

The Scottish  
Educational  
Journal  
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**eis**  
The Educational  
Institute of Scotland

## Generation Science

Supporting  
Curriculum for  
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# SEJ

## Welcome to the world of teaching

Thousands of new entrants  
join Scotland's teaching  
profession p08



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The Educational Institute of Scotland

# Comment



## Welcome to teaching

With the start of the new school year, we welcome thousands of new entrants into the EIS and to the world of teaching. Across the country, thousands of new induction year teachers are settling into their classrooms as they work at putting all the theory they have learned during their initial teacher education into practice. And, in Scotland's universities, many more new teaching students are taking their first steps along the path to becoming the teachers of the future. We wish them all well as they work towards their common aim of becoming fully qualified, GTCS registered teachers.

In this issue, we highlight the positives of joining the EIS for student and induction year teachers. In addition to an initial period of free membership, these new teachers enjoy all the benefits of becoming members of Scotland's largest teaching union. With access to all the advice and service that the EIS can provide, new members will know that they are becoming part of a strong and effective professional association that can effectively campaign for teachers and for Scottish education.

Sadly, for many recently qualified teachers who have completed their induction year, these are worrying times. Many new teachers across the country are reporting difficulty in securing a permanent teaching post. In some areas, many are even struggling to get onto long-term supply lists. While it has always been the case that not every newly qualified teacher will secure a permanent job straight away, the evidence suggests that the employment prospects for newly qualified teachers are as difficult as they have ever been.

Under these circumstances, it would be understandable if some of our recently qualified teachers chose to look elsewhere for employment. Countries around the world are well aware of the high standard of Scottish teachers and many – such as Canada and Australia – are running major campaigns to attract new teachers to go and live and work abroad. It would not be a surprise if many new teachers start to consider this option, or that they elect to leave teaching altogether and seek alternative employment. While no-one could blame them for doing this, their loss would represent a major blow to Scotland's education system.

It is curious that this situation has been allowed to emerge. Scotland needs more new teachers, and the Scottish Government has been active in encouraging new entrants into teaching. With a significant percentage of the profession approaching normal retirement age, coupled with commitments to reduce class sizes, Scotland does need more new teachers. The Scottish Government maintains that it is committed to recruiting new teachers and to driving down class sizes, and insists that sufficient funding has been put in place to allow local authorities to employ additional teachers.

The onus is now on Scotland's local authorities to meet their part of the bargain. They signed up freely to their Concordat with the Scottish Government, granting them greater autonomy in return for sufficient funding to deliver the Government's commitments. It is now time for each local authority to live up to those commitments to our new teachers and to the pupils and parents of Scotland.

As ever, the EIS will continue to work both locally and nationally throughout Scotland to promote and protect our education system. As Scotland's largest teaching union, the EIS is the organisation best placed to speak up for Scottish education, its pupils and its teachers. ■

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**“It is completely unacceptable that a new generation of teachers are being denied employment as a result of cutbacks.”**

David Drever, EIS President



## EIS condemns budget cuts

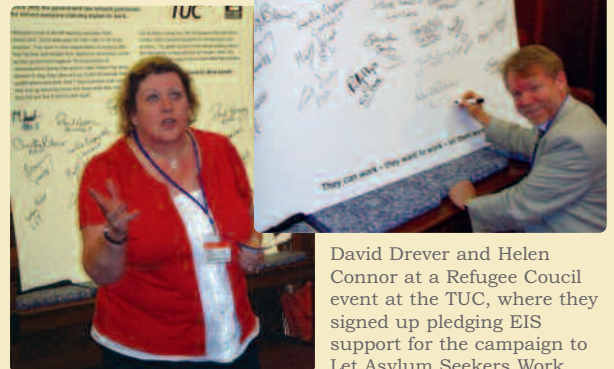
The EIS once again played an active part in this year’s Trades Union Congress (TUC), held in September at the Brighton Centre. The EIS delegation, which included President David Drever, Vice President Helen Connor and General Secretary Ronnie Smith, spoke on a number of issues relating to education and employment.

**David Drever, EIS President, spoke in the major Public Services debate of the conference.** The EIS had submitted a motion condemning the current round of cuts in public services and detailing their destructive effects, particularly in Scottish schools. This motion became part of a wide ranging composite, supported by all the Public Sector unions, that set out a campaigning defence of public sector provision. Speaking in debate, Mr Drever highlighted the plight of newly qualified teachers: “It is completely unacceptable that a new generation of teachers are being denied employment as a result of cutbacks. This is happening at a time when schools and Local Authorities need extra teachers to carry through the class size reductions that have been agreed as necessary by everyone.” He went on to point out: “It is a waste of the money spent in training our new teachers and causes personal anguish for those left without a job after lengthy training.” The composite won unanimous support from delegates at Brighton.

### Supporting newcomers

Vice-President Helen Connor presented a motion to Congress, calling for improved rights for asylum seekers, refugees and migrant workers.

The Motion called for continuing recognition of the full range of benefits brought about by the presence of migrant workers, including refugees and asylum seekers, in our society and recognition of the diversity which they bring to this country. It also called for asylum seekers to have the right to seek



David Drever and Helen Connor at a Refugee Council event at the TUC, where they signed up pledging EIS support for the campaign to Let Asylum Seekers Work.

employment while their application for refugee status is considered.

Introducing the motion to Congress, Ms Connor said, “After meeting asylum seekers from Zimbabwe I felt guilt, shame but most of all anger at the way our country is treating them. Let’s turn that anger into action and campaign for their right to work. Not being able to work affects many things, your health, your ability to access proper housing, it means that you have very low self-esteem and you can become socially isolated.”

