some potted history; as discreet and unelected 'Shadow Board' appointees collated the business case for merger, later to be presented to the Secretary of State, staff were invited to look on with escalating alarm as the cartography of their futures and that of the communities they serve were mapped out. With only the doughty vigilance of Shadow Board staff and student reps (all three of them!) as an antidote to the priorities of local business people and a token few governors with actual educational backgrounds. Though Branch officials had made patient and temperate overtures seeking Shadow Board representation, our appeals were met with disingenuous referrals to precedent;

established structures of governance offered no capacity for union involvement, so why break sound habits now?

Undeterred, officials from all three campuses began to meet regularly to discuss priorities and strategy. Ultimately, and despite the intransigence of Executive Teams whose decisions staff were privileged with sightings of only after they were taken, a simple threat to approach the local press with details of union exclusion catalysed a choreographed outpouring of affection from all three Principals which had union officials blushing into their computer screens!

So began negotiations (not 'discussions,' a crucial distinction to be codified from the outset) over RPA and the harmonisation of terms and conditions. A fraternal and effective working relationship has been established across Branch Committees, bulletins produced and staff kept regularly updated on developments. Their mandate is crucial, exemplifying a clear contrast of democratic principle with the ivory tower deliberations of the now disbanded Shadow Board. Our legitimacy, our democratic authority in seeking harmonisation on the basis of best practice across campuses rests on staff agency and oversight. In addition, TUPE legislation provides negotiators with vital latitude. We are in no hurry to sign unsatisfactory agreements, and will not barter away established conditions for illusory gains.

There is no template for officials who find themselves on this

unfamiliar terrain. Only the best labour movement values offer us a consistent way forward. Democratic principle (staff ought to have a right to be independently represented by local officials at all levels of the merger process – Griggs offers us some vindication here), student support and solidarity across campuses swells our voices to a collective pitch which cannot be ignored.

Problems however remain. There are sticking points over RPA, for instance on the number of remission hours management are willing to concede to staff officials. Given the interventions of officials, our case is that, financially, remission provides value for money, a cost effective long term investment which routinely prevents minor issues escalating into more drawn out and costly ones. The new Board of Management look much like the old Board (male, white, private sector in the main), official aversion to pay rises remains undiminished, and the new Principal was appointed by a Committee on which both academic and support staff were conspicuous by their absence.

However, the new dispensation offers academic staff both locally and nationally political leverage unavailable to us under incorporation. The relationship between Principals and the Regional Chairs has still to be tested in practice, and we will be looking both for a firm commitment to an anti-cuts agenda which, given the political dimensions of their appointment, some Chairs may find difficult to live up to.

In Edinburgh, we have now established lines in the sand which management have been compelled to respect, and from which a well-informed membership will not permit us to stray. We are now looking to implement a temporary Branch structure of essentially two layers, both 'local' and cross-campus, of elected officials. This we hope will encourage fresh layers of activists to come forward, as well as securing the democratic credentials of officials directly involved in negotiations.

Whatever their experiences, we wish colleagues across the regions luck and solidarity.

Mike Cowley, EIS FELA Committee, Edinburgh College



Children say the funniest things...

Christmas cheer courtesy of
www.allscottishteachers.co.uk

Festive Frills

It was the week before Christmas and the teacher asked her class (9 year olds) to bring in something to do with the festive season. Next day the kids gave her:

Cards, Tinsel, Baubles, Picture of the Nativity, Piece of Xmas tree, etc, etc.

She was delighted and congratulated them on their efforts.

Just then Wee Jimmy handed her a pair of knickers.

She stuttered: "WWWhat have these to do with Christmas?"

Wee Jimmy replied: "They're Carol's!"

No room at the Inn?

A couple of years ago, a Primary 4 class were doing the Nativity for their school. There were auditions for the part of Joseph, and one wee lad wasn't too happy he only got the Innkeeper's job.

It was a big affair with all the local bigwigs and the press in to report on it.

When Mary and Joseph arrived at the Inn, and Jospheh asked about a room, instead of saying "No sorry but you can have the barn" as was scripted, he said:

"Nae bother, in ye com pal, loadsa room here. All major credit cards accepted. Bed and breakfast."

The HT was turning bright red, thinking "Oh no." But the audience loved it.. even though the children didn't know what was going on!

Bare Necessity

Christmas was approaching and a P2 teacher was telling the story of the baby Jesus and the Nativity.

Afterwards she left them to draw a picture of the scene, which they promptly did. One little lad soon came up with his drawing, which showed the stable and all the main characters.

