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CFE SURVEY RESULTS

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MUCH STILL TO PLAY FOR ON CfE

The results of the EIS survey of the CfE Senior Phase have been published, and they make for worrying reading for the powers that be in Scottish education. The EIS and Scotland's teachers continue to support the implementation of CfE, yet the survey returns indicate the depth of teachers' concerns over the rush to implement the new senior phase and the new National qualifications.

While there has been considerable improvement since the last major EIS survey on CfE, teachers remain very concerned about the progress of the implementation programme. In particular, the lack of resources and exemplification from the SQA on the new exams were identified as major stumbling blocks. Rising workload, and a lack of support and information from local authorities and Education Scotland, in addition to the SQA, were also recurring themes.

The EIS survey is the largest to date in relation to the Senior Phase of CfE, and its findings are already being used to inform discussions with the Scottish Government and others as the EIS continues to campaign for better support for teachers. In this edition of the SEJ, we feature a discussion between General Secretary Larry Flanagan and Ken Muir of Education Scotland on the survey findings and what needs to be done to address teachers' concerns.

A second EIS national CfE Survey, focussing on the primary and early years sectors, will also be carried out in the near future. Details will be sent to schools as soon as possible, and all information will be published on the EIS website.

The EIS will continue to push for better support and more resources for CfE, so that Scotland's teachers can concentrate on delivery – properly equipped with the right tools for the job.

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.

THE EDITOR:
The SEJ Editor, 46 Moray Place,
Edinburgh, EH3 6BH
t: 0131 225 6244
E: sej@eis.org.uk

Considering McCormac

Long-running discussions on the McCormac Report's recommendations at the Scottish Negotiating Committee for Teachers (SNCT) have now produced a package of proposals for revised working arrangements for Scotland's teachers. We highlight the most significant proposals in our feature on pages 12 – 13 of this SEJ.

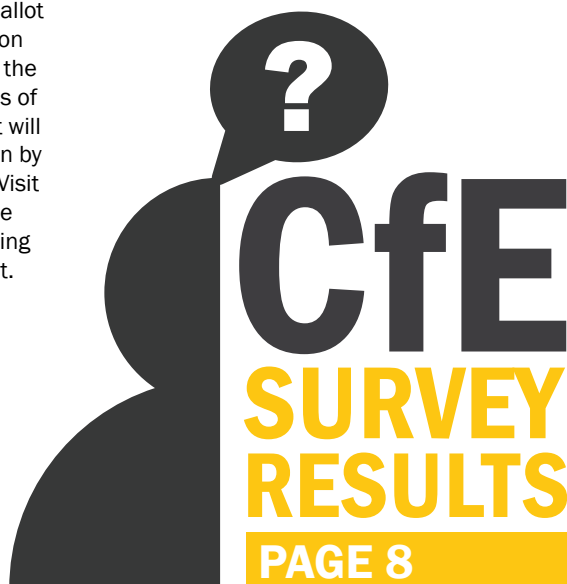
Following a wide-ranging debate at Council (see Council News, p4), the EIS will shortly ballot members on the proposals and it will be up to Scotland's teachers whether to accept or reject the proposals from the SNCT. The proposals on which members will be balloted are the result of over a year of hard negotiations between teachers' unions, local authorities and the Scottish Government. While many of the most damaging recommendations of McCormac have been defeated and removed, the proposals still have implications for how schools would be run and the way in which teachers would work in the future. There is sure to be considerable local and national debate, both within the EIS and elsewhere, on the proposals. But, in the end, the final decision will lie with Scotland's teachers through the EIS ballot. The timing of the ballot is subject to progress in on-going discussions within the SNCT on short term supply and this year's pay claim.

Pensions Ballot

As members will be aware, the EIS has recently been running an indicative ballot on potential further industrial action on pensions. This ballot was on-going at the time of writing but, due to the realities of print and postal schedules, the ballot will be closed and the result will be known by the time this SEJ reaches members. Visit www.eis.org.uk for all the latest on the campaign to Protect Pensions, including all the information on the ballot result.

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EIS COUNCIL NEWS...

COUNCIL AGREES BALLOT OF MEMBERS ON SNCT McCORMAC PROPOSALS



The March meeting of EIS Council in Edinburgh was dominated by a lengthy debate on proposals on teachers' working arrangements, related to recommendations from the McCormac Report on teacher employment. Following many months of negotiation at the Scottish Negotiating Committee for Teachers (SNCT) between teaching unions, local authority representatives and the Scottish Government, agreement was reached on the terms of a revised package of conditions (see feature on pp12-13 for more information). The EIS has consistently stated that any such package arising from the SNCT on the McCormac recommendations would be subject to a ballot of EIS members.

However, there were differing views at EIS Council as to the best approach for the planned ballot. The EIS Salaries Committee had earlier agreed that members should be recommended to vote in favour of the proposals. However, a Council amendment – in the name of Sonia Kordiak (Midlothian), Bill Ramsay (South Lanarkshire) and John Dennis (Dumfries & Galloway) argued that members should be given no recommendation as to how to vote in the ballot.

Outlining the position of the Salaries Committee, Convener Tom Tracey said, "The Salaries Committee has a duty to make recommendations on all the proposals it considers. This is sometimes difficult, and sometimes some of the decisions that we take will not be universally popular. However, in relation to these particular proposals on the McCormac discussions, I will be encouraging members to vote 'Yes' as I honestly believe they are a step forward for our members."

Moving the Amendment, Sonia Kordiak said, "In putting forward this

Amendment, we are not in any way attempting to diminish the work or achievements of our negotiators on the SNCT or of the Salaries Committee. It is simply the case that I believe we cannot make any recommendation to the members based on these proposals – we must allow members to make up their own minds as to whether these proposals for revised working arrangements are acceptable to them. Members are very interested in their own conditions of service, so they will read materials and then make up their own minds."

The Amendment was seconded by Bill Ramsay, who urged unity amongst the EIS and the profession, saying "It is our duty to ensure that the EIS remains strong for its biggest fights ahead – we must be united. The members of the EIS will engage with and debate with the members of the EIS on this important issue and make a decision in the ballot."

However, Jack Barnett (Aberdeenshire and Salaries Committee) opposed the Amendment and spoke in favour of the Salaries Committee recommendation, saying "I believe that to accept the proposals would be in the best interest of our members. The most dangerous recommendations of McCormac have already been defeated during negotiations – they have all gone from the final document. We have

an acceptable outcome on all the issues, and that is why I believe we should vote to accept it. There would be serious consequences if we do not achieve a clear outcome in the forthcoming ballot."

Pat Flanagan (Aberdeenshire and Salaries Committee) agreed, and

pointed out that members would have the final say on the proposals – "Whatever decision we reach here today – to accept the Salaries Committee's collective view and recommend acceptance or to move ahead with no recommendation – the final decision will rest with our members in a ballot, which is absolutely the way it should be."

John Dennis (Dumfries & Galloway and Salaries Committee), speaking for the Amendment, argued that members should make up their

own minds on the proposals, while stating that "the proposals that we have here are the result of our negotiators fighting a successful defensive action against the worst of the McCormac proposals".

Bob Fotheringham (Glasgow) argued that a recommendation should be made as to how members should vote. Looking ahead to a possible further debate, he argued that a recommendation to reject the proposals should be the EIS position. "I don't agree with the recommendation to accept", he said, "and I would urge rejection – but it is not acceptable to make no recommendation at all."



Sonia Kordiak

"we must allow members to make up their own minds"

COUNCIL SNIPS

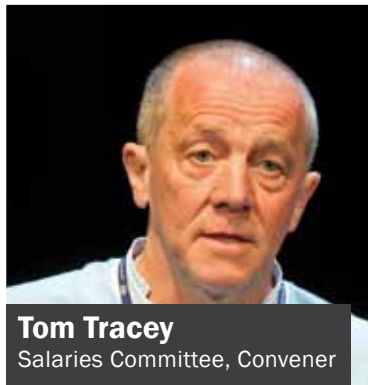
- Council agreed a paper on Ethical Investment, which Vice President Phil Jackson explained will be used in deciding on suitable investments of EIS funds in the future.

- Education Convener Kay Barnett highlighted the strong returns in the EIS Survey of the CfE Senior Phase were already being put to use to inform discussions with Scottish Government, Education Scotland and the SQA.
- Council noted its appreciation for Area Officer Graeme Campbell, for whom this was the final Council meeting before retirement.



Phil Jackson
EIS President elect

Steven Caniffi (East Renfrewshire and Salaries Committee) also argued for a recommendation to reject. “Superficially, these proposals seem innocuous. But when you look at them in depth, there are dangers”, he said. The proposed changes to conditions were “the thin end of the wedge”, Mr Caniffi added. John Inglis (East Lothian) had similar concerns and warned “I do not want to see a ballot recommendation that many members may not agree with”.



Tom Tracey
Salaries Committee, Convener

Aileen Barrie (North Lanarkshire and Salaries Committee), speaking against the Amendment, said that “the EIS has done a grand job in pushing away the worst of McCormac’s proposals and delivering a package that is in the best interest of our members. Although Annex E would be removed, I believe our members would have more protection under the new arrangements.”

Jayne Rowe (Glasgow and Salaries Committee) added, “At first, I had reservations when I saw these proposals but, following the in-depth discussions at Salaries Committee, I am now comfortable with recommending acceptance to our members”.

But Allan Crosbie (Edinburgh), speaking for the Amendment, argued, “If we go into this ballot with

a ‘Yes’ recommendation, it will be restrictive and stifle debate on the issues locally. Our recommendation to members must be no recommendation on these proposals.”

In her summing up following the lengthy debate, Sonia Kordiak agreed, adding “A Yes recommendation would skew debate at school level. That would become the EIS position. This is about putting our union and unity at the forefront – support the Amendment and ballot without a recommendation.”

In his summing up, Tom Tracey argued, “Our members will want to know how the leadership of their union feel about these proposals. But our members will still make the final decision whether to accept or reject the proposals. However, I genuinely believe that these proposals, if accepted, will result in improved conditions and better protection for our members.”

Following a show of hands the President declared that the Amendment had carried and that, therefore, the EIS would ballot on the proposals without a recommendation as to how members should vote. A motion in the name of Bob Fotheringham (Glasgow) that there should be a ‘No’ recommended was not debated since Council had agreed there would be no recommendation.

The ballot details, including timings, will be agreed in due course by Executive Committee and communicated to members as soon as practicable.



Tommy Castles
EIS Vice President elect

NEW EIS PRESIDENT AND VICE-PRESIDENT ELECTED

The New EIS President and Vice-President for 2013-14 have now been confirmed.

The President is Phil Jackson, a Support for Learning teacher at Northmuir Primary School in Angus. Mr Jackson is a long-time EIS activist and Council member. Mr Jackson currently serves on a number of national EIS Committees, including the Executive Committee, the Education Committee and the Salaries Committee. Mr Jackson will formally assume the EIS Presidency at the EIS AGM in June.

The new Vice-President is Tommy Castles, a teacher at St John the Baptist Primary School in Uddingston. Mr Castles is a long-time EIS activist and frequent delegate to the EIS AGM. Mr Castles is also an EIS school Representative and Treasurer of South Lanarkshire local association. Mr Castles will step into the role of EIS Vice-President at the AGM.

NEWS...



SCOTLAND'S TEACHING UNIONS UNITED IN CONDEMNATION OF PENSIONS HIKE

Scotland's two largest teaching unions, the EIS and the Scottish Secondary Teachers' Association (SSTA) have been united in their condemnation of an increase in the pensions contributions to be paid by Scotland's teachers. The Scottish Government has announced, an increase to the contribution rate for the Scottish teachers' pension scheme. The increase, which follows on from a similar increase in 2011, will impose a further 1.2% in pension deductions from teachers' pay, taking the contribution rate to 8.96%, on average.

Condemning the increase, EIS

General Secretary Larry Flanagan said, "The contribution hike that the Scottish Government has set out is absolutely unjustifiable. It has nothing to do with the cost of teacher pensions but is simply an austerity tax which was originally designed by the UK Government to raise finance for the UK treasury."

Mr Flanagan continued, "Scottish politicians, including those in the Scottish Government, have long-claimed to oppose the increase but, in meekly passing on changes designed by the Coalition government at Westminster, the Scottish Government has become complicit

in this attack on the public sector workforce, and teachers in particular."

Alan McKenzie, Acting General Secretary of the SSTA, also condemned the increase, saying, "Once again Scottish teachers have become the victim of double speak. Scottish Government in particular needs to be honest and declare that it is powerless in the face of this additional and unnecessary tax from Westminster that simply ignores the very real plight of our members."

Mr McKenzie added, "We are determined to work in concert with other unions to protect our members."

EIS PAGE SCHOLARSHIP 2013

Application forms are now available for the 2013 Page Scholarship to America being offered by the EIS in association with the English-Speaking Union.

Walter Hines Page (US Ambassador in London during the First World War) gave great encouragement to the founding of the English-Speaking Union in 1918.

