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SEJ

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NEW YEAR, NEW CHALLENGES ...AND SOME OLD ONES TOO

A belated Happy New Year to all SEJ readers. While the winter holiday period now seems like ancient history for many of us, we hope that all our members had an enjoyable break and were able to return refreshed for all that 2013 will bring.

The year ahead will present many challenges, both old and new, for Scotland's teaching profession. Our front cover this month highlights the on-going concerns over growing teacher workload, linked to the continuing implementation of CfE in the light of reduced budgets, scarce resources, falling teacher numbers, lack of supply cover, and loss of funded CPD opportunities.

Heavy teacher workload and the high levels of unpaid overtime worked by teaching professionals are two of the key factors highlighted in the 2013 Pay Claim – detailed in the previous edition of the SEJ (December 2012, Vol 96, Issue 6) – which has now been formally submitted through the collective bargaining mechanisms of the Scottish Negotiating Committee for Teachers (SNCT).

We should be in no doubt that these will not be easy negotiations. While it is welcome that the crippling public-sector pay freeze has now officially ended, the premature announcement by COSLA of a 1% pay offer to all local authority employees, including teachers, set the scene for what will be difficult discussions ahead. While the teachers' side - supported by the Independent Pay Research commissioned by the EIS (see pp8-9 of this SEJ) - will argue for a significant pay award to take into account real-terms pay decline and heavy workload, COSLA is already publicly entrenched in their position of a 1% offer.

On a more positive note, all sides of the SNCT have acknowledged the need to address the issues that have led to a shortage of supply teachers across Scotland. The EIS is firm in the view that the pay & conditions of supply teachers must be restored, and this is written in to the 2013 pay claim currently under discussion through the SNCT.

The implementation of Curriculum for Excellence is creating workload concerns for teachers in all sectors. The EIS continues to push for better support for teachers, and for additional resources to support the CfE programme. The launch of the EIS national survey of senior phase CfE implementation was the latest stage of our continuing campaign on CfE issues. The results of this survey will be used to aid the EIS campaign for additional support from the Scottish Government and local authorities – members in the Secondary and FE sectors can still make their views known through the online survey via the EIS website.

On the long-running campaign to protect pensions, talks with the Scottish Government are ongoing (see feature on pp10-11 for an update) and the EIS remains committed to the negotiation process. However, EIS Council has also authorised a consultative ballot of members on further industrial action on pensions. This ballot, for which you should have now received (or will shortly receive) information and voting papers, is a vital piece of ammunition in the defence of teachers' and lecturers' pensions. A high turnout in the ballot – and a strong vote in favour of industrial action – are essential to equip the EIS with a strong bargaining chip in the final round of pensions discussions. Be sure to use your vote in defence of your pension rights.

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

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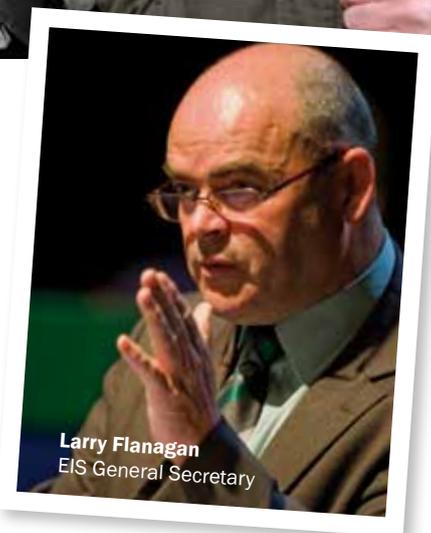
EIS COUNCIL NEWS...



EIS TO BALLOT OVER FURTHER PENSION ACTION

EIS Council decided at its January meeting to hold a consultative ballot of members on pensions industrial action. In November 2011, Scotland's teaching professionals took their first strike action in a quarter of a century in protest at government attacks on their pensions. Now, the EIS is to ballot members on the prospect of further industrial action, which would be implemented should current negotiations with the Scottish Government fail to reach agreement. Commenting on the decision following

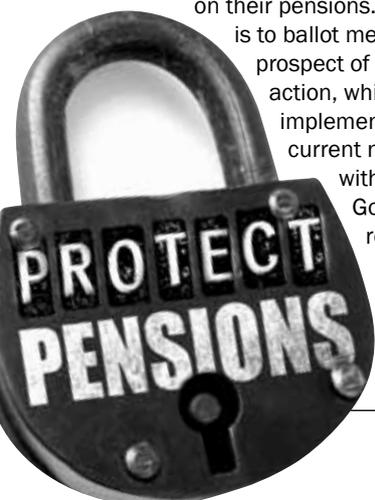
the Council meeting, EIS General Secretary Larry Flanagan said, "EIS Council's decision to hold a consultative ballot on further industrial action is a clear indication that teachers and lecturers are increasingly frustrated at the lack of progress toward a fair negotiated agreement on pensions. We have held back from further industrial action in order to negotiate in good faith with the Scottish Government towards a Scottish solution on pension provision. As time moves on, however, teachers and lecturers are becoming increasingly disillusioned with the process - particularly given the Scottish Government's apparent willingness to simply replicate changes introduced south of the border by the coalition



Larry Flanagan
EIS General Secretary

government, as evidenced by their decision to impose increased pension contributions on teaching professionals for the second year in succession."

Mr Flanagan added, "The EIS will continue to negotiate with the Scottish Government in an attempt to reach an agreement but this decision makes clear that we will not accept damaging change to teachers' pensions without a fight. The Scottish Government must do more than talk a good game, or the prospect of a return to industrial action by teachers and lecturers will be the inevitable result."



USE YOUR VOTE - PROTECT YOUR PENSION

NEW YEAR – BUT SAME ISSUES DOMINATE WORK OF COUNCIL

EIS Council welcomed in the New Year at its January meeting by working on many of the same issues that had dominated proceedings during



President Susan Quinn and Past President Alan Munro

the previous year – pensions, pay & conditions, the McCormac Review, budget cuts, workload and CfE.

In a significant move, Council agreed to move to a consultative ballot of members on the prospect of further industrial action on pensions (see main story, left). President Susan Quinn and

Past President Alan Munro (substituting for Vice-President Phil Jackson) highlighted that talks with the Scottish Government would continue while the ballot – which is due to be underway by the time this SEJ is printed – would allow the EIS to be prepared if negotiations cannot deliver an agreement.

Salaries Convener Tom Tracey updated Council on a number of important matters in addition to pensions, including discussions at the SNCT around the 2013/2014 pay claim and on issues arising out of McCormac discussions.

On Pensions, Mr Tracey noted the Scottish Government consultation on pensions increases, and advised Council that a special meeting of the Salaries Committee had been convened in mid-January to prepare an EIS response to the consultation. Mr Tracey also highlighted that the EIS was opposed to the contribution increases and

would seek protection for employees moving up the salary scales, so that the financial burden on lower paid members in the early stages of their career would be lessened. The EIS also argues that the cost of this protection should be met by the Scottish Government, said Mr Tracey, and not through higher contribution levels

imposed on other groups of teachers.

On Pay, Mr Tracey confirmed the details of the 2013/14 Pay Claim had been formally submitted through the appropriate mechanism of the SNCT (see SEJ December 2012 for details of the terms of the Pay Claim). Mr Tracey also confirmed, in response to a question from Allan Crosbie (Edinburgh) that he had made a statement on behalf of the teachers' side of the SNCT that COSLA's behaviour – in making the terms of their pay offer to teachers public before it had been discussed or even presented at the SNCT – was completely inappropriate and marked a major breakdown in trust between teachers and COSLA.

On the issue of pay for Supply Teachers, Mr Tracey confirmed that the restoration of supply pay to former levels was written into the Pay Claim – “We have made it very clear that we want the supply pay situation to be addressed,” said Mr Tracey. “It has been agreed by all three sides of the SNCT that there is a problem with the current supply situation”, he added.

Moving onto other SNCT issues, Mr Tracey updated Council on discussions over draft papers arising from McCormac recommendations. Mr Tracey also assured Council that, once all McCormac related discussions were completed and the final papers produced, these would be formally presented to EIS Council before being put to EIS members for consideration in a ballot.

EDUCATION MATTERS

Education Convener Kay Barnett updated Council on a range of issues, including the proposals for the revised GTCS Professional Standards and the latest developments on Curriculum for Excellence.

Ms Barnett also advised Council that the National Partnership Group's proposals for teacher education and development had been endorsed by the Cabinet Secretary for Education. Ms Barnett highlighted that EIS President Susan Quinn has been appointed by the SNCT to the National Implementation Board which will have responsibility for implementation strategy. The EIS retains a number of concerns regarding the detail of certain implementation plans and continues to highlight these, including the need for funding, resources and training.

Ms Barnett also highlighted the launch of the national EIS survey on

the implementation of the senior phase of CfE, the results of which will be known in February and publicised as widely as possible including thorough publication on the EIS website.

Mary Matheson (Aberdeen) welcomed the launch of the Secondary CfE survey but asked for assurance that the concerns of Primary colleagues regarding CfE would also be addressed. In reply, Ms Barnett confirmed that the EIS intended a major push on CfE issues and would be continuing to press for additional in-service days for primary colleagues to work on CfE development.

A number of speakers, including Sonia Kordiak (Midlothian) and Stephen Caniffi (East Renfrewshire) spoke of concerns regarding information and support from Education Scotland, particularly regarding the preparation of course materials. Concerns were also raised regarding some of the content of the Professional Focus Papers which are intended to provide subject-specific support to teachers working with learners towards National 4 and National 5.

In response, Ms Barnett said that all feedback on these issues was invaluable and would, together with the results of the national CfE senior phase survey, help to equip the EIS in the drive for better support and resources for CfE development at all stages.

COUNCIL SNIPS

- Employment Relations Convener Pat Flanagan advised Council that a new paper on Health & Safety in the workplace had been produced. This new paper, the result of a motion to the EIS AGM, will now form the focus of an EIS campaign on Health & Safety issues.
- EIS Council agreed to support UK Uncut in its activities and campaigns to expose corporate tax avoidance, as the result of a successful motion from Paul Jeffrey (Fife). Council further agreed to donate £1000 towards work of UK Uncut.

NEWS...

TEACHER NUMBERS WELCOME, GROWTH OF TEMP CONTRACTS A CONCERN

Following the publication of the 2012 census data the EIS provided a cautious welcome for the figures provided by Scottish Government.

Commenting, EIS General Secretary Larry Flanagan said: "In 2011, as part of a package of changes to secure employment for teachers, the EIS agreed through the Scottish Negotiating Committee for Teachers (SNCT) the minimum number of teachers in Scotland should be at least 51,131. This figure was met in 2011 and has been met again in 2012. While there is a slight upward trend in pupil numbers the commitment to maintain teacher numbers has been met. We welcome the Scottish Government's ongoing commitment to teacher employment."

Mr Flanagan went on to say, "The

EIS is concerned, however, that 12% of teachers are on temporary contracts. The lack of security in employment is a factor in driving teachers to find secure employment elsewhere."

Mr Flanagan also referred to independent research on teachers' pay commissioned by the EIS (Stewart Research 2012) which reveals that teachers continue to work at least 10 hours per week on average in addition to contractual time – see feature in this SEJ (pp8-9) for further details on this research.

Mr Flanagan said, "The maintenance of teacher numbers is absolutely necessary in the delivery of effective education but heavy teacher workload – including very high levels of unpaid overtime – requires to be looked at by employers. Teacher goodwill continues to be essential to

the delivery of a quality education, but that goodwill is not endless."

