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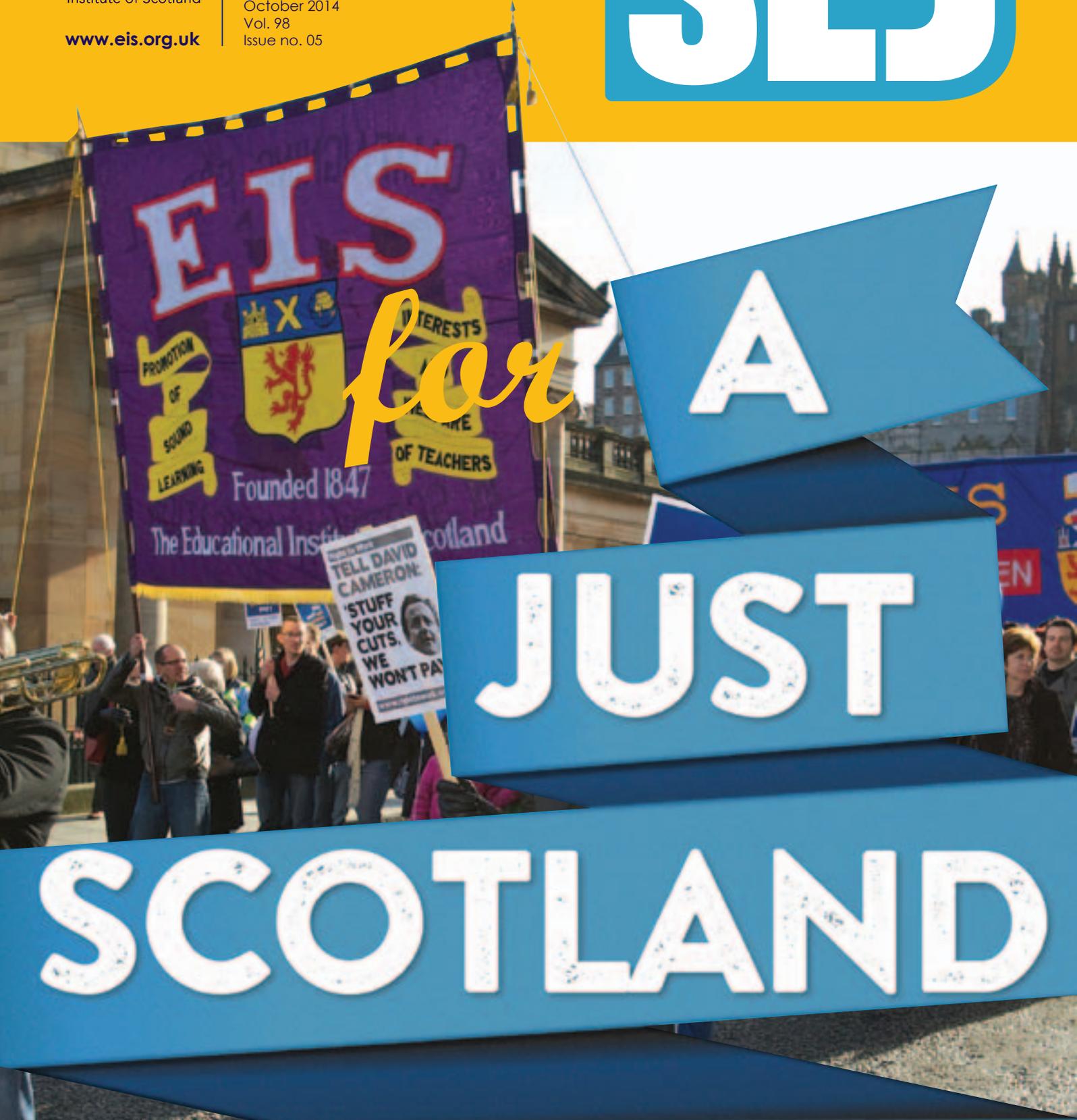
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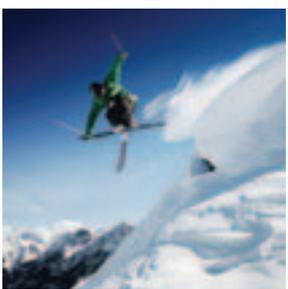
SCOTLAND

Page 4:
Referendum
Reaction

Page 11: **Saturday 18 October**
A Day of Trade Union Activism
in Scotland and Across the UK
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No Result Cannot Mean No Change

After a long and wide-ranging debate over the best way forward, the constitutional future for Scotland has been decided – Scotland will remain within the United Kingdom, albeit with the full expectation of significant changes to the political system and with additional new powers for the Scottish Parliament.

The EIS, of course, took no side during the Yes/No Referendum debate, but was far from neutral on the issues facing Scotland and had a prominent voice on these throughout the campaign period. The EIS published its own Referendum Manifesto - focused on issues such as supporting public services, tackling poverty, and promoting social justice – and also organised a series of debates to allow members to explore these issues and to question politicians from both the Yes and No campaigns.

We will continue to play an active role now that the result has been declared, to push all political parties at both Scottish and UK level on the issues that matter to EIS members and to ensure that the promises made pre-ballot are fully delivered in post Referendum Scotland. Our members, and the electorate of Scotland, expect and deserve no less.

The desire for political change, from across Scotland and from people on both sides of the Referendum question, was clearly evident throughout the campaign. The prospects of more devolution for Scotland, of full home rule, and even of the creation of a federal system across the UK, are now being widely discussed.

It is clear that a strengthened Scottish Parliament and a more representative political system, in whatever form they take, must be the inevitable result. It is simply inconceivable, given the relatively close Referendum result and the genuine desire for change from across the political spectrum, that the status quo could ever be expected to remain.

Trade unions such as the EIS, working together through the STUC, will be key in holding the politicians to account. To deliver the better Scotland that we all want to see, we must continue to work together through our unions and in partnership with others who want to see that change achieved.

As our cover this month highlights, EIS and other trade union members will have another chance to make their voice heard on the need for change at a major March and Rally in Glasgow later this month. The event has been organised as part of Challenge Poverty Week and is a great opportunity for members to demonstrate their commitment to reducing inequality, tackling poverty, and creating a fairer and more socially just Scotland.

EIS Local Associations across Scotland are making plans to attend, and assistance is available from EIS HQ for those LAs who wish to arrange transport for members. Please make every effort to attend this event if you possibly can, in order to send a strong message that Scotland demands change for the better and the creation of a fairer, more inclusive society for all of its citizens.

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A Day of Trade Union Activism
in Scotland and Across the UK

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

News...

Social Justice is the Key Issue for Post-Referendum Scotland

The EIS has welcomed the high turnout and the strong level of political engagement in the recent Referendum on Scottish Independence. The EIS did not promote either a Yes or No position in the Referendum, but did play an active part in promoting wide-ranging debate and engagement on the issues ahead of the vote on September 18.



Debating the issues: EIS Referendum hustings featured prominent speakers such as Gavin Corbett (Yes Scotland), Kezia Dugdale (Better Together), Drew Smith (Better Together) and Mike Russell (Yes Scotland)

THE EIS published its own Manifesto for Education ahead of the Referendum vote, and organised a series of hustings events across Scotland where teachers and lecturers had the chance to question both sides of the campaign on their vision of Scotland's future.

Commenting following the Referendum result, General Secretary Larry Flanagan said, "The very high levels of voter engagement and the record turnout in the Referendum are clearly extremely welcome and, while each individual will have their own view on the overall result, the vote has delivered a clear decision on Scotland's future."

Mr Flanagan added, "The EIS held a series of regional Referendum debates across Scotland, and the very strong message that emerged from those events is that social justice remains, by some margin, the most important issue that teachers and lecturers, along with many others, want to see addressed in post-Referendum Scotland."

He continued, "The EIS, in common with fellow trade unions and the STUC, continues to believe that working to create a fairer, more inclusive and socially just

Scotland must be the ultimate aim for us all following the Referendum result."

Mr Flanagan went on to say, "Holding all politicians and all parties to the promises that they made during the campaign to tackle poverty and improve the lives of Scotland's residents, including the many young people living in deprivation across the country, will be a major focus for the trade union movement in the months ahead."

One of the most notable, and positively received, elements of the campaign was the impressive level of engagement from young voters including the many pupils in schools who were participating for the first time following the decision to extend the right to vote in the Referendum to 16 and 17 year olds.

The EIS supported the principle of extending the right to vote to 16 and 17 year olds in its original submission to the consultation on the Referendum while also calling for this right to be extended to all future elections.

Commenting, Larry Flanagan said, "The very high level of engagement by young people has been one of the most encouraging aspects of the Referendum campaign. Clearly, in respect of first time

young voters, teachers have played an important role in supporting debate and discussion on all the issues in our schools. From classroom discussions highlighting the importance of active citizenship to school debates and mock Referendums, teachers supported our young people as they considered both sides of the debate in deciding for themselves how to vote."

Highlighting the EIS view on votes for 16 and 17 year olds, Mr Flanagan added, "The EIS, together with the STUC and many other trade unions, supported the view that it was right that sixteen and seventeen year olds should have the vote in the Referendum on Scotland's future and, indeed, in all future elections.

Extending the Referendum vote to 16 and 17 year olds has helped to foster active citizenship by giving young people a greater say in the decisions that will affect them now and in the future. Encouraging pupils to be responsible citizens and effective contributors are two of the key principles of Curriculum for Excellence, and there are few better ways of encouraging these capacities than by extending the right to vote and enabling young people to play a full part in the democratic process."

Council News...

Heavy Eyes, but Focused Minds, at Post-Referendum EIS Council

Coffee was in strong demand at the first meeting of EIS Council for the new session held, as it was, on the morning following the Scottish Independence Referendum. Council members, many of whom had been up into the small hours (if they had even gone to sleep at all) watching the results come in, gathered in Edinburgh to discuss the key issues for the EIS. While the result of the Referendum was not formally on the agenda, the implications of Scotland's decision were the subject of many discussions and formed a common thread through many of the day's debates.

Workload and Teacher Wellbeing

Council received an update on the EIS Workload Campaign, and a presentation on the findings of the survey on teacher health and wellbeing which was commissioned by the EIS and conducted independently by Scott Porter Research. Following the presentation by Rachel Bishop, Research Director at Scott Porter, Council members split into working groups to consider the findings of the report and to discuss how the report could be used to support the EIS Workload Campaign.

EIS Annual General Meeting

Following an amendment proposed by Pat Flanagan (Aberdeenshire), Council agreed to continue with the new format for the EIS AGM that was introduced last year. This resulted in a more streamlined AGM, with events that had previously been held on the Wednesday evening (before the formal opening of the AGM) being moved to the Thursday evening.