The Scholarship is awarded annually to a teacher/lecturer in a Scottish school/college and is intended to promote the exchange of educational ideas between

Britain and America. The successful Scholar travels to the USA to study a specific aspect of American education which interests her/him and which is relevant to her/his own professional responsibilities.

The value of the EIS Page Scholarship is £2,200 which gives the Scholar the opportunity to travel widely in the USA. Throughout the tour, the Scholar is the guest of the American Branches of the English-Speaking Union.

- Besides being EIS members, applicants must also have taught for at least 5 years.
- Requests for details and application forms should be addressed to the **EIS Education Department at 46 Moray Place, Edinburgh, EH3 6BH (e-mail: EDavidson@eis.org.uk).**
- The closing date for submission of applications to the Education Department is **Thursday, 25 April 2013.**

EXCELLENT REPORT HIGHLIGHTS VALUE OF NURSERY TEACHING

A Glasgow nursery school has earned high praise from Inspectors. Woodside Nursery earned five "excellent" grades from Education Scotland – a first for the city.

Woodside has a very high percentage of pupils for whom English is not their first language, and gained excellent ratings for improvements in performance, children's experiences, meeting learning needs, the curriculum and improvement through self-evaluation.

Head teacher and EIS member Alison Forbes, who has been at the school for six

years, said: "We were delighted by the result. We didn't put on any show for the inspectors – they just saw what goes on here every day of the week. We have very high expectations of what the children do. They are busy from the moment they come in until the moment they leave again."

Scottish Government Minister for Children and Young People Aileen Campbell said: "It is an outstanding achievement for a nursery to gain excellent ratings in all five areas of the rigorous inspection by Education Scotland.

"I offer my congratulations to the staff at Woodside Nursery. It is clear from the report that they have excellent relationships with parents and inspire enthusiasm for learning among the children."

The success of Woodside Nursery, and the many other nurseries across Scotland offering high-quality education, continues to show the true value of nursery teachers who remain essential to a guaranteed high-quality early-years experience for children.

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

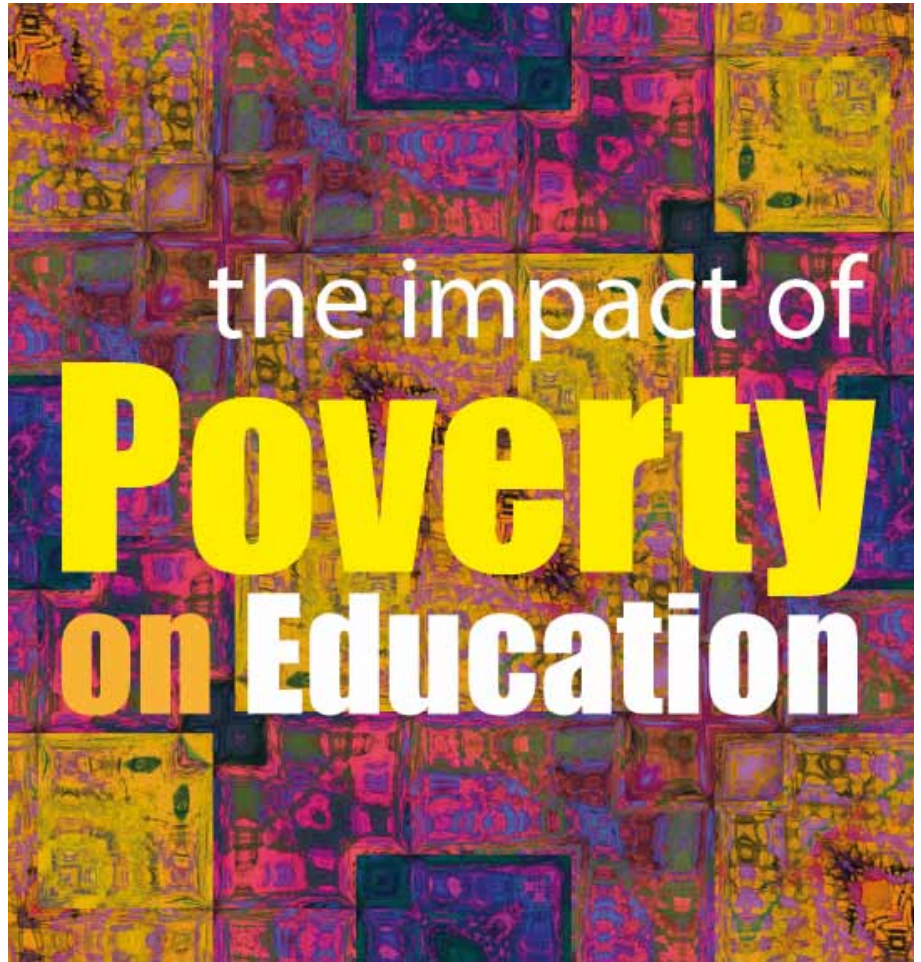
**Saturday 20 April 2013
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There will be a wide range of seminar groups which will look at the causes and consequences of poverty and examine ways of tackling the issues based on educational good practice. For further information and an application please go to the web site www.eis.org.uk

Keynote Speakers

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

Anne Marie Carrie,
Chief Executive, Barnardos



ANNUAL GENERAL MEETING 2013

OBSERVERS

The EIS Annual General Meeting will be held in the Perth Concert Hall, Perth on 6, 7, 8 June 2013. Any member wishing to attend as an observer should contact the General Secretary no later than Friday 3 May 2013.

FEIS

The Statutory Meeting of Fellows of the Institute will be held in the Norrie-Miller Studio in the Perth Concert Hall at 1.55pm on Thursday 6 June 2013.

RESULTS OF NATIONAL CfE SURVEY CONFIRM TEACHERS' CONCERNS

Final results of the EIS national survey of Secondary teachers and Further Education lecturers regarding the senior phase of Curriculum for Excellence (CfE) have confirmed significant concerns over resources, support and information, workload and timescale.

The results of the survey - carried out online by the EIS - highlight the need for action from the Scottish Government, local authorities, Education Scotland and the Scottish Qualifications Authority to ensure that schools and colleges can deliver the senior phase of CfE. The EIS has also announced plans to conduct a similar survey of the nursery and primary sectors, to gauge teachers' views on the progress of CfE implementation and resource needs.

Commenting on the survey - by far the largest and most comprehensive yet conducted on the CfE senior phase - EIS General Secretary Larry Flanagan said, "The final results of the EIS national survey offer some reassurance for the future of the CfE senior phase, but also clear warnings from the teaching profession regarding the implementation programme. Whilst the survey returns indicate that the level of teacher confidence regarding delivery is growing overall, the fact that around half of classroom teachers are

still expressing a lack of confidence indicates that there remains a considerable amount of work to be done to ensure that all schools are ready to deliver courses leading to the new National qualifications examinations from this year. We cannot afford for even a small percentage of teachers to be unprepared as that would mean their pupils would be disadvantaged."

Mr Flanagan added, "The EIS did warn that the timetable for the implementation of CfE Senior Phase was too rushed, and argued that there should be a one-year delay in the introduction of National 4 and National 5 qualifications.

the Scottish Government must hold up its end of the bargain

The reported increases in excessive workload indicate the professional commitment of teachers to ensure that pupils are not disadvantaged but the survey also highlights the clear message from class teachers that the Scottish Government must hold up its end of the bargain by delivering the support, information and resources to enable delivery of CfE senior phase."

Mr Flanagan continued, "Teachers want the tools to allow them to do

the job. In particular, the promised course resource materials from Education Scotland and additional assessment exemplification from the SQA continue to be key to the successful implementation of the CfE senior phase. The EIS has already raised the issue of exemplification with the SQA and, while we appreciate that they themselves are under pressure, teachers need clarity on this vital issue. Qualifications are at the high-tariff end of CfE delivery, so it is absolutely vital that teachers are fully confident so that no pupil is disadvantaged, and so that parents, employers and further and higher education providers can retain confidence in the system."

Mr Flanagan also noted, "It is also a matter of significant concern that so many schools have not been able to access the dedicated additional support that was promised by the Scottish Government. Indications from the survey returns are that not all the money for senior phase CfE support has reached the classroom, which raises questions regarding where precisely it has gone."

Mr Flanagan added, "Mike Russell has made a clear commitment to address teachers' resource and support concerns, so he needs to ensure that this is delivered where it is needed most to schools across the country."

Some key findings of the final survey

- **40%** of teachers and lecturers state that their own school / college has not received the previously agreed additional financial support for the new National qualifications
- **More than three-quarters (78.5%)** of teachers and lecturers feel that the promised supply of additional new course materials remains vital to the success of CfE implementation.
- **More than three-quarters (78.4%)** of teachers and lecturers feel that detailed exemplification of assessments from the Scottish Qualifications Authority (SQA) is essential.
- **90%** of teachers and lecturers feel that their workload has increased over the last year due to preparation for CfE Senior Phase implementation.

THE EIS HAS ALSO PUBLISHED SOME OF THE ADDITIONAL COMMENTS PROVIDED BY TEACHERS AND LECTURERS ACROSS SCOTLAND IN RESPONSE TO THE SENIOR PHASE SURVEY:

Comments from senior school staff:

- 1 "Teachers are bearing the burden of implementation on top of their daily job. Resources allocated to implementation are completely inadequate. Education Scotland does not appear to know when teachers want to have freedom to develop independently or when they require clear guidelines. It simply appears as trying to implement a fundamental change in Scottish education on the cheap."
- 2 "CfE - a sensible, and much needed reform of the curriculum has been jeopardised by excessive politically-led haste and many poor decisions by Education Scotland. Some areas, such as assessment, have been neglected and I would not be surprised if a further radical shake-up of the system were eventually needed."

- 3 "The lack of a consistent message around the delivery of subjects across Scotland is creating a situation that is a nightmare to manage with some authorities delivering different numbers of courses in S4 therefore they must be starting teaching the courses before the Senior Phase. This potentially undermines and disadvantages those who are following the broad general education and the original advice. Recent publications from Education Scotland lack clarity and are ambiguous effectively allowing people to interpret things as they wish. There is a real danger that young people are disadvantaged."



- Of this **90%** of teachers and lecturers, more than 8 in 10 (**83.2%**) describe the level of workload increase as very high (**44.6%**) or high (**38.6%**).
- Well over half (**55.3%**) of teachers and lecturers rate materials published by the SQA to support preparations for the new qualifications as "not very helpful".
- Over half of all teachers and lecturers (**54.8%**) are barely confident (**43.4%**) or not confident at all (**11.4%**) of their department's state of readiness to deliver the new National qualifications from 2013-2014.
- Well over half of teachers and lecturers view as unsatisfactory the quality and level of support supplied by local authorities / colleges (**60.3%**), Education Scotland (**63.9%**) and the SQA (**63.9%**) on the CfE Senior Phase.



Comments from class teachers and lecturers:

- 1 "I feel implementation is being rushed. Teachers need more time with the arrangements, more exemplification and more course materials. This would allow us to fully familiarise ourselves with the course and carefully plan learning and assessment to suit our local needs. At the moment many SQA materials will be made available later than teachers need them."
- 2 "Stress levels have increased across the school. Work levels have increased, and often feel having to reinvent the wheel, goals changed and re-write required becomes very frustrating. I do not think the implementation was handled well at all. Still has several serious issues to be addressed - and big concern of the pupils who are having to endure these changes."
- 3 "The new courses look great but the assessment information and resources are arriving far too late. It is now a huge rush to prepare for these new courses which start in a matter of months now."
- 4 "We are trying to change the tyres on a car as it continues to hurtle down the motorway. Current S3 will not be disadvantaged due to the professionalism and dedication of staff determined to protect the quality of education being delivered to them whilst 'powers that be' decide how and what to assess and then how to use this information gathered."



CfE SENIOR PHASE

RAISING YOUR CONCERNS



Ken Muir
Strategic Director of
Education Scotland

General Secretary Larry Flanagan spoke with Ken Muir, Strategic Director of Education Scotland, to discuss the findings of the EIS CfE Senior Phase survey and its implications for pupils, teachers, schools as well as for Education Scotland itself. Here, the SEJ reports on the issues discussed and the actions Education Scotland plans to address the concerns identified in the EIS survey.

LF – Ken, one of the reasons the EIS carried out the CfE Senior Phase survey is because many teachers feel that often the challenges around CfE are underplayed by bodies such as yourselves and ADES. What’s your initial reaction to the survey findings which seem to suggest that there are still a number of challenges ahead of us?

KM – I think one of the things that’s important here, Larry, is to realise that 3 - 18 is the first time ever in Scottish education that we have undertaken change right across the sectors 3 – 18. I think what we’re trying to is a very significant change programme and, when I wrote the ‘deep audit’ report last May, I used the term progressive evolution, and I think that’s where we are. Schools are evolving progressively into delivering CfE at different paces, at different stages; I think it’s important to emphasise that CfE is not a short term fix, it’s about laying foundations for now and for the future. So, in some regards, the survey results reflect the different stages that folk are at in the implementation, and, in some cases still, their understanding of and confidence in delivering CfE.