Mr Flanagan continued: "The EIS has argued that Scottish Government and local authorities should be protecting teacher numbers by a guaranteed minimum staffing standard which would bring certainty in employment. That should be a priority in the period ahead to offer stability to parents across Scotland."

Moving on to other statistics revealed in the publication, Mr Flanagan said: "Another area of significant concern identified in these statistics is that 1 in 4 nursery aged children had not had 'access' to a qualified teacher during the week of the survey. This highlights that far too many young children are not receiving adequate access to the high quality teacher-led nursery education that they deserve. Despite the Scottish Government commitment to improve access to teachers in the nursery sector, the lack of legislation to enshrine the right of nursery-aged children's to be taught by a qualified teacher in law is leading to a postcode lottery of provision. The EIS will continue to push for a better deal for nursery children."

MSPs MUST INCREASE FE COLLEGE FUNDING

The EIS has written to all MSPs urging them to deliver an increase in FE college funding. The letter from the EIS-FELA (Further Education Lecturers' Association) Executive Committee calls on all MSPs to support an increase in college funding. FE college funding has been cut for four consecutive years, with damaging consequences for the sector and for the educational opportunities for thousands of people across Scotland.

The Scottish Government made a pre-election manifesto commitment to maintain student numbers. But the latest official figures show that there has been a decline of more than 43,000 student places since this promise was made. The loss of so many student places has led to a dearth of opportunity for many potential students, as well as job losses throughout the college sector.

Commenting, EIS General Secretary Larry Flanagan said, "Our Further Education colleges have endured four

consecutive years of funding cuts, with serious consequences for the entire FE sector. Lecturers and support staff have lost their jobs, and cuts to courses and student places have had a damaging impact on learning and training opportunities for people across Scotland. We need a strong, well-funded Further Education sector to help equip the country with the skilled workforce it needs to work our way out of the economic crisis. It is now time for our MSPs to show their support for our Further Education sector by delivering meaningful increases in college budgets."

EIS WELCOMES INVOLVEMENT IN NEW COMMISSION FOR YOUNG PEOPLE

The EIS has noted the establishment of a Commission for Developing Scotland's Young Workforce, and welcomed the Commission's

intention to work closely with the EIS and other prominent organisations to develop better post-16 opportunities for young people. Commenting on the establishment of the Commission, EIS General Secretary Larry Flanagan said, "The EIS will be happy to work with the Commission and other key stakeholders to examine how post-16 opportunities for Scotland's young people can be improved. In particular, the EIS will be keen to explore how Curriculum for Excellence can drive enhancement in school-college partnerships in delivering better post-16 education and training for school leavers. The EIS believes that protecting and expanding FE college provision is vital to ensure that young people have the chance to develop their education and skills once they leave school. We are continuing to campaign for improved funding support for FE, and will welcome the views of the Commission as to how college provision can be maintained to ensure that the needs of both learners and employers are met."

2nd STUC LGBT WORKERS' CONFERENCE

Saturday 11 May/Sunday 12 May 2013
Mercure Hotel, Ingram Street, Glasgow

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

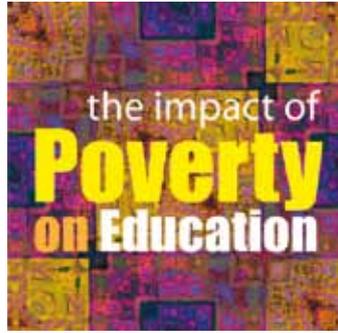
In essence, the Equality Act 2010 has established legal equality for LGBT people with all other groups. The public sector equality duty introduced by the Equality Act, offers a powerful lever to assist public bodies to challenge continued prejudice and hostility in schools and colleges.

However, legal rights are one thing, but LGBT people are still not free of prejudice and discrimination. What kind of agenda is needed to reach that goal? Through presentations, debate and discussion participants will be encouraged to identify possibilities for an LGBT agenda drawing lessons from the past and focusing on where we are now.

The EIS invites you to engage in this conference and influence the LGBT agenda within Scotland alongside other trade unions.

Travelling expenses and residential accommodation in the Mercure Hotel will be included for EIS delegates to the conference (Friday: dinner and accommodation, Saturday: breakfast, lunch, dinner and accommodation & Sunday: breakfast and lunch).

Please contact Agota Klimaviciute at EIS Headquarters (0131 225 6244) or aklimaviciute@eis.org.uk for any enquiries relating to the conference or to obtain delegation nomination forms. Conference delegation nominations form should arrive at EIS Headquarters by Friday 1 March 2013.



EIS EDUCATION AND EQUALITY CONFERENCE 'THE IMPACT OF POVERTY ON EDUCATION'

Saturday 20 April 2013
Central Hotel Glasgow

Keynote Speakers

John McKendrick, Glasgow
Caledonian University-co-author
'Poverty in Scotland 2011'

Anne Marie Carrie,
Chief Executive, Barnardos

In addition there will be a wide range of seminar groups which will look at the causes and consequences of poverty and examine ways of tackling the issues based on educational good practice. For further information and an application please go to the web site www.eis.org.uk

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**See related feature
on pp 16-17**

*Women in Times of Austerity
Rising to the Challenge*



International
Women's Day

PAY & CONDITIONS

TEACHER GOODWILL CAN ONLY BE STRETCHED SO FAR

As discussions continue over the teachers' pay settlement for 2013-14, the EIS has warned that teacher goodwill is essential to the success of Scotland's school system. In the previous edition of the SEJ, we highlighted that the terms of the pay claim had been agreed by EIS Council. This claim has now been formally submitted through the Scottish Negotiating Committee for Teachers (SNCT) and calls for action to reverse the real-term decline in teacher pay. Recent independent research, commissioned by the EIS, highlighted the real-terms decline in teacher pay, as well as other issues such as the large amount of unpaid overtime worked by Scottish teachers. Here, the SEJ highlights some of the concerns over teacher workload and examines some of the key findings of the independent research which supports the 2013-14 pay claim.

Recent independent research indicates that Scotland's teachers consistently report more hours of unpaid overtime than other graduates in Scotland with the

exception of teachers in the rest of the UK. EIS General Secretary, Larry Flanagan referred to the research commissioned by the EIS into teachers' pay, "Teachers Earnings in Scotland", (Stewart Research 2012) and noted the 9 hours average

action to reverse the real-term decline in teacher pay

additional unpaid work was consistent with research undertaken by the University of Glasgow on behalf of the Scottish Negotiating Committee for Teachers (SNCT) in 2006 which indicated that teachers were, on average, working 45 hours per week with promoted staff working around 55 hours.

Mr Flanagan said, "The average teacher gives more time in unpaid overtime to provide quality education than the time afforded for personal preparation and correction in the contract which is set at 7.5 hours."

Mr Flanagan stated that a long hours culture is not conducive to the health

of Scotland's teachers. He stated, "Last year the Chartered Institute of Personnel and Development (CIPD) revealed that stress had become the single most common factor in staff absence in the UK. Teaching is a highly stressful job. We have seen an increase in punitive and less supportive absence management procedures over recent years. However, little attention is paid to the long term impact of presenteeism when teachers feel compelled to turn up even when ill or feel pressurised to work long hours. There is no doubt that the current culture stores up long term problems and has led to a growth in psychological issues relating to employment."

Mr Flanagan added, "We are well aware that stress is rising in the public sector with job loss and pay freeze destabilising highly motivated employees such as teachers. However, government and employers are not only undermining the jobs and living standards of public sector employees, they are threatening the psychological wellbeing of such staff. That is not good for services and certainly not good for the economy."

TEACHERS' EARNINGS IN SCOTLAND REPORT (THE KEY POINTS)



The independent report Teachers' Earnings in Scotland (Stewart Research, 2012) was commissioned by the EIS following its Special General Meeting (SGM) to explore the realities of teacher

pay in Scotland. On the facing page, we highlight some of the key findings of this report which informed the EIS Salaries Committee and Executive in the formulation of the recent pay claim.

The report was produced for the EIS to inform their bargaining agenda in relation to the pay of teachers in Scotland. The aims of the research that underpins the report were: to assess the impact of the recent economic recession, and in particular of the 2 year public sector pay freeze in Scotland from 2010, on teachers' real and relative earnings; to analyse how teachers' earnings compare with those of graduates employed in other occupations; to analyse how teachers' earnings compare to those in other professional groups; to assess which professions are the most appropriate comparators against which to examine teachers' earnings; to examine earnings comparisons across relevant comparators in both the public and private sectors; and, to examine the relationship between the possession of a Master's level

qualification and earnings for teachers and non-teachers in Scotland and the UK.

The reports draws on the extant national and international literature on pay and occupational earnings differentials, and on teachers' pay comparisons in particular. The findings presented derive from analysis of data published by the Office of National Statistics (ONS), primarily the Quarterly Labour Force Survey (LFS).



WORKLOAD

key findings arising from the data analysis

1 Relative to median pay settlements in the wider UK economy, teachers in Scotland received lower pay increases for six out of the ten years over 2003-2012. Like all UK public sector workers, teachers' pay settlements declined to zero in 2011 and 2012 while the median pay rise for private sector employees was 2.5% in both years.

2 The real weekly wages of teachers in Scotland declined from around £583-£597 in 2003 to around £525-£546 (depending on which measure of inflation is used) per week by the start of 2012, reducing the value of the 2001 agreement. Compared to 2003, teachers in 2012 were 6.5% (CPI) and over 12% (RPI) worse off in terms of their real wages.

3 Scotland's teachers work between two and four more hours per week of unpaid overtime on average than other professionals in Scotland.

4 From 2005-8 and 2010-12, all professionals (excluding health professionals) in Scotland and all professionals in the private sector in Scotland earned higher mean weekly wages than teachers. In 2012, teachers' mean weekly wages are lower than other public sector professionals.

5 Scotland's teachers work more unpaid overtime than any other professional groups on average, although the unpaid overtime of HE, FE & Research professionals comes close for much of the period 2003-2012.

6 Scotland's teachers are contracted to work 35 hours per week. Many other professional groups will have similar contractual working hours or alternatively, no specified contractual hours. A key characteristic of much professional employment is the propensity to work the hours required to deliver a contribution. This may involve unpaid overtime. Scotland's teachers consistently report more hours of unpaid overtime than other graduates in Scotland and the rest of the UK with the sole exception of teachers in the rest of the UK.

7 Business & Public Service professionals in the private sector work more unpaid overtime than their public sector counterparts; both, however, work less unpaid overtime than teachers.

8 Graduates with a Master's degree have significantly higher average earnings than graduates with a first degree in Scotland and the UK over most of the period under consideration. The earnings gap between the two groups has increased in both countries since 2010. Those who hold a Master's degree have consistently earned around a third more in pay than first degree holders from 2003 till 2012; Master's graduates on average earned a premium of 36% in 2011 and 31% in 2012.

The full independent report on Teachers' Earnings in Scotland can be downloaded from the Pay & Conditions of Service section of the EIS website at: www.eis.org.uk

PENSIONS TALKS APPROACH END-GAME

As talks between the Scottish Government and teachers' representatives draw on, EIS Assistant Secretary Drew Morrice explains the issues still under discussion and looks at the implications of the Scottish Government's consultation on contribution increases. While the EIS remains committed to the on-going discussions in an attempt to reach a negotiated agreement, EIS Council has also recently authorised a consultative ballot on further pensions industrial action (see news item on page 3 of this SEJ). All members are encouraged to use their vote in this ballot to send a strong message to the Scottish Government on pensions.