Professional Update – Now a Reality

Education Convener Susan Quinn highlighted that Professional Update is now rolling out in full, and will continue to be monitored both by the GTCS (which is responsible for the scheme) and by

the EIS. The EIS will continue to provide members with information and assistance regarding Professional Update (see related article on pp14-15 of this SEJ) and EIS Learning Representatives are organising local events to keep members up to speed on Professional Update.

Working Group on Tackling Bureaucracy

Council members were updated on recent EIS Tackling Bureaucracy events, organised jointly with Education Scotland, which are continuing to promote the use of the Tackling Bureaucracy Report to deliver improvements at school level. (See feature on p10) The Working Group is due to reconvene this month to review progress and to consider the next steps.

EIS Surveys on Tackling Bureaucracy and NQs

The EIS has launched online surveys to gauge members' views on the Tackling Bureaucracy agenda and the introduction of the National Qualifications. EIS Reps and LA Secretaries have been surveyed on the Tackling Bureaucracy Report, and all Secondary members have been invited to complete the survey on NQs. Information on the results will be published in the next (December) edition of the SEJ.

Parliamentary Evidence on NQs

Council members were advised that the EIS was due to give evidence at the Scottish Parliament on the introduction of National Qualifications and the issues this had created for schools, teachers and pupils. A record of the EIS evidence will be available from the Scottish Parliament website.

Management Tools – Are They all That They SEEMIS?

Andy Harvey (South Lanarkshire), in an entertaining speech, successfully called for the EIS to conduct a survey of members on the SEEMIS system in order to gauge its impact on teacher workload and its effectiveness as a resource.

Proposing the Motion to Council, Mr Harvey said, "The three biggest barriers

confronting teachers today are crushing workload, a stifling bureaucracy and the steady erosion of professional respect. These are all crystallised in the SEEMIS IT system."

Mr Harvey added, "I may sound Luddite, but am I alone in thinking that when I wrote a paper report everyone – teacher, pupil, parents – were happier and better informed?"

Moving on to technical problems with the system, Mr Harvey said, "For no



apparent reason, with no forewarning, SEEMIS goes down or is inaccessible, often at critical deadline periods. The result is stress, and a workload traffic jam as teacher's work plans are thrown into chaos."

"SEEMIS is also completely unresponsive to our needs. It confronts us with box after box that do not correspond to the holistic way in which we want to report. Trying to get SEEMIS to adapt is pointless. If the Soviet Union had survived into the internet age it would have produced SEEMIS," said Mr Harvey.

He added said he had been told that the system was being worked on and that this will make a difference in 2 to 3 years. "We cannot wait that long," said Mr Harvey, "Please support the Motion. Say no to being a slave to the machine."

Donations to aid Gaza residents

The EIS will make individual £1000 donations to two organisations (Medical Aid for Palestine and the Education International Gaza solidarity fund) which provide humanitarian assistance to Gaza residents, following successful a Motion proposed by Annie McRae (Edinburgh) and amended by Andrew Fullwood (South Lanarkshire).

News...

International Report Highlights Heavy Workload & Declining Pay

A major international education Report has highlighted the many strengths of Scottish Education, and also a number of challenges that must be met to deliver an improved educational experience for learners.

The Report Education at a Glance, produced by the Organisation for Economic Co-operation and Development (OECD), compares key aspects of education in OECD countries and can be accessed via the OECD website at:

www.oecd.org/edu/eag.htm

The OECD report paints a largely positive picture of Scottish education, including the high standards and levels of qualifications in the teacher workforce, and the impressive levels of participation in early years education and tertiary education where Scotland is well above the OECD average.

However, the report does also identify some major areas of concern for Scottish education.

The statistics demonstrate the very high workload burden that continues to be placed on Scotland's teachers, who have one of the highest classroom hours commitments anywhere in the world.

The report also identifies a significant increase in the ratio of pupils to teachers in Scotland, which is a clear indicator of rising class sizes in our schools.

Rising workload for teachers, together with larger class sizes for pupils, is an extremely worrying combination that must be addressed to ensure both a reasonable work/life balance for teachers and a high-quality learning experience for young people in our schools.

The report also highlights the significant decline in teachers' pay in Scotland, relative to other countries across the globe.

The reality is that, ever since Scottish teachers' pay received a long overdue correction in the national agreement *A Teaching Profession for the 21st Century*, there has been gradual erosion of real-terms pay and of teachers' living standards over the past decade.

The problem has been particularly acute over the last few years following the economic crisis and the government enforced pay freeze and pay restraint that followed.

The pay freeze, coupled with subsequent below inflation pay awards both last year and this year, has increased the financial strain on teachers at a time



of soaring workload and the huge pressure of delivering a major programme of curricular change.

Unless we see determined action to address these issues - by tackling teacher workload, by reducing class sizes, by delivering a fair restorative settlement on teachers' pay - then we will be risking a future crisis in a teaching profession that is already suffering from increasing workload, pay pressures and falling morale.

If decisive action is not taken to address these types of issues, then it will become increasingly difficult to attract the highly-skilled graduates that we need to ensure a bright future for Scotland's teaching profession and to deliver the high-quality education that our young people should have the right to expect.

The OECD report illustrates the relatively poor salaries for teachers in Scotland compared to other graduate professions, which should serve as a further stark warning that teacher pay is an issue that will require to be addressed in the near future.

The Royal Blind School's campuses have merged
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National Museums Scotland Begins Primary and Secondary Schools Programmes for 2014/15.

Space Detectives, Dinosaur Discoveries, and workshops on the First World War lead the 2014/15 Schools Programme for National Museums Scotland

Spanning the natural world, world cultures, science, technology, design, art and fashion, archaeology and Scottish history, this year's programmes will help bring the Curriculum for Excellence to life.

As well as courses and workshops for students, National Museums Scotland also offers a range of CPD workshops for teachers, resources for schools and exciting work experience opportunities in a variety of fields for young people.

For further information visit www.nms.ac.uk/schools

Scottish Exam Results – Pupils & Teachers Should be Praised

Commenting following the release of the results of National Courses and Awards for 2014 by the Scottish Qualifications Authority (SQA), EIS General Secretary Larry Flanagan said:

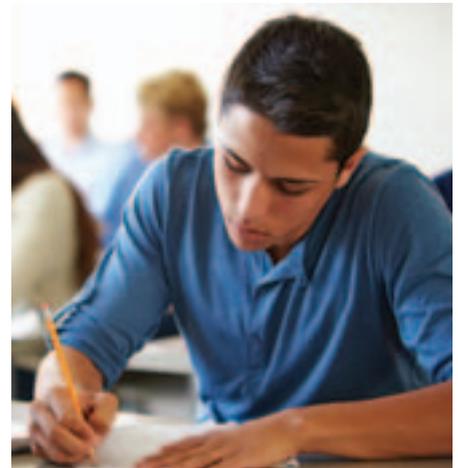
“Scotland’s pupils and teachers deserve high praise for a strong set of exam results which were achieved during a very significant period of change for Scottish education.

“Whilst schools will be taking time to examine the detail of the data closely, especially with the new Higher being introduced this session, it is gratifying to see the positive attainment rates in the

new National qualifications, particularly in light of the challenging circumstances in which these new courses were introduced.

“It is of great credit to the work of our schools, pupils and teachers that the diet was so successful, at a time when budgets have been declining and workload pressures increasing.

“Pupils, parents and teachers should be extremely proud of this strong set of results and the EIS sends its congratulations to all pupils who achieved success in their exams, together with our best wishes for all their future endeavours in education or employment,” added Mr Flanagan.



Acclaim for EIS at TUC PR Awards

EIS communications and the SEJ won praise at the recent Trade Union Congress (TUC) PR awards in London. The awards are organised annually by the TUC to recognise the communications and campaigning work carried out by trade unions across the UK.

Commenting, TUC General Secretary Frances O’Grady said, “These awards showcase the incredibly high standard of work being produced by unions on behalf of their members. It is fantastic to see that the quality is so high despite tightening budgets.”

She added, “With continued pressure on wages and working conditions, there are a wide range of issues for unions

to cover in their campaigns and their publications. The flair and enthusiasm with which communications professionals in unions continue to tackle the key issues is a vital contribution to our movement.”

The EIS won a Commendation in the “Best Photograph or Illustration” category for the May 2013 edition of the SEJ which carried the title “Then and Now”. The cover combined stock images with contemporary photographs to draw a comparison between campaigning in the past and the present day.

The judges commented, “This clever idea of blending an archive photograph with a current shot made an appealing and thought-provoking composite. The image was very effectively used on the cover of the union’s journal to highlight the theme of comparing issues and campaigns from the Thatcher era with current activism.”

The SEJ also won praise in the “Best Journal / Magazine” category, where the judges commented, “This journal is packed with a considerable amount of information, advice and analysis across its thirty two pages covering a variety of political issues, member case studies, campaign material and light-hearted

elements. A respected and informative contender. The judges particularly liked the hard-hitting article on child poverty.”

In the “Best Feature” category, the SEJ was lauded for its focus on member issues in its hard-hitting article *When Things Fall Apart*. The judges said that “despite the contributor remaining anonymous for obvious reasons, this is a touching and moving account of a spiral into a Kafkaesque nightmare and how supportive, knowledgeable and understanding the union proved during a time of considerable difficulty. Very well-written in a streamlined style, which relates the story with tact and professionalism. Sobering and heartening.”

Other EIS Communications that were praised by the judges included the EIS Equality Bulletin - “This is a very accessible and engaging, well-laid out publication with great use of images,” the EIS website - “a large amount of useful and up-to-date information on site for both members and reps,” and the EIS members’ eBulletin - “The judges liked the mix of news and events, campaigns and links to election results, and the good use of images to break up the text.”





A Challenging Year Ahead for Trade Unionism and the EIS

STILL remember, and it was over thirty years ago, speaking at my first EIS AGM. It was a daunting experience addressing a conference of over two hundred delegates. I did not imagine then that one day I would be chairing an AGM as President. I bet nobody who heard my speech that day thought so either. A few weeks ago I replicated that daunting experience when I spoke to the five hundred strong TUC conference on a Motion attacking poverty levels in this country. Poverty, as we all know, has such a detrimental effect on the educational attainment of too many children and young adults and this inequality is one of the biggest challenges we face in Scotland.