Larry Flanagan
EIS General Secretary

LF – With regard to direct support to schools, Education Scotland doesn’t come out particularly well in terms of the perceptions of teachers about the level of support being offered?

KM - Part of the issue is that there is potentially a lot of material support out there in the system. One of the issues that we hear from schools is “Where do I find such and such?” “I’ve been on your website, I can’t find it”. The subject and curriculum area listings that we produced last summer on our website, with everything that Education Scotland has access to, was a huge exercise and yet I still go into schools and principal teachers or headteachers don’t know that it’s there. So there is something about signalling better what is available for folk out there because I think there is more than many teachers realise.

LF – The survey suggests that there has been an improvement in terms of the levels of expressed confidence from teachers, but you’re still looking at 1 in 2 teachers who responded to the survey indicating a lack of confidence. Should alarm bells be ringing in terms of this cohort of young people and any potential impact on them?

KM – I don’t think it’s a surprise that there is so much variation in the levels of confidence, because of the scale of the change. From my point of view, what comes through inspections just now, in the context of CfE, is at times absolutely terrific - schools with evaluations of excellent and very good

for curriculum and meeting learning needs and so on. When I’m in schools I see teachers working really hard to deliver the best they possibly can for the youngsters and even those that lack confidence about where they’re going with CfE, I still see them, and inspectors still see them, delivering, in the main, high quality learning and teaching.

LF – Around 44% of respondents indicated their pupils are making choices in S2, which might suggest that basically Standard Grades are being replaced by National 4/5. How does that sit with the bigger picture around a broad general education and a senior phase?

KM – We know that there are some authorities that are further on than others in terms of the kind of flexibility and autonomy that they have given to their schools to design a curriculum model. I was quite taken with something that Graham Donaldson said a while back, that “the key lies in articulation; 2+2+2 or 3+3 are both gross simplifications that suggest unnecessary compartmentalisation of learning”. I think what’s been interesting for us in inspection over the last year has been that a school on paper can be looking as if it’s delivering a 2+2+2 but when you actually get below the surface they’re much closer to delivering a broad education and a 3 year senior phase than actually appears on paper. So I think staff need to move away from thinking about the kind of curriculum model that they’re putting in place and think much more in terms of the delivery of the entitlements and guaranteeing the outcomes for learners.

LF – I can accept the point that 2+2+2 doesn’t necessarily mean you’re not doing a broad general education because it depends on what you’re teaching in S3 and how you’re teaching



it, but the other side of the survey also indicates that in a number of schools only 5 or 6 subjects are being offered in terms of qualifications which seems to be a narrowing of opportunity in terms of where we were?

KM - The senior phase is really about trying to create a more flexible period where youngsters can take qualifications, gain awards, gain the kind of life enhancing skills and attributes that we talked about. The breadth of the broad general education will serve them well for making a better informed decision as they move into the senior phase and what it is they want to specialise in and critically using the flexibility in that senior phase to come out the end of their formal education, at whatever stage they come out, with a higher quality of qualification and award than they might otherwise have had if they had simply undertaken Standard Grade or Intermediate in S3/4, and then had the dreaded “2 term dash” to Higher.

LF - **Is there not a danger that for the group of kids who should have been the greatest beneficiaries of the change, that tail of underachievement, your 16 year old leavers, that this focus on qualifications is actually minimising attention on their needs?**

KM - I couldn't agree more, Larry. I think you're absolutely right, but equally some of these youngsters are being better prepared through broad general education to make more informed decisions about what career path they might want to take. I take the basic point that you make about an over emphasis on the abler youngster who would ordinarily have done the traditional 8 Standard Grades or Intermediates, 5 Highers and 3 Advanced Highers. I think a lot of the discussion and debate and angst, particularly parental angst, around CfE has tended to focus on that relatively smaller proportion of most able

youngsters as opposed to those who I think are most likely to benefit from CfE.

LF - **In practical terms one of the real issues for our members has been workload pressures around particularly coping with the senior phase as well as introducing year 3 of the broad general education. Does Education Scotland, and HM Inspectors when it's doing inspections, recognise the real pressure that teachers feel themselves under in terms of delivering this programme?**

KM - I think it's important to remember, Larry, that all HM Inspectors that are out inspecting schools have been teachers and senior managers and very often headteachers themselves. So fundamentally, we're all teachers and, hand on heart, I do feel that we have a good notion of the pressures that your members are under. One of the reasons why we focus inspections from the outset on the school's own self-evaluation is to allow it to explain the context that it's working in and the extent to which it has or hasn't been able to make improvement through the self-evaluation process. All of that is taken into account in the course of inspection because we know that teaching isn't easy. We know this is a major curriculum development, the biggest one we've ever had in Scotland, and for us in Education Scotland part of our role is trying to support hard pressed teachers.

LF - **One of the key proposals to try and reduce workload pressure was the agreement last year that Education Scotland would coordinate the provision of ready to use course materials basically in all subjects at all levels. Are you on target for delivering that? Because the survey clearly identifies it as a key area that people see practical support being possible.**

KM - This was something that, before last summer, we hadn't anticipated

but we've worked very hard at pulling together course materials and we are committed to producing course materials for all 95 courses in National 4/5 by the end of April, online and available through GLOW. We originally set that deadline for all 95, but I'm pleased to see that we've managed to get some of these published in advance of that timescale.

LF - **Finally Ken, overall should we be optimistic or pessimistic around the senior phase?**

KM - I think around both the senior phase and BGE I'm optimistic. I think it's interesting the number of visitors that Education Scotland get from other countries who are interested in and who have heard about CfE and when they see it in operation or they understand it better as a result of their visit they're very positive about us having the right kind of recipe to try and ensure that learners, not just now but over the next generation, have got the kind of foundation of learning and skills that they need in order to succeed in the future. So we're certainly going through a period of time where teachers, almost inevitably, are trying hard to get used to what the changed expectations are, to have their confidence built and reassured, and get a good understanding of the whole range of changes that are taking place. I think as we are now beginning to see these fully implemented I'm really very optimistic about the future for Scottish education.

McCORMAC PROPOSALS

IT'S YOUR CHOICE

McCormac Report - - - - Recommendations

Recommendation 1: Annex B of the Teachers' Agreement should be removed and teachers should work to a set of Standards developed by the GTCS as the basis for their professional practice.

Recommendation 3: Annex E of the Teachers' Agreement should be removed.

At its meeting on 8 March EIS Council considered a report from the Salaries Committee on the outcome of the SNCT process on the McCormac Recommendations. Council also considered the decision of the Salaries Committee by 9 votes to 4 to recommend acceptance of the package in a ballot of members. Council rejected this proposal, however, and preferred an approach to make no recommendation, leaving it to members to decide on the package when a ballot is issued.

Following the publication of the McCormac Report, "Advancing Professionalism in Teaching: Review of Teacher Employment in Scotland", the Cabinet Secretary for Education and Lifelong Learning Michael Russell presented a number of recommendations to the Scottish Negotiating Committee for Teachers (SNCT). In doing so he assented to Recommendation 33 that the SNCT and Local Negotiating Committees for Teachers should remain. This recommendation was welcomed by the teachers' unions.

The SNCT set up a process to consider the Recommendations which applied to teachers' terms and conditions. Three Working Groups were established to consider Teachers' Duties, Working Hours and Working Week and Chartered Teachers. These represented the most complex and potentially contentious of the Recommendations.

It is worthwhile recalling some of the McCormac Recommendations, set out in the box above.

The decision of the Cabinet Secretary to accept recommendation 19, to end the Chartered Teacher programme, set a difficult context for discussion on the CT Working Group. There was also a degree of urgency since there was concern that providers would remove courses for those who were allowed to complete a phase of learning.

The SNCT agreed that Chartered Teachers, and those on route whose pay progression was frozen, should retain salary and continue to make an enhanced contribution to the work of schools and Councils. While the SNCT agreed this in June 2012, both COSLA and Scottish Government stated that the agreement on Chartered Teachers, issued as SNCT/12/35, should be considered part of any final package of McCormac Recommendations.

The SNCT recognised that teachers had to take account of the professional standards established by GTCS. However,

One of the more unusual Recommendations set out by McCormac was that time and place arrangements should be discontinued

there was little appetite for removing the list of duties set out in the SNCT Handbook since that list defines and constrains what teachers, at whatever grade of post, can do.

The removal of the list of administrative tasks that teachers should not routinely be required to undertake, set out in Appendix 2.6 of the Handbook, is likely to be more contentious. The proposal is to replace the list, often referred to as Annex E (McCrone Agreement), with a statement that teachers are best placed to exercise professional judgement over how they manage and organise their time in school, and including an explicit reference that 'teachers will not be expected to undertake duties generally undertaken by administrative and support staff'. By building on teacher professionalism the SNCT is clear that teachers will make judgements on controlling demands placed upon them.

The SNCT recognised that the current time zones set out in the SNCT Handbook (maximum class contact time, preparation and correction time and collegiate time) must remain. Further, McCormac's view that school negotiations on Working Time Agreements should be consultative has been rejected. School agreements on working time are the key mechanism in managing workload and should be retained.

One of the more unusual Recommendations set out by McCormac was that time and place arrangements should be discontinued. The SNCT has rejected that Recommendation recognising that time and place arrangements are an expression of professional trust.

McCormac envisaged an open ended flexibility regarding working hours. For the teachers' unions there was no persuasive argument that flexibility would enhance the delivery of education and this blanket proposition was rejected. However, through the negotiating process the teachers unions acceded to a potential degree of limited flexibility, predicated upon adherence to clear guidelines set out by the SNCT and permissible only when there is a collegiate agreement at establishment level as part of a WTA. Any such agreement on flexibility must be collegiate, set out in writing and measured locally against SNCT criteria. It also has to specifically include staffing requirements.

In an agreed flexible system a teacher may have additional class contact in any one week (with additional preparation and correction). That would create a longer working week. This requires a pay back and in a following working week the teacher would have reduced class contact and reduced preparation – with the necessary additional class cover being part of the agreed flexibility.

- - - (Selected recommendations from the original McCormac Report)

Recommendation 18: The post of principal teacher should be more flexibly deployed by local authorities and schools; it should be possible to promote staff to these posts on a temporary basis.

Recommendation 19: The Chartered Teacher Scheme should be discontinued.

Recommendation 23: Teachers should normally remain on the school premises during the pupil day.

Recommendation 24: There should be flexibility within the 35 hour week to allow teachers to undertake effective collegiate work and play a substantial role in the wider learning community contributing to the development and delivery of the 3-18 curriculum.

Recommendation 25: Marking, preparation and peer review are key elements of the work of teaching professionals and headteachers must allow appropriate time for such core activities.

Recommendation 28: All primary school teachers, in consultation with their headteacher, should be responsible for the education of their class for the entire length of the pupil week, although they need not necessarily be in class during all these hours.

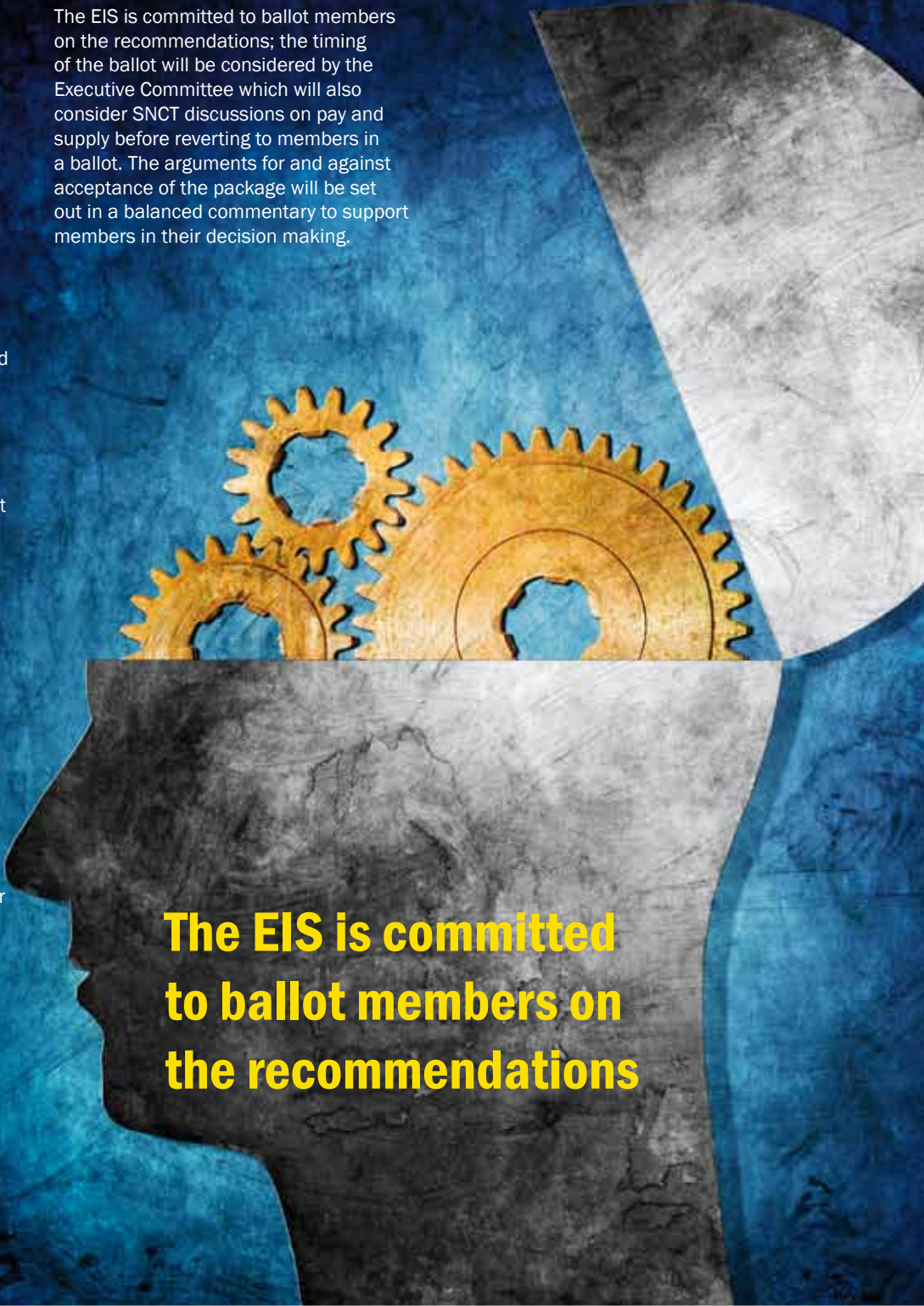
The time freed up would be time-off, not additional preparation or non-class contact duties. Effectively, the arrangement would be a time in lieu scheme – if you agree to work 25 and a half hours class contact one week you are only required to work 20 hours class contact the following week and the 2 1/2 hours is time off school.

