

eis

The Educational  
Institute of Scotland

www.eis.org.uk

The Scottish  
Educational  
Journal

May 2013

Vol. 97

Issue no. 03

SEJ



# THEN AND NOW

What can we learn from the 1980s Campaign?



# ANNUAL FAMILY WORLDWIDE TRAVEL INSURANCE



**ONLY £94\***

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

\* For members aged under 65, Premiums for members aged 65 to 69 years is £164 per year.

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

(JUST £8.50 PER QUARTER)

## HOME EMERGENCY COVER



## MOTOR BREAKDOWN COVER FOR YOU & YOUR PARTNER



**e**ssentials



### Home Emergency Cover

With you every step of the way

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

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



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

**eis** FINANCIAL SERVICES



### Motor Breakdown Cover

For you & your partner

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

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

For an application or immediate cover call:

**0845 230 1653**

# Looking back, *moving forward*

This edition of the SEJ manages to be both somewhat nostalgic and also forward-looking. We look back both at the work of the EIS over the past year and also even further back at the great industrial action campaign of the 1980s – if it is possible to be nostalgic about such a period of social upheaval and unrest. We look ahead too, to the challenges that face us all in the future and to the imminent Annual General Meeting which will shape the work of the EIS in the coming year.

Our front cover this month draws a comparison between the unrest of the 1980s during the era of Thatcherism and the current day where another Conservative-led government seems determined to reproduce many of the most damaging, socially divisive policies of its predecessor. As in the 1980s, government policies are damaging communities, attacking the poor and continuing an ideological assault on public services and the public sector workforce.

With the exception of the one-day strike in protest at pension changes, it has been over a quarter of a century since Scotland's teachers engaged in a meaningful national programme of industrial action.

However, the EIS continues to fight on a number of fronts – most notable over the past few years have been the campaigns to Protect Pensions, the anti-budget cut campaign 'Why Must our Children Pay' as well as the on-going discussions around the McCormac Review of Teacher Employment. The EIS also continues talks, with other parties

represented at the Scottish Negotiating Committee for Teachers, regarding this year's pay settlement and the EIS desire to make progress on the pay and conditions of short-term supply teachers.

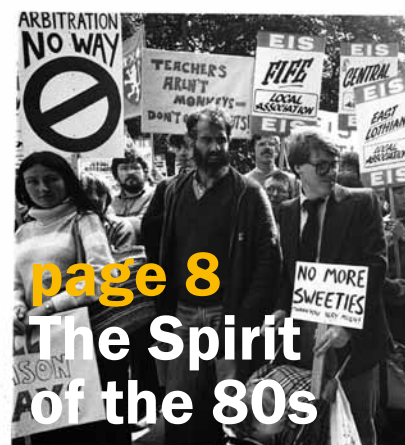
As we also highlight in this SEJ, rising workload and its implications for teachers' health and morale will be a major campaign focus for the EIS in the months ahead. While tackling increases in workload has always been a key aim, the launch of a new campaign to specifically raise awareness of the issues and seek to tackle them is a significant step. Initial advice, as part of the campaign, is included in the flyer inserted into this edition of the SEJ, and frequent updates will be issued to establishments, via email and online at the EIS website as the campaign develops.

The key to a satisfactory outcome in each campaign is, as ever, the active support of EIS members. The strength of the EIS has always been that it remains member-focused and member-led and every single major policy decision is taken by members elected from within the teachers and lecturers who are the union. As our contributors make clear in our look back at the great campaign of the 1980s, it was member activism that was key then and it is member activism that will be essential to defending Scottish education and Scotland's teaching professionals now and in the future.

**Please play your part by doing all that you can, in whatever way possible, to support the on-going campaigning work of the EIS.**

## CONTENTS

- 4 EIS Council News
- 6 News Round-Up
- 8 The Spirit of the 80s
- 10 President's View
- 12 Pensions Update
- 14 The Impact of Poverty on Education
- 16 CPD Focus
- 18 FE – Annual FELA Conference
- 20 AGM Preview
- 21 EIS Contacts
- 22 STUC Report
- 23 Area Officer Focus
- 24 Edinburgh International Book Festival
- 26 Crossword
- 27 Classifieds / Sudoku
- 28 Forum / Local News
- 30 Funnies / Cartoon



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



# EIS COUNCIL NEWS...

## NEW CAMPAIGN FOCUS ON WORKLOAD AGREED

At the final meeting of EIS Council before this year's AGM, Council members agreed a proposal from the Executive Committee to launch a new campaign on the issue of teacher workload.

Presenting the Executive Committee Report, President Elect Phil Jackson explained that the recent consultative ballot process on pensions had reflected growing teacher anger on a wide range of issues including frustration with growing workload pressures. Negotiations on the Pensions issues were continuing, he said, with particular emphasis being placed on the "68 is too late" element which would potentially link normal teacher retirement age to the state pension age. The new campaign would complement on-going campaigning work on key issues such as pensions and budget cuts, said Mr Jackson.

Following the Council Meeting, General Secretary Larry Flanagan offered further comment on the workload campaign, saying, "Scotland's teachers are facing continuing demands to achieve more with less and this has created an increasingly unmanageable workload burden. At a time when

teachers are working extremely hard to deliver an under-resourced Curriculum for Excellence – the largest and most important educational change that Scottish education has seen in a lifetime – austerity cuts have robbed schools of vital resources to support learning and teaching whilst pointless bureaucracy and new demands have increased. All of this combines to heap additional workload burdens onto teachers, with consequent rising levels of stress and its associated health-risks, together with serious implications for overall school morale."

He added, "This significant increase in workload is happening at the same time as teachers are suffering real-term pay cuts, attacks on their pension rights, supply shortages, and an on-going review into working conditions. Even with teachers already working excessive hours beyond their contract, the stark truth is that not everything can be achieved. We are calling on both Scottish and Local Government to work with us to address this issue as a matter of priority. A failure to do so on their part will see the campaign escalate over the months ahead."



**Phil Jackson**  
EIS President elect



**Larry Flanagan**  
EIS General Secretary

### CfE Senior Phase – Support Materials

Answering questions on the roll-out of online course materials in all subject areas by Education Scotland, Ms Barnett highlighted that – while it was welcome that Education Scotland was meeting its commitments in this regard – the EIS had played no part in quality assurance of the materials and would continue to seek feedback from members on the suitability and value of these course materials. All comment from individual members was welcome, said Ms Barnett, and would continue to inform future discussions and support the on-going EIS campaign for adequate resources.

### Education and Poverty Conference

Equality Convener Bill Ramsay highlighted the very positive feedback that had followed the EIS Education and Poverty Conference (see focus on pp14-15 of this SEJ). "The Conference featured many excellent speakers – including Keynote speakers Dr John McKendrick of Glasgow Caledonian University and Anne Marie Carrie, Chief Executive of Barnardos – and also had a real political edge which supports our continuing campaign against austerity", he said.

### Salaries Matters

Convener Tom Tracey updated members on the ongoing discussions on pay and pensions. On pay, Mr Tracey said "The discussions on pay with Scottish Government and COSLA are progressing slowly. We are linking such discussions to our stated aim of restoring the rates of pay and conditions of supply teachers." He advised Council that there was no end date for these discussions. On pensions, Mr Tracey expressed frustration that UK Treasury were impeding progress and he intimated that the Scottish Government and Unions had agreed a joint approach to seek Treasury input into a future meeting.

# CfE Primary and Early Years Survey

Following the success of the EIS survey on the Senior Phase of CfE – which produced a considerable amount of valuable information to support campaigning for additional resources – the EIS recently undertook a similar survey of members in the nursery and primary sectors. This new survey, which was carried out online and sent to all relevant members via email, achieved a very high rate of return from nursery / primary teachers.

Updating Council on the progress of the survey, Education Convener Kay Barnett told Council members that, with a week of the survey still to go (at the time of the Council meeting), 2842 responses had already been received in the two weeks since the survey went live.

Amongst the other key findings emerging from the Nursery / Primary CfE survey are:

- In terms of assessment within CfE, over half of respondents were either “barely confident” or “not confident at all”.
- The terms “developing”, “consolidating” and “secure” are used for determining progress within CfE in over 80% of responses and in the majority of cases these are used in a “tick box” approach.

- Around half of respondents described “forward planning” as “excessive”. However, almost all respondents comment on the increased paperwork and bureaucracy associated with CfE.
- Many respondents are critical of a new tracking system called “On Track With Learning” or OTWL. This system was developed in Angus and North Lanarkshire Councils and will be “rolled out” across Scotland in August 2013 in Councils which use the Seemis System.
- OTWL was “marketed” as a way of reducing workload. However, members report that it has been a major contributor to increased workload and has added to the burden of weekly planning. Other members are critical of the technical aspects in that the system often crashes and there are difficulties gaining access to the system.
- “OTWL, a ridiculous amount of extra work. Sometimes login doesn’t work, takes much longer than other planning formats. Time could be spent on more useful tasks, for example making resources & teaching my class!” – comment from survey respondent
- Some members report that they are no longer allowed to use textbooks and are having to make up materials from scratch often by including experiences and outcomes for every lesson.
- Members feel that they are “reinventing the wheel” with no co-ordination of curricular development activities across the Council area.
- 61% of respondents described “Exemplification of Standards” as being essential; 56% of respondents described “Additional Financial Support (per capita)” as being essential; and 45% of respondents described “Additional INSET days” as being essential.



**Kay Barnett**  
EIS Education Convener



Full results of the EIS CfE Survey of Nursery / Primary members are available from the EIS website – [www.eis.org.uk](http://www.eis.org.uk)

## Employment Relations Matters

Convener Pat Flanagan reported to Council on the UK Government’s decision to introduce fee payments for lodging claims and for Tribunal hearings. The full cost implications for the EIS are difficult to predict, Mr Flanagan said, but the Committee had agreed that where the EIS was supporting a case the fees would be met by the EIS on the understanding that, if successful, members would then reimburse these costs to the EIS should the refund of fees be achieved as part of the overall settlement paid to the member.

Mr Flanagan also reported to Council communication between the EIS and Ed Vaizey MP (Minister for Culture, Communities and Creative Industries) on the issue of abuse on the Internet and Social Media sites. The Committee took the view that Mr Vaizey’s response on the self-regulation of such sites was unhelpful and unworkable. “The view of the Committee is that self-regulation is failing”, said Mr Flanagan.

## Fighting the Bedroom Tax

The EIS will support the work of the Scottish Anti-Bedroom Tax Federation and encourage EIS members to support local campaigns against the Bedroom Tax, as the result of a successful Motion proposed by Penny Gower (EIS-FELA President). “This divisive tax is taking many people below the statutory minimum weekly income”, said Ms Gower. “Those targeted are losing, on average, 14% for one spare room and 25% for two spare rooms”, she said.

Seconding the Motion, Phil Jackson (EIS President Elect) said, “This Act will push many hard-working families into poverty. And we all already know that this tax is never going to work and will be remembered in similar terms to the Poll Tax.”

Council members agreed, and voted overwhelmingly to support the Motion.

## Thanks to Council members

President Susan Quinn noted the unusually large number of Council members who would not be returning to Council next year, due to retirement or other reasons. Miss Quinn thanked each of the departing members for their services to the EIS, which date back many years in some cases.

**The full list of members** (alphabetical, by surname) departing Council is:

Philip Cairney, Ian Cochrane, Elizabeth Fairley, Karen Farrell, Bob Fotheringham, Robin Irvine, Kate MacDonald, Phil McIntosh, Brian McKerrow, John McMillan, Andrew McNeil, Thomas Miller, Norman Morrison, Karen Park, Roy Pearson, Marion Roy, Raymond Simpson, Michelle Smith, Martin Turnbull, Colin Vettors.

# NEWS...

## STUC: Inspiring Women

The STUC have produced a book in line with their Women's Committee project to celebrate the contribution women have made to campaigning for equality and against injustice. The book is entitled 'Inspiring Women' and aims to give a voice to women in Scotland and their struggles for equality and justice from which we benefit today.

'Inspiring Women' features personal experiences of committee members both past and present and it is hoped that the images and stories will bring back memories to some readers and encourage others to talk with their families and friends in communities and workplaces about the "contribution working women have made and will continue to make."