My involvement with the EIS actually started before I left Teacher Training College. In my final year jobs were becoming scarce and I, like all the other students, became involved in EIS and NUS organised events to highlight the problem to politicians and the public. I did manage to find a school placement and my involvement with the EIS continued. I recall taking part in various campaigns over pay, workload, class sizes and so on. I can remember on one occasion, as part

New President **Tommy Castles**, who formally assumed office at the AGM in June, outlines his view of the priorities for the EIS in the year ahead. Mr Castles highlights that teacher workload and tackling bureaucracy will continue to be a major focus for the EIS, together with joint trade union campaigning against austerity and for restorative pay awards following years of real-terms cuts.

of our campaign on composite classes, being sent home, under EIS advice, for refusing to take a composite class of over twenty five.

I served on EIS local Committees and eventually became Local Association President for South Lanarkshire and

“We have to ensure that the Tackling Bureaucracy Review delivers on reducing workload”

until recently I was their Treasurer. At a national level I continued to speak at AGMs and served on National Council and the Education Committee. I hope in my year as Vice President and now President I have the experience to take forward the issues of concern to us all.

We have to ensure that the Tackling Bureaucracy Review delivers on reducing workload. This means all the parties who signed up to the review take steps to see this happens. At a National level Education Scotland has a role in

monitoring, reviewing and advising on how to reduce workload levels in the schools it inspects. Local authorities need to work with the EIS to identify areas where workload can be reduced and take steps to do this. We also need to ensure our Reps are given the training and confidence to raise workload issues in establishments.

If the CfE is to develop as it was intended then in Primary this means Education Scotland has to work with teachers to stop the overcrowding of the curriculum, develop realistic forward planning, end excessive testing of pupils and recognise teachers’ professionalism.

In secondary there have to be discussions on developing a clearer definition of what constitutes a Broad General Education. In the Senior Phase the SQA has to resolve that there will be no repeat chaos of the National exams which only avoided being a fiasco through the hard work of teachers involved. There can be no repeat of the stress placed on teachers, pupils and indeed parents. The changes made by the SQA to verification procedures and the promise of suitable exemplification must ensure this. Teachers have made their anger known in

Motions to the AGM which went so far as to demand industrial action if there is a repeat of last year.

We need to see an end to the savage cuts in Education budgets which inevitably reduce the quality of the service we can provide.

The Teacher and Lecturer Job Satisfaction and Wellbeing Survey has revealed levels of stress and problems with workload that would set alarm bells ringing in any company or corporation and these issues have to be dealt with urgently.

The slogan of the TUC is 'Britain Needs a Pay Rise' and after years of pay freezes and derisory increases while costs continue to rise we need to campaign for a restorative pay rise.

We will review the Early Years provision as it is affected by the increase



in hours. Early Years provision should be provided by suitably qualified and GTCS registered teachers.

In Further Education the structure of the new bargaining arrangements has been agreed. EIS FELA is keen to establish complete national bargaining on pay scales and conditions of service. There needs to be an end to the cuts that have done so much harm particularly at a time of college amalgamations.

In Higher Education the EIS-ULA Executive continues to contribute to the New JNCHES work covering all UK Higher Education Institutions. It has recently joined two working groups looking at gender issues and issues raised by staff working on hourly rates or zero hour contracts.

I am proud to be National President and in this role I will work to address the issues which affect us all. I will strive to give a voice to the concerns of our members and to raise educational issues with the Scottish Government, Education Scotland and the SQA. I will continue to campaign against the austerity cuts which have done so much harm to both education and our lives in general.



EIS to the Fore on Pay, Poverty and Austerity at TUC

The EIS played a prominent role at this year's Trade Union Congress (TUC), in Liverpool. The delegation was led by EIS President Tommy Castles, and EIS delegates made significant contributions to debates on Public Sector Pay and on Poverty, Inequality and Racism.

An EIS Motion to the TUC, on Public Sector Pay and the need for co-ordinated action to achieve pay restoration, was incorporated into Composite Motion 7 on Public Sector Pay and Living Standards. EIS Delegate Edith Swinley (Fife) was amongst those who spoke during the debate, where she highlighted the damaging impact of austerity on public sector workers at a time when tax avoidance and evasion by wealthy individuals and organisations continue to drain resources from the public purse.

The Resolution, carried overwhelmingly by Congress, called for the following actions:

- put the case for ending below-inflation pay to all parties in the run-up to the 2015 general election and campaign for a commitment from all three Westminster Parties for an end to the public sector pay cap
- coordinate joint campaigning over pay and pensions across unions representing public sector workers
- draw up a joint industrial action strategy amongst affiliates, coordinating strike action amongst affiliates who are in dispute with their employers over the course of the next year
- highlight falling living standards, ensuring this remains a central feature of the 2015 general election campaign
- promote a living wage as a means of ending the blight of poverty
- campaign against any proposals to introduce thresholds for union strike ballots
- campaign for greater pay transparency, including compulsory equal pay audits and stronger sanctions for employers who disregard their findings.

In a separate debate, EIS President Tommy Castles seconded Composite Motion 4 on Challenging the Politics of Poverty, Inequality and Racism. In his speech, Tommy concentrated on the structural inequalities which lead to poverty and the policies which should be pursued to tackle the levels of poverty in our society and to counter the racist, anti-immigration propaganda of the far right which is becoming more prevalent across the UK.



Working Together to Tackle Bureaucracy

Report of Joint EIS / Education Scotland event in Edinburgh

EIS MEMBERS from across Scotland gathered in Edinburgh on Saturday 20 September for the latest in a series of Tackling Bureaucracy events, organised in partnership by the EIS and Education Scotland. The large turnout on a Saturday morning was testament to the strong feeling amongst members that tackling severe workload and, in particular, excessive bureaucracy are essential to improving teachers' work/life balance and delivering a sound learning and teaching environment in schools.

A key focus of the event was the report of the Curriculum for Excellence Working Group on Tackling Bureaucracy, and how this can be used at school level to support EIS branches in their negotiations on, for example, Working Time Agreements and School Improvement Plans.

Introduction and Opening Comment

The introductory presentation was delivered by George Sinclair from Education Scotland's Assessment Team. Highlighting the main aims of the working group while quoting from the Report, he said, "Professional dialogue is key to improving learning. Paperwork should be kept to the minimum required to support this process."

Mr Sinclair went on to add that, where excessive bureaucracy and paperwork has arisen, it is often associated with a lack of confidence in what is expected of schools where people are tempted to "add on a load of bells and whistles" as evidence of what is being delivered in the school. The purpose of CfE, said Mr Sinclair, is to support better teaching and learning and it must not be obscured with excessive bureaucracy and paperwork.

However, he warned, "The Tackling Bureaucracy Report is helpful, but it is just a piece of paper. We need to ensure it doesn't just remain a piece of paper; we need to bring it to life. The report is for everyone in education, and we all have a role to play in tackling bureaucracy and excessive paperwork."

Mr Sinclair also emphasised the efforts of Inspectors in working to reduce bureaucracy. "As is very clearly stated in the report, Education Scotland's Inspectors have an important role in tackling bureaucracy in schools, and we are taking this very seriously," he said.

Summing up, Mr Sinclair said, "The priority for us all is to release as much time as possible for teaching and learning in our schools."

Tackling Bureaucracy

In the main presentation before delegates joined their workshop groups, General Secretary Larry Flanagan outlined the EIS view on the Tackling Bureaucracy report. He started by highlighting the original aims of CfE and the central role of teachers' professional autonomy in the delivery of a pupil-focused model of education that can encourage deep learning.

Mr Flanagan went on to describe the "workload tsunami" that has engulfed teachers over the past few years, and in the last year in particular when many additional pressures have been imposed upon the profession. He referred to the huge response to the recent EIS Health & Wellbeing Survey which provided strong and robust data on the scale of work related stress and ill-health across all sectors of education, from nursery right through to higher education.

On the issue of forward planning, Mr Flanagan said that it has become a "cottage industry" and described the nonsensical situation where teachers are being asked to submit forward plans to their headteacher for them to be "corrected" and returned complete with ticks and crosses. "Clearly, this is not how this process is supposed to work", said Mr Flanagan.

The Report of the Ministerial Working Group, which had been established in response to the pressure of the EIS Workload Campaign, had been an important step, said Mr Flanagan. He said the Report had been intended to have an immediate impact in supporting work at school level to cut bureaucracy

in, for example, School Improvement Plans and Forward Planning processes. However, there had been limited impact in some areas and there was a “gap between the rhetoric and the current experience in schools,” said Mr Flanagan.

Echoing some of the comments made in the previous presentation, Mr Flanagan said, “Much of the paperwork in schools is created as a sort of defensive measure, as evidence in case the Inspectors visit. But the Inspectors themselves are very clear – they do not want ‘rooms full of ring binders’ with information on audits of audits, as these serve no real purpose in supporting effective teaching and learning.”

In conclusion, Mr Flanagan said that the EIS Workload Campaign and the Tackling Bureaucracy Report had delivered progress in some areas, but that much more was yet to be achieved. He referred to an EIS online survey (which was ongoing at the time of publication) which indicated that half of all schools had not held a staff meeting to discuss the Report and to plan on how to implement its recommendations.

“Workload will not reduce unless teachers stop doing something,” said Mr Flanagan. “We will never deliver a meaningful and lasting reduction in our workload burden if teachers continue to try to do everything. Too often, the founding principles of CfE are being turned on their heads and obscured behind unnecessary bureaucracy. We need to remember and focus on these central true aims of CfE or they will never be delivered successfully.”

Workshop Sessions & Close

Following the morning presentations, delegates split into working groups to discuss the issues these had raised. Delegates also had a choice of a second workshop focusing on specific issues such as Planning Learning, Profiling/Reporting, Moderation 3-15 and Modification/Verification. Each group reported back in the closing session, as well as engaging with panel members in the Q&A session that closed this highly successful and productive conference. The EIS is continuing to hold Tackling Bureaucracy, and other CPD, events across the country. Please speak to your EIS Learning Representative or visit www.eis.org.uk for further information.

Saturday 18 October A Day of Trade Union Activism in Scotland and Across the UK



The EIS urges members to join with fellow trade unionists from across the country in a day of demonstration against inequality and social injustice.

TRADE unionists from across the country will gather together in both Glasgow and London on Saturday 18 October for major Marches and Rallies in demonstration against austerity and to call for fair pay, wealth redistribution and social justice.

The EIS will be prominent at the Glasgow Rally, which is being organised by the Scottish Trades Union Congress (STUC) as part of Challenge Poverty Week (11-18 October). The March and Rally will form part of the STUC's *A Just Scotland Campaign* and will be based around the theme “Decent work, Dignified lives.”

Creating decent work and providing dignity for those who cannot work is at the heart of the battle against austerity and tackling inequality. EIS members are encouraged to support Challenge Poverty Week by joining fellow trade unionists

and community activists from across the country to say “It’s time to create a Just Scotland.”