Debate across teachers will focus on the sections on duties and working hours/working week but the SNCT also dealt with some other contentious recommendations. The SNCT has rejected the view that primary teachers should have full responsibility for their class for the entire week. The SNCT has made it clear that each teacher in a class is responsible for the planning, teaching, assessing, recording and reporting of that part of the curriculum which they deliver.

McCormac suggested that PT posts should be deployed more flexibly and staff promoted on a temporary basis. The SNCT recognises that there may be circumstances in which promoted posts may be created for a short period of time. However, the SNCT is clear that such posts should not replace posts designated in a school's promoted post structure and that short term promoted posts can only operate when the need is short term. For example, if a school was provided with a budget to deal with discipline that could lead to a PT post for the duration of that additional budget.

The Teaching profession united in condemning aspects of the McCormac report as managerialist and directive. The Report set out a list of recommendations which sought to radically overhaul A Teaching Profession for the 21st Century. However, the SNCT package is altogether a more modest affair but one which, crucially, seeks to build on TP21 and set out change in a controlled, managed way.

The EIS is committed to ballot members on the recommendations; the timing of the ballot will be considered by the Executive Committee which will also consider SNCT discussions on pay and supply before reverting to members in a ballot. The arguments for and against acceptance of the package will be set out in a balanced commentary to support members in their decision making.



The EIS is committed to ballot members on the recommendations

PUBLIC SERVICE PENSIONS BILL



The SEJ looks at some of the major features of the Public Service Pensions Bill which is set to pass into law in the near future

BACKGROUND

The Coalition Government introduced a Bill to provide a framework for UK public service pension schemes. The Bill draws upon the Independent Review of Public Service Pensions conducted by Lord Hutton and gives effect to the principles adopted by HM Treasury in England and Wales during scheme discussion. While a number of unions, including NUT opposed the changes the government pressed ahead and is now in discussion on changes to scheme regulations with the teaching unions. Those unions like NUT, which were opposed to scheme changes has been participating in these discussions to make the best of a bad situation.

The Pensions Bill applies across the UK. While regulations to change the Scottish Teachers Superannuation Scheme will be laid by the Scottish Parliament any changes in Scotland will have to comply with the provisions of the Pensions Bill.

The Bill has passed the Third reading and will shortly become an Act.

PENSION AGE

The Bill provides that the normal pension in most schemes must be the same as the state pension age.

Comment

The EIS is opposed to this provision. We do not believe that teachers should be dragooned to work to 66, 67 or 68. It is not good for the service and not good for individuals to have to work beyond 65 to obtain an adequate pension.

SCHEME DESIGN

The Bill sets out that an acceptable scheme can be a defined benefit scheme, a defined contribution scheme or another scheme type. However, the Bill makes it clear that any defined benefit scheme must be a career average scheme or a scheme specified by Treasury.

Comment

The EIS is opposed to defined contribution schemes. This type of scheme is based on contributions being paid into an investment fund with the pension paid at retirement based on return on investments. The EIS supports defined benefit schemes

where the pension at retirement is based on contributions paid with benefit at retirement based or scheme rules. While the EIS has no principled opposition to CARE schemes the EIS regrets that the government has specifically prohibited final salary schemes.

PENSION BOARD

The Bill states that there shall be a Pensions Board responsible for assisting the scheme manager on governance and administration of the scheme.

Comment

While the Scottish Teachers' Superannuation Scheme currently has a Management Advisory Group Scotland (MAGS) including SPPA, employers and unions the EIS welcomes a more structured arrangement.

ANNUAL REVALUATION

This clause deals with annual revaluation of pensions. The Bill states that pensions will be increased or decreased as specified by Treasury.

Comment

The EIS strongly oppose this clause. If the rate of inflation is negative this would allow Treasury to reduce pensions. Currently, if inflation is negative then the pension in payment does not increase. We believe that this clause, if enacted, will be open to legal challenges.

ACTUARIAL VALUATIONS

The Bill set out that Schemes must be actuarially valued in accordance with Treasury directions on when a valuation is carried out and on the methodologies to be used.

Comment

The EIS complained about the failure of the UK Government to conduct scheme valuations which would have provided a reliable mechanism to measure current scheme costs when set against increased longevity. This provision, if enacted, would allow Treasury to delay valuations or introduce valuation methodologies which may be unacceptable to unions.

EMPLOYER COST CAP

The Bill sets out a requirement for scheme regulations to set an employer cap and sets out how this cap should be

set, measured and operated. Schemes must stay within specified margins either side of the cost cap and the regulations for each scheme have to specify what should happen if costs go beyond scheme provisions.

Comment

Taken in conjunction with valuation arrangements Treasury will assume the prime role in setting the cap. At least Treasury, following representation from TUC, agreed that pensions and deferred liability past service costs will not be included in the cost cap.

CLOSURE OF EXISTING SCHEMES

The Bill closes schemes from 5 April 2015. Transitional and tapered arrangements will run until April 2022.

Comment

The Scottish Government will have to abide with that timescale. If scheme changes are agreed or imposed Scottish Government will have to leave sufficient time to consult publicly and to approve regulations. This will dictate why other negotiations will come to a head, one way or another, in the very near future. Once the regulations are approved there will require further work on detail of scheme design.

FINAL SALARY SCHEME

The Bill specifies that the final salary link that applies to past service will be final salary at retirement rather than at the date of scheme closure.

Conclusion

The Government made much of providing a 25 year guarantee for change to pensions. On a careful reading of the Pensions Bill that promise is highly suspect. The Bill allows the Government to promulgate change "to the protected elements of the scheme within the protected period" after consultation. While the government will have to give due regard to the 25 years guarantee in effect, as the EIS always suspected, it is open to any future government to implement changes and the Pension Bill confirms the 25 year protection is merely a pious protection. If state pension age increases teachers' pension age will automatically increase.



Transitional Protection

Full protection of current pension rights will be provided to those who are aged 50 and over at 1 April 2012. That means that when the teacher retires benefits will be a final salary pension based on the Normal Pension Age that currently applies.

Tapered Protection

There will be limited protection for those who are between 46.5 years and 50 years at 1 April 2012 (i.e. within 13.5 years of NPA60). This limited protection provides linear tapering so that for every month of age that teacher is beyond 10 years of their NPA (i.e. under 50 for NPA60) they will lose 2 months of protection. At the end of the protected period that teacher will transfer into the new pension arrangement.

Age at 01.04.12	Protection Ends	Protection Lost
49 years 11 months	01.02.2022	2 months
49 years 6 months	01.04.2021	1 year
49 years 0 months	01.04.2020	2 years
48 years 9 months	01.10.2019	2 years, 6 months
48 years 6 months	01.04.2019	3 years
48 years 3 months	01.10.2018	3 years, 6 months
48 years	01.04.2018	4 years
47 years 9 months	01.10.2017	4 years, 6 months
47 years 6 months	01.04.2017	5 years
47 years 3 months	01.10.2017	5 years, 6 months
47 years	01.04.2016	6 years
46 years 9 months	01.10.2015	6 years, 6 months
46 years 6 months	01.04.2015 - transfer to new scheme	

For example, on 1 April 2012 Mrs Smith is 48 years and 9 months. She has 25 years pensionable service at that date. She will transfer to the new scheme from 1 October 2019. Her service under current arrangements would therefore be 32 years, 6 months. From 1 October 2019 she would accrue service under new scheme arrangements (still under discussion in Scotland). At the same date Mr Brown is 46 and 9 months and has 10 years pensionable service at 31 March 2015. He will transfer to the new scheme on 1 October 2015 and at that date his pensionable service would have increased by only 6 months.

EDUCATION AND POVERTY:

**MOVING BEYOND
THE COMFORT OF
DEPRESSINGLY
FAMILIAR KNOWLEDGE**

Dr. John H. McKendrick, Senior Lecturer in Social Sciences at Glasgow Caledonian University, will deliver the keynote address at the EIS Education and Equality conference in April. Here he gives an overview of the issues he will address. Register now to secure your place at this important event.

SAME OLD STORY

I am not inclined to belittle statistical evidence. After all, I proudly possess an O Grade Arithmetic, (co-credit to Kilwinning Academy) and belong to the generation of Geography students at the University of Strathclyde who endured a full year's worth of quantitative data analysis classes, with only pencil, paper, handouts and an offprint of tables of statistical significance to help us along the way. My educators were supremely successful in inculcating in me a belief in the value of numbers as evidence.

However, where research inquiry generates predictable conclusions, the researcher, activist and cynic may find themselves in an unholy trinity: researchers' bemoaning their inability to contribute something additional to knowledge; activists' castigating time wasted by others in collecting evidence, rather than acting upon it; and cynics' complaining being told, once again, about something that is 'bleedin' obvious'. Regrettably, there is much that is depressingly enduring and apparently intractable about poverty, education and the links between them in Scotland. For example, recent evidence has reaffirmed that:

- Almost one in five children in Scotland live in poverty, i.e. 170,000 children
- One-third of children in Glasgow live in poverty, i.e. over 36,000 children. Rates in some parts of Glasgow are even higher – peaking at one-half of children in Glasgow NE (Springburn), i.e. over 2,300 children .
- More than ten times as many children from Scotland's most deprived areas left school without a qualification, compared to those from our least deprived areas (5.9%, compared to 0.5%). Similarly, children from Scotland's most deprived areas were almost three times less likely to leave school with at least one SCQF Level 6 qualification, compared to those from our least deprived areas (27%, compared to 79%).

As professionals concerned with the rounded development of those we educate, we will be all too familiar with the evidence that poverty is enduring, entrenched in place, and hampers the attainment of positive educational outcomes for those who experience it.

TIME TO TELL ANOTHER STORY

As a union member, I am grateful to the EIS for many things. This April, I will be grateful for the opportunity afforded to avoid the barrage of abuse that constitutes my typical Saturday (I referee SPL and SFL football most weekends). More than this, the Impact of Poverty on Education (Education and Equality) Conference provides a platform for me to share some of my thoughts on what I consider to be key issues in the Scottish poverty-education dialectic; issues that tend to be marginalised or ignored in the face of headline statistical evidence. I do not argue that the canon of knowledge that we have established on poverty and education is flawed (it is a great pity that it is not). Rather, I contend that we must build on this and acknowledge three additional points.

THE IRRELEVANCE OF EDUCATION IN TACKLING CHILD POVERTY

It is widely, and correctly, accepted that education fulfils a key role in altering life courses and enabling children living in poverty to become adults living a poverty-free life (or, via HE or FE, to enable parents to provide a poverty-free life for their children in their near future). However, it could also be argued that the education of our children, delivered in the here-and-now, is irrelevant to tackling child poverty, as experienced in the here-and-now. The headline measure of

child poverty in Scotland – the proportion of children living in a household with an income that is below 60% of national median household income – is not at all influenced by the education that is delivered to today's children. However, lack of access to educational opportunities is one of the eleven dimensions that is used to estimate whether children are living in material deprivation in the UK. The specific indicator that is used is whether parents report that they would like, but cannot afford, for their children to participate in a school trip at least once per term. 10% of parents from Scotland's 20% poorest households agree with this statement, compared to 0% of parents from the 60% of Scotland's most affluent households. These observations are not drawn with a view to providing support for an argument in favour of diverting resources from education to bolster the household incomes of those in which children currently experience poverty – albeit that this could eradicate child poverty, as currently measured, in one fell swoop. More pertinent might be to draw a conclusion that the education budget needs to find ways to finance more free school trips for children from disadvantaged backgrounds. Rather, the key point is that we need to sharpen our thinking about the specific contribution that education makes to our national goal of eradicating child poverty in Scotland and the UK by 2020.