CONSULTATION ON CONTRIBUTION INCREASES

The decision of the Scottish Government to consult on contribution increases for 2013-14 is now subject to a public consultation issued by Scottish Public Pensions Agency. The EIS response to the

The consultation document is surprising

individual members in responding to the SPPA consultation. The consultation closed on 1 February. The

Scottish Government, if it wishes to make changes on contribution levels, will have to follow this public consultation with legislation before the Scottish Parliament.

At the end of the day the decision to increase

contributions will lie with MSPs and not with the Scottish Government.

The consultation document is surprising. The Scottish Government has publicly criticised the decision of the Coalition Government for seeking to impose contribution increases as a tax grab. To choose to apply the same increases is a political decision which invites criticism.

The decision to consult on the same tiering arrangement as in England and Wales appears absurd and cuts across discussion on scheme contributions in

Protection from increases should be extended to those progressing through the maingrade scales

that contribution levels should be based on Scottish Teachers' pay scales (SNCT) which apply to the vast majority of those in the Scottish Teachers' Superannuation Scheme. This was supported by all teacher organisations but ignored by the Scottish Government.

We also argued that protection from increases should be extended to those progressing through the maingrade scales. We did so for one very good reason. While the level of scheme opt outs has been relatively low to date, it is our view that teachers, in the early stages on their careers with other financial pressures are likely to find the burden of further contribution increases daunting and will contemplate opting out. Further, the Pensions Bill, which is currently progressing through the UK Parliament, offers a transitional protection to those who were 50 years old on 1 April 2012 and a tapered protection to those who were 46.5 years old on that date. The Scottish Government has confirmed that it will abide by these protections. While

the Scottish Teachers' Pension Scheme Negotiating Group. Within that group the EIS restated our opposition to any contribution increases and confirmed that we would not negotiate on such increases. However, we stated

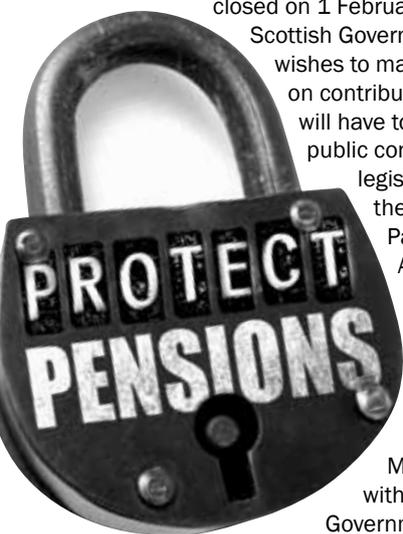
those who are fully protected or have tapered protection are not protected from contribution increases they retain the provision of current scheme design. The EIS position on seeking to extend protection was supported by the majority of teaching unions. The EIS is clear that, if The Scottish Government is not willing to meet the cost of all contribution increases from its own resources, it could, at its very least, extend protection to all those whose annual salary is less than £32,500.

SCHEME DESIGN

Scheme design discussions will now extend until the middle of March. It is clear that The Scottish Government is not intending to provide any resources to assist finding a Scottish solution. This has narrowed the matters under discussion and essentially we are trying to offset the impact of retiring at whatever date the government may set. To date, it remains unclear on whether progress can be achieved on this point and whether any outcome will be acceptable to EIS members. The failure of the Scottish Government to find resources to address

At this stage, the issue of possible "winners" and probable "losers" in any final scheme design remains unclear

scheme design does not assist us in finding a negotiated solution. It is clear that the vast majority of our members will be expected to pay more. Some will have to work longer. In particular a significant cohort of members aged under 46 at 1 April 2012 are facing the prospect of working to 65 while having a Normal Pension Age of 60 in the STSS. The EIS will continue to seek to minimise the impact on those who will choose to retire at 65. At this stage, the issue of possible "winners" and probable "losers" in any final scheme design remains unclear. At the conclusion of scheme design discussions a judgement will have to be made on what has been achieved.



NATIONAL INSURANCE CONTRIBUTION INCREASES

In addition to the changes outlined above in January the Coalition Government published a paper on State Pension Reform. This proposes an overhaul of state pension provisions. This has implications for pension schemes which are “contracted out” of the State Additional Pension. It is expected that, in 2017, the National Insurance costs of employees could increase by around 1.4% while the costs of employers’ contribution could rise by around 3.4%. This is a further political attack on public sector pensions and on the living standards of public sector workers.

LOCAL GOVERNMENT PENSIONS SCHEME UPDATE

The Public Service Pension Bill was issued by the UK Parliament in September 2012 and is likely to be enacted in April 2013. After this date a number of changes are likely to have to be made to the Scottish Local Government Pension Scheme. Normal pension age will rise from age 65 to the individual’s state pension age for service earned after 2015. The current final salary scheme will be replaced by a career average scheme for service going forward from April 2015. There will be a cost cap on employer contributions and scheme design will be subject to Treasury approval. Although no decision has been made it is likely that there will be full protection for members aged 55 and over on 1 April 2012, with tapered protection for those who will be 55 by 1 April 2015. In 2011 the Scottish Government indicated that decisions on contribution increases in the Scottish Local Government Pension Scheme would be left to scheme managers. Employers followed the COSLA position of seeking no increases in contributions 2012-13. It is, as yet, unclear on what may happen in 2013-2014. When details of longer term reform are available members will be made aware of these.

INDICATIVE BALLOT

EIS Council at its meeting on 25 January 2013 decided the time was right to refer to the membership to gauge whether further industrial action should be contemplated if current negotiations with the Scottish Government fail to reach an agreement. This will be an important litmus test to advise elected committees of the Institute on the position of members. The action taken on 30 November 2011 was part of a mass action on pension across the vast majority of public sector unions. Since then, a number of those unions on strike on 30 November have settled their pension dispute or have subsumed pension action into broader disputes. However, the EIS have to consider all options to take this matter forward. By asking members, in this indicative ballot, to express a view to take industrial action to achieve a satisfactory outcome in scheme negotiations we are in a stronger position to consider the next steps should there be a lack of progress in these critical talks. A resounding support for action strengthens the negotiating position of the Union.



**A RESOUNDING
SUPPORT
FOR ACTION
STRENGTHENS
THE NEGOTIATING
POSITION OF
THE UNION**

RECORD YEAR FOR AWARDS FOR WORK-RELATED INJURIES TO TEACHERS

PERSONAL INJURY CLAIMS

Each year, the EIS pursues a large number of claims on behalf of members who have been injured during the course of their work. All employers have a duty to protect the health and safety of their staff but, sadly, a considerable number of teachers and lecturers suffer injuries every year in the workplace. Many incidents – ranging from slips, trips and falls to stress-related injuries and physical assaults – could be avoided through proper health and safety procedures and adequate risk assessment. While recent changes introduced by the UK Government will weaken compensation protection for workers, the EIS will continue to pursue fair legal recompense for members who are injured at work.

Figures recently released by the EIS demonstrated that the amount of compensation secured by the EIS for its members in 2012 was at an all-time high. The EIS revealed that over the last year it secured over £1,350,000 for members in compensation for work-related injuries.

Commenting, Larry Flanagan, General Secretary said, “Every year we hope that the number of workplace injuries, and therefore the number of compensation cases, will fall. Sadly, the evidence from 2012 is that educational employers still have a great deal of work to do to improve the safety of our schools, colleges and universities.”

The settlements for the year 2012 contained a number of claims which were a result of assaults by pupils on teachers. In one instance, a teacher was subject to many violent incidents involving an individual child. Despite repeated requests, the employer failed to carry out a risk assessment of this

pupil. In another case, a member was assaulted and suffered injuries to her back and arm while trying to restrain a pupil.

Mr Flanagan condemned Government changes to the Criminal Injuries Compensation Scheme (CICS) which were introduced on 27 November 2012. These changes will restrict future compensation to those who suffer serious injuries, cutting an estimated £50m off the annual £449m bill. Commenting Larry Flanagan said, “The right to compensation for these violent injuries sustained in the workplace have now been taken away from many teachers. These changes display a callous disregard for the right of teachers, and other front-line public sector workers, not to be assaulted in their workplace. It is important that victims of violent crime are given financial redress to help them get back on their feet, particularly if they are unable to return to work.”

The compensation settlements published by the EIS reveal that the main cause of injury to teachers and lecturers continues to be accidents involving falls caused by slips and trips. In response, Larry Flanagan said, “Such accidents are completely avoidable if employers implement basic, inexpensive safety requirements. As well as causing suffering and injury to individuals, all of these accidents have caused financial losses to the employer and to the public purse. Indeed, the taxpayer is paying a heavy price for the failure by employers to protect their staff from workplace injury.”

The examples to the right provide details of some cases successfully resolved by the EIS, with the level of compensation awarded in each case. Highly confidential cases which were subject to compromise settlements have not been highlighted.

Member suffered many violent incidents involving an individual child. No risk assessments carried out.

£81,000

Member broke leg when falling from chair. No access to step ladders.

£12,500

Member was walking along corridor which had just been polished when they slipped and fell. Member suffered severe bruising and swelling of knee.

£5,500

£1,350,000

Member slipped and fell in car park which was covered in snow. Sustained injuries to leg and back.

£2,000

HEALTH CLAIM

Member suffered long term damage to knees from lifting after years of delivering TCI training.

£1,500

VIOLENCE CLAIMS

Trying to restrain a pupil member was assaulted and suffered injuries to back and arm.

£2,500

Member suffered bites and injuries to neck when a pupil began to kick and hit out.

£1,000

352,749.00

TOTAL AWARDS
DURING PAST YEAR

EIS CONDUCTS NEW SURVEY OF CFE SENIOR PHASE



Full report will be published on the EIS website as soon as possible

The EIS has conducted a new online survey of Secondary teachers and Further Education lecturers to gauge the readiness of schools and FE colleges in implementing the senior phase of Curriculum for Excellence (CfE). The EIS represents over 80% of Scotland's teaching profession - including the majority of the country's secondary teachers and is the only recognised union representing FE lecturers in Scotland - so the results of the survey will provide a very clear picture of the progress of CfE implementation.

The EIS has undertaken similar surveys on CfE in the past, which have provided valuable information allowing the EIS to raise areas of concern and to campaign for additional support, where needed. The information from the survey will assist senior representatives of the EIS in discussions with the Scottish Government, Education Scotland, the Scottish Qualifications Authority, Scotland's Colleges and the Association of Directors of Education in Scotland (ADES). The information will also inform discussions between the EIS and councils at local authority level.

The EIS remains fully committed to supporting the successful implementation of Curriculum for Excellence, and this survey will provide valuable information which will feed into future discussions with the Scottish Government and other key partners in CfE. The EIS survey results will identify any emerging concerns at school and college level regarding the implementation of the senior phase of CfE and the new National Qualifications. The results will also provide information on the support being provided at establishment level to facilitate senior phase CfE implementation.