Although the date, during the October holiday period, may not be ideal for many teachers and lecturers, the EIS fully supports the March and hopes that members will turn out in large numbers. Transport is being organised through EIS Local Associations where there is sufficient demand and funding support is available from EIS HQ to help subvent the costs of this transport. Please contact your Local Association Secretary as soon as possible if you would like to access transport to this important event.

Muster 10am Glasgow Green
March from Glasgow Green 10.30am
Rally in George Square

Further details www.ajustscotland.org #ajustscotland #18oct
www.povertyalliance.org/challenge_poverty



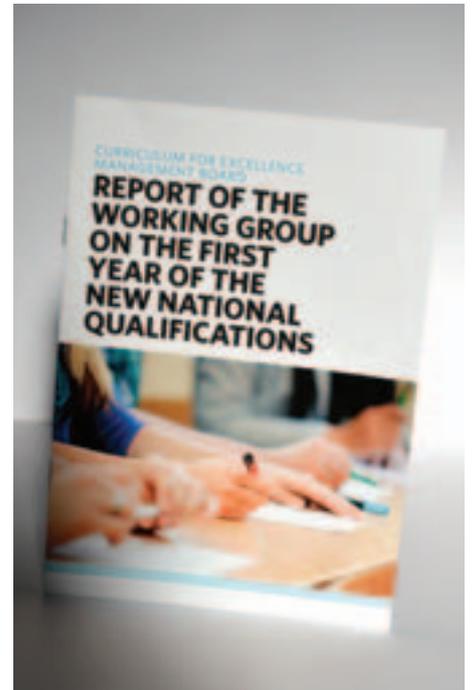
**DECENT WORK
DIGNIFIED LIVES**

Trade Union Congress March

ALSO taking place on 18 October, in London, is the Trade Union Congress March and Rally to support the campaign “*Britain needs a Pay Rise.*” The EIS supports this campaign (see related item on p9 of this SEJ), which calls for an end to austerity and fair, restorative pay settlements for public sector workers. Full details of the campaign and the March and Rally can be accessed via the campaign website at www.britainneedsapayrise.org/

Reflections on the New National Qualifications

The Curriculum for Excellence (CfE) Management Board recently published the report of its “Reflections” group which was set up to review the first year of implementation of the new national qualifications. Here, the SEJ highlights the EIS response to the Report and outlines some of its key recommendations for schools and teachers.



The Report – The EIS View

THE CfE Management Board’s Reflections Group Report highlights some of the changes which are being enacted this session and which the EIS had lobbied for, such as a reduction in the SQA verification processes, and

The glaring weakness in the report is the shallow analysis and the failure to ascribe the problems which schools encountered to anything other than ‘over-presentation’

usefully lays out some longer term objectives such as reviewing the fall-back position from Higher to National 5.

The EIS welcomes most of the Report’s recommendations for moving forward. It also welcomes the Cabinet Secretary’s acknowledgement of the hard work of teachers in all sectors and the need to address workload issues.

The EIS has some reservations about the Report, however.

The glaring weakness in the Report is the shallow analysis of the experience of the past session and the failure to ascribe

the problems which schools encountered to anything other than an observed ‘over-presentation’, with its subsequent consequences. The absence of any significant analysis is the result of there being no consensus within the group around the causes of the huge workload burden.

The EIS AGM was very clear in its view that the SQA had failed to deliver the level of support which schools needed and deserved and also that its own operations - late changes to units and assessments, poor communication, lack of professional support - had contributed greatly to the workload pressures experienced in schools.

“last year’s workload pressures reached unprecedented levels”

If there was a degree of over-presentation as a result of schools adopting a belt and braces approach to safeguarding the interests of pupils, the question arises as to why that was felt to be necessary? Does it arise from inadequate preparation time, poor communication of key messages from the

CfE Management Board and from the SQA, the absence of exemplification and practice papers from the SQA to assist in the understanding of standards, late arrival of combined assessment approaches, less than the promised fully fleshed-out course material?

There is a universal view amongst secondary teachers that last year’s workload pressures reached unprecedented levels, and that from a profession well used to dealing with excessive workload. There was also a very clear message that the situation was unsustainable.

There may be some people in senior management and policy positions within Scottish Education, who think that schools, and teachers, brought the additional workload upon themselves and that all’s well that ends well as the National 5 results were sound. They should disabuse themselves of such false thinking. Effective leadership involves acknowledging shortcomings.

This session secondary schools face the task of consolidating the National 2-5 qualifications plus the major challenge of delivering the new Highers. If serious lessons are not learned from last year, the risks remain high.

About the CfE Reflections Group

Following a request from Michael Russell, the Cabinet Secretary for Education and Lifelong Learning, the Curriculum for Excellence (CfE) Management Board established a short-life working group to reflect on the experiences of the first session of the new CfE qualifications.

It was tasked with considering and developing high-level messages and suggesting actions to benefit all parts of the education system as we move into the second year of the new qualifications.

The working group was chaired by Kenneth Muir, Chief Executive of the General Teaching Council for Scotland, with representatives from several Management Board organisations. The group gathered evidence and feedback from their respective constituents, and feedback was also sought from other national bodies and professional associations, including the EIS.

Curriculum for Excellence and the New Qualifications

The working group considered the experience of implementing the new qualifications in 2013-14 in the context of the long-term ambitions for CfE. CfE aims to achieve a transformation in education by providing a coherent, more flexible and enriched curriculum, assessment and qualifications system from 3 to 18. The introduction of new qualifications within the context of the Senior Phase is part of this, with the aim of reflecting the new style of learning, which places an emphasis on skills and knowledge and tests the understanding and application of knowledge as well as facts.

Teachers, schools, colleges and national agencies have taken on the task of introducing a new qualifications system at a time when a wider range of significant developments is also taking place across secondary education. All involved have worked very hard to make the introduction of the new qualifications as smooth as possible for Scotland's learners and to ensure they have a good opportunity to attain the new qualifications.

Actions Required For 2014/15

All involved in delivering CfE and the new Nationals should:

- ensure that the original aspirations of CfE and its distinctive features are realised in practice – in particular, the continuum of learning 3-18; the use of profiling; and the principle of the Senior Phase as a three-year programme
- enable and resource teachers to plan approaches to learning and teaching and assessment to ensure more streamlined approaches to assessment as a more natural part of the learning
- ensure the actions set out in the report are clearly communicated to teachers and parents.

Schools and teachers should:

- consider how to make available appropriate time to address the issues set out in the report
- ensure that school improvement plans and working time agreements reflect and support effective assessment practice
- help parents and other stakeholders understand and appreciate the benefits of CfE, including the new qualifications, their assessment arrangements and the rationale for change
- encourage better sharing of good practice in assessment approaches, within and across departments, to reduce workload and to enhance learning
- continue to develop their overall approach to learning, teaching and assessment at school level, based on national advice. This could, for example, include preparing strategic assessment calendars to help even out the spread of assessment demands on pupils and teachers and reduce assessment "hot spots"
- collect appropriate and proportionate assessment evidence, to minimise pressures on candidates and ensure a good learning and assessment experience
- review local delivery and assessment approaches in light of how effective they have been
- provide support for learners to help them cope with change and avoid unnecessary stress.
- ensure that equal support and attention is given to learners at whatever level of qualification they are following, to ensure they can reach their maximum potential
- discuss the report with their Parent Council and consider how key messages can be shared with the wider Parent Forum.

Longer Term Actions

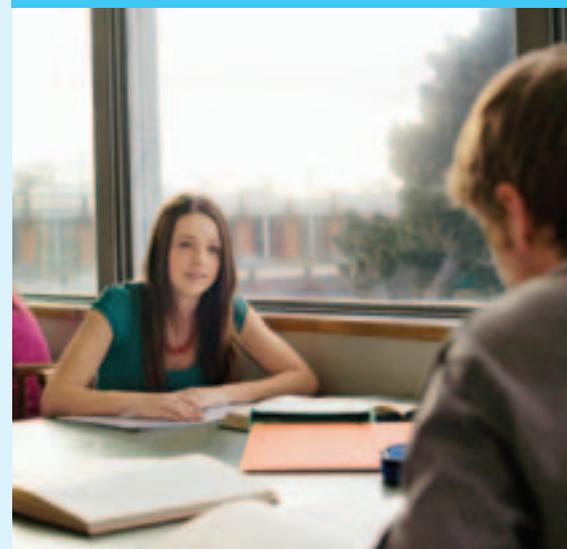
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Schools and teachers should:

- consider how they can encourage more flexible/mixed pathways through the Senior Phase which see a young person's progression through the Senior Phase in its entirety, rather than just a year-on-year approach
- create an environment where parents, learners and teachers work in real partnership and in particular ensure that parents are properly involved in a timely fashion in decisions around the level of qualification for which their children are being presented
- consider what further support should be available for young people
- consult parents and learners on their arrangements for study leave and prelims.

Adapted from the Report of the working group on the first year of the new National Qualifications. The full report is available online at:
www.educationscotland.gov.uk/Images/MBReportOnFirstYearofNewQuals_tcm4-837160.pdf



Should we Welcome or Fear Professional Update?

EIS General Secretary Larry Flanagan takes a closer look at the often controversial issue of Professional Update and explores whether the new scheme, which launches this session, will be a help or a hindrance to enhanced teacher professionalism.

Professional Update launches this session; how will it be viewed by teachers – friend or foe?

I've been posing this question over the past period at seminars organised by EIS Learning Reps, in conjunction with various local authorities. Around 20 well attended events have taken place and it has been interesting to trace a change in mood over time – earlier meetings were dominated by concerns and even a degree of hostility whilst recent sessions have been more open to the potential benefits of PU, whilst still expressing concerns around resourcing and workload.

It's certainly true that under the direction of GTCS Scotland the scheme has moved a long way from the initial headlines of "5 year MOT for teachers" to a relatively light touch, professionally rooted approach.

The actual "sign-off" for Professional Update is literally that – two signatures, every five years, confirming involvement in an accredited local authority Professional Review and Development (PRD) scheme. For those teachers who have been involved in PRD over the past decade plus, there will be little that's new, beyond the updated professional standards. But there's the rub!

The process of validating local authority PRD schemes revealed just how many programmes had fallen into abeyance. And why was that the case? The answer to that question may be complex but I would suggest a key factor has been the simple fact that facilitating professional learning is not a cost free

agenda – resourcing such participation, and time is our most precious resource, creates a budget pressure that some Directorates have found easy to set aside.