MAKING EDUCATION RELEVANT TO ANTI-POVERTY WORK

I am firm believer in the adage that 'tackling poverty is everybody's business.' Poverty is a collective burden on society, as well as a private problem for those who have the misfortune of living with it. However, this does not

mean that education should focus solely on tackling tomorrow's poverty by upskilling and inspiring children, and providing them with bits of paper that serve as a passport to the world of work, training and post-school education. Education can contribute in many ways to tackling contemporary poverty. For example, are para-professional staff and auxiliaries paid a living wage or a poverty wage; is the provision of school meals effective in compensating for undernourishment outwith the school; are local authorities doing all that they can to ensure equity of subject choice in the examination years; how proactive, sustained and effective are our approaches to engaging parents whose educational experiences are less positive; is opportunity merely provided, or is it consciously designed in a manner which enables all to partake and participate; are school sports facilities and spaces accessible (financially, as well as physically) to children outside school hours, to what extent is parental fund-raising being used to fund basic supplies and, if so, to what extent is this exacerbating educational inequality, etc. etc. etc.

We need to acknowledge the multiplicity of ways in which educational services enrich quality of life for children experiencing poverty and then we need to configure these into an educational system that is fundamentally – and explicitly – concerned to prioritise the tackling of disadvantage in Scotland.

MAKING POVERTY RELEVANT TO SCOTTISH EDUCATION

Poverty intelligence needs to be used much more effectively in Scottish education. For now, one example will suffice.

On the whole, we are welded to the notion of a comprehensive education. Providing equal opportunities for all, and educating children from diverse backgrounds together in their local school, are laudable goals.

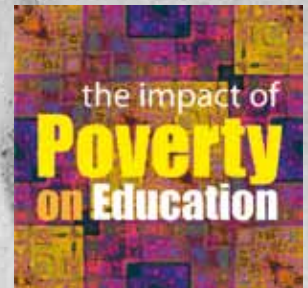
However, we also allow for parental choice of school. Unremarkably, there are few parents from largely affluent areas electing to send their children to schools serving largely disadvantaged areas. There is a small, but not insignificant, flow in the opposite direction. This well-intended policy (or parental right) has

the effect of exacerbating the problem caused by mapping a comprehensive education system on to Scotland's urban residential geography. We do not have heterogeneous communities at the scale of many urban school catchment areas. Our schools are mirrors of the communities of which they are part and these communities are not imbued with the full diversity of life's rich tapestry. The comprehensive system of education might have worked well when differentiation in the residential geography of (for example) Glasgow was characterised by the floor of the tenement in which one resided, or when council housing provided for far more households and for a more diverse population. It is time to rethink how to achieve the aspirations of the comprehensive system, against the contemporary realities of the geography of urban poverty in Scotland.

CONCLUSION

I look forward to dialogue, learning from the experience of delegates, and being energised and enthused by workshops that demonstrate the array of activity that is taking place in Scotland to understand poverty (morning) and address poverty in Scottish education (afternoon).

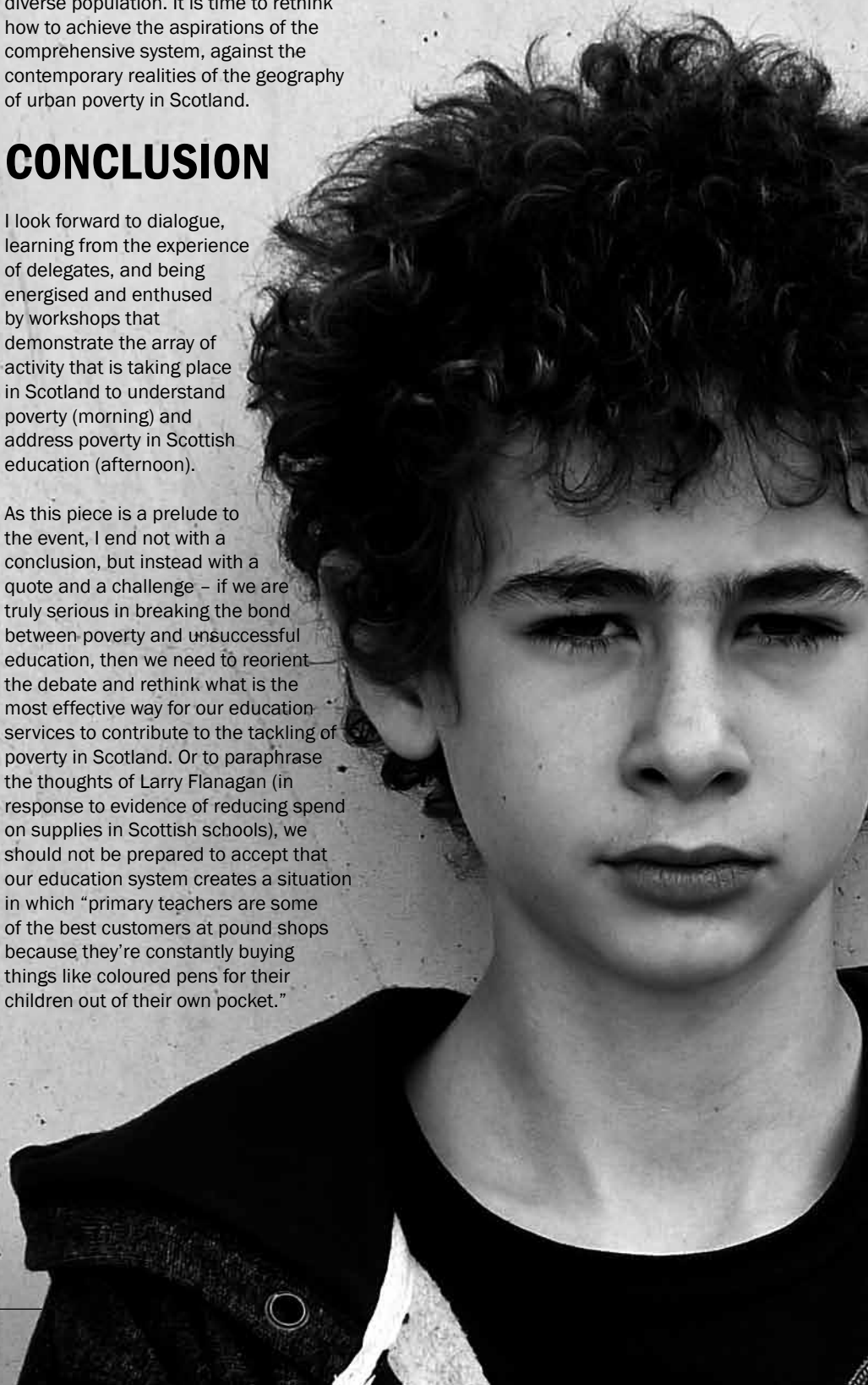
As this piece is a prelude to the event, I end not with a conclusion, but instead with a quote and a challenge – if we are truly serious in breaking the bond between poverty and unsuccessful education, then we need to reorient the debate and rethink what is the most effective way for our education services to contribute to the tackling of poverty in Scotland. Or to paraphrase the thoughts of Larry Flanagan (in response to evidence of reducing spend on supplies in Scottish schools), we should not be prepared to accept that our education system creates a situation in which “primary teachers are some of the best customers at pound shops because they're constantly buying things like coloured pens for their children out of their own pocket.”



EIS EDUCATION AND EQUALITY CONFERENCE

**Saturday 20 April 2013
Central Hotel Glasgow**

For further information and an application please go to the web site www.eis.org.uk



HEALTH & SAFETY REPS'

Q&A

The EIS recruits Health and Safety Representatives in establishments across Scotland to represent members' and learners' interests on H&S issues. As the age of austerity continues to eat into budgets at establishment level, and as the Coalition government at Westminster continues its attack on H&S protection for workers, the work of union H&S Reps will become even more important. The EIS is eager to recruit additional H&S Reps across the country – interested members can speak to their EIS Rep or Branch Secretary, Local Association Secretary or contact EIS HQ for further information. In this special focus, Josephine O'Brien – a school and Local Association H&S Rep from East Dunbartonshire – tells us a little about her role as EIS H&S Rep and highlights its benefits to colleagues, pupils and the employer.

Can you tell us a little about your work as an EIS Health & Safety Representative? What exactly does your role as an H&S Rep entail and what are your duties and responsibilities?

As a school H&S rep I investigate H&S issues which have been brought to my attention by members, and prepare a report, which is then submitted to the member of SMT with responsibility for H&S within the school. I also attend 3rd tier H&S committee meetings, (school level), where the issues are raised and if they are not resolved can be escalated to the 2nd tier level, (service level). Once a year I carry out a whole school H&S inspection and provide a report which is then copied to the SMT and also the council's H&S team.

As part of my Local Association (LA) representative duties I respond to queries from school H&S reps from within the council which may involve contacting the H&S officer at EIS headquarters or other external agencies. I attend council H&S committee meetings at 2nd tier, which I co-chair, and 1st tier level (council level). At these levels I have the opportunity to raise issues on behalf of other EIS H&S school reps which they have not been able to resolve at 3rd tier level. I also liaise with H&S reps from other unions which can be useful in having back-up when taking issues forward.

When did you take the decision to pursue your role as H&S Rep, and why did you want to become involved with the EIS at this level?

I became a school H&S rep in 1996. I have always been H&S-conscious. As a science teacher it is a part of my everyday duty, so when the position of school H&S rep became available I felt it was a natural step to take. When a vacancy arose at LA level in June 2011, I was invited to take on further responsibilities. I was keen to accept as it is important to progress H&S issues when necessary and it was also an opportunity for me to extend my experience.

What kind of training and support do you receive in your role as EIS H&S Rep?

I have attended several briefing days for school H&S reps over the years which have included general H&S rep training, asbestos awareness and fire safety awareness.

Recently I have attained the TUC Stage 1 certificate for H&S reps and plan to start Stage 2 in the near future.

The EIS is looking at better ways to support all of its Reps, including improved training and resources including more online resources. Is

there anything else the EIS should explore to support H&S Reps?

It would be useful to have more H&S briefings and also to establish regular regional H&S rep meetings to enable EIS H&S reps to come together to support each other, discuss current issues and the changing nature of H&S as it is affected by current and future changes in legislation.

How has working as an H&S Rep been of benefit to you as an individual, as well as to your colleagues?

Personally it has developed my knowledge of H&S and increased my confidence in pursuing issues at whatever level is necessary to try to get them resolved. I am now more assertive in articulating the EIS's position at meetings involving the highest levels of council management.

At both school and local level I have helped to successfully redress and resolve issues which have been brought to my attention. For example pursuing a H&S issue at school level for a colleague injured in a fall ultimately resulted in financial compensation for the EIS member.

Recruiting the next generation of activists, including H&S Reps, is currently a key focus for the EIS. What would you say to anyone considering becoming more actively involved in EIS work?

If someone is considering becoming an H&S rep but is frightened because they don't know what to do I would say "The support is there so give it a go". Although it can be frustrating it can also be very rewarding as a concerted effort between H&S reps and school managers can make a difference in creating a healthy and safe working environment for both staff and pupils.



Josephine O'Brien
East Dunbartonshire

CONTACTS

Headquarters

Edinburgh

Tel: 0131 225 6244 - Fax: 0131 220 3151
e-mail: sej@eis.org.uk - enquiries@eis.org.uk
Membership Tel: 0131 220 2268
Membership e-mail: membership@eis.org.uk
www.eis.org.uk

General Secretary

Larry Flanagan

Accountant

Colin Mackenzie

Assistant Secretaries

Drew Morrice
Louise Wilson
Ken Wimbor

Further & Higher Education Officer

David Belsey

Education & Equality Officer

Stephen McCrossan

Employment, Health & Safety Officer

David McGinty

Area Offices

Dundee

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

Officer: Graeme Campbell

e-mail: gcampbell@eis.org.uk

Aberdeen, Dundee, Fife, Perth & Kinross,

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

Officer: Karen Barclay

e-mail: kbarclay@eis.org.uk

Aberdeenshire, Angus, Highland, Moray, Orkney, Shetland

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

Edinburgh

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

Officer: Clare Stephen

e-mail: cstephen@eis.org.uk

Borders, Clackmannanshire, Falkirk, North Lanarkshire, Stirling

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

Officer: Terry Gray

e-mail: tgray@eis.org.uk

East Lothian, Edinburgh, Midlothian, West Lothian

FELA Colleges: Jewel & Esk Valley, Newbattle Abbey, Oatridge, Stevenson, Telford, West Lothian

Glasgow

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

Officer: Lachlan Bradley

e-mail: lbradley@eis.org.uk

East Dunbartonshire, East Renfrewshire, Inverclyde, Renfrewshire, West Dunbartonshire.