For further information regarding 'Inspiring Women' please contact the STUC on **0141 337 8100** or by email at **info@stuc.org.uk**



Members of the STUC Women's Committee, including EIS member Annie McCrae (centre), celebrate the launch of "Inspiring Women"

Pic: Louis Flood

## Pensions Campaign

The recent consultative ballot on pensions provided a clear indication that for members this issue remains as a key focus: 91.3% of those participating voted 'Yes' to potential industrial action.

This can be compared with the result from a year earlier where the 'Yes' vote was only 73.5% on a comparable turn-out, suggesting, if anything, that the mood has hardened.

Clearly other factors, such as CfE workload and declining living standards, feed into the general mood of anger.

The significant majority for potential industrial action sent a clear message to the Scottish Government that this is a live issue.

On the back of the ballot process we secured an early meeting with John Swinney and Mike Russell where we explored the potential for an alternative approach, possibly through a workforce planning agenda for those teachers, approximately 20,000, who will be caught by the move from Normal Pension

Age (NPA) 60 to the State Pension Age which will rise to 68, as set out in the UK Government's Pension Bill.

There was a positive agreement to look at mechanisms outwith pension regulations to support those who may choose to leave teaching before reaching the State Pension Age.

It was also agreed that a joint representation to the UK Treasury should be made, as one of the key barriers to a negotiated position is the set of actuarial assumptions being imposed on the discussions by the actuaries advising the Treasury.

The EIS Executive has confirmed the prioritisation of seeking a negotiated settlement within the current discussions, which are scheduled to conclude in June. However, it also agreed to maintain active links with the NUT over its forthcoming industrial action strategy (of which pensions is a constituent part) and to seek to develop the issue of workload as an all-embracing

campaigning priority for the EIS.

Further decisions will require to be made as events proceed, and we will keep you informed about developments, but the decisive ballot result provides a clear context as to the mood of members at the present time.

**Larry Flanagan**, General Secretary





# STUC BLACK WORKERS' CONFERENCE



The STUC campaigns for equal rights for BME people at work and in society. The EIS plays a key part in this campaign through its support of BME members and through its promotion of anti-racist programmes within educational establishments.

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

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

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

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

Please contact Agota Klimaviciute at EIS Headquarters (**0131 225 6244**) for any enquiries relating to the conference or to obtain delegation nomination forms. **Conference delegation nominations form should arrive at EIS Headquarters by Friday 26 July 2013.**

**Saturday 5 October / Sunday 6 October 2013  
Menzies Hotel, Washington Street, Glasgow**

## EIS expresses “disappointment” in code of HE governance

The EIS has expressed its disappointment in the Scottish Code of Good HE Governance published recently as it seems to offer nothing new to improve HE Governance or accountability.

The main aim of the draft code seems to reinforce the autonomy of universities and consolidate existing power structures.

The document is a set of general principles with a few examples of good practice, with vague statements of openness, transparency and accountability - their vagueness means that it will be difficult to show that Universities do not meet these “standards”.

The EIS welcomes the principle that the Scottish Funding Council will require Universities to follow the code as a condition of a grant of public funding, however the Universities also state that the code “can be met by means different to those envisaged in the guidelines” - which devalues the code.

## Thatcherite legacy must be challenged to tackle child poverty

The EIS has called on all of Scotland’s political parties to challenge the social injustices of the Thatcherite legacy and their impact on child poverty in Scotland. Speaking at a major EIS Education & Poverty Conference in Glasgow (see feature on pp14-15), General Secretary Larry Flanagan highlighted how the political decisions of the 1980s are still having a profound and damaging impact for many children and young people across Scotland.

Noting the recent debate about the legacy of former Prime Minister Margaret Thatcher, Mr Flanagan said, “There has been much debate about the Thatcherite legacy, and even talk that this somehow created a new political consensus across the UK. This is certainly not a widely held view within the Scottish education community, where we still see the damaging impact of the divisive and damaging policies of that era every day in our schools, colleges and universities. It was an era that destroyed many communities in Scotland, and sent many families into an impossible to escape spiral of unemployment,

underemployment, poverty and social deprivation. Today, right across the country and in all sectors of education, we continue to witness the devastating long-term impact this has had for many young people.”

Mr Flanagan added, “Improving the educational chances for young people who are disadvantaged must be the top priority for all of Scotland’s political parties and for the Scottish Parliament. While we have, thankfully, escaped the worst excesses of the UK Government’s education policy and its attacks on any remaining notion of equality of education for all, we must continue to push for a fair comprehensive education system that can provide all young people, no matter what their personal circumstances, with every opportunity to maximise their educational potential.”

He added, “We must challenge the political decisions that have created a situation where ten times as many children from deprived areas leave school without qualifications compared to children from the most affluent areas. It is a problem that society as a whole, and our political leaders in particular, must recommit to address.”

# CAPTURING THE SPIRIT OF THE 80s

The SEJ looks back at the great campaign of the 1980s  
– and ahead to on-going campaigning work

The recent death of former Prime Minister Margaret Thatcher prompted much debate about the legacy of Thatcherism and its impact on trade unionism and public services. In the 1980s – during the height of government attacks on unions, the public sector and the traditional industries that supported many communities in Scotland – EIS members staged a high profile and long-running campaign of industrial action in defiance of UK Government

education policy. For three years – from 1984 to 1986 – teachers across the country were involved in the most sustained campaign of industrial action that Scottish education has ever seen. Views on the degree of the success of the campaign may be debated. However, what cannot be denied, is that for three years teachers in Scotland stood firm against the most sustained of government attacks and refused to be defeated.

## 1980s and the Teachers' Campaign

It is hard to believe that it will shortly be 30 years ago when the EIS embarked on a campaign to challenge the Conservative (Thatcher) Government and demand an Independent Review of Teachers' Salaries in Scotland and to back up this demand with a campaign of industrial action which was to last for nearly two years.

I became Local Association Secretary in Fife in early 1985, towards the start of the EIS campaign, at a time when the Thatcher government had just inflicted defeat on the National Union of Mineworkers. The EIS General Secretary at that time, John Pollock, made the point that "if the grocer's daughter was going to be made to listen", the EIS had to be prepared for the long haul which could be sustained by the membership for

months or even years if necessary. In the months which followed the EIS organised a work to contract, a series of national one day strikes, selective strike action and, controversially, the tactic of targeting strike action in the constituencies of Tory government ministers.

In March 1986 Scottish Secretary Malcolm Rifkind announced the establishment of an Independent Review into Teachers' Pay and Conditions of Service to be chaired by Sir Peter Main (the then Chair of the Boots Company).

In October 1986 the "Main" Report was published to a very hostile response from many Scottish teachers and a Special General Meeting of the EIS took place on Saturday 8 November 1986. Despite this, and following difficult

negotiations within the Scottish Joint Negotiating Committee for Teachers (SJNC), an Agreement was concluded (in January 1987) which became known by the number of the circular (SE/40). This Agreement heralded the introduction of Planned Activity Time, Compulsory Parents' Meetings and an extremely rigid list of duties (to try to make difficult/impossible future work to contract campaigning).

It was not until nearly fifteen years later when some of the more draconian and unpopular elements of SE/40 were replaced by the McCrone (TP21) Agreement.

**Ken Wimbor**, EIS Assistant Secretary, was Local Association Secretary for Fife during the 1980s campaign

## A challenging campaign that made the EIS stronger

The root cause of the 1980s campaign was the decline in teachers' salary levels and the Government's desire to link pay to conditions of service in negotiations. I was on both the National Executive and the Salaries Committee at the start of the campaign and most of us were firm that the Government's approach was unacceptable and had to be resisted. I well remember a meeting with George Younger and civil servants at New St Andrews House where it became clear that the Government and Management Side preferred a pay and conditions review to an independent salaries review, which led to the stepping up of our industrial action."

Looking at the political dimension, our campaign was launched during the miners' strike. The defeat of the miners' unions by the Government gave rise to the assumption that our campaign was likely to be doomed – Thatcher was seeing off the miners and would soon see off the teachers. However, the experience

of the miners led the EIS to organise our campaign in a different way with our strategy on targeted strike action, with particular emphasis in schools in areas where there was a sitting Tory MP, backed up by membership levies and national action. We also made a real effort to take the parents and general public with us throughout the campaign.

There is a commonly-held view that the EIS was the union that defeated Thatcher but, looking back, that is an over-simplification. However, the teachers were not defeated in the same way that the miners were and the EIS actually emerged as a stronger union following the campaign. The campaign helped to promote greater active membership participation within the union, and generated a whole new generation of highly-committed and effective activists within the EIS. Many of these activists became the backbone of EIS strength for many years to come, and a significant number are still prominent within the

union either as lay members or have gone on to become full-time officials or officers.

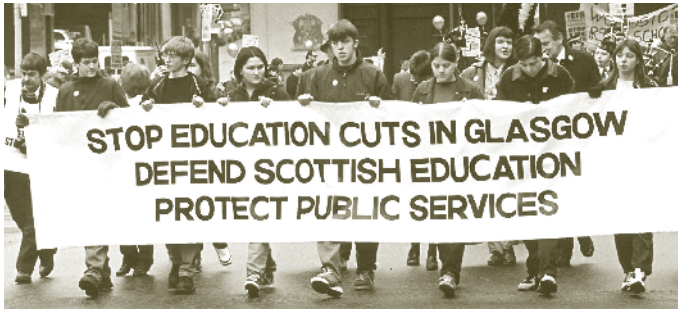
While I am now somewhat removed from current events within the EIS, it is clear that the union is facing many similar challenges today to those of the 1980s. Attacks on pay, conditions of service and pensions – driven by both national and local government – highlight that this is a challenging time for teachers and for the EIS. The important lesson is that the EIS came out of the 1980s campaign as a stronger organisation in the end, even though the journey itself was difficult. Now, as then, the key to success is strong grass-roots activism and encouraging, supporting and training the next generation of EIS Reps and activists who can take the union forward in the years ahead.

**Norrie Bissell** was a prominent EIS activist during the 1980s, and eventually became a full-time Officer until his retirement several years ago. He is now a writer and community campaigner, and is currently working on his first feature film script.



# a time for reflection

**It's a time for reflection indeed.** As the industrial action of the 80s took hold I was a 6th year pupil preparing for final exams and transition to teacher training college. I was aware of the action being taken and the importance of it for the future of Scottish teachers' terms and conditions as I was part of the school debating society and came from a family where the news of the day was discussed. I guess being involved in this action at the end of my schooling and beginning of teaching career showed me how important it was to be part of the EIS. – **Susan Quinn**, EIS President



## The Great Campaign – Truth and Myth

The campaign in the '80s arose from a number of circumstances which may have parallels in the current situation we face. There was a significant period of pay decline arising from inflationary pressures, an attack on the public sector and a period of intensive curricular change. In Lanarkshire, the national industrial action was preceded by local action following the introduction of consortia arrangements across schools, which impacted on subject delivery in the upper stages of secondary education.

The period of industrial action was intense and targeted to put maximum pressure on leading Conservative MPs, George Younger in Ayr, John Mackay in

Argyll and Bute and Michael Forsyth in Stirling. Such action was supported by membership levy. General industrial action was carried out by rolling action, taking out groups of members on each day from Tuesday to Thursday to maximise disruption.

While strike action and curricular boycotts were fractious within individual schools it was clear that the Convention of Scottish Local Authorities (COSLA), dominated, at that time, by the Labour Party power bloc in Strathclyde and Lothian Regions, refused to escalate action against teachers.

The mythology is that the EIS succeeded to do what no other union had

done, and that is defeat Thatcher. While the final outcome from the Main Report was contentious and the restorative period following the issue of SE/40 was difficult, there is a degree of truth in the mythology. As many other unions, for example, in the mining and motor industries, were seriously weakened the EIS came through stronger and more assertive. That dividend served us well in the troubled remaining period of the Thatcher administration and budget pressures in the 90s.

**Drew Morrice**, EIS Assistant Secretary. Drew was a prominent EIS activist in Lanarkshire during the 1980s campaign.



## Unity is Strength

I began teaching in 1979 so my first decade was dominated by Mrs Thatcher's Government. Scottish education didn't enjoy the current protection offered by the Scottish Parliament and Michael Forsyth, the Scottish Secretary, relentlessly pursued Tory Government policy through the Scottish Education Department. The EIS firmly resisted these attacks.