The EIS is clear, however, that the opportunity for professional learning is as much an entitlement as it is a

“opportunity for professional learning is as much an entitlement as it is a responsibility”

responsibility. It is also something which should happen as part of working time agreements – not as an addition to everything else. Teachers need to exercise a collective professional voice and demand the support that they are entitled to.

Whilst the theory of Professional Update is sound, there has been a persistent gap in Scottish Education between policy and practice, between the rhetoric and the reality. The litmus test for Professional Update, therefore, will be how it is realised at local authority level and school level.

There are barriers to progress around professional learning: workload is a key challenge; a lack of professional trust (still too evident in too many places); and poor

leadership. But there are also opportunities. The Scottish context of a consensual approach to Education policy stands in marked contrast to many other systems, for example. CfE as a programme is actually dependant on the development of more collegiate practice. And there is a genuine buy-in from the professional associations to the concept of professional learning.

From an EIS perspective we have over 100 Learning Representatives whose sole purpose is to support colleagues' professional development; we have had several partnerships with Scotland's Universities around sponsored CPD programmes; we have active partnerships with bodies such as Tapestry and the Association of Chartered Teachers, and we have recently secured funding for a joint programme of masters level study with City and Guilds.

We subscribe to the oft quoted maxim that the "quality of an Education system cannot exceed the quality of its teachers" which is why we believe in the centrality of professional development to the effective delivery of teaching and learning. Teachers need to assert control over this agenda, however, and demand that local authorities deliver, in practice, access to professional learning whether that be through collaborative working, professional learning communities, peer mentoring, formal courses or simply time to talk.

Professional Update may prove to be a useful framework but only time will tell.



What is Professional Update?

Professional Update affects everyone registered with GTCS and started to roll out across Scotland from August 2014.

The General Teaching Council for Scotland (GTCS) have stated that the purposes of Professional Update are “to maintain and improve the quality of teachers as outlined in the Professional Standards and enhance the impact they have on pupils’ learning; support, maintain and enhance teachers’ continued professionalism and the reputations of the teaching profession in Scotland.” They have also stated that “Professional Update requires an effective and consistent PRD and high quality professional learning. Teachers will be required to maintain a record of their Professional Learning together with a portfolio of evidence.”

Professional Update should be a supportive process and is no way connected with competence issues. These are dealt with through a totally separate process. Any EIS member who feels that their Professional Update is being linked to this in any way should contact the union immediately for advice.



What does professional update actually mean in practice?

Local authorities have to ensure that they have a policy in place on Professional Review and Development (PRD) and Professional Update. These policies are approved by the GTCS.

As a teacher you will be required to undertake CPD/Professional Learning and keep a portfolio of evidence which demonstrates the impact of this on learning and teaching in the classroom. There have been many queries about the amount of evidence teachers are required to have. It is not about the volume of evidence but about clearly being able to demonstrate impact as indicated above.

It is really important that the PRD process is robust and provides the support teachers require.

I am a supply teacher, how do I get information on how I will be affected?

EIS Learning Reps will be able to advise you on how you will be affected by Professional Update and give you the necessary guidance and information to ensure that you can meet the requirements of Professional Update.

As supply teachers often work across several schools and/or local authorities it is often very difficult for them to access CPD. CPD is vital to Professional Update and EIS Learning Reps can assist supply teachers by giving information about CPD which is relevant and available to them.

I work in a further education college or higher education institution – does professional update affect me?

Yes, GTCS are piloting Professional Update with a small number of registered lecturers in the college sector during session 2014/15.

In terms of Higher Education, employers will advise lecturers on the systems which are in place to enable recording of Professional Learning and also the completion of the Professional Update sign-off.

Professional Update will affect lecturers currently registered with GTCS and those who register in the future.

CPD

Learning Reps



Contact your local EIS Learning Rep

Take advantage of their expertise and knowledge on offer

www.eis.org.uk/LRcontacts

Supporting Members in Times of Need

The EIS Benevolent Fund was established to provide assistance to members and their dependents who are suffering from financial hardship due to unexpected illness, long-term health problems or a sudden change in financial circumstances. Here EIS Benevolent Fund grant recipient Roderick MacDonald describes how the Fund provided him with assistance when he needed it.

I CAN think of many times when the EIS provided assistance to teachers especially in the 1970s and 1980s with national negotiations concerning pay and conditions. Then, when I had to leave teaching because of disability, due to a mixup by the school's administration I was in a situation where I could lose a couple of years pension and many thousands of pounds and it was through the actions of the EIS that I managed to get this reinstated. Other people will have experienced similar benefits from membership but some do not know that even after leaving teaching, the EIS can still be of help through their Benevolent Fund.

I found this to be the case many years ago and also recently when I asked for help towards the purchase of a computer. With a type of muscular dystrophy which makes movement very difficult, I am in a



situation where I can't use a keyboard or even a mouse with any effect and basically I'm forced to use voice recognition software to do anything on a computer. I've actually been doing this since the late 1990s and as technology has improved, so has the software. I currently use Dragon voice recognition which is very good, enabling me to handle virtually everything on a computer. I'm actually writing this article with it. One of the problems with it is that it needs a really good device with plenty of RAM and processing speed. Talking technically, the voice profile on Dragon can be about 4 GB in size and to make it work efficiently you need to have at least 8 GB RAM on a 64-bit computer with Windows 7 at least. Because a

microphone is used, a quiet environment is really necessary thus the computer itself has to be relatively silent. We all know that computers can be noisy! When other programs are used at the same time, such as Microsoft Word, the Internet, Revenues & Customs or even watching BBC iPlayer, extra demands are made which can sometimes cause the whole system to crash.

I was faced with the situation where my aged computer was beginning to feel the strain of modern technology. Because it wasn't up to the task it was crashing several times a day. While this would be an inconvenience to many people, it was a severe problem for me. Unless I had someone to help at the time, I would have to wait until assistance arrived for me to restart the computer and I can recall many days when I was left staring at a blank

“even if you have left teaching or are retired, help can still be at hand from the EIS”

screen for hours. It's all very well trying to adopt a philosophical mood but it can be difficult.

Not having sufficient money to purchase a new computer, I approached the EIS Benevolent Fund. The last few years especially since 2008 with the economic crash have been arduous for everybody. Being out of work I was similarly affected and trying to find money for a new computer was basically a mission impossible. Fortunately, through a very easy process of contacting the local representative and filling in a form, I didn't have long to wait for a reply and soon received a very generous donation from the EIS Benevolent Fund for a computer.

I had enough money to purchase a super computer, one which will meet my

needs for many years to come. It has a very fast processor, 32 GB of RAM, silent running fans and many other up-to-date features. I purchased this with the funds



on my birthday during July this year and later bought the latest voice recognition software for it. As I write this in late August 2014, I can report that everything is functioning perfectly. This magnificent computer works like lightning and there is no appreciable delay between speaking to the computer and my words appearing on the screen. It can handle many programs at the same time without strain and it has never crashed. It maybe looks like a tank but it is very solid and very reliable. I wouldn't have been able to purchase this except for the generous help from the EIS Benevolent Fund and the understanding nature of the administrators involved with it.

So you see, even if you have left teaching or are retired, help can still be at hand from the EIS. It's not like begging for money or going cap in hand for assistance, nothing like that at all, because it's a fund put there by contributions from members over the years, a type of insurance perhaps, and it's there to help.

The EIS Benevolent Fund is funded from membership subscriptions and donations to the fund. Applications are treated on a case by case basis, and in complete confidence. Contact the Benevolent Correspondent in your Local Association if you would like to apply for assistance.

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

WITH austerity measures leading to pay freezes and increases in pension contributions, the increase in living costs means members have never been more out of pocket.

Money worries are constantly on the minds of many, and the stress of having to cope with this – coupled with the effect it can have on family life, health, and relationships, not to mention the impact at work – where an ever increasing workload can be overwhelming. Sharing these concerns with the people closest to you isn't always an option for everyone, but ignoring these worries can make things worse.

The worry of debt can't be passed on solely as an 'issue at home' – with more and more organisations recognising the importance of employee health and wellbeing, the weight that debt brings only adds further stress to an already stressful role for those working in education.

To make sure members have access

to the support they need, PayPlan have been working with the EIS Employment Relations Committee to provide free comprehensive advice, guidance and support for anyone struggling with their finances. Our purpose is to work together to help members take control of their money.

For over 20 years, PayPlan have been helping people in difficult situations and during that time have developed a wide range of practical, long-term solutions that can not only help people to manage their money, but also enable them to live their life. We believe that people can, and should, live a happy life whilst repaying their debt.

There's no 'one size fits all' solution to dealing with debt – some may just need a bit of guidance on budgeting, whereas others may find that a formal debt plan is needed to help them take charge of their finances. With free plans and advice available, no-one should ever

need to pay for debt help.

Over the next few months, PayPlan and the EIS will be working together to give members advice on how they can make sure they're fully aware of their financial situation and how they can make the most of their money, from day-to-day living and budgeting tips to fresh ideas on making the most of savings and ways to increase their income month-by-month. We want to help members take control of their money, and make sure they have access to help if they need it.

If you feel you need free and impartial money advice today, you can call **PayPlan on 0800 9127 261** or visit **www.payplan.com/eis**. You'll find our team of trained advisers understanding of your situation and always on hand to help you find a solution that fits your life. They will never tell you what to do, but they will offer you best advice, share their experience and help you every step of the way.



MAKE THE MOST OF **YOUR** MONEY

REDISCOVER
LIVING

Working with

eis
The Educational
Institute of Scotland

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

PayPlan[™]
live again

FE Pay - The Next Steps

Donny Gluckstein, Salaries Convener, EIS-FELA

After 20 years the return to national bargaining in Scottish FE has finally been accomplished. We have a grand title - the National Joint Negotiating Committee for College Staff, and a schedule of monthly meetings. However, what this new arrangement will mean for the ordinary lecturer is up for grabs. It will depend, to a great extent, on the degree to which EIS-FELA members can shape the process alongside the other unions.

The government's motivation for national bargaining was the fact that an entire educational sector, spending hundreds of millions of pounds, was subject to the whim of virtually autonomous Principals. It therefore wanted restoration of order and centralised control. Mergers, and the installation of a small number of what are, effectively, political appointees, went some way to redress the gap. Rationalisation of the wide differences between different colleges in terms of the treatment of staff is another step down the same road.

For College staff, and the EIS in particular, a primary motivation for national bargaining is equality and fairness. We hope the new arrangement can bring these concepts into all aspects of College life. But where should we start? Despite twenty years of local bargaining the basic job of the lecturer has not changed fundamentally. We may teach different subjects, in different locations, have different contact hours, job descriptions and responsibilities, but a Scottish FE lecturer from the Borders to the Islands educates students and deserves to be rewarded at the same rate.