FELA Colleges: Clydebank, James Watt, Reid Kerr.

Officer: Frank Healy

e-mail: fhealy@eis.org.uk

Argyll & Bute, Glasgow, Western Isles.

FELA Colleges: Anniesland, Cardonald, City of Glasgow, John Wheatley, Langside, Lews Castle, North Glasgow, Stow.

Officer: Alan Scott

e-mail: ascott@eis.org.uk

Dumfries & Galloway, East Ayrshire, North Ayrshire, South Ayrshire, South Lanarkshire

FELA Colleges: Ayr, Barony, Dumfries & Galloway, Kilmarnock, South Lanarkshire

Learning Representatives

For all your CPD questions and information find your nearest Learning Rep online at www.eis.org.uk or e-mail: lmclintock@eis.org.uk

EIS telephone Helpline

Legal Helpline: **0141 332 2887**

Local Association Secretaries - full contact details can be found at www.eis.org.uk

Aberdeen City

Grant Bruce
Office: 01224 538070
aberdeencity@eis.org.uk

Aberdeenshire

Pat Flanagan
Office: 01569 762626
aberdeenshire@eis.org.uk

Angus

David Drysdale
01307 466683
angus@eis.org.uk

Argyll & Bute

Billy Marshall
School: 01369 705010
Mobile: 07807 639011
argyllandbute@eis.org.uk

Clackmannanshire

Gavin Hunter
Mobile: 07515 985596
clackmannan@eis.org.uk

Dumfries & Galloway

John Dennis
Direct: 01387 261590
dumfries@eis.org.uk

Dundee

Kevin Nolan
Mobile: 07577 689630
dundeela@eis.org.uk

East Ayrshire

Bryce Wilson
Office: 01292 551100
Mobile: 07970 489558
eastayrshire@eis.org.uk

East Dunbartonshire

Kenneth Brown
Office: 0141 237 1757
eastdunbarton@eis.org.uk

East Lothian

Gael Gillan
Office: 01620 829010
eastlothian@eis.org.uk

East Renfrewshire

Alan Munro
Office: 0141 881 8219
eastrenfrew@eis.org.uk

Edinburgh

Alison Thornton
Office: 0131 477 0866
Mobile: 07773 234752
edinburghla@eis.org.uk

Falkirk

Margaret Smith
Office: 01324 506698
falkirk@eis.org.uk

Fife

Cathy Grant
Office: 01592 657710
fife@eis.org.uk

Glasgow

Hugh Donnelly
Office: 0141 572 0550
glasgowla@eis.org.uk

Highland

Andrew Stewart
Office: 01349 884750
highland@eis.org.uk

Inverclyde

Thomas Tracey
Home: 01475 725124
inverclyde@eis.org.uk

Midlothian

Sonia Kordiak
Mobile: 07973 394715
midlothian@eis.org.uk

Moray

Susan Slater
Tel: 01343 557942
Mobile: 07811 347905
moray@eis.org.uk

North Ayrshire

Gordon Smith
Office: 01294 275241
northayrshire@eis.org.uk

North Lanarkshire

Ricky Cullen
Office: 0141 332 3202
northlanark@eis.org.uk

Orkney Islands

Jim Lawson
School: 01856 850660
orkney@eis.org.uk

Perth & Kinross

Patricia Duncan
Tel: 01738 450467
perthandkinross@eis.org.uk

Renfrewshire

Brian McGovern
Office: 0141 889 9022
eisrenfrewshiresec@yahoo.co.uk

Scottish Borders

Watson Crawford
07894 049157
borders@eis.org.uk

Shetland Islands

Steve Davidson
shetland@eis.org.uk

South Ayrshire

Mairi Raeburn
Mobile: 07907 022830
southayrshire@eis.org.uk

South Lanarkshire

Bill Ramsay
Office: 01698 452769
southlanark@eis.org.uk

Stirling

William Dick
School: 01786 443239
stirling@eis.org.uk

West Dunbartonshire

Stewart Paterson
Office: 01389 772073
westdunbartonshire@eis.org.uk

West Lothian

Elsie Aitken
School: 01501 770208
westlothian@eis.org.uk

Western Isles

Richard Fraser
School: 01851 704481
westernisles@eis.org.uk

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MEMBERS' CPD FORUM

In order to gain the views of members on CPD a Forum has been established on the EIS web-site. This forum is located within the password protected part of the site and is an excellent way for members to communicate with each other and with the union on their CPD.

We are particularly keen to hear what kind of CPD members would like to have to assist them on a professional level. It would also be helpful to hear about any barriers members have experienced in accessing CPD opportunities.

There are six EIS Learning Reps who are available within the forum to answer any queries members have about CPD – including guidance on courses which would be suitable, queries on Professional Update which will affect every teacher in Scotland, CPD within further education colleges. These are just some of the topics which can be discussed - the forum is there for YOU to raise any topic you wish related to CPD.

Any query you may have will be answered by one of the Learning Reps very quickly as the forum is accessed on a daily basis.

Your views on CPD are important and we want to hear them.

The forum is on the EIS web-site: www.eis.org.uk



David Thomson - Learning Representative makes the case.

I have been a Learning Representative since 2006 and have witnessed changes and developments within Further Education mainly in respect of self-evaluation and national initiatives such as Curriculum for Excellence. None however come close to the changes caused by the regionalisation and merger process currently underway.

As a Learning Representative I attend National Training days as part of my ongoing PRD and hearing what colleagues are saying leaves me concerned about the potential dilution of the service.

The regionalisation merger process may well improve the learning experience of learners, colleges rightly will be focussed upon their students as a primary aim, but what of the Lifelong Learning agenda and in particular the learning of FE lecturers? The need for the maintenance of mechanisms for professional development remains.

The danger exists that the learning representative role may be missed in merger discussions only to be 'piggy-backed' into discussions as an afterthought.

COLLEGE MERGERS REPRESENT NEW OPPORTUNITIES FOR EMBEDDING THE LEARNING REPRESENTATIVE ROLE

This can be prevented.

Implementation of a Learning Agreement at merger discussion stage as a clear agenda item will, in my view, both embed and reinforce the role of the learning representative within the newly created institution.

In this way the Learning Representative's role in the new colleges can be instilled from the beginning.

With the creation of multi campus colleges, provision as per the learning agreement can make allowance for one representative to function in each campus with agreed remission of class contact. This will enable Learning Representatives to work collectively in local activities aimed at the professional and personal development of teaching staff.

Local branches in my view must be alive to such opportunities and Learning Representatives must also proactively engage with their branch officials to use the merger process to promote the continuing role of Learning Representative as a key to the personal and professional development of lecturers in FE.

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.



SCOTTISH UNION LEARNING PROJECT

“Absolutely brilliant”; Best CPD I have attended in years”;

Presentation was interesting and inspiring”; An excellent event, would definitely recommend these workshops to others”; Health and wellbeing and emotional wellbeing of teachers is pivotal to the success of CfE”.

These are just a few of the comments received from the 250 teachers/lecturers who attended the three health and wellbeing training workshops organised by the EIS and held under the current Scottish Union Learning Project. The EIS received funds from the Scottish Union Learning Development Fund to hold workshops and negotiate learning agreements.

The workshops were held at the University of the West of Scotland, Edinburgh Training Centre and Stirling Management Centre between January and March 2013.

The workshops on offer included From Common Sense to Common Practice, Towards Social and Emotional Health and Wellbeing, How to Help Young People Manage their Emotions and Behaviour Effectively, Ergonomics, Entitlement to Wellbeing at Work, What Difference Does it Make, Moving from Classroom Stress to Teacher/Lecturer Presence. Participants were able to attend two workshops and excellent catering was included to add to this positive experience!

It was clear on the day of each event how much the participants were enjoying them and that they were going to be using what they had learned during the workshops and from the keynote speakers in their personal and professional lives.

Our thanks go to the workshop contributors and keynote speakers who attended these workshop events in their own time, the organisers at each of the venues who were of great assistance both before and during the events, the local authority personnel who worked with us, the local Learning Reps who assisted in identifying possible workshops but most of all to the participants without whom we would not have had successful workshops. The vast majority of participants indicated that they would be undertaking further CPD as a

direct result of attending the workshops and this is an important outcome.

We were also pleased that we were able to attract higher education staff to these workshops and we hope that we can recruit within this sector for members to train to become Learning Reps and become involved in the union’s CPD agenda.

The other aim of the SUL project was to negotiate learning agreements with four bid partners – one further education college and three local authorities. We have signed a Learning Agreement with one of the partners, and agreements will be signed off in the near future with the other three partners. These agreements were negotiated by branch officials and local association secretaries and our thanks go to them for taking this work forward and in a very short period of time.

We hope, due to the success of the health and wellbeing workshops, to hold other events during the coming year.

All CPD events are promoted through the SEJ, individual emails to members, posters in schools and colleges, on the EIS web-site so if you are interested in attending any events please keep a check on all these areas.

LEARNING AGREEMENTS

The EIS has, over a period of time, been negotiating learning agreements with local authorities and further education colleges. These agreements cover time off for Learning Reps to undertake their role which is to give information, guidance and support to colleagues with regard to their CPD.

The agreements do not just cover time off – they also set out how the local authority/further education college will work together with the union Learning Reps to take the CPD agenda forward.

The agreements signed with local authorities cover collegiality, access and equality, professional and personal

development, local learning initiatives, appointment, role and entitlements of Learning Reps and the responsibilities of the EIS and the employer.

One of our FE Learning Reps, David Thomson, has written in his article about the importance of negotiating learning agreements as part of the merger discussions currently taking place within the further education sector. It is vital, particularly where there are accredited Learning Reps within the colleges which are merging, that their position is embedded to ensure that staff across all campuses have access to their Learning Rep.

EIS Learning Reps have been working in partnership with local authorities/further education colleges to promote CPD by holding very successful joint CPD events. Some Learning Reps are

also involved in CPD/Lifelong Learning Committees. Time off and partnership working are both very important and, with the success in negotiating learning agreements within the SUL Project, we hope that more learning agreements can be negotiated in the near future.

INCLUSIVE PRACTICE; LEARNING FOR ALL?

Saturday 11 May 2013 in the University of Aberdeen from 9.30 am to 1.30 pm. Keynote speaker is Professor Barry Hymer, University of Cumbria plus workshops. Register via the University of Aberdeen on-line store.

INTERNATIONAL WOMEN'S DAY

EIS HOLDS MAJOR EDINBURGH EVENT



Susan Quinn, EIS President, welcomed EIS members, colleagues and guests to Dynamic Earth, Edinburgh to celebrate International Women's Day 2013. This year, the EIS organised a lecture which was given by Ailsa McKay, Professor of Economics, Glasgow Caledonian University. Miss Quinn looked forward to taking part in "an outstanding evening of thought provoking discussion." She then asked Nicola Sturgeon, Deputy First Minister, to make some introductory remarks.

The Deputy First Minister gave a warm thank you to the EIS for organising the event and said it was a privilege to be invited to take part. She said "International Women's Day is a very special date celebrated for over 100 years. It is a specific opportunity to celebrate the achievement of women. It is also an important opportunity to remember the barriers women still face and to redirect ourselves to overcoming these barriers."

She reminded the audience never to forget that many women in the world were still excluded from decision making; were still excluded from power and did not have the right to vote. In the UK, she was critical of the fact that 42 years after the introduction of the Equal Pay Act, women's work was still undervalued and that women still didn't have equal pay despite being 48% of the workforce and 50% of the population.

International Women's Day "was a global movement," she said. Ms Sturgeon said that the global financial crisis and the welfare reforms of the coalition government in the UK were having a particular impact on women. "Women are shouldering the cost of welfare reforms. The reduction of

benefit receipts in Scotland will reduce household incomes." She highlighted that most of the cuts in benefits, such as not uprating statutory maternity pay; changing working families' tax credits; and the imposition of "the bedroom tax" would fall on working people.

She then turned to the issue of employability arguing that access to job opportunities for women was key to the future of Scottish society. The central issue was that of child care. "Access to good quality childcare is not an added extra but part of the infrastructure of Scottish society," she argued.

She concluded her address on an optimistic note. She paid tribute to the EIS which was at the heart of equality in Scotland adding "The austerity crisis does not make us unable to reform. There is nothing we cannot achieve. International Women's Day is a celebration of women's equal status in Scottish society. A fairer, more equal society contributes to a more successful society."

Following the lecture and the question and answer session, the audience was entertained by songs performed by storyteller and songwriter Nancy Nicholson. Nancy has played a vital role in expanding the educational remit of the Edinburgh Festival Fringe through her acclaimed song writing workshops with school children and community groups.

A vote of thanks was proposed by Larry Flanagan, EIS General Secretary. Highlighting the importance of instrumental music teaching in Scotland's schools he thanked all participants for their contributions and paid special tribute to the musicians and young people from the Lothians who had entertained the audience during the event.