One of the key aspects of the additional support package the EIS recently secured for the senior phase of CfE was the facility for all teachers' and lecturers' concerns to be raised directly with the Scottish

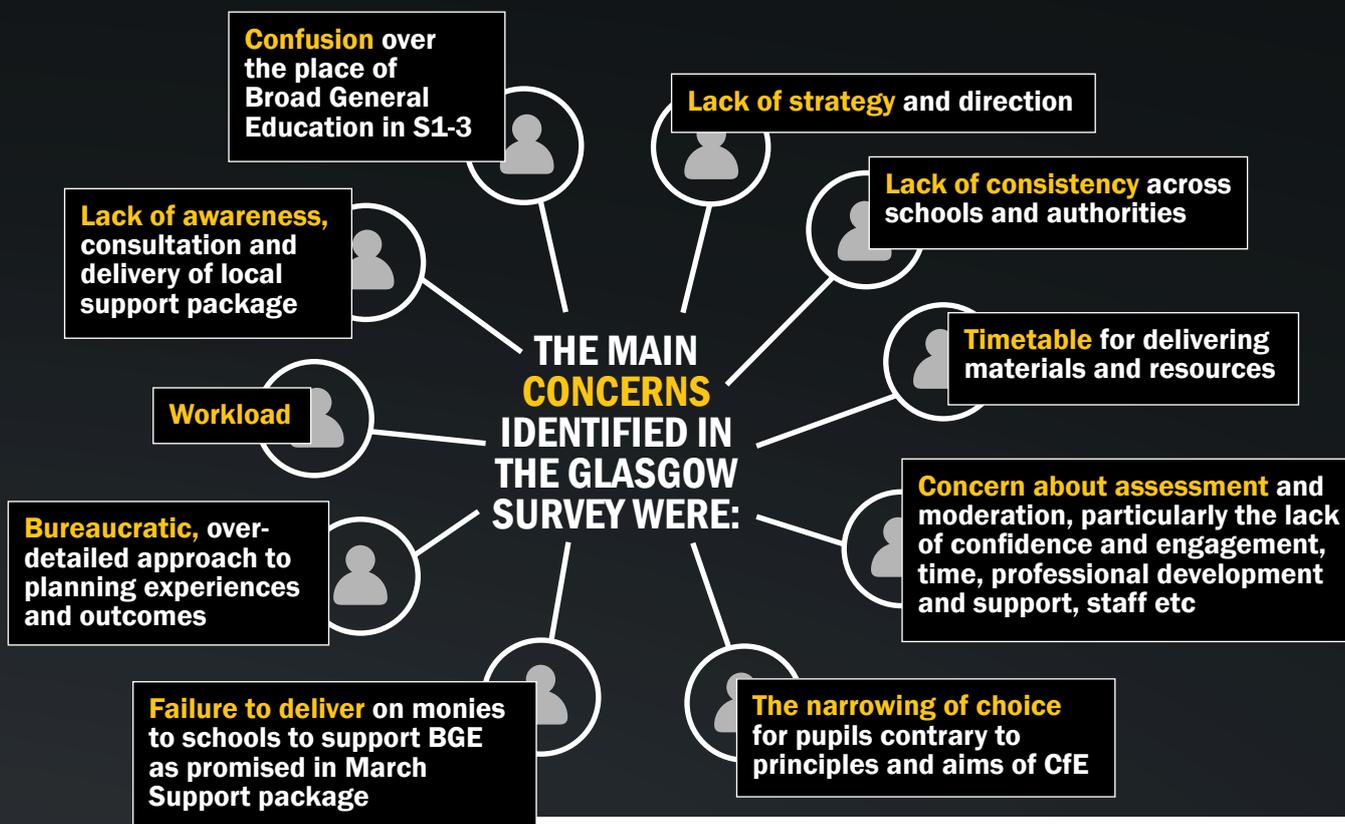
all teachers' and lecturers' concerns to be raised directly with the Scottish Government

Government and respondents have been asked to articulate and quantify any specific additional support required to ensure that pupils are not disadvantaged by the introduction of CfE changes. The responses to this survey will provide us with the information to allow the EIS to address the concerns of the teachers and lecturers who are working to deliver CfE across Scotland.

The survey was published online and members were sent email invitations requesting that they respond. Returns are now being analysed and a full report will be published on the EIS website as soon as possible.

Another recent survey on CfE carried out by Glasgow EIS Local Association, highlighted concerns amongst Secondary teachers regarding their schools' readiness to deliver the senior phase of CfE. The survey identified a number of significant concerns relating to the senior phase of CfE, and these will be raised through the appropriate channels. It is important that we gather further information on the national picture and the readiness of schools and colleges' to deliver the senior phase of CfE, which is why this new national survey has been carried out.





GLASGOW SURVEY SUGGESTS TEACHERS CONCERNED OVER CFE PROGRESS



According to the CfE survey carried out by Glasgow EIS, teachers report significant concerns and confusion with regard to the introduction new national qualifications.

Hugh Donnelly, EIS Secretary for Glasgow comments. “The feedback underlines the level of concern and frustration with the present situation, and the lack of consistency and cohesion in taking forward the new curriculum with reference to the new national qualifications. There are concerns over timing, resources and the preparedness of pupils and schools in taking forward the new exams.”

It will be useful to compare the Glasgow response with the outcome of the national survey which has just taken

Our survey shows that Glasgow’s local authority initiative has not been unwelcome, but there are many who have not been engaged

place. The EIS was the only organisation to consistently request a delay in the introduction of the new qualifications based on the need for universal preparedness in introducing

new certification. The reason for the requesting the delay was in response to concerns expressed by teachers

regarding the lack of engagement and preparation with regard to CfE, and concerns for the impact on young people in these circumstances.

Mr Donnelly added “Teachers and school may muddle through but that isn’t good enough. It is essential that the Local Authorities, Scottish Government and Education Scotland deliver what was promised in terms of support for schools, pupils, parents and teachers. We will be asking that the monies which were agreed as part of a Support Package with the Scottish Government back in March 2012 is downloaded to schools as a matter of urgency.”

Mr Donnelly went on to say, “Our survey shows that Glasgow’s local authority initiative has not been unwelcome, but there are many who have not been engaged. Glasgow EIS was clear that the downloading of money in line with the national agreement would have been the best way to engage staff and departments about how to support requisitioning related to the new National 4 and 5 qualifications. The pooling of the money to support the Authority initiative was clearly outwith the terms of the agreement. However, we had decided to consult with members in the first instance. We would now seek local agreement as soon as possible in order that monies can be downloaded to schools per the national agreement. This will allow release of additional funding to support per capita budgets”.

LOCATION, LOCATION, LOCATION WOMEN IN SCOTLAND'S ECONOMY: A QUESTION OF VALUES?

In considering the 'health' of the Scottish economy the beginning of the New Year provides us with little cause for celebration. Speculation of a triple dip recession dominates media headlines indicating little hope for recovery in sight. It looks highly likely that 2013 will bring more of the same – further job losses, greater incidences of personal bankruptcy, continued reductions in public spending and the associated contraction in key public services. The economic outlook looks grim.

In particular, as we look forward to International Women's Day on 8th March 2013, the future looks extremely grim for women in Scotland's economy.

The global financial crisis, the resulting economic recession and the response to it by the UK government have resulted

terms and conditions of public sector workers, the majority of whom are women in Scotland, are deteriorating

in very bleak outcomes for women in Scotland's economy, particularly with reference to the labour market. In addition reform of the UK welfare system has resulted in wide ranging reductions in benefits, an increase in pension contributions and an increase in the age at which pensions can be drawn. This comes on top of a two-year wage freeze for the majority of workers in the public sector in Scotland.

So the terms and conditions of public sector workers, the majority of whom are women in Scotland, are deteriorating. Furthermore, as the public sector contracts, a consequence of the fiscal cost of the recession, women's employment will suffer more than men's. Women's unemployment has almost doubled over the period from 2007 to 2012. Over the same period a rise in the

number of part time jobs against a fall in full time jobs amongst women indicates that women may be 'underemployed' in a stagnating economy. However, a focus on unemployment/employment data is limited, providing a partial account of the impact of recession on women's position in the Scottish economy. In considering the full range of impacts account needs to be taken of the relationship between the paid and unpaid sectors and the role of women across both those sectors.

Despite the changing position of women in the labour market in recent decades, women continue to assume responsibility for the majority of unpaid household tasks, including care work. Accordingly women are more likely than men to work part-time or have some form of flexible working arrangement. Furthermore, the types of jobs undertaken by women are often distinctly different from that of men. This is a direct result of an array of different social pressures and burdens influencing the employment opportunities and decisions of both men and women, including most significantly stereotypical assumptions about their respective interests and capabilities.

That is, female and male employment tends to be concentrated within occupations traditionally related to their gender, and views on their role within society. As a result female employment clusters around the 'softer' caring, teaching and cleaning sectors. These 'perceived' lower status and subsequently lower paid jobs tend to be viewed as 'feminine' work and not suitable for the greater part of male employment. Thus occupational segregation features as a key characteristic of modern labour markets with an associated tendency for the market to consistently and persistently undervalue the jobs that women do.

Within a Scottish context, occupational segregation is a significant and persistent feature of the labour market. The actual distribution of workers by gender across sectors indicates the influence of gender-based stereotypes in informing occupational choices and

career paths. That is, women will pick jobs that fit around their family life.

For instance, 85% of workers in the personal caring services are women, 77% of workers in administrative and secretarial occupations are women and 8% of those employed in skilled trades are women. Given these patterns of occupational segregation and the types of work women find themselves clustered in it is not surprising that women are around twice as likely as men to work within the public sector in Scotland and around 70% of the local government workforce are women.

Thus women's position within the labour market is more precarious, primarily

female and male employment tends to be concentrated within occupations traditionally related to their gender

because they work flexibly, are more likely to be in temporary or part-time employment and/or are segregated in low-pay sectors and occupations. Women, therefore, are less likely to have built up any savings, resulting in less resilience to weather tough economic conditions and putting them, and their families, at greater risk of increased poverty.

Conversely however, patterns of gender based occupational segregation serve to protect women in times of economic recession where the impact of the downturn is normally felt in male dominated industries, such as manufacturing and construction. Ironically that same segregation is now exposing women to far greater risks than their male counterparts in





Ailsa McKay is Professor in Economics at Glasgow Caledonian University. Her teaching and research interests are in the areas of the economics of the welfare state, the reform of current social security measures and the economics of gender inequalities. She is author of "The Future of Social Security: Women, Work and a Citizens Basic Income" (Routledge, 2005) and she has written a number of articles focused on exploring how a basic income could promote greater gender equality. She is a founding member of the Scottish Women's Budget Group and is a member of the Scottish Governments Equality and Budgets Advisory Group.



the labor market due to their position in public sector. The favoured policy response, across Europe and the US, to the global financial crisis of 2008 has been to support and indeed reward a failing banking system and subsequently curb public expenditure and raise taxation to deal with rising government debt. As a result the period since 2009 has been characterised by a major retrenchment of public services and employment. Thus, prolonged and deep-seated spending cuts will impact significantly on women as workers in the public sector but also as users of public services.

Furthermore, during an economic downturn, when jobs are lost in the formal paid labour market it is reasonable to assume that the demand for market substitutes for domestic work such as cleaning will contract. At the same time job losses will have a negative impact on the demand for market-based childcare. Under such circumstances, the burden of unpaid work in the household could increase as paid employment decreases and women will predominately take on this increased burden.

The unique feature of this recession and subsequent recovery is that rather than serve as a natural buffer against the impact of the downturn, public spending has been the focus of an austerity policy with long lasting implications for the nature and purpose of the public

sector in modern economies. It is this reconfiguration of the public sector that present as a real 'crisis' when we consider the impact on women and families.