I became school rep during the major salaries dispute and happily busied myself calling meetings to keep everyone informed (pre e-mail days) and collecting the £10 levy in support of colleagues taking sustained action in schools in the constituencies of Government ministers; this targeted action was highly successful.

There were other major campaigns, also: of particular note was the successful cover action which saw many colleagues being 'deemed' (declared to be in breach of their contract) for refusing to cover for absent colleagues beyond three days.

Teachers weren't strike happy in the 80s, however. There was simply a strong resolve to stand united as a profession and to take action when required. As ever, effective school reps and active local associations were key to mobilising members.

Perhaps our greatest strength was that we were confident in our ability to take on the battles!

**Larry Flanagan**, EIS General Secretary

# EIS PRESIDENT SUSAN QUINN LOOKS BACK OVER A CHALLENGING YEAR



**'It was the best of times, it was the worst of times...'** This nod to classical literature, in honour of our English teacher General Secretary, may not be my normal reading matter but is a pretty good description of my experiences as President. Education in Scotland has found itself at crunch points in many areas as this year has progressed – pensions, McCormac, FE regionalisation, local authority cuts, Donaldson, HE industrial action and of course the on-going challenges of Curriculum for Excellence. However, the past year has not been all meetings and negotiations, and the time spent visiting local associations up and down the country has indeed been some of the best times.

## Pensions, Salaries and all things Conditions of Service

I would be the first to admit that in starting out my office bearer time I had limited experience in the magical arts of negotiations within the Salaries Committee. Those who know me know I've concentrated my time within the organisation on education matters and used my time at Executive and Council scrutinising the work of the Salaries Committee. That in mind I might have wished for a slightly quieter time on this front but of course, we can't always have what we wish for.

At time of writing the Institute finds itself nearing the end of a year long negotiations on, a Scottish option on pension reform, contemplating a ballot of members on the outcome of the McCormac negotiations and mid discussions on this years' salary settlement.

It would be fair to say the negotiations on pensions reform have been frustrating for all involved due to the challenging position of HM Treasury having right of veto over any scheme specific alternatives we in Scotland want. The EIS position of opposing the Pay More, Work Longer, Get Less reforms of UK treasury have been carried forward by negotiators. It was difficult to see how we might change the mind of a government set on introducing reforms across the UK, though in relation to the increase in contributions, persuading other political parties to vote against the proposals being taken through Scottish Government has to be the starting point for the campaign against further increases. The 91% YES vote in the recent consultative ballot has provided leverage in getting politicians to the table to discuss the Scottish alternative and discussions on a range of options are on-going.

When it comes to salaries members may well have been surprised to have not received a 1% increase in April. This is because teachers' salaries are negotiated at the SNCT, and whilst COSLA announced the 1% award across all public sectors, they had failed to take this through the appropriate channels and the teachers side submitted their pay claim based on evidence gathered from research conducted. This claim also sought the SNCT to consider the pay of short term supply and, as may appear to be a theme, negotiations are on-going.

The final side of this triangle is the McCormac negotiations, which have considered aspects of the report drafted by Professor Gerry McCormac. Members will have a chance to vote on the package developed within these negotiations in the coming months, with the EIS taking



Pictured: Susan at work in her own school in Glasgow, and during one of her Presidential visits to the new Isobel Mair School in East Renfrewshire.

Pics: Mark Jackson



the unprecedented position of making no recommendation in relation to the proposals. Members will be provided with the information relating to the proposals in order that they can make a considered decision on a package that looks at reform in working hours arrangements, teachers duties, Chartered Teacher pay amongst others.

## Further and Higher Education

I wonder how many of you know that members within both these sectors have taken action in the past year in defence of their salaries and conditions of service. Two of the proudest moments of my presidential year were when I stood alongside colleagues from Caledonian University and Reid Kerr College on their picket lines. In the case of the university sector this one day of action was the start of on-going industrial action over pay and conditions. For Reid Kerr the one day of action saw the management side think again very quickly with a pay offer made and accepted and members standing together to make their point.

The position in FE has never been worse with cuts impacting hugely on the number of courses being offered, and the loss of lecturer posts at over 1500 in the last 3 years. This, all at a time of upheaval and uncertainty of regionalisation, a huge challenge for those members who remain in the sector. It is therefore more frustrating to read recently of senior managers, already on huge salaries, taking more money for 'additional duties relating to the merger process' which would have been better used to support the students of that college.

Negotiations on mergers and a return to National Bargaining are crucial in the coming months to ensure stability within a sector ravaged by cuts but nevertheless working its socks off to support all students.

## Education Matters

As we approach the final stages of the implementation of Curriculum for Excellence the EIS continues its fight to ensure this is properly resourced by Scottish Government. It is clear that many challenges remain in this area as clearly articulated by members within the secondary and FE sectors in the recent survey. The information from this, and the primary/nursery survey, which is currently on-going will provide the valuable evidence we need when speaking to SQA, Education Scotland

and the Cabinet Secretary. The evidence from these surveys show there is still some way to go before teachers are fully confident in the curriculum, and that implementing in a time of cuts makes it even more difficult to gain this confidence. Indeed colleagues up and down the country have shown their commitment to the young people that work within some very challenging situations and the EIS will continue to challenge the other sides to deliver on their end of the bargain.

Alongside CfE sits work on the Young Persons Bill and ASN, and I had my first experiences of speaking at a Parliamentary Committee this session. My only comment on this is we have a lot of work to do to educate some of those who represent education interests



in the parliament!

I should of course give a nod to the work of our GTCS members and the on-going efforts to ensure the interests of Scottish teachers and lecturers are well served. This year has seen the reviewed standards launched, and the introduction of Professional Update – an opportunity for all to finally have the right to Professional Review and Development – which leads to quality CPD, which those in establishments should grab and make work to their advantage. Also in this area, the work to bring parity of registration for colleagues in the FE sector, to provide them with the professional support they deserve and highlight the need to be diligent in this area in light of attacks on teacher qualifications south of the border.

Teacher education at all levels has been high on the agenda with implementation of Teaching Scotland's Future. Colleagues in all sectors should consider the impact the recommendations within this report will have on their educational experience – there is much to be gained for education if implementation is carried on in complete partnership with the professionals in establishments – but like all other developments cannot be

done on the cheap and without proper efforts to take the profession with them.

## Bits and Pieces

And so the bits that I will miss of this presidential year – the getting out to areas of the country I rarely have time to visit and more importantly getting into schools and colleges to talk to staff and pupils. It would be fair to say there have been times I've been humbled by the commitment and dedication of the staff in establishments, often working in challenging conditions to provide the very best education for the young people in their care. From the work of those carrying on whilst rain comes through the roof, to those working in the top of the range new build schools, (and to be fair I mainly saw these staff go the extra mile 'in the promotion of sound learning'). From those working in early years (and we continue the fight to ensure access to a teacher means access by pupils to a teacher teaching, not just waving at them as they drop off the plans) to those in FE, challenging students to see learning as a life long and life changing opportunity.

My final words go to the future of the EIS. It has been a wonderful experience working alongside Larry in his first year as General Secretary not least because we have sought to remind members that they are the union and that we lead the organisation. The work on engaging



members will continue beyond my time in the chair but I truly hope that all members will begin to see the EIS as more than an insurance policy. The future of the organisation lies in us finding ways to get people more involved in a time when people are less engaged. We have, I believe, made a start with our CPD events organised by Learning Reps to the Poverty and Education Conference of April this year.

So folks, answers on a postcard (or Tweet) as to what you can do for the organisation, because it's clear to see we need the input of each and every one of you. For me it will be getting back to the back benches and continuing to ask all those difficult questions.

# PENSIONS UPDATE

**D**iscussions in the Scottish Teachers Pension Scheme Negotiating Group continue to progress slowly. However, final decisions will require to be taken by Scottish Government to allow time for work necessary for legislative changes to be planned and set before the Scottish Parliament. Any outcome from scheme discussions will require to be approved by the UK Treasury.

Discussions to date have focussed on whether a Scottish scheme can be developed which will allow teachers who choose to retire at 65 rather than the State Pension Age to do so by limiting the actuarial impact of accessing pension before the State Pension Age. The requirement that public sector pension age should be tied to the state pension age is a requirement of the Pensions Bill which is in the final stages of progressing through the UK Parliament.

The Pensions Bill also requires defined benefit schemes to be based on career average rather than on final salary. Scottish Government has made it clear that it supports a scheme based on Career Average Revalued Earnings (CARE). The teaching unions are not opposed to CARE.

The EIS sought a meeting for the Scottish Teacher Unions with senior politicians to discuss the lack of real

progress in scheme discussions. The decision of the EIS to call an indicative ballot on pensions was instrumental in securing an early meeting with Cabinet Secretaries Michael Russell and John Swinney.

This meeting took place on 26 March. While Scottish Government made it clear that it had no additional funds to contribute to improve any proposed Scottish scheme there were two positive developments from the meeting. Firstly, it was agreed that a joint letter should be submitted to the Treasury to interrogate the assumptions made by actuaries acting for the Treasury on current negotiations.

The second area of progress relates to separate discussion which will be held to look at other means of assisting teachers to leave teaching or to reduce their working capacity in the lead up to retirement. Alongside this the Scottish Government has agreed to work with unions, across all public schemes to look at the impact on the public sector of ageing workforces.

There is no doubt that discussions within the Scottish Teachers' Pension Schemes are reaching the end game.

For the EIS, there can be no confidence that we can secure a satisfactory outcome and it remains to be seen whether the separate discussions which are set out above can make early progress.

The attack on public sector pensions has focussed on increasing contributions and increasing the retirement age of the vast majority of public sector workers. The EIS does not dispute the evidence from Lord Hutton's report, the Independent Review of Public Sector Pensions that longevity has increased since the 2007-08 reforms.

However, that alone does not justify the nature and scale of proposed changes. Whether a negotiated settlement can be obtained in Scotland is now seriously open to question.



**There is no doubt that discussions within the Scottish Teachers' Pension Schemes are reaching the end game**





## Auto enrolment

From October 2012, employers became legally obliged to automatically enrol workers aged 22 years or over, earning more than approximately £8100 into a qualifying pension scheme into which the employer must contribute. For teachers the auto-enrolment will be into STSS. This should also include educational psychologists. Music instructors will be placed in the Local Government Scheme.

The auto-enrolment process started in October 2012 and continues in stages until October 2017. It is open to employers to postpone auto-enrolment for three months from the staging date which is given by DWP to introduce the auto-enrolment process. There is also provision to use a transition facility to delay the auto-enrolment of existing employees until 30 September 2017. This mechanism has been approved by Scottish Ministers.

For current scheme members there is no need to do anything. Employers will write to you explaining the auto enrolment process and this communication will be required to be communicated directly. The right to opt out occurs within one month of auto enrolment.

Employers must automatically re-enrol eligible job holders who are not scheme members every third anniversary of their initial staging date.

While there are real concerns regarding the future scheme design in STSS and LGPs you are reminded that any pension scheme in which your employer makes a significant contribution is better than a private pension which is solely dependent on what an individual invests through a private provider.

## Public Service Pensions Act 2013

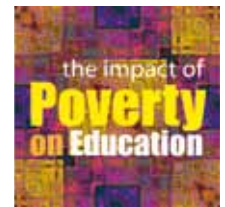
The UK Government's Public Service Pensions Bill which has been progressing through the House of Commons and the House of Lords since September 2012 received Royal Assent on 25 April 2013.

The Act applies to all public service pension schemes in England, Wales and Scotland, including the Scottish Teachers' Superannuation Scheme and Local Government Pension Schemes.

### The key provisions set out in the Act require:

- **Career Average Schemes** – Final salary schemes should be replaced by career average schemes. Benefits under CARE (Career Average Revalued Earnings) are to be revalued by changes in prices or earnings. The Government has previously set out that the revaluation measure will be the Consumer Price Index (CPI). The current STSS closes on 31 March 2014 subject to transitional projections.
- **Retirement Age** – With the exemption of “uniformed services” the earliest age at which members of public sector schemes can retire without an actuarial adjustment will be that member's State Pension Age.
- **Employer Cost Cap** – HM Treasury will have the power to specify when scheme valuations should be carried out; the data, methodology and assumptions to be used; and sets the framework for a cap on employer's contributions. The cap will include costs related to changes in life expectancy, salary increases and career paths. This may require future adjustment to benefit accrual and member contributions to remain the target cost, set by Treasury.
- **Governance and Administration** – The Act claims to require greater transparency and accountability within each scheme. Scheme regulations must include employer and member representation in equal numbers. To ensure consistency across schemes the Pension Regulations will have a regulatory oversight and will issue a suite of Codes of Practice to manage the process.
- **Transitional Arrangements** – While benefits will no longer be provided or earned under existing schemes beyond the closing dates there will be scheme transitional and tapered protections for those within a specified period of Normal Pension Age. For those, who will not be covered by such arrangements, their current pension accrued up to closing date will be treated as deferred members. The Act also provides a “guarantee” that “protected elements” of schemes (CARE, accrual rates and contribution rates outside the cost cap) can only be altered following “comprehensive consultation” and approval by Parliament.