Ailsa McKay
Professor of Economics,
Glasgow Caledonian University



Deputy First Minister
Nicola Sturgeon, MSP



“Rather than promote recovery, the favoured austerity measures, imposed across Europe in order to deal with the aftermath of bailing out failing banks has led to further recession.”

“As there is a link between women’s poverty and child poverty we should be concerned about recent trends in women’s employment patterns and the impact on child poverty.”

“Even those who are managing to hang on to their jobs are doing so by hanging on by their fingernails and at the expense of their own mental well-being.”

“Economics as an academic discipline continues to be almost wholly in male hands, done as men do it and with the associated assumptions that that is the way it must be done.”

Read the whole lecture online in the SEJ section of the EIS website www.eis.org.uk



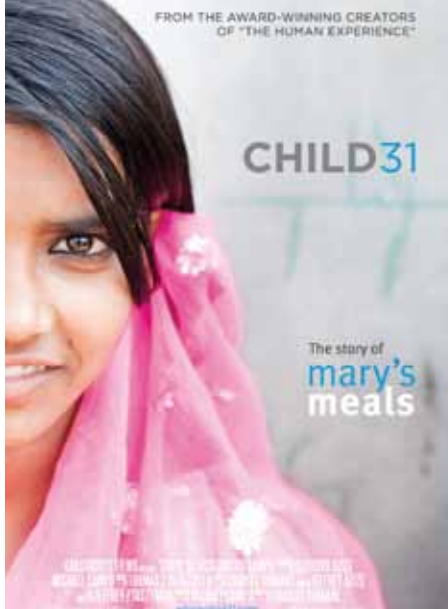
Mary Matheson
EIS equality committee



Nancy Nicholson
storyteller and songwriter



Susan Quinn
EIS President



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

CHILD31

Making an impact for pupils in Scotland and across the world

In our December edition, the SEJ looked at the work of the charity Mary's Meals and highlighted its DVD resource, Child 31, which was being distributed to schools across Scotland. In this follow-up feature, we hear from some of the teachers and pupils who are using Child 31 to support learning across the curriculum and to support their own charitable efforts in aid of children less fortunate than themselves.

Mary's Meals is a global movement that sets up school feeding projects in some of the world's poorest communities, where hunger and poverty prevent children from gaining an education. We provide one daily meal in a place of learning in order to attract chronically poor children into a classroom where they receive an education that can, in future, be their ladder out of poverty. Mary's Meals began by feeding 200 children in Malawi in 2002. Thanks to the efforts of our supporters, today we are feeding over 734,000 children every school day.

Child 31 is the latest project for award-winning, New York City-based production company Grassroots Films, who visited our projects in Malawi, India and Kenya to see the life-changing work of Mary's Meals in action. The film focuses on the difference just one meal a day in school can make to children living in extreme poverty and we believe it has the potential to enthuse and inspire school pupils here in the UK.

It has now been distributed to all schools in Scotland, providing a rich, inter-departmental context for delivering all aspects of the modern curriculum, particularly in areas such as

Global Citizenship, Health and Well-Being, Religious & Moral Education, Modern Studies and Enterprise.

DEVELOPING GLOBAL CITIZENSHIP

Child 31 offers a powerful and moving context within Global Citizenship that will help teachers and pupils in upper primary and secondary schools to reflect on personal and societal attitudes towards the issues of world hunger and child poverty.

For more information or to register your interest in obtaining a DVD copy of Child 31, please contact Tracy Coughlan, Mary's Meals' Education Co-Ordinator, **0141 336 1853** tracy.coughlan@marysmeals.org

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

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

Finally, please log on to Glow, where you will find our new Mary's Meals professional Learning Community, providing the tools for professional development, reflection and the sharing of ideas in a safe, secure and protected environment. We welcome all of your feedback and inspirational lesson plans! www.glowscotland.org.uk

Depute Head Teacher, Priorsford Primary School, Peebles, Scottish Borders.

"As a school, we were looking for opportunities to raise awareness of the Needs and Rights of people around the world. The Mary's Meals' Education Coordinator came to our school to talk to us about their charitable work. This is when we learned about the Backpack Project.

"Afterwards, we watched Child 31 with our Primary 7 pupils and, although it was difficult to watch in parts, it gave them a much clearer understanding as to why participating in the work of Mary's Meals is so important.

"We are now collecting Backpacks and have raised over £100 in a few weeks, just by the children dropping 4p (the daily cost of a meal in Malawi) into a tub as they collect their school lunch. We do not intend this to be a one-off gesture. We want the aims and values of Mary's Meals to be embedded in the culture and ethos of our school."

Maureen McKenna, Executive Director of Education, Glasgow:

"I would encourage all schools in Scotland to use Child 31, in a range of educational contexts, to motivate and inspire our children to think of children in great need around the world. Our schools have gained much through their partnership with Mary's Meals. One of our schools presented at a Tapestry event last year showcasing their interdisciplinary learning. They researched their topic, wrote a song, produced it and they sold it on itunes – all proceeds going to Mary's Meals."

Real Global Citizenship in action!

Comments from pupils at Turnbull High School, Bishopbriggs:

“Mary’s Meals makes me feel hopeful for children in the underdeveloped countries. After watching Child 31, I have been researching and creating a PowerPoint presentation on Mary’s Meals’ Work in Haiti and I intend to help more.” **Laura**

“Child 31 interested me in ways I didn’t think were possible. I felt so sad, yet glad that Mary’s Meals exists. It made me realise how lucky I am and I want to help.” **Matthew**

“Child 31 has made me want to sacrifice my luxuries to share what I have with children in poverty.” **Sophie**

“Child 31 has changed the way I think about world poverty. It opened my eyes to the devastation and the struggles facing millions of children every day. It made me realise how much we take for granted and I can see how simply this can be solved. By doing so little, we can make a huge difference to the lives of children, enabling them to have an education giving them hope for a brighter, happier future.” **Sarah**



Mr McLachlan, Depute Head, Turnbull High School

“We have used Child 31 across the school and across the curriculum. It has been the most emotional, inspirational experience for me and for all of us at Turnbull High. We are humbled and inspired by the children who, in the midst of real adversity, carry on, appreciating what little they do have and looking forward to the daily meal provided by this wonderful charity. We are long-term supporters of Mary’s Meals -our recent Backpack collection exceeded 300- but we are committed to working even harder to help now.”

FE

EIS CONDEMNS CUTS TO FE FUNDING IN SCOTTISH BUDGET

EIS President Susan Quinn (pictured) condemned the large cuts to funding for Further Education which resulted from the recent Scottish Budget vote at the Scottish Parliament. Speaking at a meeting of the EIS Education Committee in Edinburgh, Miss Quinn highlighted the true scale of funding reductions for Scotland's FE Colleges which will amount to a cut of nearly £25M this year. The EIS – the sole recognised union for FE lecturers in Scotland – is deeply concerned about the impact of these deep cuts on student opportunity and staff jobs.

Miss Quinn said, "Having had time to look at the detail of the Scottish Budget, it is clear that the suggestion this is a positive



budget for Further Education is simply not credible. While it is welcome that - in response to strong campaigning by the EIS and student bodies - an additional £10M was found to reduce the scale of the cuts, the reality is that Scotland's colleges are still left with an overall budget reduction of £24.6M for the year 2013-2014. A funding cut on this scale, following on from several years of real-terms funding reductions, will have serious and damaging consequences for FE colleges and for education provision across Scotland."

Miss Quinn added, "At a time when College courses are being cut across Scotland, lecturer numbers are declining, and waiting lists for prospective students are growing, it was deeply concerning to see some MSPs at Holyrood cheering a further £24.6M cut to FE College funding. If we are to tackle the problem of record and growing youth unemployment, we simply must have a well-funded FE sector to provide the vital education and training that Scotland needs to work its way out of economic crisis."

SUCCESS IN REID KEIR PAY DISPUTE

Lecturers at Reid Kerr College recently staged a successful one-day strike in a dispute over pay. The lecturers had not been offered any increase in pay despite the soaring cost of living and recent pay increases at other FE colleges across Scotland. Reid Kerr College is set to merge with Clydebank College and James Watt College, two institutions that had recently offered pay increases to their own lecturing staff.

Commenting on the first day of a rolling programme of strike action, EIS General Secretary Larry Flanagan said, "Lecturers at Reid Kerr College are taking this strike action as a last resort in response

to college management's refusal to negotiate a fair and reasonable pay offer. Lecturers do not want to strike, but have been forced to do so by the college's refusal to make a pay offer. We hope that students and the wider community will support EIS-FELA members in their campaign for a fair pay settlement."

Although the EIS had authorised many additional days of action, the one day strike was sufficient to bring a swift resolution to the dispute. College management quickly offered a 1% pay increase – in line with other settlements across the sector – which was accepted by lecturing staff.





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CROSSWORD 75



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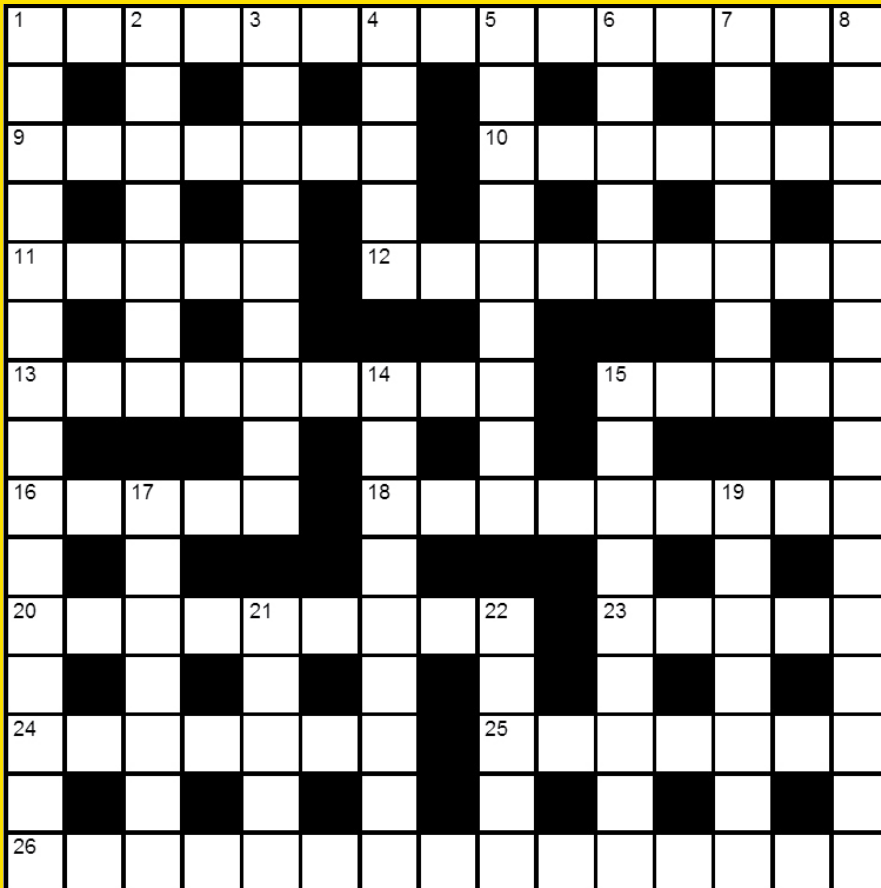
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Send your completed entry to SEJ,
46 Moray Place, Edinburgh EH3 6BH
by Friday 3 May 2013.

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 Identical scum in movie and theatre background perhaps! (10,5)
- 9 Accent, face etc differently (7)
- 10 Making lace but soundly expressing disapproval (7)
- 11 Going up that bit extra is essentially intrinsic (5)
- 12 East Anglian town put in for objector (9)
- 13 Collective group perpetrate support for golf ball (9)
- 15 Premier conifer street (5)
- 16 Starts on primary education not secondary (5)
- 18 I am working on days with no pupils (2-7)
- 20 Wise amalgamation of self defence and chemical giant we concluded (9)
- 23 Beginnings of shade enveloping photographs in ages past (5)
- 24 Cause a right riotous interruption (7)
- 25 A rat in earth-moon-earth communication in the scholarly world (7)
- 26 They study methodically, of course they do! (7,8)

down

- 1 Roundabout things acted on by verbs (8,7)
- 2 Not lost unromantic frenzy for thinking "in the box" (7)
- 3 Study food with eastern spasm in reduced intakes (9)
- 4 Famous end to music which was not educational in content (5)
- 5 They confirm the truth that test erswhile members (9)
- 6 A joint on a Bishop's bonce (5)
- 7 A small drink distilled from a finer street (7)
- 8 What you can't get between two very close positions (9,6)
- 14 Frolics at specialised eye wear (9)
- 15 Prevent a quadruple stand reportedly (9)
- 17 Infinity found in stock dividend lessons (7)
- 19 Impact of ones intellect or ones foot! (7)
- 21 Make happen, manufacture sauce (5)
- 22 Boyfriend was in mixed company! (5)

Crossword 74 answers:

Across: 1 Stage-managers, 8 Lone, 9 Discretion, 10 Barter, 11 Carriage, 12 Gentleman, 14 Barn, 15 Slap, 16 Hey-presto, 20 Telltale, 21 Second, 23 Santa Maria, 24 Ream, 25 Disinterested.