However, this impact remains largely 'invisible' in the context of mainstream economic analysis. Cuts in state support in care services, alongside restrictions in benefit entitlement, pay and recruitment freezes in the public sector and pension reform have dominated the policy agenda since at least 2009. The

Women are at the heart, and are the heart, of our local communities

combined effect has been to expose women to greater risks of job losses, real reductions in income over the longer term and managing increased pressures on limited household budgets. The gendered impact of the current economic recession and subsequent recovery packages highlights how women are now disproportionately 'absorbing the costs'. Given that there appears to be no let up in the implementation of austerity measures the conclusion to be drawn perhaps is that this particular gender inequality is a price worth paying?

In considering that question I am drawn to the catchphrase of experts in property markets – Location, Location, Location. That is, the prime determinant of a value of a property is not the quality of the fitted kitchen, the size of the garden or the number of bedrooms but rather the location. Due to their position, or rather location, in both the paid and unpaid sectors of the Scottish economy women continue to be undervalued. Or perhaps more accurately, their contribution to the Scottish economy continues to be overlooked and subsequently undervalued.

However, in considering the provisioning, caring, nurturing and managing activity that supports and indeed drives our local communities, the value of the role and contribution of women in supporting Scotland's economy becomes more apparent. Women are at the heart, and are the heart, of our local communities and if we continue to restrict a vital blood supply to that source we are in danger of threatening the survival of those communities.

Rather than being a time for cutting public spending, the current economic environment provides us with an opportunity to rethink our economic systems – in particular what, how and who we value. Such a rethink may indeed lead to a favoured policy response of justifying public sector investment in key education, care and health services that support the well being of families and wider communities thus ensuring they survive and flourish.



GWEN MAYOR TRUST



The Gwen Mayor Trust recently announced its awards for 2012/13. Thirteen school projects from across Scotland have been successful with amounts ranging from £200 to £750 being awarded. A total of £4500 has been awarded from the Trust fund this year.

The Gwen Mayor Trust was established by the EIS in memory of Gwen Mayor, the teacher who lost her life alongside sixteen young pupils in the tragic shootings at Dunblane Primary School in March 1996.

The purpose of the Trust is to advance education by providing financial support for projects in connection with the arts, culture, music or sport. Gwen Mayor's daughter and a former colleague from Dunblane Primary school are among the trustees to the fund. Originally, funds were raised from teachers in Scottish schools in the months following the tragedy and since then a number of organisations, including trade unions, and many individuals have contributed

We are working to create a 'Garden for Growing'

to the fund. All primary schools in Scotland are eligible to apply for Gwen Mayor Trust funding.

A wide range of projects successfully applied for funding this year (see list of successful school applications, right). Drummore Primary School in Drumchapel successfully applied for £200 in funding to support an outdoor learning project for their pupils, with an emphasis on the environment and social inclusion. Teacher Audrey McLaren explained, "Many of our children come from socially disadvantaged backgrounds and for a variety of reasons have very limited experience of the outdoors. They all have

Additional Support Needs. We are working to create a 'Garden for Growing' within the school grounds, and hope to involve the children in growing vegetables, herbs, wild flowers and to create a bog area that promotes biodiversity. To support our project, we would like to provide wellingtons for the children as many do not have these items. Ideally, we would like to purchase a bank of twenty pairs of wellies to ensure that the children have dry feet." Happily, the Trustees agreed



that this was a very worthy project, and allocated £200 to fully fund the initial purchase of the bank of wellington boots.

A further successful application this year came from Blackwood Primary School and Nursery Class in Lanark. Their regeneration project was based around salvaging slates from their old school building, which was being demolished, in order to re-use them in their new school. Headteacher Christine McMillan explained, "The pupils will work with a local artist to decorate a slate, as a historical gift from the old school. A slate mosaic will be created to form the centre-piece in the new school, and this will serve as a historical

artefact for future generations". The school were awarded £550 towards the cost of their preservation project.

Alexander Peden Primary School in Harthill were awarded £750 – the full cost of their project – to help pupils promote a healthy and active lifestyle within their school community. As headteacher Agnes Anderson explained, "We wish to train our P6 and P7 classes as sports leaders, where they will gain a certificate at the end of a 10-week block. Our Active Schools Coordinator will be heavily involved and will lead the sessions. After the training, the children will lead after school and lunchtime clubs training the younger children in a variety of playground games. The sports leaders will be a valuable asset in our school not only in leading games but also by developing skills including working cooperatively, communication, organisation and problem solving. After buying the equipment and other resources for the project, it will be sustainable and benefit the school and pupils for a long time into the future." The Trustees were impressed by the vision of the project, and awarded funding to pay for the necessary start-up costs.

The wide range of projects supported by the Trust continues to be a fitting tribute to the memory of Gwen Mayor, a passionate and dedicated teacher who wanted the best for all her pupils.



SUCCESSFUL APPLICATIONS 2012/2013

Award	Total Cost of Project	School	Type of Project
550	1300	Blackwood PS Kirkmuirhill Lanark South Lanarkshire	Arts / Community Project (see main story)
200	200	Wallace PS Elderslie Renfrewshire	Arts / Community Project
300	1984	Garnetbank PS Glasgow	Music / Community Project
300	600	East Plean PS Plean Stirling	Music / Community Project
200	600	Alva PS Alva	Drama / Community Project
300	800	St Patrick's PS Coatbridge	Drama / Community Project
250	750	Saline PS Saline Fife	Environmental / Community Project
200	200	Drummore PS Drumchapel Glasgow	Environmental / Social project (see main story)
250	548.35	St Marks RC PS Edinburgh	Health / Social Project
500	1800	Dunecht School Westhill Aberdeenshire	Arts/ Health Project
500	500	Newcastle PS Glenrothes Fife	Arts / Social Project
750	750	Alexander Peden PS Harthill	Health / Community Project (see main story)
200	1480	Townhill PS Dunfermline Fife	Arts / Heritage Project



Pupil photographs courtesy of Drummore Primary School

SANDY HOOK TRAGEDY

At the end of last year, EIS General Secretary Larry Flanagan sent a message of condolence and support, on behalf of all EIS members to the two main USA teacher trade unions, the NEA (National Education Association) and the AFT (American Federation of Teachers) with regard to the tragic shooting at Sandy Hook Elementary school in Newtown, Connecticut.



Larry Flanagan
EIS General Secretary

In his letter, Mr Flanagan said, "I write on behalf of the Educational Institute of Scotland to express our sincere and deep condolences to your members following the recent tragic events at Sandy Hook Elementary School, Newtown.

Here in Scotland we are too painfully aware of the devastating impact of such random violence in a school environment – the Dunblane Primary School shootings in 1996 being still a vivid memory for many of us.

We continue to celebrate the life of one of our members, Gwen Mayor, killed on that day along with sixteen children, through a charitable fund established in her memory.

As your union and its members contribute to the rebuilding of the community in Newtown, please be assured that you are in the thoughts and hearts of colleagues around the globe."

Larry Flanagan



EVENTS



CHARTERED TEACHER GRADUATIONS FROM UWS

At a ceremony at Ayr Town Hall on Friday 30 November 2012, seven teachers graduated from University of the West of Scotland's MEd Advanced Professional Studies (Chartered Teacher) programme.

Since launch in September 2003, 134 teachers from across Scotland graduated from the Chartered Teacher programme, run by a partnership led by University of the West of Scotland and the Educational Institute of Scotland (EIS), together with Education Scotland, Argyll & Bute Council and South Ayrshire Council.

Professor Henry Maitles, Interim Head of the University's School of Education, said: "We are delighted to celebrate the success of our most recent group of graduates who have completed our Chartered Teacher programme."

"This programme provides accredited professional development that meets the needs of experienced teachers and therefore helps to enhance classroom learning across all sectors of Scotland's schools."

The EIS was pleased to secure salary protection for Chartered Teachers, but still believes the Scottish Government's decision to halt the CT scheme was a mistake.



EIS LEARNING REPS – 10 YEARS ON

This year marks the tenth anniversary of the first EIS Learning Reps completing the Learning Rep course and embarking on the journey to give information and guidance to colleagues on the best CPD for their personal and professional development.

There were no Learning Reps operating in the education sector in Scotland in 2003. EIS Learning Reps were the ones pushing the CPD agenda forward. They have made a significant impact in encouraging their colleagues to undertake CPD which has both benefitted them and their school/college. Learning Reps work in partnership with local authority/college CPD personnel to promote quality CPD. One of the most successful ways of doing this has been through the joint CPD events which have been held throughout Scotland over the last seven years covering various topics relevant to teachers and lecturers. It has taken time to establish good working relationships with others involved in the CPD agenda but it has been well worth it. The members who undertook the pilot Learning Rep course could not have had any idea how this role would develop but it is down to the hard work and commitment of all EIS Learning Reps that the role has progressed as it has, and will continue to develop in the future.

Two current Learning Reps, Christine Muirhead from Forth Valley College and Vicky Lyon, Midlothian Learning Rep, tell their stories of why they became Learning Reps and the work they are involved in. To find out who your local Learning Representative is to receive guidance on your CPD go to www.eis.org.uk.

HEALTH AND WELLBEING EVENT

Almost 100 teachers gathered at the University of West of Scotland on Saturday 26 January 2013 for a highly successful partnership event, between the EIS and UWS, on the theme of health and wellbeing. Alongside keynote presentations, delegates were able to attend workshops on topics such as "Healthy Heart", "From Common Sense to Common Practice", "Tips for a Happier

You", "Helping Young People Handle Their Emotions" and "Youth Stress".

Feedback from participants was very positive, including comments such as "enlightening, enjoyable and useful"; "absolutely fantastic – very practical, doable and so valuable on both personal and professional level"; and "excellent event". Future, similar events will be notified on the website.

An outbreak of rolls and square sausage at the break was heartily enjoyed!

PROFESSIONAL UPDATE/REVISED STANDARDS INFORMATION EVENT

An EIS Information Evening will be held on Tuesday 12 March 2013 in the Glynhill Hotel, Paisley from 4.30 pm to 6.30 pm, with refreshments available from 4 pm. This event is open to all teachers in Glasgow and Renfrewshire

The keynote presentations will be provided by Tony Finn, Chief Executive of GTCS, and Larry Flanagan, General Secretary of the EIS.

To book your place

contact Jayne Rowe,
EIS Glasgow Learning Rep:
jrowe@eis-learnrep.org.uk

If you are interested in becoming an EIS Learning Rep

and being involved in the rapidly developing CPD agenda please contact Lyn McClintock, CPD/LR Co-ordinator:
email: lmcclintock@eis.org.uk
Telephone: 0131 225 6244

CPD FORUM

We now have a CPD Forum on the EIS web-site for members to pose questions/make comments on their CPD. Go to www.eis.org.uk to have your questions answered by EIS Learning Reps.

FOCUS ON LEARNING REPS



I started as a Learning Representative in 2005. Back then there was only the one course to complete with the University of the West of

Scotland, at that time we had not started the introductory section of the Learning Representative course with Stow College. The online course was really interesting and informative. The materials were of a high quality and the online environment allowed you to communicate with colleagues across Scotland to see the wider CPD picture. The tutors were (and still are I hasten to add) supportive and highly professional. Not only did it prepare you for life as a Learning Representative but it also stimulated your thinking about the wider CPD agenda. Looking back now I think these were really exciting times and I am so glad I started as a Learning Representative when I did. It has been such a worthwhile experience to be part of the journey from seeing professional development move from

an ad-hoc experience to something that is integral to our profession. That is not to say that there are still not problems but as a profession we have travelled a long way in ten years.