That is why the EIS will be making pay its first priority for national bargaining. EIS-FELA has always put forward an annual pay claim, but this year's will be different. Firstly, due to changes in the classification of our sector, many colleges have 1 April as their settlement date, so the NJNC has agreed to try and finalise a pay agreement by then. Secondly, while EIS-FELA has always aspired to pay equality and fairness (and framed our claim in such terms), this year this is more than an aspiration. It could be a reality. Thirdly, we did not

enter into national bargaining to worsen the position of any of our members, and so the principle EIS-FELA applies is that national bargaining should not lead to any detriment.

This year's claim is shaped by these considerations. At the NJNC we will argue that from 1 April 2014 all top-of-scale basic grade lecturers should earn the same. The level should be the pay of the best paid college lecturer (roughly £38,500), plus inflation and 1%. This exact figure is still being finalised, but the principle is clear. For the other grades FELA bargains for, we will ask that the pay uplift at each college should be given as a flat-rate increase.

It is easy to put forward a claim, but quite another thing to win it.

Individual colleges may argue they cannot afford to pay what is agreed nationally. The government, college managements and unions have all accepted national bargaining. While some institutions have more funds than others it is still the responsibility of the management side to ensure that national agreements are operated. If this means providing additional funds from a central source, transferring funds, or rejigging the way colleges are funded to take account of a common pay rate across all of them, then this is a matter for the management side to sort out.

A second potential problem the union negotiators may confront arises from the

overall level FE funding. This has been cut year on year. An ICM poll after the final pre - Referendum debate between Alex Salmond and Alistair Darling suggested the former performed better. However, one of the palpable hits made by Darling was to point out how thousands of college places have disappeared due to recent budget reductions. At the same time we have seen the massive pay-offs to departing senior managers. What is clear, then, is that when the will is there colleges can find the money.

So what can EIS-FELA do to ensure the will is there, that the salary settlement for April 2015-16 meets our aims? No amount of pleading or persuasion by a handful of negotiators will be enough unless management knows they speak for the entire membership, and it is the settled will of that membership that our claim is met. For this reason the EIS-FELA Executive is asking every college branch to hold members' meetings. It is essential as large a number as possible can discuss the pay claim and ask about national bargaining in general. The EIS is happy to provide speakers.

While this article was being drafted the Scottish Referendum Campaign was still in full spate. All sides agreed that not only would the outcome have an important impact long into the future, but that the campaign had created a level of interest and involvement in political affairs not seen before. For the working lives of Scotland's Further Education lecturers the return to national bargaining may be similar. The decisions reached will have long-term impact, and if the union side is going to shape developments at the outset it will require full discussion and involvement at branch level.

Celebrating



Years of Health and Safety Law in the Workplace

Dave McGinty EIS National Officer for Employment, Health and Safety, looks back 40 years and warns there is no time for complacency regarding health and safety in the workplace.

1974 eh? To many of us it seems like yesterday. ABBA winning the Eurovision Song Contest in Brighton; US President Richard Nixon announcing his resignation; the Labour Party winning two General Elections and Tom Baker replacing Jon Pertwee as Dr Who. 1974 also saw the introduction of one of the most important and successful pieces of workplace legislation ever - The Health and Safety at Work Act which received royal assent on 31 July 1974.

It marked both a watershed in health and safety regulation and a recognition that the existing system had failed to keep up with the pace of change. The new Act, which largely reflected the recommendations of the 1972 Robens Report, created a flexible system whereby regulations express goals and principles, and are supported by codes of practice and guidance.

EIS General Secretary Larry Flanagan said: "There are few pieces of legislation which can claim to have been as effective as this Act. We should be celebrating its 40th birthday and thanking those who drafted it. Some characterise health and safety as a burden on business. The reality is that making sure workplaces promote the highest standards of health and safety makes sound business sense as well as providing important protection for workers."

In the 40 years since the Act was passed, the number of fatalities in the

workplace has fallen by 85 per cent while the number of injuries at work has fallen by 77 per cent. The 1990s saw the emergence of new occupational health issues. Musculoskeletal disorders and workplace stress account for over half of all occupational health cases. While the Act has been successful in bringing down deaths and injuries in the workplace, it has been less effective at preventing occupational diseases such as cancers, asthmas, dermatitis, back pain and lung diseases. These complex, multi-causal problems present fresh challenges about how best to control the risks, and when and where to intervene.

The 40th anniversary is a cause for celebration but it is not a time for complacency. Despite some criticism from certain sections of the media, surveys of both employers and members of the public suggest Health and Safety Executive (HSE) is a generally well regarded and trusted regulator. There is a danger, however, that further cuts and deregulation will have an adverse effect on the health and safety of workers. The requirement for the HSE to explore options for further commercialisation is also a distraction from its core functions of setting necessary standards for health and safety performance and securing compliance with these standards.



"Musculoskeletal disorders and workplace stress account for over half of all occupational health cases"



Supporting Teachers, Supporting Learning

The EIS is committed to supporting members with their CPD throughout their career.

EIS Learning Rep Course 2015/16

The EIS is recruiting members now to undertake the course to become an EIS Learning Rep. The course starts on 2 February 2015 and lasts for six weeks. The online introductory section is provided by Glasgow Kelvin College, has six short activities and requires around 2/3 hours participation per week. This is followed in September 2015 by the second section of the course which again is on-line and is a postgraduate module provided by the University of the West of Scotland. It lasts for three months and can require up to 13 hours participation per week.

The main role of EIS Learning Reps is to give information, guidance and support to

colleagues on CPD/Professional Learning opportunities. As you will see in the article by Colin Dorman, North Lanarkshire Learning Rep, he became a Learning Rep to try to address some of the barriers to learning caused by the heavy daily commitments required of the teaching profession. He has been really successful, together with other EIS Learning Reps, in raising the profile of CPD/Professional Learning by being involved in organising very well-attended CPD events which have featured high profile national and local speakers and given participants the opportunity to ask questions. Learning Reps are involved in many other activities too which have all assisted in guiding and supporting teachers and lecturers on the CPD/Professional Learning most appropriate to them as an individual.

The role of an EIS Learning Rep can be fulfilling and rewarding. If you are interested in undertaking the course you should, in the first instance, contact Lyn McClintock for an information pack. Places are limited and any member wishing to undertake the course has to obtain the approval of the relevant EIS Local Association if they work in a school or their EIS Branch if they work in a Further Education College or Higher Education institution.

Lyn McClintock
EIS CPD and Learning Rep Co-ordinator
lmccclintock@eis.org.uk
0141 353 3595

Professional Update Live Chat with Larry Flanagan

The EIS has held highly successful events across Scotland over the last few months on Professional Update. Professional Update started to roll out from August and we are keen to ensure that members have the opportunity to ask questions/make comments about how Professional Update is going to date.

To assist with this Larry Flanagan, EIS General Secretary, has agreed to take part in another live chat with members on Tuesday 4 November 2014 from 7.30 pm. This will give those who take part the opportunity to advise of their experience of

Professional Update, including Professional Review and Development, and also to ask questions of Larry direct on this very important topic which will affect everyone who is registered with GTCS.

This live chat follows on from a previous live chat with Larry which was held some months ago and proved to be very popular with members.

If you want to take part you should register and also submit any questions to Lyn McClintock by Monday 20 October 2014. You will then be advised how to log on in order to participate. This is a unique



Live Chat
Tuesday 4 November 2014
from 7.30 pm

opportunity to discuss Professional Update with your General Secretary,

don't miss out!



CPD information

Lyn McClintock

EIS National CPD and Learning Rep Co-ordinator

e: lmclintock@eis.org.uk

t: 0141 353 3595

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

www.eis.org.uk

(Details will appear in the Events section)

My Professional Learning Journey

Colin Dorman, Teacher and EIS Learning Representative

This year will be my tenth year practicing as a primary teacher; a scary thought. When I began my teaching career as an eager and enthusiastic probationer, teaching was competitive and permanent posts were in short supply. Competing for a permanent post meant that I attended as many CPD courses as I could. These courses often covered a broad range of subjects and usually addressed the practicalities of teaching; behaviour and classroom management; the curriculum; local initiatives such as co-op learning; and circle time. At the time, these opportunities addressed my professional learning needs because they gave me new ideas, trained me how to improve my practice or to use a new resource that would improve teaching and learning in my class. I wanted to become a better teacher in the practical sense and I am sure this is the same for many newly qualified teachers.

As I became more confident in the classroom however, I began to search for different professional learning activities. I wanted to participate in activities that provided an opportunity for deeper

professional learning. I signed up for a twelve week local authority programme exploring inclusive education, an area that I had a keen interest in. It was the first time I had engaged in professional learning over a sustained period of time. I continued my studies in inclusive education at the University of Glasgow. During this time I engaged in practitioner enquiry and conducted my own research, exploring the inclusiveness of teachers' professional learning. My research concluded that teachers often face barriers to professional learning, resulting from the many pressures of the teaching professional and those of everyday life.

It was in an attempt to address these barriers that led me to become an EIS Learning Rep. The Learning Rep training involves a Masters level module that explores how to provide support and impartial advice to teachers about professional learning. The Learning Reps service is becoming increasingly important, particularly with the advent of Professional Update and there have been many professional learning events organised by Learning Reps across

the country. I have had the opportunity to speak at these events along-side representatives from the EIS, GTCS and Education Scotland. Being a Learning Rep has also led me to become a more active member of the EIS, being involved with my Local Association and the Tackling Bureaucracy and Workload campaigns. I have had the privilege of being asked to speak in a seminar at the Scottish Learning Festival 2014 about my professional learning journey and have recently become part of the GTCS Research Engagement Group, which aims to promote practitioner enquiry through the GTCS subscription to the EBSCO online research database.

My professional learning journey has been a challenge but one that I have enjoyed. As a Learning Rep I hope to be able to support others in their own professional learning journeys. I would recommend that teachers not only seek out the support of their local Learning Rep but that they also might consider undertaking the Learning Rep training as part of their own professional learning journey.

Social Justice: An Impossible Ideal?

This year's Scottish Educational Leadership, Management and Administration Society (SELMAS) Conference promises a discussion on a key idea which has been central to the great Scottish debate which has been occurring over these last months: what is social justice and how does it relate to education?

Lesley Riddoch, Alan Williamson and Sheila Laing will be the speakers at Stirling on 30 October. Full details (including booking form) on <http://welcometoselmas.wordpress.com/2014/08/29/selmas-annual-conference-2014-social-justice-an-impossible-ideal/> or email SELMAS Secretary Alex Wood at alexander.wood@blueyonder.co.uk

Don't miss out on what is always one of Scottish education's most stimulating events.
www.welcometoselmas.wordpress.com

External CPD opportunity

What is social justice and how does it relate to education?