# THE IMPACT OF POVERTY ON EDUCATION



**T**he EIS recently held a major conference to explore the issue of poverty and how it impacts on education and life chances. EIS members from across Scotland gathered in Glasgow for an all-day Saturday event which featured a keynote presentation

from Dr John McKendrick of Glasgow Caledonian University, as well as presentations by Anne Marie Carrie of Barnardo's and Aileen Campbell, Minister for Children and Young People in the Scottish Government. The day also featured a wide variety

of seminars from a range of voluntary organisations, charities, local authorities, education establishments and student organisations which addressed key poverty issues. Here the SEJ takes a look back at the day's events.

## Setting the Scene

The EIS Education and Poverty Conference was opened by President Susan Quinn, who set the scene for the day at an event that was held shortly after another significant public event – the highly publicised and largely taxpayer funded funeral of former Prime Minister Margaret Thatcher.

Looking back on the policies that had marked the Thatcher years, Miss Quinn said, "This was a government that promoted policies that tore apart communities while destroying any notion of fairness or equality. And now, it is sad to say, the current Prime Minister seems to want to take on the very worst of that government's characteristics and even exceed what Margaret Thatcher

did in running a government for the rich by the rich. Mr Cameron has certainly set out to make a name for himself by running exactly this type of government. They continue to espouse the notion that it is all of our responsibility to fix an economy, broken by greed, by seeing our salaries cut, pensions attacked, jobs lost and welfare and benefits reformed."

## Education and Poverty in Scotland

The lead presentation of the day was delivered by Dr John McKendrick, Senior Lecturer from Glasgow Caledonian University's School for Business and Society. In a wide-ranging presentation, John explored the historical perspective on poverty, challenged what we know and think about poverty in Scotland today, and examined what education can hope to do to help tackle the impact of poverty on young people's life chances.

"We may have a more difficult economic situation at present", said Dr McKendrick, "but we remain a very affluent nation and so we must ask why we still face such a problem with poverty. We currently have, based on one measure, around 220,000 children living in relative poverty and around 130,000 living in absolute poverty in Scotland."

He went on, "Poverty is a choice. As a nation, we are making the choice to accept these levels of poverty. Levels of poverty in Scotland are a disgrace in an affluent nation."

Dr McKendrick highlighted that statistics show, in economic terms, the 10% poorest people within society have gained the least over the past decade. Over the same period, the 10%

richest in society have gained the most economically.

Defining what should be understood by the term 'poverty', Dr McKendrick said, "Poverty is about not having as much as most others – it's about being too far behind the norm. Definitions of poverty shouldn't be about just having basic needs like housing, heating and food met to an adequate level."

"Poverty isn't inevitable," he said. "We have poverty primarily because we as a civic society don't do enough to address it."

Moving on to the notion of education tackling poverty, Dr McKendrick said, "The education sector does not have the resources to successfully address the problem of poverty."

Illustrating his point, and recalling frequent stories about teachers supplying resources for their classes at their own expense, he said, "Teachers are probably the only profession who steal from their home to provide resources for their workplace."

Asking what can be done through education to help mitigate the impact of poverty, Dr McKendrick said, "We need a poverty in education agenda. The anti-poverty sector and educational professionals need to work together to address the problems created by poverty."

## Other key speakers

The two main afternoon presentations came from Aileen Campbell, Minister for Children and Young People, and Anne Marie Carrie, Chief Executive of Barnardos.

In her speech, Ms Campbell highlighted the Scottish Government's priorities for tackling child poverty – including a welfare system that is effective, makes work pay, and provides proper support for families, exploring the criteria for free school meals, expanding nursery education with priority on disadvantaged areas, and enshrining support for children in law through the Children & Young People Act.

Ms Carrie spoke first of her own personal journey – from growing up in Easterhouse, one of the poorest parts of the country, to becoming a youth worker, then a teacher, working in children's services for local and national government, and eventually rising to the top job in one of the country's biggest charities. She then went on to highlight the wide-range of work that Barnardo's is carrying out right across the UK, including a large number of projects to address child poverty in Scotland.



Further information, seminar resources, copies of presentations, and video clips can be accessed via the EIS website at: [www.eis.org.uk/equality/Poverty\\_Conference.htm](http://www.eis.org.uk/equality/Poverty_Conference.htm)

Pics: Mark Jackson



**Dr John McKendrick**  
Glasgow Caledonian University



**Anne Marie Carrie**  
Chief Executive of Barnardos



**Aileen Campbell MSP**  
Minister for Children and Young People





# EVENTS



## CPD AND LEARNING REPS

Any EIS member who has attended any of the very successful CPD events held over the past few years will have some idea of what Learning Reps do as they have been instrumental in devising and organising the events. They have worked in partnership with local authorities and colleges to provide events which will have maximum impact on those who attend, whether the topic is Health and Wellbeing, Professional Update, Leadership, Professional Standards or any of the many other topics which have been covered, and continue to be covered, in these regular events, some of which are detailed on these pages.

Learning Reps also are able to meet on an individual basis with colleagues to give them information, guidance and support on the CPD which best meets their own needs – professionally and personally. With all the important CPD developments taking place within education it is very important that members have access to well-informed and pro-active Learning Reps.

### How do I become a Learning Rep?

The Learning Rep course is in two sections – the first is the introductory section

through Stow College which gives the students information about the role, how Learning Reps fit into the EIS structures and barriers to CPD. This section of the course lasts for six weeks, has six short activities and requires around 2/3 hours commitment per week. This section of the course begins in February each year.

The second section of the course is at postgraduate level, through The University of the West of Scotland, and can require up to 13 hours commitment per week. The course lasts for three months, starting in late September and finishing at the end of January each year. An Induction Day is held prior to this section of the course commencing.

Both sections of the course are on-line and each student Learning Rep is allocated a mentor – an experienced Learning Rep – who supports and assists them throughout the course. Student Learning Reps are also invited to attend the national Learning Rep meetings where they learn more about the actual work carried out by Learning Reps, CPD developments, network with current LRs, meet the course tutors and EIS staff involved in this work.

Members working in schools must obtain the approval of their Local Association to undertake the course – they become multi-establishment Learning Reps giving advice and assistance to members in schools throughout the local authority area.

Members working in further education colleges or higher education institutions

must obtain the approval of their Branch to undertake the course – they give assistance to members in their own institution only.

### How do I find out more about Learning Reps and the course?

If you are interested in finding out more about becoming an EIS Learning Rep contact Lyn McClintock, CPD/LR Co-ordinator, for an Information Pack, [lmcclintock@eis.org.uk](mailto:lmcclintock@eis.org.uk), Telephone: 0131 225 6244/0141 353 3595. If you want to pursue this further you will then be referred to an experienced Learning Rep to discuss the course and the role.

### How do I contact my local Learning Rep to get assistance with my CPD?

The names and contact details of all EIS Learning Reps can be accessed on the EIS web-site by clicking on the CPD/ Learning Reps icon on the front page [www.eis.org.uk](http://www.eis.org.uk)

The EIS also now has a CPD Forum located on the website which members can access to discuss CPD or pose questions about CPD – this site is accessed on a daily basis by six Learning Reps who will answer any queries you have as quickly as possible.

Get involved in the EIS – become an EIS Learning Rep and help take the CPD agenda forward.

## Professional update – what does it mean for you?

“Explained the process of the implementation of Professional Update very clearly; It has made clear the need for the professional development to continue for teachers and should help maintain a high standard of teaching in the future; It was crucial to hear from the GTCS; clarified this was not based on competence”

These are just some of the comments from participants at a recent event organised by EIS Learning Reps to give teachers the opportunity to find out all about Professional Update and how it will affect them. Tony Finn, Chief Executive of GTCS, has attended several events and explained how Professional Update will work in practice.

The most recent event was organised by Isobel Schroder and Colin Davidson, Fife Learning Rep, and was attended by around 80 teachers. The evaluation from the event made clear how much participants appreciated the opportunity to hear about the process

first hand from Tony and to also have the opportunity, as at previous events, to ask questions directly. This event was also attended by Ken Greer, Director of Education in Fife; Marjorie Kinnaird, Fife Leadership Development Officer and Cathy Grant, EIS Fife Local Association Secretary, who were able to give a local perspective on Professional Update.

An event on Professional Update is being held in Argyll & Bute and further events will be organised in other areas.

Further information on Professional Update can be accessed on the GTCS website: [www.gtcs.org.uk](http://www.gtcs.org.uk)



## Ten Years on



**David Thomson**  
EIS Renfrewshire Learning Rep

It was at the last joint Glasgow and Renfrewshire EIS learning event at the Glynhill Hotel in Renfrew that I was reminded that it has been ten years since I qualified as one of the first Learning Representatives. Has it really been ten years since the inception on the Chartered Teacher scheme that first of all involved me in understanding the strength of teacher supporting teacher?

This event involved not only working with my employer as a partner but another local association. It was with Jayne Rowe, Glasgow Learning Rep, with support from Lyn McClintock, EIS National

CPD/LR Co-ordinator and I that another piece of EIS history was quietly being made. This was the first fully organised CPD event by the EIS for its members by its members without an external employer input.

The topic for this evening was on developments relating to the introduction of the General Teaching Council for Scotland (GTCS) Professional Update which will soon be a requirement for all teachers by August 2014. Somehow with all the developments on a Curriculum for Excellence focusing teachers' attention this has hardly made it onto the radar. However, this is going to be a GTCS registration requirement for all teachers very soon and this is envisaged as the method to ensure annual PRD with access to high quality CPD.

This was an opportunity to learn about the introduction of this new development and the implications for all teachers to ensure their continued GTCS registration. The keynote presentations were provided by Tony Finn the Chief Executive of GTCS who reminds us that he was also once an active EIS member and Larry Flanagan our General Secretary.

Tony has a strong interest in promoting high standards of learning and teaching and in encouraging teacher

participation in lifelong learning. He explained how the GTCS is currently rolling out the system of Professional Update for all teachers and what teachers must do to ensure successfully fulfilling the new five yearly programme.

Larry discussed the EIS position in relation to Professional Update and clarified what is required to ensure teachers maintain their registration. He discussed that change in GTCS legislation had required for this new process to be introduced. He then went on to explain that it had been developed with EIS input to make it more applicable to teachers' professional needs.

The evening provided a platform for active discussion and members were at ease to question both Tony and Larry in a friendly and informal manner.

The relaxed tone to the evening and the professional discussion that followed perhaps reflects the fact that there was no external involvement. The EIS organising CPD for its members could be the way ahead to ensure our Professional Update needs are fully met. However, after being reminded I was ten years in the LR position, it was good to reflect that working together is our strength.

## Taking up the Challenge



**Jayne Rowe**  
Glasgow Learning Rep

Becoming a Learning Rep was not something I had originally thought of putting myself forward for, it wasn't until after the AGM in 2009 when I was asked to consider it that I gave it any thought. I spoke to the current Learning Rep in my area to find out what the course entailed and what the work involved to ensure I had the time and skills to fulfil the role. I would suggest that anyone who is

considering becoming a Learning Rep should do this.

The course work is extremely interesting but you have to be prepared to commit the time to it, I would suggest 15 hours a week for The University of the West of Scotland section of the course.

I was very fortunate when I qualified as a Learning Rep that good relationships had already been established with the QIO responsible for CPD and I was able to continue with this. I felt this gave me additional support in my new role as I had both Headquarters and an authority representative supporting me. This meant I was being included in CPD discussions with the Local Authority on issues such as PRD.