The day to day tasks of a Learning Representative are very varied and the axiom "no two days are the same" is truly applicable. You can be asked for advice from members or from other learning representatives who are seeking to support members in their areas. You can be involved with working groups for the EIS or speaking to National Bodies such as the General Teaching Council for Scotland. You can be planning a CPD event for members within your authority, or you can be researching the variety of different professional development experiences that are available to our members. A new initiative that I am involved with that is potentially exciting is the online CPD discussion forum on the EIS website specifically targeted to allow members to "ask a Learning Representative" for advice. While this in no way replaces your local Learning Representative it does allow another avenue of access. But no matter what you

are doing as a Learning Representative the underpinning core value remains the same, it is your job to ensure a good quality service to our members to ensure that they have access to the best quality advice and information regarding continuing professional development.

I am aware that in these economically straightened times when CPD budgets are being cut and we all have to look to tighten our purse strings, when promotional opportunities seem few and far between that it can be difficult to see the value of CPD. My answer to this would be that firstly we all have an entitlement to progress ourselves personally within our chosen profession as this makes us better teachers and ensures our learners have a high quality learning experience. And, at some point in the future, a skills gap will emerge and opportunities will arise again. Making sure that we have a well-documented portfolio of learning experiences will place us in the best position to take advantage of them.

Vicky Lyon

Midlothian Multi-Establishment Learning Representative



I have been a Learning Rep in Forth Valley College for two years. During this time although there have been and still continue to be various

challenges I can honestly say that I have no regrets! I love to learn and I decided to apply for the course mainly because I felt I needed a new challenge and I wanted to be involved in an active role in the branch without involving myself with terms and conditions negotiations.

My first task as a newly qualified LR was to set up a 'drop in' session which I run every two weeks. Members have found this very useful and many have gone on to complete CPD or have taken up a lifelong learning challenge after our discussions. One of the things I have discovered is that sometimes people are not very good at saying what they are good at. To this end I have had some

success with recommending the use of skills and strengths tools. Staff can then translate these findings in to the type of CPD they wish to take up or when preparing for their Personal Review with their line manager. One staff member said 'Your input helped me become more involved in the process and led to better understanding of my own professional development.' Whilst another colleague said "After discussion with Christine I was motivated and energised to explore a range of options and finally chose to register for a distance learning degree in Archaeology. As I am working fulltime the degree will take me 6 years to complete. Christine's input and encouragement gave me the springboard to start the search for a suitable course of study."

Getting this type of positive feedback is fantastic and makes this part of my role very satisfying.

Being an LR has also given me the confidence to liaise with senior staff at the college about CPD matters and when putting across members'

views at Staff development committee meetings. Last year I carried out a survey of members' views on Forth Valley College's CPD and Personal Review processes and was pleased to be asked to by the HR manager to forward a summary of the results to him.

I have also worked on setting up CPD events with long established LRs who are skilled at this type of task and are very supportive with those of us who are less so! Currently I am involved in helping with one of the upcoming Health and Well Being events which are proving to be very popular! I am very enthusiastic about this particular issue and am looking forward to seeing it all come together.

In all, I would highly recommend the role to anyone who is looking for a new challenge and who would like to make a positive contribution to our CPD – not to mention their own!

Christine Muirhead

Forth Valley College Learning Representative

YOUR UNION YOUR CHOICE



Unlike many trades unions in the UK, the EIS remains a member led organisation. What that means in practice is that all the key decisions of the union are taken by members and members alone. As General Secretary of the union, for example, I may be involved in discussions at committees but I do not have a vote – nor does any paid official of the union.

At our AGM it is only elected delegates who vote and decide on policy issues and similarly at the ruling executive body, Council, only the elected representatives from the local associations decide on policy.

to facilitate greater involvement in debates, having guest speakers, providing briefing sessions to new delegates.

We recognise, however, that not everyone wants or has the time to be an ‘activist’ in the union but many members are interested in what is being discussed and would like to have an input. Ensuring that there are conduits to channel this interest is one of the challenges we face.

One of the ideas being looked at is online subject / level communities based around common interest e.g. an ‘English Teachers’ network, ‘stages’ networks in Primary, a ‘newly qualified teachers’ network. In the past the EIS used to

If your school wishes a speaker to come out simply let us know and we will endeavour to organise it.

organise in an age of high technology.

We are keen, also, to build on the work of our learning reps around the CPD agenda. Teachers are turning out in good numbers at the various events being organised and it is clear that there is great potential for us as a union to develop and expand the service we offer to members in this area. We already work in partnership with a number of bodies, such as Tapestry, which supports the Teacher Learning Communities programme, and we are keen to develop this area of work.

The forthcoming anti-poverty conference and the “Women in Times of Austerity – Rising to the Challenge” lecture

are examples of the type of events we wish to offer to members.

Absolutely key to involving members more in the work of the union, however, is effective communications. We have made a number of changes to our practices to ensure better communication with members. The aim is to keep colleagues fully informed as various discussions progress and extensive use is made of member bulletins, branch circulars, the SEJ, a well maintained website and direct communications. Clearly, some aspects of negotiations will be confidential at various points but the basic intention is to keep members in the information loop as much as possible.

Communication is a two way process, of course, and member feedback on issues is always welcome. As part of the strategy to improve communications I have been happy to accept invitations to speak at a number of school meetings and one of the key benefits of such meetings has been the chance for members to tell me what your priorities are. (If your school wishes a speaker to come out simply let us know and we will endeavour to organise it.)

In terms of some of the issues raised above we are constructing a survey monkey questionnaire which will allow members to comment on proposals or changes and to make suggestions about what the areas you would like to see the union develop. (The survey will be on the website towards the end of February.) I hope that if you have ideas or comments on how the union might serve you better, you avail yourself of this opportunity to join the debate.

The message is simple – it’s your Union; the EIS is its membership!

Larry Flanagan, General Secretary



This is an enormous strength in terms of the democracy of the union but it also brings challenges. In particular it needs participation to make it work. Democracy depends on dialogue to make it a meaningful concept.

Over the last few months we have been reviewing how we support members’ participation in the work of the union with the intention of building membership engagement at all levels. For example we have been looking at how some of our events could be made more open and relevant to newer members through being less formal and more flexible in structure: including break-out workshops

YOUR UNION WORKING FOR YOU

THE ROLE OF AN EIS AREA OFFICER



Clare Stephen
Edinburgh Area Officer

The SEJ spoke to Edinburgh Area Officer Clare Stephen and asked her to explain the work that she and her colleagues do to support members across the country. The EIS has seven Area Officers working from three offices across Scotland to ensure that all members, no matter where they live and work, have access to professional advice and support when they need it.

Can you explain the main role of an Area Officer?

We have a variety of functions but primarily we support Local Associations, FE College Branches and branches of other educational establishments across our geographical areas. We represent members in serious or complex disciplinary, grievance and capability proceedings. Other duties include acting as advisers to LNCTs, assisting with negotiations in trade disputes, supporting recruitment activity and providing training.

You took up post fairly recently - what was your background before being appointed?

I was a litigation solicitor and latterly a Children's Reporter for 12 years. However my interest in education and equality led me to develop Edinburgh University's Widening Access initiative

across local authority schools. I have written and taught post graduate diploma courses at Edinburgh and Dundee Universities and I taught English language in a French Lycee for a year.

Are there any aspects of the job that are particularly challenging?

The nature of the job is to manage situations as they occur across your areas and it can be frustrating that you can't be in two places at one time. A tardis would be a useful piece of equipment! New situations and issues arise fairly frequently but it is possible to discuss these with other Officers and Officials. Seeing the depth and impact of local authority cuts together with poor employment practices in some areas is disheartening.

And are there any parts of the role that are particularly satisfying?

I get enormous satisfaction representing members and advocating their employment rights. We often support members who are facing challenging situations both personally and professionally and it is a good feeling when there is a positive outcome for them. I have really enjoyed delivering the school representatives' training partly as I enjoy training but also because I realise that the work they do is invaluable. Similarly I see the increasing volume of

work managed by Local Association and Branch Secretaries and I enjoy being able to support them where I can in their delivery of a superb service for members.

What first attracted you to apply for the Area Officer position?

I have a strong sense of justice (since reading the Ballad of Reading Gaol as a child!) and I saw this role as allowing me to advocate and protect members' rights. It appeared to be a fascinating and varied position which brought together my skills and abilities from my previous jobs. I have three children at nursery and primary school and could see clearly the detrimental impact on their education with the erosion of teachers' pay and conditions. I remain extremely grateful to have been given the opportunity to contribute to the work of the EIS.

“We often support members who are facing challenging situations both personally and professionally”

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IT'S GRIM DOWN SOUTH

The EIS is involved in a 4-union partnership with the National Union of Teachers, the Ulster Teachers' Union and the Irish National Teachers' Organisation. In the article below, **Christine Blower**, General Secretary of the NUT, our sister union in England and Wales, outlines some of the challenging issues facing colleagues south of the border.



The Westminster Government is proposing to end mandatory pay scales for teachers and link their pay ever closer to appraisal will be disastrous for education. This astonishing attack comes on top of the pay more, work longer, get less pension proposals and the seemingly ever increasing workload and lack of professional respect shown to teachers by Michael Gove. These changes will hit teacher recruitment and retention, demotivate teachers, and waste time and money in schools.

We are already seeing a dramatic increase in the number of teachers leaving the profession in England. Government figures show that the number of teachers leaving English state schools has increased by almost a fifth in one year. At the start of this year a YouGov survey of 804 teachers commissioned by the NUT showed a crisis of morale in the profession, with the majority of teachers feeling untrusting by the Government and unconvinced by Michael Gove's education policies. The number of teachers saying that their morale was high had almost halved since a similar survey in April 2012. Most teachers said that their morale was low or very low.

The Government's proposals would effectively dismantle the national pay system. The Government proposes to remove fixed pay points on teacher pay scales. If it gets its way, there would be no "staging posts" for pay, which would instead be based on decisions taken by individual head teachers. There would be no coherent pay structure, sending completely the wrong signal to the graduates we need to attract into the profession.

The proposal to remove the "portability" of teacher pay, where teachers can move to a similar job in another school on the same pay level as their current school, would also inhibit teacher mobility. Teachers would know that if they have to change schools their pay could well be cut. The proposal would hit women teachers particularly hard, as women teachers are more likely than men to take career breaks for family reasons.

National pay arrangements currently put in place a rate for the job and support the effective functioning of a school system comprising almost 25,000 schools. The national pay structure

enables teachers to make sideways moves for career development purposes, in the knowledge that they won't be penalised in pay terms for doing so.

Having a national pay structure also promotes transparency, fairness and equity in teacher pay arrangements. Taking pay decisions at the school level makes it much more difficult to equality-proof teacher pay, thereby opening up the prospect of significant problems. There has been no equality impact assessment of the proposals, even though there has

many teachers would have their pay and career progression unjustifiably blocked

been previous evidence of lower success rates in pay progression for black and minority ethnic teachers. The national pay structure is one of the few remaining supports for teacher recruitment and retention. Potential and serving teachers can easily assess their position in the national pay structure, and have a clear idea of their pay prospects. Kicking away this support for recruitment and retention will make it more difficult to attract graduates to the profession. Pay progression after entering teaching is already slower than in other graduate professions. Adding the wild card of individual school decision-making on pay will not give serving or potential teachers confidence that they can map out a clear career path in teaching.

The Government also wants to extend performance-related pay (PRP) in teaching. PRP is fundamentally inappropriate for teaching, where good educational outcomes are based on teamwork and the cumulative contribution of a number of teachers to a child's education.