Teacher asked what the lad had drawn and he went through Mary, Joseph, Jesus, etc... and then the teacher spotted a large black blob at the back...

"and what's this then?"

"That's the stable bear!" replied the lad, rather indignantly!

Wholly-Rude Pantomime

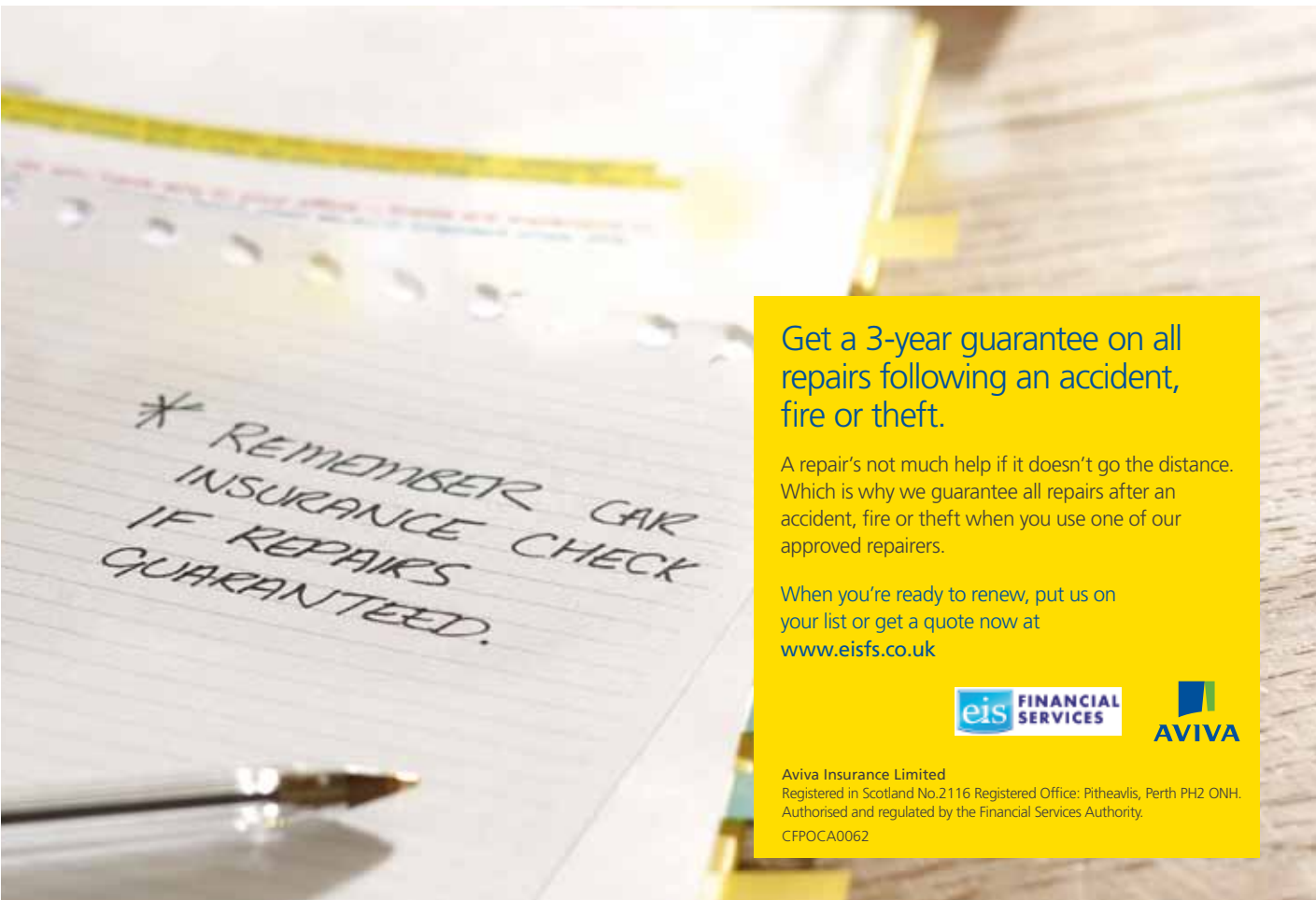
And so it is that time of year
When everyone deserves
good cheer!
A pension plan for everyone;
No cuts imposed; workload
all gone;
A pay award – justly deserved
The teachers' voice at last
being heard;
But michtie me, alas, alack
It seems our plans have
met setback;
The villains in this little rhyme
It seems don't really have
the time;
Their days being spent in the...
Wholly-Rude Pantomime!

Naw, I didnae

RESIGN

Aw aye
you did

You started it



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