I started by developing an area I knew I had strength in, Chartered Teacher, and held events for Chartered Teachers in conjunction with the local authority which began with guest speakers and went on to Chartered Teachers sharing good practice. Unfortunately, with the abolition of the Chartered Teacher course, this has fallen away although it is the one group of people who I still have frequent contact from. These initial Chartered Teacher meetings grew into organising

joint CPD events for all Glasgow teachers. This is a huge amount of work to undertake as it involves arranging guest speakers/presenters, organising a venue and catering, registration and group organisation. You need to be skilled at "getting a piece at anyone's door". This is also incredibly nerve racking but reading the reviews at the end makes it all worthwhile.

More recently I have started to work jointly with the Renfrewshire Learning Rep and I think this has been a hugely successful way of working as you have someone to knock ideas about with, share the workload with and extend the areas we can work with as we have opened up our events to teachers in both East Renfrewshire and Inverclyde where there are currently no Learning Reps. This is an area of work I believe we should develop, as teachers are attending these events in their 100s and it is a further way of learning about what the EIS is all about, it isn't just a trade union in the traditional sense but also a professional organisation.

I would recommend the role of Learning Rep to anyone as it is the EIS role I find most fulfilling.



# ANNUAL CONFERENCE

**T**he SEJ looks back at the main issues arising from the Annual Conference of the EIS Further Education Lecturers' Association (EIS-FELA). This year's meeting in Perth came at a time when deep cuts to college budgets, loss of lecturing and support staff posts, reductions in student places and the impact of the regionalisation / merger agenda have combined to create an extremely difficult situation for Scottish Further Education.

The Annual Conference of the EIS-Further Education Lecturers' Association took place in

"We are all part of the EIS, a union that is doing its best for all its members, and we must all stand together."

March. The Conference was opened by the President of EIS-FELA, Penny Gower, who in her

opening remarks warned that Further Education was facing a number of threats in the current climate – "The so-called additional money for FE that was recently put in by the Scottish Government was really just a smaller cut. College management are now using the merger processes to pursue business-style systems where everything is dictated from the top."

Highlighting the importance of all teaching professionals acting together to

fight attacks in education, Ms Gower said, "We are all part of the EIS, a union that is doing its best for all its members, and we must all stand together."

The Conference was then addressed by Susan Quinn, EIS President, who opened her remarks by thanking delegates for the invitation to address the EIS-FELA Annual Conference.

The President highlighted, that as an outsider to the sector, she has found

"many of the merger discussions seem to have been taking place behind closed doors."

it most interesting to be involved in FE activity this year; whether on the picket line, at

Parliament or at the EIS-FELA Executive Committee.

The President went on to say that it is clear that there are many challenges for the sector – some shared by all members of the EIS, some specific to FE and some for all in the public sector.

"There are many challenges for education in Scotland", said Miss Quinn, "and Further Education is at the fore of these challenges. We need to stand together, across all sectors of education, to resist the threats to Scottish education."

The President highlighted the concerns that the regionalisation agenda has brought within the sector, and that the lack of involvement of lecturers in the

college mergers fuels fears that mergers are not being driven by what is best for learners or staff. "The regionalisation agenda is causing much anxiety across the sector", said Miss Quinn, "particularly as many of the merger discussions seem to have been taking place behind closed doors."

The President noted the impact voluntary severance will have on the workload of remaining staff, and questioned if the new entities were going to be genuinely committed to meaningful negotiations regarding future terms and conditions.

Addressing the important role that Further Education plays in widening opportunities across the country, Miss Quinn said, "We know that the FE sector is not just for those who have recently left school – many people return to education later in life, and it is a great loss that much of this type of provision (for adult returners) is disappearing in the face of the cuts and as the result of political decisions".

The President offered her congratulations to the Branch at Reid Kerr College on the successful resolution of their industrial action and for their very solid picket line – which she had visited – and closed her address by wishing EIS-FELA every success with its Annual Conference, and said she looked forward to continuing to work with FELA.

The Conference was also addressed by General Secretary, Larry Flanagan,





# CONFERENCE SOUNDBITES

“Regionalisation is there to deliver FE as cheaply as possible” – David Weatherston (North Glasgow), seconding Motion 1.

“What is happening in the sector at the moment is essentially cuts and mergers. The extra money recently put in by the Scottish Government is fooling no-one. It is an insult to the sector to call it an increase” – Paula Dixon (Annieisland), moving Motion 2.

“We want National Bargaining for FE, but with no detriment. We want the best pay and conditions in the sector for all those working in the sector” – John Kelly (Reid Kerr) moving Motion 1.



“The demographics of boards continue to be very narrow. We need to empower students and staff by increasing representation at board level.” – Mike Cowley (Edinburgh), moving Motion 7.

“We have to act together to be strong – all branches must work together to campaign for fair pay in the sector” – Donny Gluckstein (City of Edinburgh), seconding Motion 11.

“Cuts to support staff services are having a major impact on lecturers’ workload” – Pam Currie (Stowe), speaking in support of Motion 12.

“If this current government had had its way, I wouldn’t be here today – I was an adult returner who left school with no qualifications. But now (thanks to opportunities as an adult returner), I am standing here as an FE college lecturer.” – Charlie Montgomery (Stowe), seconding Motion 19.

“FE was not solely created to train young people for often non-existent jobs. Lifelong Learning cannot stop at 24”. – Steve McKeever (Cumbernauld), seconding Motion 20.

“Our learners with disabilities are being hammered by cuts to their benefits, allowances and other support” – Katherine McGavigan (Coatbridge), moving Motion 22.



who opened his remarks by thanking delegates for the invitation to address the EIS-FELA Annual Conference. The General Secretary highlighted that the richest in our society have

“There is a duty on the part of the trade union movement to fight back against austerity”

become richer, whilst 1 in 5 children in Scotland are living in poverty. He said that £750 billion is sitting, unused, in bank accounts across the country. Which highlights that there is money there if we decide to challenge the austerity programme.

“The cuts agenda continues to be seen as the only option by the government – but austerity isn’t working”, said Mr Flanagan. “The fact that we have a millionaires’ cabinet highlights just how out of touch they are.”

Mr Flanagan went on to say, “There is a £120BN tax gap in the UK – the gap between what should be collected

and what is collected. If the government was to collect the unpaid tax from corporations and the wealthy, we would have more than enough money to properly fund public services.”

The General Secretary said that the EIS has a professional voice in terms of education – and that as a trade union we must stand up and be prepared to fight for our principles. “There is a duty on the part of the trade union movement to fight back against austerity”, he said. “We can win major victories if we are prepared to stand together and fight.”

Mr Flanagan reflected on his first year as General Secretary, and said he has become far more aware of the difficulties faced in the FE sector. The General Secretary condemned the spending cuts to FE. He added that whilst the additional £10 million announced for FE was welcome, it didn’t cover the extent of the cuts already made and that there was still a long way to go. The General Secretary went on to say how vital the FE sector is in equipping young people for the future.

The General Secretary highlighted

that the EIS is a member led trade union, which is very important, as many other trade unions are official led. “The strength of our union lies with the active participation of our members”, he said. Mr Flanagan added that EIS internal structures are currently being looked at, to encourage more members to become more active within the union.

The General Secretary concluded his address by saying that members need to feel that the EIS is their union, and need to be pro-active and not simply think ‘What is our union doing for us?’ and said we must continue to work together as a united union.

## CONFERENCE RESOLUTIONS

21 Resolutions were carried by the EIS-FELA Annual Conference. See the Spring 2013 EIS-FELA Bulletin for full details of all the Resolutions - [www.eis.org.uk/FELA/felabulletins.htm](http://www.eis.org.uk/FELA/felabulletins.htm)



# GUIDE TO THE EIS AGM 2013

# AGM 2013

Perth 6-8 June

**T**he 2013 Annual General Meeting (AGM) of the EIS will be held in Perth Conference Hall, from Thursday 6 June to Saturday 8 June 2013. Here, the SEJ runs through the order of business for this year's conference and highlights some of the key events that will take place over the 3 days of the AGM. Further information on the EIS AGM, including a full list of Motions to be debated, are available on the EIS website. Regular updates will be posted on the AGM section of our website throughout the event, so that members can keep updated as Resolutions are agreed.

The Annual General Meeting (AGM) is the main decision making body of the EIS. AGM instructs Council, which in turn instructs the Committees of the Council.

Around 350 members of the EIS (including the Office Bearers, members of Council and Delegates from Local Associations and Self-Governing Associations (EIS-FELA and EIS-ULA)) are eligible to attend and vote at the AGM.

The AGM is divided into a number of discrete sessions each with its own particular item of business to be overtaken.

## The Formal Opening Session

This session embodies the traditions of the Institute which was founded in 1847. The President welcomes the guests from kindred organisations in the United Kingdom and Ireland, together with other trade union and official guests. One of these guests replies. The President then gives his/her retiring address.

The Convener of the Board of Examiners then presents the members who have been admitted as Fellows of The Educational Institute of Scotland at a meeting of Fellows held earlier in

the afternoon. The new Fellows in the ordinary category are those who have been recommended by their Local Associations and accepted by the Board of Examiners. There may also be one or more Fellows in the special or honorary category that is, "persons who have rendered signal service to education". The Convener gives a special oration on each of the special/honorary category Fellows. One of the new Fellows replies on behalf of himself/herself and his/her colleagues.

The incoming President (Phil Jackson, Angus) and Vice-President (Tommy Castles, South Lanarkshire) are then introduced to the meeting and make short speeches. The outgoing President (Susan Quinn, Glasgow) and Vice-President (Phil Jackson) are then presented with badges commemorating their year of office. The final business of the formal session is the declaration of the election of the incoming Council.

## First Business Session

It is an important function of the Annual General Meeting to review the work of Council and its Committees undertaken during the previous session. This work comes before the consideration of Motions dealing with new policies. Constitutionally, the AGM must either, approve, disapprove or amend every decision taken by Council during the previous year.

## Subsequent Business Sessions

Once the decisions of Council (and its Committees) for the previous year have been approved, changes to the EIS Constitution are then considered followed by the election of AGM delegates to the

Standing Orders Committee, Disciplinary Committee and Appeals Committee.

## Consideration of Motions and Amendments

The remainder of the Annual General Meeting is taken up with debating the Motions and amendments which have been submitted by Council, Local Associations and Self-Governing Associations. The Motions and amendments are grouped into subject headings and blocks of time are allocated to Motions under each heading.

### This year there are 52 Motions to be debated as follows:

- 19 on Education matters;
- 9 on Employment Relations matters;
- 6 on Equality matters;
- 9 on Salaries matters;
- 9 on Organisation matters.

See [www.eis.org.uk](http://www.eis.org.uk) for full information on the Motions to be debated at the AGM.

## Fringe and other events

The EIS operates a number of fringe events at the AGM, offering the opportunity for both EIS representatives and external organisations to speak to delegates in order to raise awareness of key issues. This year's AGM fringe events include presentations on Building Membership Engagement, Education and Poverty, and Combating Racism. Also this year, for the first time, the EIS will invite an external speaker to address the entire AGM on the Saturday. Cabinet Secretary for Education and Lifelong Learning Mike Russell MSP has accepted the invitation to speak to AGM this year.



# CONTACTS

## Headquarters

### Edinburgh

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

### General Secretary

Larry Flanagan

### Accountant

Colin Mackenzie

### Assistant Secretaries

Drew Morrice  
Louise Wilson  
Ken Wimbor

### Further & Higher Education Officer

David Belsey

### Education & Equality Officer

Stephen McCrossan

### Employment, Health & Safety Officer

David McGinty

## Area Offices

### Dundee

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

### Officer: Clare Stephen

e-mail: [cstephen@eis.org.uk](mailto:cstephen@eis.org.uk)

Aberdeen, Dundee, Fife, Perth & Kinross,

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

### Officer: Karen Barclay

e-mail: [kbarclay@eis.org.uk](mailto:kbarclay@eis.org.uk)

Aberdeenshire, Angus, Highland, Moray, Orkney, Shetland

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

### Edinburgh

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

### Officer: Leah Franchetti (from June)

e-mail: [lfranchetti@eis.org.uk](mailto:lfranchetti@eis.org.uk)

Borders, Clackmannanshire, Falkirk, North Lanarkshire, Stirling

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

### Officer: Terry Gray

e-mail: [tgray@eis.org.uk](mailto:tgray@eis.org.uk)

East Lothian, Edinburgh, Midlothian, West Lothian

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

### Glasgow

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

### Officer: Lachlan Bradley

e-mail: [lbradley@eis.org.uk](mailto:lbradley@eis.org.uk)

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

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

### Officer: Frank Healy

e-mail: [fhealy@eis.org.uk](mailto:fhealy@eis.org.uk)

Argyll & Bute, Glasgow, Western Isles.