PRP should be ended, not extended. It demotivates teachers – they know that under existing PRP decisions made on pay are neither fair nor equitable. They also know that decisions are often made on the basis of factors completely outside of their control, such as the state of the school budget. At a time of funding problems, many teachers would have their pay and career progression unjustifiably blocked.

The Government's proposal to link pay progression for all teachers to annual appraisal will create major problems. Appraisal should provide an opportunity for a professional discussion about teaching and learning. Under the Government's proposals it would instead become a high stakes process with a major impact on teachers' livelihoods and careers. This will undermine relationships between heads and teachers, and remove the supportive environment that is essential for appraisal. The whole education service suffers when teachers' professional development needs are not met.

School-based pay decisions will force head teachers and governors to spend much more time on pay decisions for each individual teacher. They are unlikely to welcome this additional, unnecessary and troublesome burden, which will take their time away from the core purpose of focusing on teaching and learning.

We need to support the teaching profession, enabling it to attract and retain the graduates we need in the face of competition from other graduate employers. That means we need a national pay structure for teachers with pay processes and levels appropriate to the importance of the profession, together with supportive conditions of service that allow teachers to focus on teaching and learning.

Gove should concentrate on supporting teachers, instead of attacking them at every turn

Michael Gove should concentrate on supporting teachers in the essential work they do, instead of attacking them at every turn. Instead of achieving a well-motivated, well-rewarded and well-respected teaching force, the Government will create new problems in recruiting and retaining teachers. We need an urgent change of direction to ensure that instead of undermining teachers we value them and the work that they do.

The NUT is currently engaged in a campaign of action short of strike action. This is having positive effects in many schools – but the NUT executive believes that strike action is inevitable if the Government doesn't turn away from these attacks. We expect to make more announcement about this before the end of February.

FURTHER CHALLENGES AHEAD FOR COLLEGES IN 2013



EIS-FELA Executive member Mike Cowley (Edinburgh College) looks back over a difficult year for the Further Education sector, and looks ahead to the continuing challenges for colleges, lecturers and students in the year ahead.

As the lights went out on 2012, EIS-FELA members might have forgiven themselves for regarding the relentless assault on their sector as existing in a demi monde whose terrain remained uncharted by our colleagues from the Fourth Estate. Months, even years of patient campaigning had resonated little beyond staff, students and their families. In hindsight then, the October demonstration in Glasgow can now be seen as the moment when the increments of our hard work crystallised. Speakers at the Royal Concert Hall articulated the anger and determination of an audience eager to assert themselves on an uncertain future. The press began to sit up and take note (even the most jaded of hacks maintain attention spans that occasionally weary of SPL gossip, PR platitudes and the drab exchanges of the official Yes/No campaigns). The plight of a sector previously regarded as of limited political interest began to gain traction. None of this happened abruptly, but instead as a consequence of a membership determined that the FE principles for which they fight on a daily basis would soon locate their rightful place as one of the most urgent priorities facing Scottish society.

Now, with Branches up and down the regions merging and their strength increasing proportionately, 2013 looks set to be the year when EIS-FELA successfully imposes itself on a Scottish Government which up until now has appeared arrogantly unmoved by condemnation of its reckless abandonment of FE provision.

And we are far from isolated. Mike Russell may be responsible for a Tartan-ised austerity aimed squarely at our sector, but his attacks are an echo only of the UK-wide onslaught exemplified by the Con-Dem government's recent Welfare Bill. His rhetoric may demur from the smug class contempt fomented on the playing fields of Eton, but the results are much the same. 40,000 places lost between 2010 and 2011 and 36% cuts to Teaching Budgets over four years from 2010, with women and applicants with learning disabilities hit the hardest. The ugly and mendacious 'strivers v skivers' line adopted by the Right may not have reverberated through the corridors of Holyrood, but its practical effects are recorded in growing inequalities throughout Scotland. As the social and economic ramifications of the 2007 crash tear through communities unchecked, the 1% remain insulated by a wall of vicious language targeted at those least culpable, and least capable of shoring up dignified lives as jobs, services, pay and benefits collapse. The social contract remains a settlement which all but the few benefit from. It is this unifying experience which FE lecturers will be looking to channel as we seek to build on the profile of our case during 2013.

Pay is also becoming a lightning rod for a range of staff concerns

Pay is also becoming a lightning rod for a range of staff concerns. In both public and private sectors, stagnant wages and rising fuel prices can be starkly contrasted with the 50% pay rises enjoyed by the top FTSE Directors during 2011. As general secretary Larry Flanagan points out, FE lecturers in Scotland find themselves in an anomalous position. It is costing staff thousands every year as inflation adjusted wages continue to decline. As we continue to coalesce our priorities on College blogs, draw up our national charter of FE principles, build for our summer national AGM and plan for co-ordinated disputes over pay, staff should take heart from the dividends of a stoic collectivism. The eyes of Scotland are now on our sector. Fresh opportunities present themselves. If we can sustain momentum even during the lean times, think of what we might achieve as the justness of our cause emerges from the shadows and into a public domain from which no government of either north or south can hide.

So, where do we go from here? The EIS-FELA National Committee have committed to a series of public meetings across the country, with Glasgow scheduled to be the first of many (check website for details). NUS and UNISON are fully appraised of the benefits that solidarity work can reap on campuses. During a recent visit to the fully merged



Mike Russell may be responsible for a Tartan-ised austerity aimed squarely at our sector

Edinburgh College, Mr Russell was first challenged by EIS-FELA officials, then by student officers determined to confirm to the Cabinet Secretary that on crossing the threshold of any FE College, cosy chats with Principals and Regional Chairs will not be the only obligation to trouble his diary.

Pay is also becoming a lightning rod for a range of staff concerns. In both public and private sectors, stagnant wages and rising fuel prices can be starkly contrasted with the 50% pay rises enjoyed by the top FTSE Directors during 2011. As general secretary Larry Flanagan points out, FE lecturers in Scotland find themselves in an anomalous position. It is costing staff thousands every year as inflation adjusted wages continue to decline. As we continue to coalesce our priorities on College blogs, draw up our national charter of FE principles, build for our summer national AGM and plan for co-ordinated disputes over pay, staff should take heart from the dividends of a stoic collectivism. The eyes of Scotland are now on our sector. Fresh opportunities present themselves. If we can sustain momentum even during the lean times, think of what we might achieve as the justness of our cause emerges from the shadows and into a public domain from which no government of either north or south can hide.

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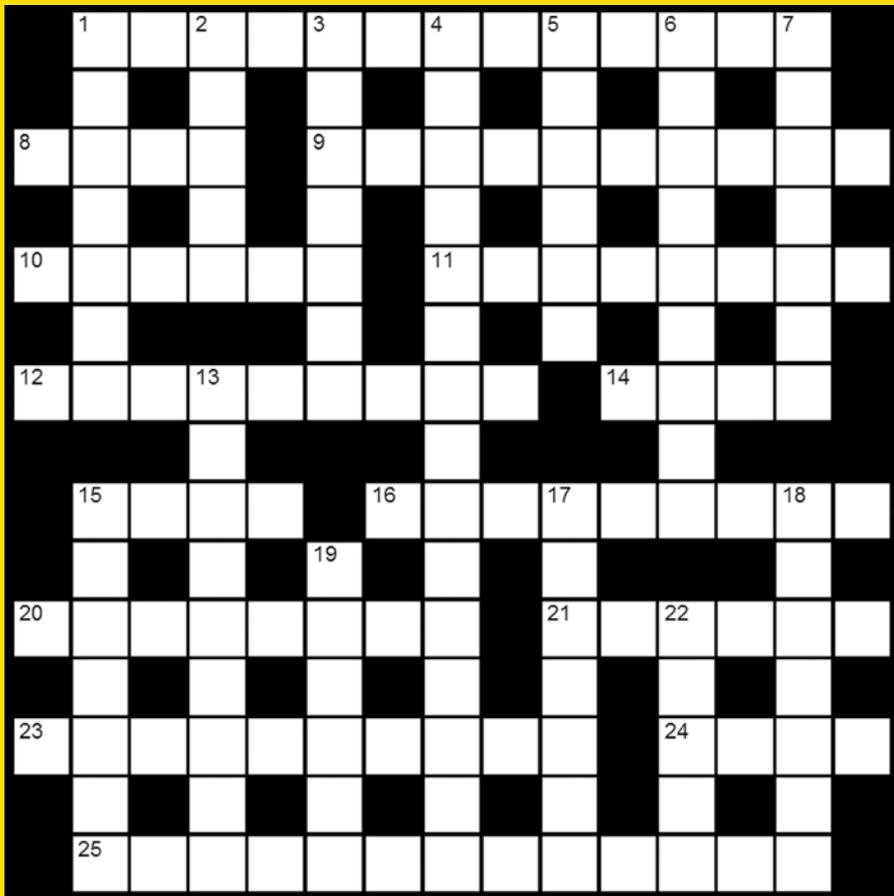
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The first all correct entry picked at random will win. Details of the winner, together with the solution to this month's puzzle will be published in the next edition of the SEJ. Employees of the EIS and their families are not eligible to take part in this competition.



across

- 1 A gamester's nag, theatrical supervisors (5-8)
- 8 One nolle prosequi, literally backwards (4)
- 9 Tact and diplomacy, the girl's fool has nothing (10)
- 10 Exchange goods but prohibit Irish TV channel being swallowed (6)
- 11 Walk and go by train, but watch the clock! (8)
- 12 Person of refinement in negligent Le Mans 24 hour race (9)
- 14 Start building at rear now, could be a conversion! (4)
- 15 Wallop pals hard (4)
- 16 Could be an alternative to abracadabra or open sesame (3-6)
- 20 An obvious grass! (8)
- 21 Support, time and silver medal place (6)
- 23 A samaritan unusually associated with the Nina and the Pinta (5,5)
- 24 Equivalent to 20 quire among paper sheets (4)
- 25 Unconcerned about the woman's profit editor finishes (13)

down

- 1 Raised floor took in alternative place to keep goods (7)
- 2 Beside old pagan entry was enclosed (5)
- 3 Do sneer crudely and confirm appointment (7)
- 4 Qualification secured after relatively short time with different categories eased (9,6)
- 5 Gold alternative backs artist's picture of morning light (6)
- 6 Get out of difficulty another Catherine said! (9)
- 7 Legions distil drink made from blackthorn (4-3)
- 13 Drink fools asperate inside and make table coverings (3-6)
- 15 Cook a short road to get to caretaker (7)
- 17 Short article or long trip, go with the years (7)
- 18 Drinking vessel brewed dark tan (7)
- 19 Orient between father and my French evil being (6)
- 22 An orange growth reportedly found on a proof-reader's page (5)



Crossword 73 answers:

Across: 1 Parking meter, 10 Memento, 11 Canasta, 12 Renal, 13 Shanghai, 15 Brainstorm, 16 Upon, 18 Boor, 20 Individual, 22 Long-life, 24 Fakir, 26 Tableau, 27 Chamois, 28 Sweet-talking.
Down: 2 Ammonia, 3 Kindling, 4 Noon, 5 Mock-heroic, 6 Tenon, 7 Rosehip, 8 Improbability, 9 National Trust, 14 Stone-fruit, 17 Hip-flask, 19 Omnibus, 21 Unknown, 23 Liege, 25 UCLA.