Changes in Employment Tribunals

Over the last year there have been significant changes in The Employment Tribunal procedures. Principal of these changes has been the introduction of fee payments for those who pursue employment cases through the Employment Tribunal. However, there are also changes relating to the role of ACAS (the Arbitration and Conciliation Service) and to the maximum award which can be presented to successful claimants in unfair dismissal claims. Finally, the Coalition Government introduced the idea of “protected conversations” in which employers and employees would be able to have confidential discussions about bringing employment to an end. All of these changes have significant implications for the EIS.

Employment Tribunal Fees

The fee regime requires a claimant (or a group of claimants) to lodge a fee when a claim is raised and when a hearing is held. There are two types of claims, set according to the complexity of the claim. Type A claims are set at £160 with type B claims set at £250. These pre hearing fees are due to be paid when claims are submitted. Hearing fees are required as directed by the Employment Judge and are set at £230 (Type A) or £950 (Type B) claims. While remission is permitted for the low paid to date no EIS member has a salary level which would allow remission.

The introduction of such fees was widely seen to be a cynical attempt by the coalition Government to discourage the pursuit of employment tribunal claims. The evidence confirms this. One year on, claims have dropped by 80%. The Enterprise Minister has sought to claim that this is evidence of the reforms working but the Ministry of Justice itself predicted a 25% drop before the change.

There have been legal challenges in both England and Scotland to the introduction of fees and it is likely that a challenge by UNISON will be pursued to the Court of Appeal.

The introduction of fees has not had an impact on how the EIS handles Tribunal cases. Authorisation of employment cases is a matter for the Employment Relations

Committee. The Committee approves seeking a formal legal view on cases from our advising solicitors. Where a legal opinion sets out that a case has prospects of success the Committee will approve expenditure, including the payment of fees. The only change we have made is to require members to give an undertaking that, if any Employment Judge orders the return of fees in settlement, such fees are paid back to the EIS. To date, that has not occurred. However, while the introduction of fees has not impacted on how we support claims the cost of supporting such claims is not insignificant and has to be part of the EIS's financial planning.

While the introduction of fees has not impacted directly on EIS members costs since our decisions on pursuing cases rely on legal prospects and not in costs, individuals who are not supported by trade unions face severe financial hurdles in pursuing claims.

Early Conciliation of Claims

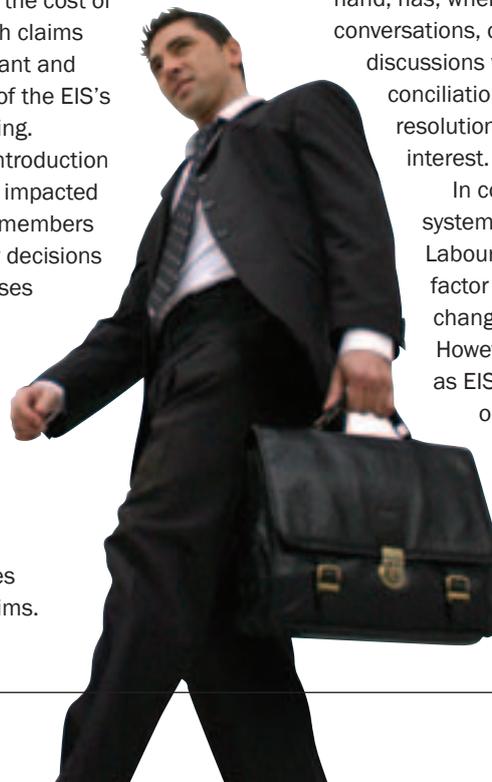
Since April of this year all claimants are required to have engaged with ACAS to seek a resolution to any claim. They are required to contact ACAS formally when contemplating a claim. ACAS will appoint an officer who will enter into dialogue with the employer and claimant to promote settlement within a 4 week period (which can be extended by a further 2 weeks). If the proposed conciliation is unsuccessful then a certificate is issued to that effect and the certificate issued by ACAS confirming that ACAS has been engaged is recorded in the claim.

The EIS is more supportive of the enhanced role of ACAS. There has been evidence of a willingness of parties to seek to engage positively in the process and this has assisted resolution in a number of situations and avoided Tribunals.

Protected Conversations

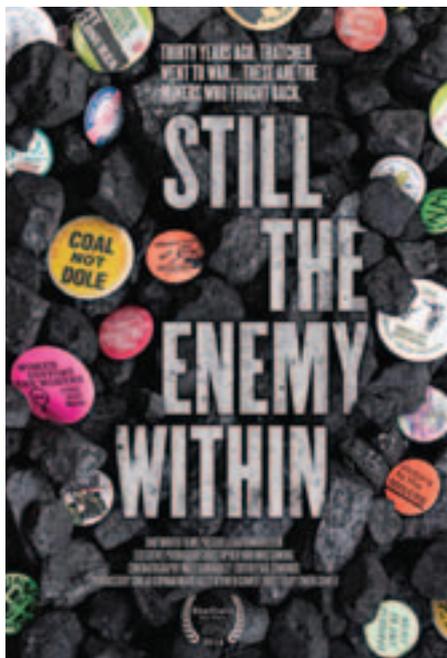
The introduction of “protected conversations” has also been somewhat controversial. This allows an employer to discuss with an employee bringing employment to an end without that discussion subsequently being admitted as evidence in the Tribunal. While the intention has been to strengthen the hand of employers where members have taken EIS advice, including legal advice, some protected conversations have allowed settlement to be reached without recourse to Tribunal. The cap on unfair dismissal, while also designed to strengthen the employers' hand, has, when taken alongside protected conversations, opened up scope for focussed discussions which has assisted in early conciliation and settlement. Such resolutions are generally in everyone's interest.

In conclusion, the Tribunal system, introduced by a previous Labour administration, is a key factor in supporting workers. The changes reduce access to justice. However, where trade unions such as EIS are prepared to fund cases on legal advice and not on grounds of cost there is still scope for using Tribunals for redress in workplace injustices.



Still the Enemy Within Released Nationwide

A new trade-union supported documentary *Still the Enemy Within* provides a unique human insight into one of Britain's most dramatic struggles, the 1984–85 miners' strike. It is described as "the raw emotional story of the extraordinary people who drove Britain's longest strike."



In 1984, 160,000 coal miners took up the fight and became part of a battle that would change the course of history. *Still the Enemy Within* tells the story of those who were on the frontline of the strike for an entire year. These were people that Margaret Thatcher labelled 'The Enemy Within.' Many of them have never spoken on camera before.

Using interviews and a wealth of rare and never before seen archive, *Still the Enemy Within* draws together personal experiences – whether tragic, funny or terrifying – to take the audience on an emotionally powerful journey through the dramatic events of that year. It is ultimately a universal tale of ordinary people standing up for what they believe in. It challenges us to look again at our past so that in the words of one miner, "we can still seek to do something about the future."

Primarily crowd-funded from individual donations, the documentary has also received vital backing from the trade union movement including from the EIS. *Still the Enemy Within* has been much anticipated and was the winner of this year's International Sheffield Documentary Festival Audience Award. It has also received the support of Ken Loach, John Pilger and Lee Hall (writer of *Billy Elliott*).

Director Owen Gower said, "We are immensely honoured to have worked with some of the finest people I have ever met, and to have been allowed to tell their story. I just hope that more people will have the chance to be inspired by their courage through our movie, just as I have."

Producer Sinead Kirwan added, "The response to the film so far has been incredible and we cannot wait to share the story of these, funny courageous and extraordinary people with the wider public."

Directed by Owen Gower, produced by Sinead Kirwan and Mark Lacey, executive produced by Christopher Hird and crowd-funded *Still the Enemy Within* is out now.



Selected Scottish Screenings:

Lochgelly Lecture Theatre, Fife: 28/10/14
Scottish Parliament TRAILER: 29/10/14
Hippodrome Falkirk Community Cinema: 2/11/14
Cameo, Edinburgh: 2/11/14
Grosvenor, Glasgow: 3/11/14
Macrobert Cinema, Stirling: 4/11/14 & 6/11/14

For further details on the film and trailer please visit:
www.the-enemy-within.org.uk

UNITED FOR QUALITY EDUCATION ON WORLD TEACHERS' DAY

World Teachers' Day is held annually on October 5 to celebrate the contribution which the 30 million teachers around the world make to the lives of children and young people every day.

Over 100 countries recognise World Teachers' Day and the efforts of Education International (EI) and its 401 member organisations have contributed to this widely spread recognition. Every year, EI launches a public awareness campaign to highlight the contributions of the teaching profession.

This year the EIS, along with leaders of other education trade unions throughout the UK and Ireland, issued a joint letter to mark World Teachers' Day to call for a stronger political commitment to high-quality, fully funded education as

an entitlement for all children and young people.

This is the first time the leaders of all unions representing education professionals in the UK and Ireland have combined to sign one letter.

"The right of all children and young people to be taught by fully qualified, resourced and respected teachers and lecturers, regardless of where they are educated, is paramount," said union leaders.

However, union leaders warned that attacks on teachers' and lecturers' pay

and working conditions, coupled with spiralling workloads associated with major reform to the curriculum and qualifications systems, are undermining the work of teachers and lecturers and are detrimental to education provision.

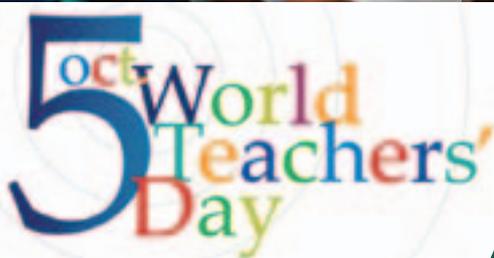
Ensuring that all learners can continue to benefit from the skills and knowledge of a highly trained, supported and motivated teaching profession must be at the forefront of political leaders' priorities to ensure that all students receive a world-class education.

Read more about World Teachers' Day at
www.worldteachersday.org

Credit: Eduardo Martino/UNESCO

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The Impact of Cuts

Dear Editor

Last session many teachers were crumbling under the intolerable pressures of the workload involved in implementing Curriculum for Excellence. Unfortunately this session is proving to be no different. Despite the fact that we are only a few weeks into the new session, teachers – particularly in secondary schools – are already exhausted struggling with Nationals and the pressures of developing materials for the new Highers and some have already gone off sick with stress or depression.