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

### Officer: Alan Scott

e-mail: [ascott@eis.org.uk](mailto:ascott@eis.org.uk)

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

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

## Learning Representatives

For all your CPD questions and information find your nearest Learning Rep online at [www.eis.org.uk](http://www.eis.org.uk) or e-mail: [lmclintock@eis.org.uk](mailto:lmclintock@eis.org.uk)

## EIS telephone Helpline

Legal Helpline: **0141 332 2887**

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

### Aberdeen City

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

### Aberdeenshire

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

### Angus

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

### Argyll & Bute

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

### Clackmannanshire

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

### Dumfries & Galloway

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

### Dundee

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

### East Ayrshire

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

### East Dunbartonshire

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

### East Lothian

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

### East Renfrewshire

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

### Edinburgh

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

### Falkirk

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

### Fife

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

### Glasgow

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

### Highland

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

### Inverclyde

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

### Midlothian

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

### Moray

Susan Slater  
Tel: 01343 557942  
Mobile: 07811 347905  
[moray@eis.org.uk](mailto:moray@eis.org.uk)

### North Ayrshire

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

### North Lanarkshire

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

### Orkney Islands

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

### Perth & Kinross

Patricia Duncan  
Tel: 01738 450467  
[perthandkinross@eis.org.uk](mailto:perthandkinross@eis.org.uk)

### Renfrewshire

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

### Scottish Borders

Watson Crawford  
07894 049157  
[borders@eis.org.uk](mailto:borders@eis.org.uk)

### Shetland Islands

Steve Davidson  
[shetland@eis.org.uk](mailto:shetland@eis.org.uk)

### South Ayrshire

Mairi Raeburn  
Mobile: 07907 022830  
[southayrshire@eis.org.uk](mailto:southayrshire@eis.org.uk)

### South Lanarkshire

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

### Stirling

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

### West Dunbartonshire

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

### West Lothian

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

### Western Isles

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

## EIS Financial Services

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

# STUC CONGRESS

## EIS prominent on education and equality issues at STUC

**T**he EIS played a prominent role in this year's Scottish Trades Union Congress, which was held in Perth Concert Hall in April. The overarching theme of this year's Congress was the ongoing STUC "There is a Better

Way Campaign" which opposes the Government's austerity agenda and proposes an alternative economic strategy based on growth and investment. The aims of the campaign mirror many aspects of prominent EIS campaigns such

as the anti-cuts campaign "Why must our Children pay?".

The EIS sent a 16-strong delegation to Congress, led by President Susan Quinn and also including President Elect Phil Jackson and General Secretary Larry Flanagan.

### Children & Young People Bill and Early Years



Pics: Louis Flood

President Susan Quinn moved an Emergency Motion on behalf of the EIS dealing with the Children and Young People Bill. In her speech, Susan concentrated on the main provisions of the Bill and paid particular attention to the Scottish Government's commitment to giving all pre-five children in nursery education access to a qualified GTCS-registered teacher.

"This Motion is clear about the positive aspects of the Children and Young People Bill and the vital role it can play in ensuring a positive future for all young people in Scotland", said Miss Quinn. "However, without resources to fund its implementation the principles of the Bill are doomed to fail."

Susan went on to highlight some of the damage that was being done by the austerity agenda, including the loss of qualified teachers in Early Years establishments and the loss of support

staff at all levels of education.

"We welcome the Scottish Government's commitment to increase the number of hours children are entitled to in Pre-5 establishments, but we must be clear that a blend of childcare and education also requires an appropriate blend of staff. CfE is a 3-18 programme and no-one would argue for removing teachers from the Senior Phase, yet many local authorities are removing teachers from the Early Years as part of their budget-cuts," said Miss Quinn.

Congress agreed that this was an issue that must be addressed, and overwhelmingly supported the motion which called for additional resources to support the Bill and for a national and legally enforceable standard for access to a qualified teacher in all pre-5 settings.

which dealt with the urgent need for targeted expenditure, detailed research into coherent anti-poverty strategies, the provision of appropriate initial teacher education and Continuing Professional Development.

Moving the motion, and commenting on the wide-ranging debate on former Prime Minister Margaret Thatcher's legacy, Ms Fisher said, "In 1979, one in ten children were living in poverty in the UK. Yet a statistic which I haven't heard from the Thatcher apologists is that by 1998, it was one in three, one of the highest in the industrialised world and it remains so today. That is just one part of Thatcher's shameful legacy."

Nicola continued, "A save the Children report in 2012 contained analysis which showed around 50% of educational inequality in the UK is a direct result of differences in income. And that inequality begins early. Studies reveal that children from poor families are likely to show lower levels of attainment by the age of two. By the age of six, a less able child from an affluent family will have overtaken a more able child from a poor family."

She went on to add, "The effects of poverty wind like tentacles around and through a child's life. There has been a lot of tinkering around the edges, trying to ameliorate the effects of poverty but unless it is tackled properly, this tinkering will never make the difference which needs to be made. We need to invest in our children and there needs to be targeted expenditure".

STUC delegates shared the concerns expressed in the Motion, and voted overwhelmingly in favour.

### Poverty and Education



Nicola Fisher (Glasgow Local Association & EIS Council) moved an EIS Motion dealing with Poverty and Education

### FE National Bargaining

A third EIS Motion calling for a return to National Bargaining in Further Education, with particular reference to the Griggs Report, was moved by Angela McCormick (EIS-FELA Executive and EIS Council) who said, "We face massive cuts in FE and any return to National Bargaining should be on the basis of best practice across the sector, without detriment. We want

the best pay for all lecturers and the best conditions for all lecturers."

Angela added, "National Bargaining is our opportunity to restore what has been lost, strengthen our ability as lecturers to support one another and ensure that colleges are there to provide the much needed opportunities for learning for all in our communities."

Once again, the EIS Motion won the overwhelming support of Congress.

### Other matters

Other EIS speakers during Congress included President Elect Phil Jackson (on the STUC 'Just Scotland' Campaign), EIS-FELA President Penny Gower (on cuts to Further Education) and Annie McCrae of Edinburgh Local Association & EIS Council (on Social Media and the implications of its misuse for teachers and lecturers).



**Leah Franchetti**  
Edinburgh Area Officer

## **INTRODUCING YOUR NEW EIS AREA OFFICER**

**T**he SEJ spoke to newly appointed Edinburgh Area Officer Leah Franchetti and asked for her thoughts as she prepares for her full-time role with the EIS.

The EIS has seven Area Officers working from three offices across Scotland to ensure that all members, no matter where they live and work, have access to professional advice and support when they need it.

**You have just been appointed to the post of EIS Area Officer. Can you tell us a bit about your career history to date?**

Well, after leaving university I started work with Endsleigh Insurance in Dundee. My career with Endsleigh was interesting and varied. One day I could be negotiating a marketing contract with a Student Union General Manager; the next might be delivering a coaching session to staff around a new insurance product. When my eldest child began school, I entered teacher training and started my probationary year in 2007. I've been a cluster supply teacher in South Lanarkshire since 2009 and have worked in various schools throughout the authority.

**What about your trade union background, particularly your EIS activism?**

Both my parents are lifelong trade union members and discussions of TU issues were always high on the agenda in our household. When I became a teacher, joining the EIS was a priority alongside completing my application for a student loan! I knew that I'd want to become active in the Institute and asked the advice of my mum, who had recently become an EIS Learning Rep. I haven't looked back since then and I've been a School Rep, AGM delegate, member of my local association Committee of Management, Equality Rep and member of National Council, Salaries and Equalities Committees.

**What attracted you to apply for the post of Area Officer?**

To me, applying for the post was an obvious continuation of my involvement with the TU movement and in particular, the EIS. I value the opportunity to support our members and feel the role fits my knowledge of current education issues and the experience of trade union activity within my local association and schools I have worked.

**Do you think it will be difficult to leave day-to-day involvement in schools behind?**

One of the aspects of teaching that I have enjoyed the most is the fact that each day is very different; children react in ways you can't always predict and they surprise you. I'll definitely miss that. That said, my husband is a classroom teacher and I have no doubt that he will share those funny moments from school with me.

**Are there any aspects of your new job that you are particularly looking forward to or which you think will be particularly challenging?**

I'm very much looking forward to visiting the local associations and colleges for which I'll be responsible and hopefully visiting some of the schools in those areas shortly too. I'm taking up the post at quite possibly the toughest period ever for Scottish education, having just left the classroom I know too well the challenges of workload, a pay freeze- effectively a pay cut, imposed hikes to pension contributions, the ridiculous notion that 68 year olds would routinely be in classrooms and our schools and colleges left with scarcely enough resources to deliver courses.

**Tell us one unusual or little-known fact about yourself.**

I'm a keen runner and have completed several half and full marathons. In the future, I'd really love to run the New York marathon; a good excuse to re-fuel on plenty of pizza afterwards!



# Bringing books and characters to life

EDINBURGH  
INTERNATIONAL  
BOOK  
FESTIVAL

Meeting a real life author can be a truly inspiring experience and there's no better place to do this than the Edinburgh International Book Festival.

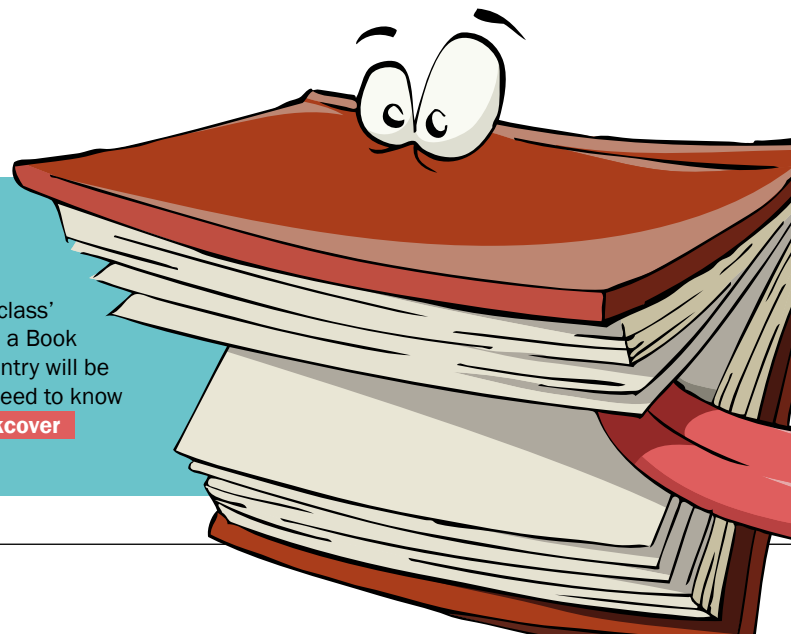
This year's Baillie Gifford Schools Programme runs from 19th - 27th August and features an enticing array of exciting events for you and your class to enjoy.

All of the events for schools have been carefully created with the Curriculum for Excellence in mind, so whichever event you choose to attend you can be confident it will complement what you're teaching in class.

Here at the SEJ we've been perusing the programme and we've picked out a few highlights...

Design a book cover  
- win a prize

This year there is an exciting opportunity for you to showcase your class' artistic talent and win some great prizes. The Baillie Gifford Design a Book Cover Competition is open to all primary schools and the winning entry will be on display at the Book Festival in August. Find out everything you need to know on the competition website: [www.bailliegifford.com/designabookcover](http://www.bailliegifford.com/designabookcover)





## Inspiring author events for all ages

Interaction lies at the heart of many of this year's events for younger children. Peter Bently and Jim Field will keep the learning lively with their funny new fairy tale *Rich Witch, Poor Witch* and there will be crafty fun aplenty with *Florentine and Pig* creator Eva Katzler. It's difficult to believe that the phenomenally popular *You Choose* is ten years old, but it is, and its creators Pippa Goodhart and Nick Sharratt will be hosting a fun-fuelled, game-filled ten year celebration.