Winner - Mr R Jones, North Berwick



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Cancer Patients and changes to ESA

Dear Editor

I am writing to let your readers know about changes that should make it fairer and easier for cancer patients to claim Employment Support Allowance (ESA). New rules that came into force on January 28 should mean that most people waiting for, receiving or recovering from cancer treatment should be entitled ESA for as long as they need it. Previously this wasn't the case and there may be some people who were refused or taken off ESA, who may now be entitled to the benefit. Under the new rules most cancer patients should also be able to fill in a shorter claim form and have their chosen medical professional fill in a section confirming their inability to work, rather than have to go through a stressful medical assessment.

We would like to encourage anyone who has had a cancer diagnosis and thinks they might be eligible for ESA under the new rules to get in touch with one of our Macmillan benefits teams either over the phone or face to face. To get advice or to be put in touch with a local team call 0808 808 0000 or visit www.macmillan.org.uk/benefits.

Yours etc,
Elsbeth Atkinson, General Manager
Director of Macmillan Cancer Support in Scotland

Scottish Friends of Palestine

Dear Editor

A short note to extend my personal thanks, and those of the SFOP's executive, for the assistance given by the EIS Organisation department, President Susan Quinn, and the EIS Communications & Media department in helping to make our recent Children in Chains seminar such a success.

Please extend SFOP's thanks to the Executive of the EIS.

The EIS is a long-time affiliate of Scottish Friends of Palestine – we are very pleased that we still have the unqualified support of the EIS and look forward to your continuing support as we make every effort to advance the cause of Palestinian rights.

Yours etc,
Hugh Humphries, Secretary
Scottish Friends of Palestine

Whit a year wis 2012

It's the last day o' the year
Ah wonder whit's ahead ah fear
Bit furst we'll reflect oan 2012
Personally ah hid no' too a bad year maself
Stacks o' things went oan aw o'er the place
There wis a big wan at Buckingham Palace
When the Queen hid hur Diamond Jubilee
Plentae o' folk celebrated it wae glee
The really big thing wis the Olympic games
That turned ordinary pepul intae household names
Bradley Wiggins really took his chance
He took gold efter winnin the Toor o' France
Politics as usual gote plentae o' coverage
The Bill on Gay Weddin's created outrage
The big Bill for us is the Edinburgh Agreement
Bit we ur still in the dark about whit this is meant
Wee Alex and Cameron struck a deal oan Devolution
Dis this mean in 2014 Scotland might become a nation
The Leveson Enquiry gave the papers a bit o' a shock
Puttin' folk like Murdoch an' phone hackers intae the dock
An' the papers still want tae regulate thimself
Bit Leveson should tell them tae get tae Hell
The Director General o' the BBC wis put under the 'grill'
For pullin' the plug oan a story about Jimmy Savile
It turns oot he wis no' such a good guy efter aw
An' that he malestit evry vulnerable lassie he saw
An' the Polis hiv lost a bit o' thur shine
For cawin' Andrew Mitchell a foul moothed swine
Thae claimed he cried them Plebs and Bastards
Then when found tae be liein', thae startit crawlin' backwards
Scottish Fitba' gote intae a bit o' a stramash
Cos wee Craig White fiddled the HMRC oot o' its cash
That caused the Rangers tae go intae administration
An that meant thae gote relegated tae the third division
The USA hid its Presidential lection in November
It wis Romney against Obama if ye remember
The Economy is the poison chalice tae be put right
Obama won wae Romney nae ware in sight
Ah well the year startit wae rain and gales
We seem tae be goin oot the same wey, especially in Wales
There wur floods aw o'er the nashun
Some copt it twice, including Stonehaven
Here's hopin we hiv a wonderful 2013
An' it turns oot tae be wan o' the best ever seen
So ah'll say good night and God bless
Cos ah widnae wish ye oanythin' less

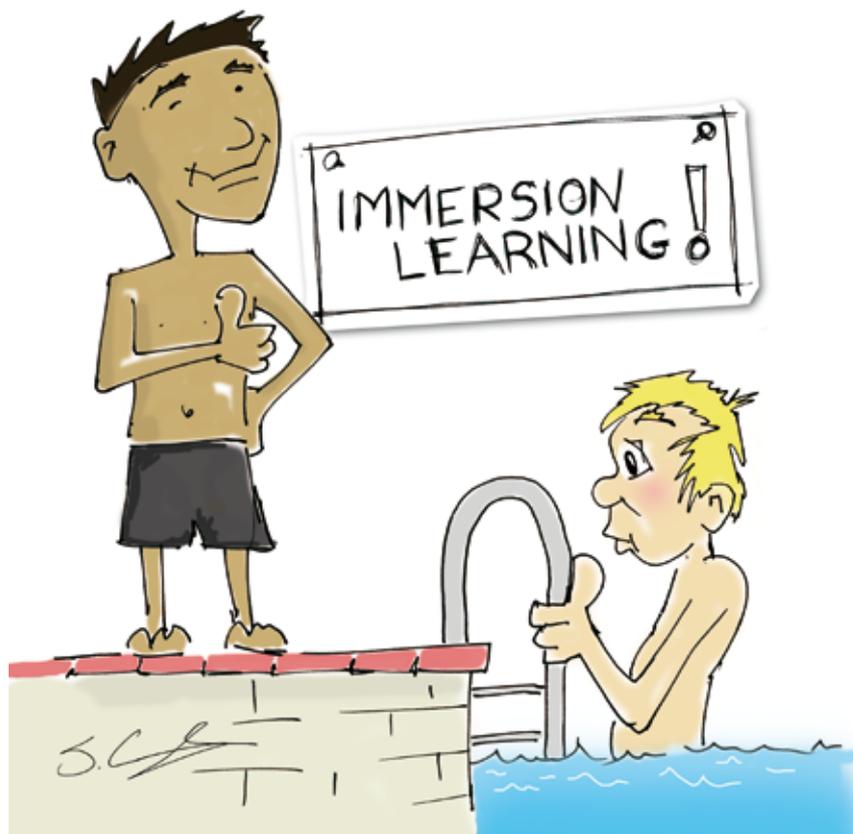
John Cassidy 31 December 2012

CHILDREN SAY THE FUNNIEST THINGS...

Deep thinking

My P6 boys went to their first ever swimming lesson last week. The Primary Swimming specialist was as surprised as me to hear one boy encourage his similarly non-swimming friend with the words,

“Take it slow doon the ladder. It’s fine. One step at a time. It’s no’ so deep as it is when it’s over yur heid.”



Trouble with double

It was upon returning to work after the Christmas holidays that I noticed some pupils in my class were coming to school dressed in a manner not best suited to the sudden downturn in the weather. Regularly did I scold and chasten them with advice such as: It’s freezing out there, get yourselves zipped up! Hats and gloves on, buttons done up, come on now!

One lunchtime, as the class were returning, I noticed one of the boys was missing his hat – an unusually ornate affair, with Nordic pigtails – difficult to forget. When I asked where it was, he told me he’d lost it. He named another lad, saying he had been “playing” with it outside. I made millinery enquires of the culprit and was met with, “Ah’ve no’ seen nae hat.” Suffice to say this was merely the start of the investigation the hat eventually made its appearance. But there I could not let the matter rest. The detective may have finished - but the Grammarian had not yet knocked off for the day. I took the miscreant aside and reminded him of his opening remarks, adding “I’m going to explain what a double negative is to you,”

Quick as flash, he answered, albeit in a really bored voice,

“It’s okay, I know Miss, I know what it is. It’s when it’s really, really freezing an’ you need a hat AND your hood up too.”

Cool answer, no?

THE GREAT EIS END OF YEAR QUIZ 2012

The Answers

Section 1: The last 10 years – Were you paying attention?

1. Concorde
2. 10. The full list comprises Cyprus, Czech Republic, Estonia, Hungary, Latvia, Lithuania, Malta, Poland, Slovakia and Slovenia.
3. The number of Scottish MPs in the House of Commons.
4. Top of the Pops.
5. The smoking ban or smoking in public places and offices.

Section 2: Food...

1. Italy
2. Artichoke
3. Stilton
4. Saffron
5. Apples, Celery, Mayonnaise and Walnuts

Section 3:... and Drink

1. Champagne
2. Kentucky
3. The Bellini
4. Talisker which is distilled on the Isle of Skye. The others are distilled on Isle of Islay.
5. Calvados

Section 4: Sci Fi Challenge

1. Nostromo
2. Skaro
3. The Millennium Falcon in Star Wars
4. Isaac Asimov
5. 2001: A Space Odyssey

Section 5: More film Quotes

1. Jerry Maguire
2. Wall Street
3. A Few Good Men
4. Casablanca
5. Dead Poets Society

Section 6: Scotland

1. Corbett
2. Sir Walter Scott
3. James Craig
4. Loch Tay
5. The QE2.

Section 7: The Lyrics Round

1. Boston, More Than a Feelin’
2. Steve Harley and Cockney Rebel, Come Up And See Me (Make me smile)
3. Heart, Alone
4. Bangles, Manic Monday
5. Kiss, Crazy Nights
6. Aerosmith, I Don’t Wanna Miss a Thing
7. Bee Gees, Stayin’ Alive
8. Oasis, Little by Little
9. Avril Lavigne, Complicated
10. Bruce Springsteen, Born in the USA

Section 8: Total Trivia

1. You Only Live Twice
2. Swindon Town
3. Nelson Mandela
4. Tony Blair PM
5. Paris
6. Frances O’Grady
7. Roast Beef
8. Clarence
9. Uniform
10. Chicago

The first all - correct entry pulled from the editor’s hat /cardboard box came from **Paul Becher** of Perth. Paul wins a tablet computer

SCOTTISH PUPILS SHINE IN NATIONAL SCIENCE COMPETITION TO 'BUILD A HEART'

Teenagers in Scotland take first and second place in British Heart Foundation competition

A pupil at Deans Community High School in West Lothian has taken first place in the British Heart Foundation's (BHF) 'Build a Heart' competition. The competition – where pupils use items from around the house to recreate a pumping heart – was designed to help young people understand how the heart works, and raise awareness of heart disease.

Nicole Serzhantova, aged 16 from West Lothian (top right), made her winning model using sponge and plastic bottles to represent the lungs and heart. Her creation will be turned into a kit by the BHF to help young people throughout the UK learn how the heart and circulatory system works.

Nicole and her classmates have also won a visit to a cutting-edge BHF-funded lab where they will meet heart scientists fighting to beat heart disease.

Susan Cook, Head Teacher of Deans Community High School said:

"Deans Community High School is extremely proud of Nicole. Through using her skills and creativity to design a model of the heart which will be used as a teaching aid, Nicole is relating her education to a real-life situation - one of the key principals at Deans."

The model that took second place came from pupils at the Vale of Leven Academy in West Dunbartonshire. The group of 13 year old pupils named 'The Heart Attacks' (bottom right) created a working heart out of plastic tubs and bottles and demonstrated narrowing of the arteries using straws.

The pupils - Chloe Madden, Rachel Gillies, Nicole McDonald (pictured left to right), Rebekah Moffat and Josh Mathieson – won a Nintendo Wii for the school. Catriona M. Robertson, Head Teacher of Vale of Leven Academy said:

'I am delighted with this achievement by pupils from Vale of Leven Academy. The British Heart Foundation national competition 'Build a Heart' was a great inter-disciplinary project, bringing the Science and Art Departments together, which fits perfectly with a Curriculum for Excellence. I congratulate our winners - well done!'

The British Heart Foundation (BHF) is the nation's heart charity, dedicated to saving lives through pioneering research, patient care, campaigning for change and by providing vital information.

www.bhf.org.uk



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