However the situation is being made very much worse by swingeing cuts being implemented by some local authorities. In Glasgow, for example, printers are to be removed from teachers' classroom computers and replaced by central printers – one per floor in some schools, one per department in others.

This means teachers in schools with a thousand pupils or more will no longer be able to print off pupils' work in class or worksheets. Instead they will have to fight for space on central printers. But what happens when these break down? Last session some schools were unable to print off materials because they ran out of ink cartridges, so this is another concern.

Textbooks are another worry, many schools no longer have full sets and have no money to replace existing texts which often have pages missing and are held together by sellotape. Support teachers who normally work with the most vulnerable pupils are being told that they cannot have copies of textbooks or units because there are none to spare. If they want copies of texts they are having to pay for them out of their own pockets.

We now have the irony of pupils in severely deprived areas raising money to help schools in Malawi when there is

a growing shortage of books and other materials in their own schools.

To make matters worse, SQA past papers for 2014 are not available to download free from their website. If you want them, you now have to buy them and of course schools have no money to do this, once again, teachers and pupils will have to pay for these materials themselves if they want to use them, just like in the developing world.

We are told that addressing inequality and closing the attainment gap is a key priority for Scottish Education, but how can this be achieved when teachers are not being provided with the tools to do the job?

Yours etc

Name and address supplied

Boycott is Not the Answer

Dear Editor

I must protest at the evidence-free rant by the Secretary of Scottish Friends of Palestine which you published in your April edition.

There are so many things wrong with this article it is difficult to know where to start. It refers to Gerald Kaufman MP as a 'friend of Israel'. He is not, and never has been. I suspect that Kaufman would share the same political perspective as the author of the article. What the author really means is 'Jewish' – that is, Kaufman's ethnic origin is somehow seen as providing some sort of authority over his views. It doesn't. The Palestinians could have had a state in 1947, alongside Israel. Instead they opted for a war against the Jews of Palestine. In 1948 the armies of five Arab states invaded Israel. There is little doubt the fate that would have befallen the Israelis had they been successful. Instead Israel survived.

In 1967 the Arab states led by Egypt launched a second attempt to wipe Israel out. Had Jordan – the then occupiers of

the West Bank – not joined the attempt, despite Israel pleading with them to stay neutral, the present occupation would never have occurred. Instead the Jordanians attacked Israeli West Jerusalem, triggering the conflict between the two countries which resulted in Israel's occupation of the previously Jordanian-held West Bank.

The article refers to Gaza without noting that Israel pulled out of Gaza in 2005. Indeed, Israel demolished its own settlements there, displacing the Israelis whose homes they were, and causing anguish among many of its own citizens. It did so in the hope that this would constitute a step towards peace. Instead, Hamas – a violently extremist organisation whose charter looks forward to the extermination of the Jews, and which is designated a terrorist organisation by the UK, EU and US – seized power in a violent coup.

Israel's struggle throughout has been for survival, and the right to self-determination for its people. What future does Hugh Humphries think that Israel's Jews would face as a vulnerable minority in

an Arab state? The fate of other minorities in the Arab world – Christians, Kurds and others – are not encouraging. Nor is the condition of the Arab world's existing multi-ethnic states (Syria? Iraq? Lebanon?)

The purpose of Humphries' piece is to argue for a boycott of Israel. The fact is, contrary to Humphries' assertions, that such a boycott has been almost universally ignored, and is running out of steam. It is discriminatory, it applies a double standard to Israel (does he advocate boycotts of Sudan, China or any other country for example?) and it would almost certainly fall foul of Equalities Legislation.

It would be better to encourage the many efforts at solidarity and co-operation in the region – such as those undertaken by Israeli and Palestinian trade unions victims' organisations and others – rather than continuing to flog a divisive, discredited and discriminatory boycott campaign that can only encourage continuation of the conflict.

Yours etc

Sheila G Gold, Glasgow

Sudoku

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

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

Worn Down by Workload

Dear Editor

I'd like to focus your attention again on teachers' workloads.

I have finally given in and taken 'the package' feeling quite angry as I feel forced to leave a profession I used to love.

It seems to me that teaching in the classroom is not really the focus of the job any more. as long as we have 'evidence' and beautiful displays of intentions and outcomes on our wall we are deemed to be 'good teachers'.

I have doubted this for a long time but am now convinced that I am a good classroom practitioner (not that I've ever been told this) and I know that paper work is second to my teaching, teaching comes first.

I am leaving this profession with bitter sweet feelings..... I'm feeling pushed out because of my age and my inability to grasp the importance of duplicating paper



work all the time.

Oh, and on top of that: ICT! SEEMIS! Two of the staff in my school can't use it to write reports... when they phoned the number for support they were told: sorry we can't give you any support. Tears all around... stress levels rising to breaking point!

This bubble is going to burst at some point.. nobody can go on like this!

Yours etc

Name and address supplied

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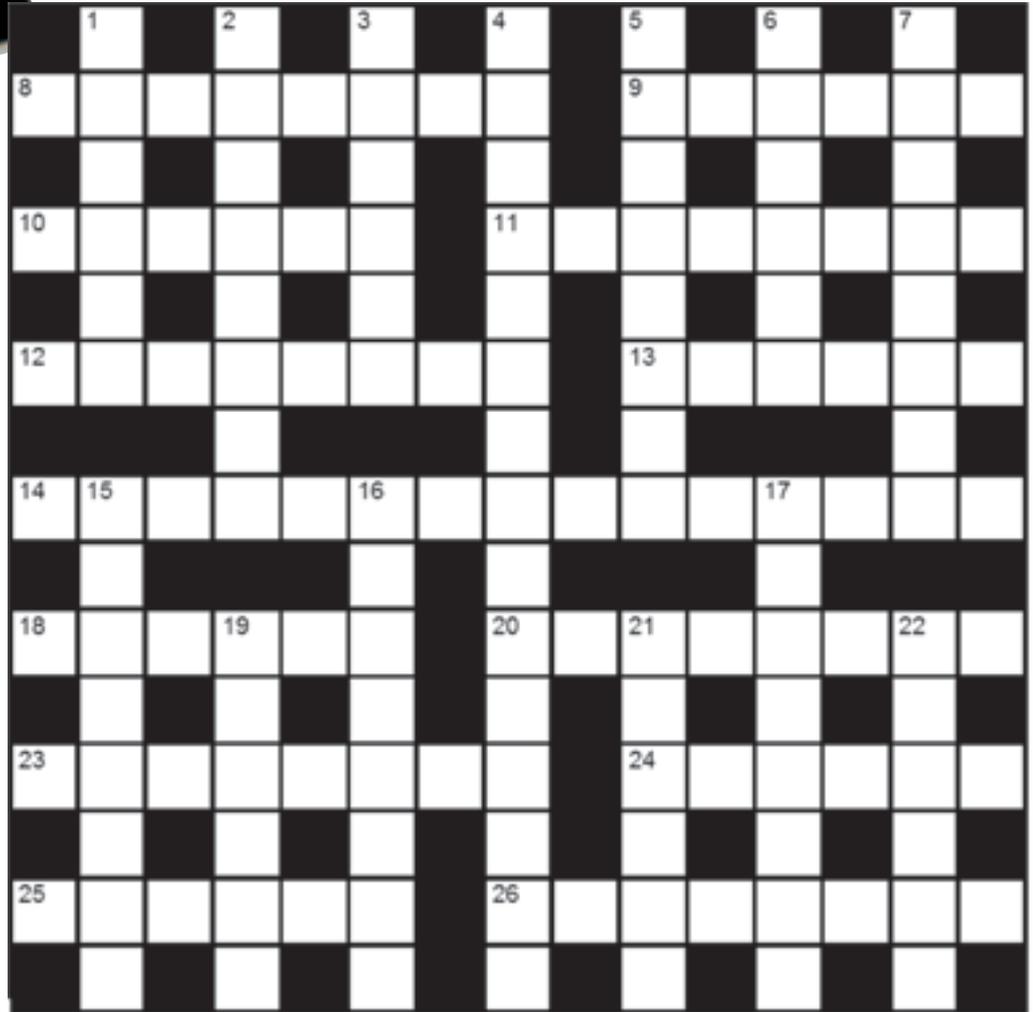
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Name _____

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



across

- 8 Last month is charged with determination (8)
- 9 Detach one french fictional captain (6)
- 10 First lady's surrounding permission to elicit (6)
- 11 Roughly remove it from sunday working say! (8)
- 12 Not well known, precisely the opposite? (8)
- 13 Primarily resistant to influenza, measles, mumps, ulcers, norovirus and enteritis (6)
- 14 First examination from a lawyer! (7,8)
- 18 Sounds like the loud boy was made of iron (6)
- 20 Obstruction caused some limb to shatter (8)
- 23 Points to where to initial letter? (8)
- 24 Young Scottish girl came home in this film! (Apologies to the under 50s) (6)
- 25 If thus resolved to have a quick look (6)
- 26 Carried up there and starts life in Ireland so they say..... (8)

down

- 1paradise, for the good only! (6)
- 2 Greyfriar's Bobby is found in one? (8)
- 3 Debacle created by the mafia (Scotland) branch (6)
- 4 Trivial elections, a Quinn was routed! (15)
- 5 Older term for "Crimbo" (8)
- 6 Beat this method of contraception (6)
- 7 Special forces person found British Telecom mandolin inside (8)
- 15 How many do you see, yes eight resolved! (8)
- 16 Harp stolen from Chairpersons resulted in death of tissue (8)
- 17 Chat programme, not just on radio though (8)
- 19 Overflow from broken urn! (3-3)
- 21 Campanile found Alfred Nobel frying bacon and eggs (6)
- 22 Scrawny dipping? (6)

Crossword 81 answers:

Across: 1. Ductless gland, 8. Afar, 9. Ticket tout, 10. Ocular, 11. Retiring, 12. Normality, 14. Fail, 15. Once, 16. Scotch egg, 20. Thank-you, 21. Botany, 23. Allowances, 24. Need, 25. Ophthalmology

Down: De facto, 2. Carol, 3. Literal, 4. Security Council, 5. Ghetto, 6. Aftermath, 7. Diurnal, 13. Macintosh, 15. Othello, 17. Tabasco, 18. Gunnery, 19. Bypass, 22. Tango





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Here we use our 35 years of experience and specialist training to get to the core of an individual's autism. Our teachers have the expertise to reduce a pupil's anxieties and to break down barriers to learning.

Every young person at New Struan School has a Personalised Learning Plan. Places range from 52-week placements to day-only places and we work with young people from across Scotland.

To find out more visit www.newstruanschool.org/individual or you can contact Head Teacher Jasmine Miller for an initial chat on 01259 222000.

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