For budding young writers there is inspiration by the bucket load. Award-winning author Kevin Brooks provides a peek into the life of a writer while Rebecca Lisle, author of *The Spin*, will demonstrate how to create intriguing characters with a mystical twist. *Penny Dreadful* creator Joanna Nadin will share with you the secrets of finding inspiration for quirky characters and it's all about place for debut author Katherine Rundell who'll explore some of the spaces that give her great story ideas.

If mixing words with pictures is more your thing there are some fantastic events with a graphic novel focus. Emma Dodd and K A Gerrard team up to offer a step by step interactive guide to creating a great comic strip, while Emma Vieceli, the talented illustrator behind *Manga Shakespeare*, shows how she brings words to life through pictures.

There are some weightier themes for older pupils too. William Sutcliffe, whose novel *The Wall* is set in a fictional place akin to the West Bank, will explore how politically motivated fiction strives to comment on reality. While top teen authors Cat Clarke and Sita Brahmachari will trace astonishing journeys of self-discovery through the eyes of their characters. For Higher English pupils a trio of acclaimed Scottish authors – Alan Bissett, Christopher Brookmyre and James Robertson – will delve deeply into their novels and bring them vividly to life.

## Baillie Gifford Gala Day

On Tuesday 27 August the Book Festival is closed to the public, and primary school children from across the country descend on Charlotte Square Gardens for Gala Day fun.



In addition to favourite authors such as Julia Donaldson, Sarah McIntyre and Joan Lingard there will also be fun, free activities to entertain you and your class in style including dramatic storytelling courtesy of Fergus McNicol, Mio Shapley and their magnificent kamishibai bicycle theatre and Dr Book who will be on hand to prescribe solutions to all of your reading dilemmas.

## Events for teachers

For teachers and education professionals the Book Festival offers a number of informative Continuing Professional Development events exploring innovative approaches to literacy with key industry experts. Topics up for discussion include the Scotland's Tapestry project and its cross-curricular applications in the classroom, the use of fiction as a vehicle for teaching older children about the death penalty and a spotlight on dyslexia.

# Find out more

Tickets to the events in the Baillie Gifford Schools Programme cost £3 each with one free adult ticket for every ten pupils. The full programme listings and booking information can be found in the brochure which you can download from [www.edbookfest.co.uk](http://www.edbookfest.co.uk) or, to request a printed copy, send your details to [mailinglist@edbookfest.co.uk](mailto:mailinglist@edbookfest.co.uk)

## While you're there...

When you visit the Book Festival don't forget to schedule in some time to explore the two big bookshops – each one is a treasure trove of books of all kinds and one of them is stocked entirely with titles for children. Most of the authors do book signings after their event so don't forget to take along your favourite book and get the author to scribble a message inside, just for you.



## An unforgettable festival accessible to all

The Book Festival takes place in the beautiful Charlotte Square Gardens right in the heart of Edinburgh. It's a safe and child-friendly environment and all of the purpose-built venues are wheelchair accessible with infra-red audio loops. Given prior notice, the Book Festival can provide a BSL interpreter. To arrange this, or discuss any other access requirements, email [schools@edbookfest.co.uk](mailto:schools@edbookfest.co.uk)

## Reaching out from Edinburgh

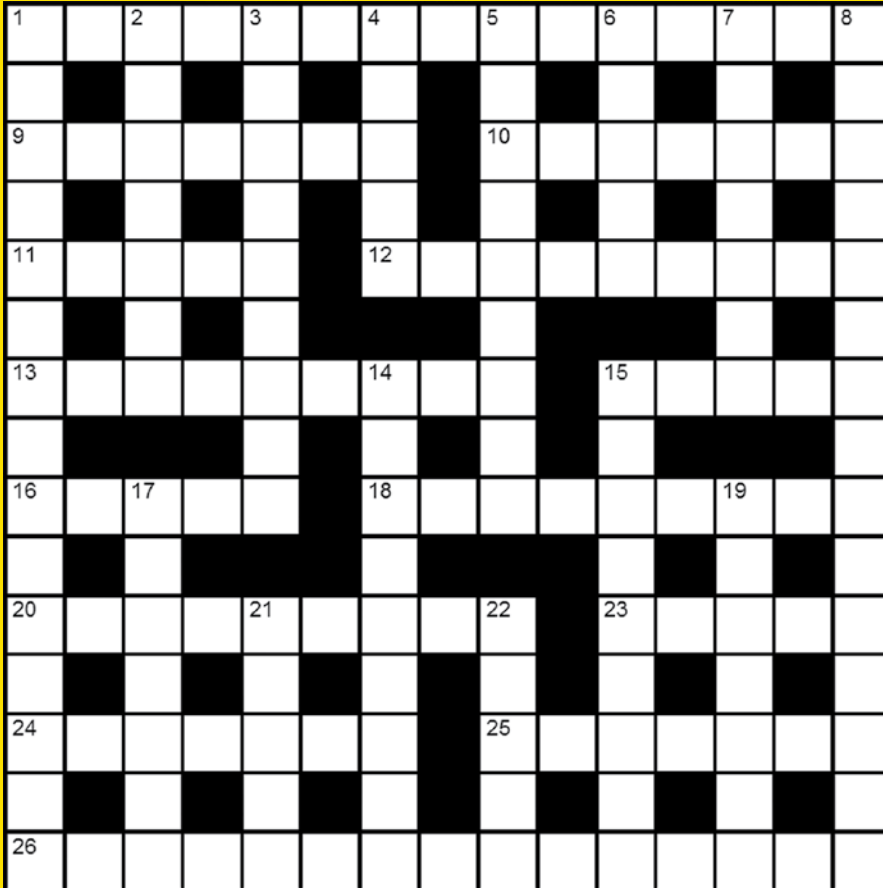
Some of the authors appearing at the Book Festival in August will also take to the road as part of the Book Festival's outreach programme, visiting children who wouldn't ordinarily get the chance to experience a festival event. This year's programme is full, but if you'd like to register your interest for outreach in 2014 you can do so via [schools@edbookfest.co.uk](mailto:schools@edbookfest.co.uk)



# CROSSWORD 76

## WIN £50

worth of gift vouchers



name

address

Send your completed entry to SEJ,  
46 Moray Place, Edinburgh EH3 6BH  
by Friday 28 June 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 Heading towards water, could mean to do some good (4-11)
- 9 A malt Automobile Association distilled in City in Kazakhstan (4-3)
- 10 Crossing junction and bumps into small girl (7)
- 11 I hit a disturbed island in the Caribbean (5)
- 12 Coastal lambs, very tasty in Wales (4,5)
- 13 Surprisingly it doesn't when they start (9)
- 15 Hit with a good left in the fight (5)
- 16 Openly demented, daft like you at the start (5)
- 18 Feed Norma perhaps ! (9)
- 20 French team soundly intended to have kit (9)
- 23 Soreness inside noddle undermines sanity primarily (5)
- 24 Coat I gave to citizen of Kabul (7)
- 25 State after the manner of two degrees (7)
- 26 Eel chartered egg which was scrambled on sports day (5-6,4)

### down

- 1 Few orchestrate a disturbed meteorological prediction (7,8)
- 2 Humble MP irate at having Honduran currency (7)
- 3 To a large extent, consumed by the M8 (2,1,3,3)
- 4 Strap parts constructed to catch sprat perhaps (5)
- 5 Nose, you lie Sir! Soundly creates mist (9)
- 6 Instinctive impulse from the Isle of Man, in a manner of speaking (5)
- 7 I regain composure and turn up in Africa (7)
- 8 Fungal infection from the deadliest scum he produced (5,3,7)
- 14 Automatically self referent (9)
- 15 Covered musical platform and heard that the embargo was upright (9)
- 17 Good rudder became menial worker (7)
- 19 Piedmont analogy got into quite a state (7)
- 21 Idle chatter from the buccaneer I left (5)
- 22 Town gas so out of sync produced a vibrating sound (5)

### Crossword 75 answers:

**Across:** 1 Incidental music, 9 Dialect, 10 Tatting, 11 Raise, 12 Dissenter, 13 Committee, 15 First, 16 Opens, 18 In-service, 20 Judicious, 23 Sepia, 24 Caesura, 25 Academe, 26 Systems analysts.

**Down:** 1 Indirect objects, 2 Cranium, 3 Dietetics, 4 Noted, 5 Attesters, 6 Mitre, 7 Snifter, 8 Cigarette papers, 14 Trifocals, 15 Forestall, 17 Endless, 19 Impress, 21 Cause, 22 Swain.

**Winner - Morven Peden** (Edinburgh)





# Classifieds



## Would you like to advertise in the SEJ?

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

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

### JOB INTERVIEW TECHNIQUE

Do you want to improve the way you present yourself at job interviews in order to increase your chances of securing a first, new or promoted post? Perhaps the very thought of an interview makes you nervous or you are simply out of practice for what can often be a very challenging experience? Confidential, professional coaching (30 years experience). "Many thanks for your help and pointers. I really do think it made all the difference." E-mail: [interviews@edinburgh27.demon.co.uk](mailto:interviews@edinburgh27.demon.co.uk)

### DORDOGNE

Beautiful, tranquil Gite: 3 bedrooms (6 berth), 12x6m pool, from £450pw. Available 4th May to 19th October. For photos and all details see [www.ownersdirect.co.uk/france/FR18203.htm](http://www.ownersdirect.co.uk/france/FR18203.htm)

### AULTROY Self-Catering Holiday

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

### TUTORS REQUIRED - URGENT!

Synapse Tuition Agency (Scotland) All subjects and levels required! Excellent rate of pay and only 1 one-off payment to agency! Phone: **01698793678** or **07986423675** for more information Facebook: **Synapse Tuition** email: [synapsetuition.scotland@gmail.com](mailto:synapsetuition.scotland@gmail.com)

### UP-YONDER

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

### SELF CATERING COTTAGE IN ARDNAMURCHAN

A traditional croft house on the Ardnamurchan peninsula. Sleeps 4 in 1 x dbl 1 x twin, two public rooms, log burner and conservatory with views to Kentra Bay. Private grounds of 1 acre with parking. Secure storage for bikes. Oil-CH and Electricity included. No linen. Dog friendly. Available all year. [www.trossachsactive.com](http://www.trossachsactive.com) Tel: **07582 315802**

### HOLIDAY HOMES IN ARGYLL

We have a beautiful one-bed stone cottage, 10 miles from Tarbert, Argyll and a 3-bed log cabin in Strontian near Ardnamurchan for holiday lets. See [www.argyllholidaycottages.co.uk](http://www.argyllholidaycottages.co.uk) or email [booking@argyllholidaycottages.co.uk](mailto:booking@argyllholidaycottages.co.uk)

### SOUTH OF FRANCE

Immerse yourself in the language and culture of the beautiful Languedoc region. Maison de village pour quatre personnes dans un petit hameau du Parc National du Haut Languedoc. Maison ancienne de pierres et poutres. Très Charmante. Tranquillité ensoleillée entre les lacs et la montagne. Phone **0797 355 1993** or email [mab@dealbh.com](mailto:mab@dealbh.com) for brochure (in English) £400/week (max) - all year. View and book online at [www.dealbh.co.uk](http://www.dealbh.co.uk)

### 'A PRIMARY KILLING'

A murder mystery set in a Scottish Primary school. By adult crime fiction writer Gemma Brady. Available now on Amazon Kindle or visit [www.jemmabradys.wix.com/author](http://www.jemmabradys.wix.com/author)

### 'MURDER ON THE ISLE OF ARRAN'

by Norman Deeley. An adult crime mystery available now on Amazon Kindle.

# Sudoku!

just for FUN

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

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



## Re: "Children in Chains"

As a former teacher, I read the SEJ. I believe there are always two sides to every story. I respectfully suggest that it would be right and proper to seek an explanation from Israelis as to why such a situation exists. It would be fair to all your readers – who are charged with educating children in Scotland – to let them hear from the other side.

Yours etc  
*Sheila Gail Gold*  
Glasgow

## Re: April council news in SEJ

In the article on the McCormac debate, I am reported as arguing for a recommendation to reject. Although personally opposed to the proposals, I actually spoke in favour of no recommendation.

Yours etc  
*Steven Caniffi*  
East Renfrewshire LA

## Growing burden

First of all I would like to say how delighted I am to see that the EIS have started a campaign about the ever growing burden that teachers are facing on a daily basis in relation to their workload. At a time when reports are due, forward plans are being completed, communions and summer fayres are being attended during weekends, I feel completely overloaded with work and constantly feel stressed, upset and worthless in the job. Please forward me any more information about the campaign and pass on anything that I can do in school to help. I know from speaking to other teachers that this is an opinion shared by all colleagues of mine, both in my school and in others.