Down: 1 Storage, 2 Anent, 3 Endorse, 4 Associate degree, 5 Aurora, 6 Extricate, 7 Sloe-gin, 13 Tea-cloths, 15 Steward, 17 Passage, 18 Tankard, 19 Daemon, 22 Caret.

Winner - Mary Strachan, Skye





National Bargaining Regained?

Readers of the article on national bargaining in FE (SEJ, December 2012) could well have formed the view that it was the EIS-CLA membership, rather than the newly formed Employers' Association, that abandoned national bargaining in the Scottish FE sector in 1994. In fact, the opposite was the case. Following incorporation the employers were determined on a course of all out hostilities against their teaching staff. They commenced by offering a pay rise which was conditional on the teaching staff acquiescing to a raft of detrimental changes to conditions. These included an increase in the length of the working week, an increase in class contact, reduction in leave and an end to discretionary time. Rejection, they warned, would mean an end to national bargaining.

Their ultimate agenda was to destroy the professional status of the lecturer and undermine collective action by introducing HR inspired performance appraisal pay systems more suited to call centres than colleges. It was also transparently obvious that the employers had no intention of maintaining national bargaining in the long run and would abandon it unless forced to remain in.

The CLA Executive's response was to reject the employers' demands and

conduct a ballot for strike action against the proposals and in defence of national bargaining. The ballot returned 84% in favour of taking strike action. The EIS was in a strong position to force the Employers' Association to change its stance. After all, the new boards of management were clearly not competent to run the colleges. However, defeat was snatched from the jaws of victory when, for reasons those of us who still remember the events of twenty years ago still cannot understand, then General Secretary Jim Martin called off the strike. National bargaining, he claimed, was no longer an achievable aim. Members were told to go back to their branches and prepare for plant bargaining. The CLA Executive members subsequently legitimised the decision by voting 14 – 13 to homologate the General Secretary's decision, so clearing the way for the employers to walk away from national bargaining.

The loss of national bargaining was a major blow but hardly the apocalypse that the article depicts. Very few branches have conditions worse than those proposed by the Employers Association in 1994. Most have not experienced a lengthening of the working week or a reduction in annual leave. Many members have more leave now than they had before incorporation. Some have more discretionary time. Most do not have higher levels of weekly

class contact than those proposed by the Employers Association twenty years ago. Many have considerably lower levels. In terms of pay, the stronger college branches were for many years able to secure better rises than their colleagues in the school sectors.

However it cannot be denied that many branches have taken a battering over the years. For example, there is a 17% gap between the highest and lowest paid colleges. There is a huge variety of conditions throughout the sector, in some cases even within the same college. The opportunity to address these anomalies by returning to national bargaining presents itself, even if, having spent some time on the fairway, it now finds itself in the rough as the article suggests.

The opportunity to return to national bargaining must be seized. But everyone must be clear that to achieve it the membership must be united. Therefore, everyone must be clear that there must be no detriment for any and best practice for all. Anything else will prove divisive and will fail as it did in 1994.

Jim O'Donovan
EIS-FELA Executive Member, Glasgow

The Educational Institute of Scotland Trade Union Reform and Employment Rights Act 1993

In terms of the above Act, the following statement relating to the year ended 31 August 2012 is issued to members of the Institute.

1. Total Income and Expenditure

The total income and expenditure of the Institute and its branches as included in the Annual Return to the Certification Officer was

	Members Dues (£)	Other Income (£)	Total Income (£)	Total Expenditure (£)
General Fund	5,732,214	544,528	6,276,742	5,720,522
Professional Fund		273,080	273,080	579,441
Local Associations	789,324	20,519	809,843	739,089
	6,521,538	838,127	7,359,665	7,039,052

2. Political Fund

The total income and expenditure of the Institute's Political Fund as included in the Annual Return to the Certification Officer was

Total Income (£)	141,473
Total Expenditure (£)	39,196

3. Other Information

The salary paid, including employers' superannuation and benefits provided to or in respect of the General Secretaries, as included in the Annual Return to the Certification Officer, amounted to £119,600 comprising £92,321 in salaries and £27,279 in benefits. No salary was paid or benefits provided to or in respect of the President or any member of the Executive.

4. Auditors' Report

The following report by the Institute's Auditors, HW Edinburgh, Chartered Accountants and Statutory Auditors, Q Court, 3 Quality Street, Davidson's Mains, Edinburgh was included in the Annual Return to the Certification Officer:

We have audited the financial statements of the Educational Institute of Scotland for the year ended 31 August 2012 on pages 2 to 24 (of the Accounts). These financial statements have been prepared in accordance with the accounting policies set out therein.

This report is made solely to the Institute's members as a body. Our audit work has been undertaken so that we might state to the members those matters we are required to state to them in an auditors' report and for no other purpose. To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than the Institute and the members as a body, for our audit work, for this report, or for the opinions we have formed.

RESPECTIVE RESPONSIBILITIES OF THE INSTITUTE AND AUDITORS

As described on page 24 (of the Accounts), the Trade Union and Labour Relations (Consolidation) Act 1992 requires the

Institute to prepare financial statements for each financial year which give a true and fair view of the state of affairs of the Institute and of the income and expenditure of the Institute for that period in accordance with applicable law and United Kingdom Generally Accepted Accounting Practice.

Our responsibility is to audit the financial statements in accordance with relevant legal and regulatory requirements and International Standards on Auditing (UK and Ireland). Those standards require us to comply with the Auditing Practices Board's Ethical Standards for Auditors.

SCOPE OF THE AUDIT OF FINANCIAL STATEMENTS

An audit involves obtaining evidence about the amounts and disclosures in the financial statements sufficient to give reasonable assurance that the financial statements are free from material misstatement, whether caused by fraud or error. This includes an assessment of: whether the accounting policies are appropriate to the circumstances and have been consistently applied and adequately disclosed; the reasonableness of significant accounting estimates; and the overall presentation of the financial statements

OPINION ON FINANCIAL STATEMENTS

In our opinion the financial statements:

- give a true and fair view of the Institute's affairs as at 31 August 2012 and of its income and expenditure for the year then ended; and
- have been properly prepared in accordance with United Kingdom Generally Accepted Accounting Practice (but with the exception of a cashflow statement) and the requirements of the Trade Union and Labour Relations (Consolidation) Act 1992

MATTERS ON WHICH WE ARE REQUIRED TO REPORT BY EXCEPTION

We have nothing to report in respect of the following matters where legislation requires us to report to you if, in our opinion:

- adequate accounting records have not been kept; or
- the financial statements are in agreement with the accounting records and returns; or
- we have not received all the information and explanations we require for our audit

HW Edinburgh
Chartered Accountants
Statutory Auditors

Q Court
3 Quality Street
Edinburgh EH4 5BP

Dated: 22 February 2013

5. Irregularity Statement

A member who is concerned that some irregularity may be occurring, or have occurred, in the conduct of the financial affairs of the union may take steps with a view to investigating further, obtaining clarification and, if necessary, securing regularisation of that conduct.

The member may raise any such concern with such one or more of the following as it seems appropriate to raise it with: the officials of the union, the trustees of the property of the union, the auditor or auditors of the union, the Certification Officer (who is an independent officer appointed by the Secretary of State) and the police.

Where a member believes that the financial affairs of the union have been or are being conducted in breach of the law or in breach of rules of the union and contemplates bringing civil proceedings against the union or responsible officials or trustees, he should consider obtaining independent legal advice.

[Note: The above wording is reproduced as required by the Trade Union Reform and Employment Rights Act 1993. The Institute, however, being established by Royal Charter, has the legal power to hold property and other assets in the corporate name "The Educational Institute of Scotland" and any reference to trustees in the text should therefore be disregarded.]

CHILDREN SAY THE FUNNIEST THINGS...

Wealth Risk

So the children in my P5 class were discussing their Health lesson about germs, 'flu, washing hands, etc. They were all busy drawing cartoon germs, happy for the excuse to invent some of the most violent characters known to Man- no exception being the puzzling cartoon done by one boy - it seemed to be of a bus driver deliberately mowing down what looked like a person of officialdom (the blood-spattered clipboard and cap being the clues.) When I asked the pupil to tell me about his picture, he replied that the bus driver was his dad.

"But what else is going on?" I enquired, fearful of what might come next.

"That's his boss," replied the child, stabbing at the unfortunate casualty with his red felt-tip. "He doesnae like it when my dad gets sick... it's cos o' the virus."

"I see, " I replied in a musing tone. "Do you mean he's been off work with the 'flu?"

"Dunno, Miss. Think so. Mibbe. My dad just says that next time he's aff he's gonnae fire us."

Junior Moment

P5 and it's time for Gym. All the girls are getting changed into kit - apart from Melanie.

"Where's your P.E. kit, Melanie?" I ask.
"Did you forget it?"

Melanie shrugs and gives the enigmatic response,

"Not sure, Miss. If I do know where it is then I remember. If I don't know where it is, then I just don't remember. That's usually what seems to happen with me."

?????????

Own Goal

It was 9.00. I was trying to take the register in P6. Usually not a problem. Today however, there seemed to be a lot of chit-chat going on in one corner of the room, amongst a group of boys. They were told to "shoosh!" once. It worked for a few seconds, and then they started in earnest again, whispering excitedly. Again I scolded them. The same response. So I went over...

"Boys, what ARE you talking about? I am trying to do the register. What you're doing is really rude. I can't hear if people are answering. So tell me, just what is the big news?"

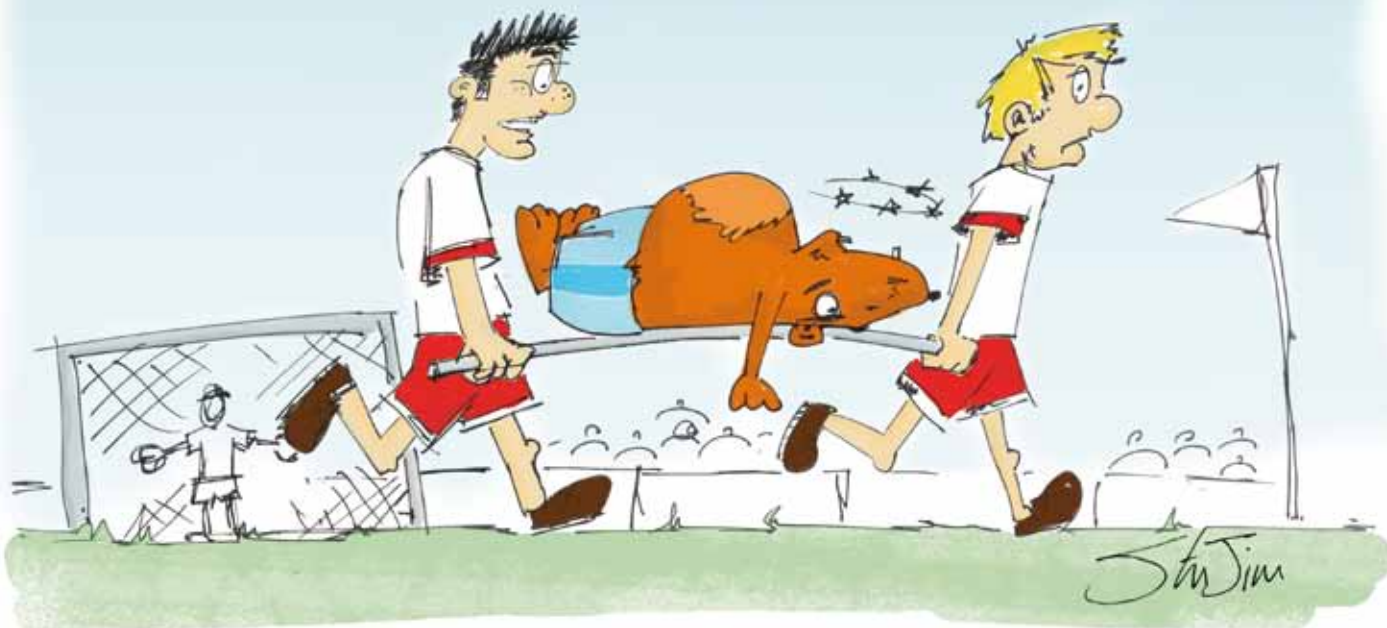
One of them, bolder than the others, replied,

"But Miss, it IS big news. We were just talking about Georgios Samaras..." he said with a beaming smile.

"Well, what about him?" I asked, whilst trying to convey that I knew who the Celtic player was.

"MISS! Did you not see it on the news last night? He's back in the team! He's recovered from his hamster injury."

Thinking of that kept me going all day!





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2013 GOALS



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for further reasons visit us online



t: 0141 332 8004
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www.eisfs.co.uk

Contact us today to
book an appointment
with your local area
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