Yours etc  
Name and address supplied.

## Workload Stress

I am a primary teacher and have been working in my local authority for around a decade. I love teaching children and have had a lot of job satisfaction over this time. I am really interested to see how effective this campaign on workload can change the situation in our schools. I think the workload since I started teaching has always been difficult to manage but is becoming greater every year. Despite always having had good attendance at work and working well beyond 35 hours a week I have always had to leave important tasks undone because there are not enough hours in the day.

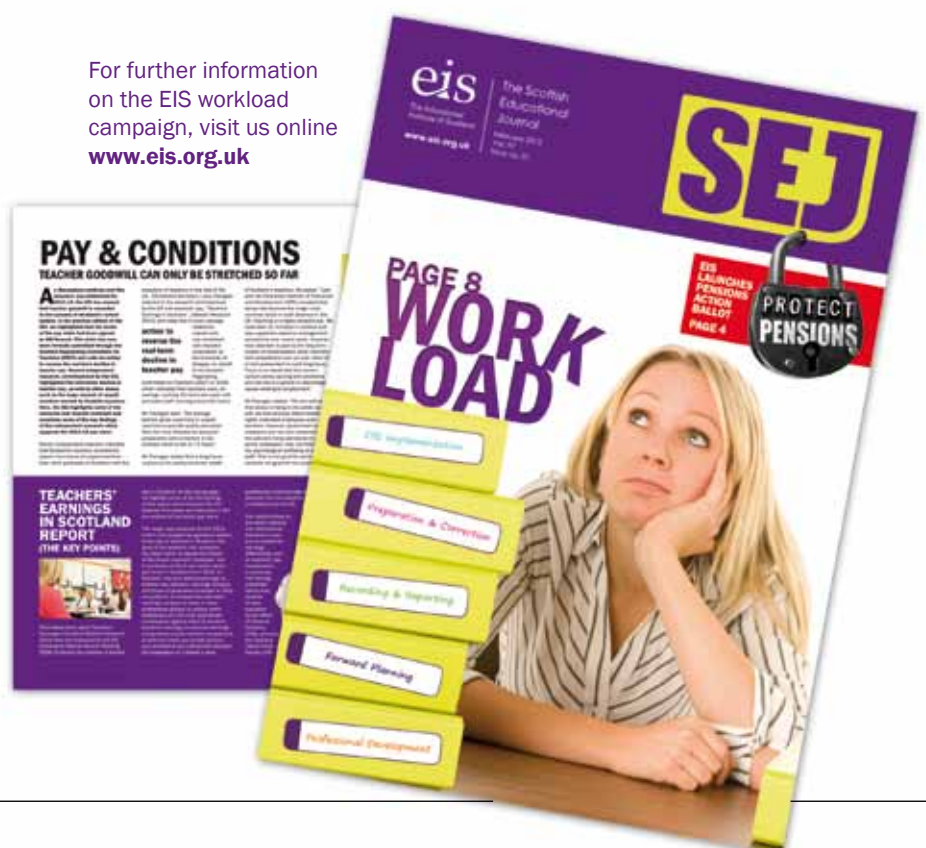
Unfortunately this stress has taken its toll and I am currently off work with stress due to the pressure of the excessive workload. I am now considering changing my hours to part time as I cannot see the workload decreasing at any time in the near future and don't want to live with the impact on my mental and physical health of this stress any longer. At times it can be easy to get angry about this workload

and blame management within the school. However, I am aware that they also work excessive hours, are under a great deal of pressure from the local authority and from the supposed expectations of HMIE and find it increasingly difficult to address the issue of workload for themselves and for the teachers they are managing. I am also aware from having worked in other schools in the same authority and from discussions with teachers across several authorities that this problem is widespread and is almost impossible to address.

I am glad the EIS is facing up to this issue. I completed the recent survey on the implementation of CfE and found the questions really interesting and they allowed me to express what I feel to be the main strengths of CfE but also the real issues there are which are causing so much stress in schools. I will be very interested to read the results of the survey.

Yours etc  
Name and address supplied.

For further information on the EIS workload campaign, visit us online [www.eis.org.uk](http://www.eis.org.uk)





# Daphne Waterton

10/11/1932 - 01/04/2013

Daphne Waterton, former Secretary of Lanarkshire EIS, died on 1 April 2013 after a brief struggle with cancer. She was 80 years old.

Daphne was born in Ipswich on 10 November 1932. She came to Glasgow with her Scottish husband Jim, and settled in Glasgow, where they raised their daughters, Jennifer and Alison.

Daphne was appointed to be Secretary of Lanarkshire Local Association in August 1981. She arrived following a period of employment with Glasgow School of Art and Ian White, formerly of the School of Art, paid a warm tribute to her commitment to the School of Art at her funeral. In particular he paid tribute to her commitment to the school.

Ever the diplomat, Daphne said very little of the post she took over. The 80s were a period of challenge for trade unions, not least for education unions. However, the Local Association had its own challenges. Daphne replaced the formidable Miss Millar, her long serving, predecessor. I presume Miss Millar had a first name. Ordinary school representatives didn't dare ask. Modest requests for advice were usually met with a query; "...and why are you asking me...". So, Daphne's first task was to make the office

accessible to, and supportive of, our network of school representatives. She cultivated those contacts and encouraged representatives to become active in the work of the union. She took a particular pride in ensuring the Local Association was fully represented and involved in the national Annual Conference. She looked after new delegates and took time to commend those who contributed to debate. When Daphne was appointed the Local Association was riven with deep political divisions. Now, while unions are highly politicised organisations these divisions were impeding the work of the local association. Daphne worked with all committee members and encouraged us to keep divisions on political points in context. She invited many of us to her home, at that time, Queen's Drive and to her holiday home in the Forest of Ae. The work of the union could be put aside with good food, good company and, most importantly, friendship.

The period of the 80s was a period of intense activity for the EIS, both nationally and locally. The strike action around the Main Report in the mid 80s was conducted against the power of Thatcher administration. More locally, the Local Association carried out strikes against the reorganisation of upper Secondary

education in Strathclyde Region, requiring consortium arrangements across schools. Such activity generated many more meetings, mailings to schools and advice to members. Daphne carried out such work with typical forbearance and commitment to the work of the Institute.

Daphne retired in October 1991. She was replaced by Norman Bissell who later became Area Officer.

While Daphne did much to restore good working relations in the Local Association she never quite managed to persuade most of us about the joys of classical music. That, and travel, became the passions of her retirement. Somehow, however, she kept up with former colleagues and always found time to send kind notes to us when she heard of things we had done. She also took some pleasure in the appointment of former Lanarkshire County Committee member, Larry Flanagan as General Secretary.

She was a great enthusiast for life and had a strong sense of social justice. She will be remembered for her commitment to the EIS and her kinship for all elected members with whom she worked.

## JWC Money 1

A project set up by a group of students from James Watt College has made it through to the Grand Final of a national competition.

The project is called JWC Money 1, and aims to tackle the issues of financial capability and financial awareness among the students at James Watt College. The idea of the project is to highlight the importance of saving and ethical banking. JWC Money 1 is the only Scottish project to now compete to be the UK winner of The Money for Life Challenge.

JWC Money 1 has successfully worked with Young Scot and their local Credit Union in order to launch an information point within the college. The students have also created a successful website which provides students with information and tips to help them save money, and helps to publicise the work being carried out by the project.

The Money for Life Challenge is a national competition which challenges



Pic: Mark Jackson

16 to 24 year olds to set up and run a project where they live which will help to improve the money management skills of people in the community.

The UK winner of the Money for Life Challenge will be announced at the end of May.

Kenny Allen from the EIS Branch at James Watt College explains the aims of the JWC Money 1 project at the recent EIS Education & Poverty Conference

# CHILDREN SAY THE FUNNIEST THINGS...

## On the Bus.....

On the bus, en route to Blairvadach Outdoor Centre, P7 pupil states,

“Miss, I thought you said everything is better in the countryside than in the city – but look at that sheep, that’s a pure shame, so it is.”

“What about it?”

“Someone’s gone and spray-painted its bum!”

Same child, same journey (a long, long, long journey, methinks.):

“Miss, look! Erracoo!” (pointing to a horse). The teacher of course, corrects him on this massive misnomer – only to have him repeat a few minutes later:

“Miss, look! Erranurrao wearin’ a jaiket!” (a horse with a saddle on.)

## Beware of the Weans

The school minibus was greeted by the Park Ranger who gave the kids the usual safety talk about what & what not to do, with particular advice on how to behave in the Lion Enclosure:

- No hands/legs/heads out of the windows!

The group then set off on their tour & all was going well until they got into the Lion Enclosure.

Immediately the back doors of the minibus were flung open & all the kids proceeded to hang out of their vehicle waving & shouting at the lions.

A Ranger vehicle quickly appeared and their bus was escorted out through an emergency exit. The Ranger got out to have a word, only to be greeted with:

“Sake man, we wirr nay gonny touch yer effin’ tigers!”

## Driven Quackers

On the return journey from a school trip, one pupil had bought a toy duck with a very annoying sound effect.

Eventually, a teacher at the front of the bus, having listened long enough, turned and requested loudly:

“Paul, will you shut the duck up?!?”







# Home and car insurance that's made for you, plus up to £60 M&S vouchers\*



Speak personally to Aviva about your home and car insurance to get a great deal on cover that fits around your needs. Plus you'll get £30 of M&S vouchers if you take out a new home insurance policy and another £30 of M&S vouchers if you also take out a new car insurance policy via our call centre\*.

Lastly, don't forget to search for our Educators Hub on Facebook where you can enter our regular prize draws, chat with other education colleagues and share your views. Plus we're on Twitter too.

See if you can save on your home and car insurance today.

Call 0800 656 97 02\*\*



We've got education covered



\*Offer available to new customers only. Offer may be withdrawn at any time. Policies subsequently cancelled within 4 weeks of cover start date or with payments not up to date will not be eligible to receive offer. Vouchers will be sent by mail within 6 weeks of the commencement date of your policy. £30 M&S vouchers available to customers taking out a new car insurance policy. £30 M&S vouchers available to customers taking out a combined buildings and contents policy or a contents-only policy. Buildings-only policies do not qualify for this offer. Not available in conjunction with any other offer. Terms of use are available on receipt of vouchers. We reserve the right to offer alternative vouchers of the same value.

\*\*Lines are open 8am-6pm Monday to Friday, except bank holidays, 9am-12.30pm Saturday. Calls from UK landlines are free. Calls may be monitored and/or recorded. Insurance underwritten by Aviva Insurance Limited. Registered in Scotland No. 2116. Registered office: Pitheavlis, Perth, PH2 0NH. Authorised and regulated by the Financial Services Authority. CFPMPA0175 04.13

# 2013 GOALS



For your money matters

## Financial advice tailored exclusively for education professionals

EIS Financial Services was set up by your Union for the benefit of you and your family. Our consultants have years of experience helping teachers secure their financial future. As **Independent financial advisers** we work solely for members of the EIS and are uniquely placed to help you achieve your financial goals for 2013 and beyond.

Reasons why you should arrange a [free initial financial review](#) with EISFS

**To save money...**once your risk and investment assessments are complete, the next step is to look at tax and even the most basic overview could help save you money. It may simply mean using ISAs or a pension plan offering Government incentives to minimise the tax you pay.

**To protect your loved ones...**we will assess your position and guide you through the best options to protect you and your family whether you are single, married, have children or they have long left home....we will help you decide on the best plan should the unthinkable happen.

**To help you plan for retirement...**we believe that continued membership of the Scottish Teachers Superannuation Scheme is a valuable teacher benefit... but will your teacher's pension provide the income you need in retirement? By arranging a free initial Pensions healthcheck we will help you take control of your own financial future and show you how to take advantage of tax concessions available under current tax rules.

*for further reasons visit us online*



t: 0141 332 8004  
e: [enquiries@eisfs.co.uk](mailto:enquiries@eisfs.co.uk)  
[www.eisfs.co.uk](http://www.eisfs.co.uk)

Contact us today to  
book an appointment  
with your local area  
EIS Financial Adviser