“As Trade Unionists we should be campaigning for the fundamental right of asylum seekers to work and contribute to society”, added Ms Connor. Congress agreed and backed the motion to campaign for improved rights for asylum seekers.

## 2008 EIS DISABILITY CONFERENCE

– A valuable continuing professional development event organised by the EIS.

**About 70 teachers and lecturers from all over Scotland attended this conference in Dundee. Bill Ramsay, Convener of the EIS Equality Committee, chaired the conference which was opened by EIS President, David Drever.** The keynote presentations addressed issues arising from the Disability Discrimination Act and the Additional Support for Learning Act. Lynn Welsh, Head of Strategic Litigation, EHRC,

looked at the impact of the disability equality duty on education while Tom Hamilton, Director of Policy, GTCS referring to Professional Standards examined the impact of disability legislation on teachers and recruitment into higher education institutions.

Robin McKendrick, Head of Support for Learning Division, Scottish Government, looked at

the practicalities of the Additional Support for Learning Act and the interface with disability legislation. In working groups teachers had the opportunity to look at case studies, discuss the role of mediation with expert mediators from Enquire and consider if their establishment is able to meet the requirements of this important legislation. A full report will be available from EIS HQ in due course.

# EIS highlights fall in nursery teacher numbers across Scotland.

The Educational Institute of Scotland has raised concern over the decline in nursery teachers employed across Scotland. Figures released by the Scottish Government on the number of teachers employed in the nursery sector have shown major falls in some parts of the country.

Commenting on the figures, EIS General Secretary Ronnie Smith said: "Quality nursery education, led by qualified GTCS registered teachers, provides the best start to the education of young children. Research and policy statements from the OECD, the Scottish Government and HMIE all highlight the value of teachers in nursery education provision. Parents too know the importance of having a teacher present in all nursery settings."

He continued, "The expansion of nursery education to offer places to all 3 and 4 year old children has been a positive development. However, there are now clear signs that some local authorities are abusing the greater autonomy provided under their Concordat with the Scottish Government to dilute the quality of nursery education that they provide. An increasing number of local authorities are stripping out qualified teachers from their

nursery schools and classes, and substituting them with lower-paid non-teaching staff."

"The Scottish Government's commitment to increase hours of entitlement for all nursery pupils must not come at the expense of quality provision. Councils are using the loose wording in the Concordat that they should provide 'access' to a nursery teacher as an excuse to spread teachers thinly across several nurseries rather than have dedicated teachers in each school or class. The EIS is clear that having fleeting contact with a teacher is not the same as being taught full-time by a teacher. It is time for the Scottish Government and local authorities to ensure that all children across the country receive the high-quality nursery education that they deserve. 'Quality' must never be sacrificed for 'quantity'."

Mr Smith added, "Reductions in teacher numbers in our nurseries



are a huge cause for concern, and have an obvious knock-on impact on quality of provision. Quite simply, some local authorities and the Scottish Government are, in concert, presiding over the dismantling – of one of the most valuable and successful strands of Scottish education. With other Councils now looking to remove teachers from their own nurseries, the Scottish Government must take firm action now to protect nursery education and ensure that all young children, no matter where they live in the country, enjoy the same quality of nursery education delivered by GTCS registered teachers."



**"Quite simply, some local authorities and the Scottish Government are, in concert, presiding over the dismantling – of one of the most valuable and successful strands of Scottish education."**  
Ronnie Smith, EIS General Secretary

## First Minister opens Donaldson's new school

**First Minister Alex Salmond recently officially opened Donaldson's purpose-built new school in Linlithgow.** The school, which is Scotland's national school for children who are deaf or have speech and language impairment, welcomed the First Minister to the new building where the pupils gave him a tour and demonstration of



its superb facilities which have been designed specifically for their needs.

Donaldson's, which moved into the new building at the beginning of the year, is one of the seven grant aided special schools (GASS) supported by the Scottish Government and provides education and care for 70 pupils. Many of the teaching staff at the school are EIS members. The First Minister spent the morning at the school, learning to communicate with pupils in British Sign Language (BSL). He saw first-hand how the bilingual environment and the teaching of life skills helps the pupils learn and to move on successfully from the school into the hearing world.

Speaking about his visit, the First Minister said, "Donaldson's School is one of Scotland's most historic schools with 150 years of teaching generations of young

Scots. Today's opening of this new building in Linlithgow marks a new chapter in Donaldson's history. The Scottish Government acknowledges and supports the work of Donaldson's to provide a first class education for children who are deaf or have significant speech and language difficulties while helping them to develop the necessary life skills to achieve future success. I congratulate the staff and pupils on their collective strength in making this school a national institute for education and I wish them all the best in their new, excellent school building."

With Donaldson's unique range of communication support, therapy and care plus many new facilities, including enhanced residential provision and a host of additional services, the new school in Linlithgow offers pupils every opportunity for success.

## Gala Day Success

**This year's Edinburgh International Book Festival was once again a major success. The EIS supports the schools' programme through its Sponsorship of the Arts programme.**



A full programme of schools events ran throughout the festival, while the traditional end of Festival Schools' Gala Day was as big a hit as ever with primary schools across Scotland.

Children & Education Programme Director Sara Grady said, "We are delighted with the overwhelmingly positive response we have had from schools and pupils attending this year's RBS Schools Programme. It has been a delightful year and by all accounts a resounding success. Creating an environment of celebration and exploration for children of all ages is at the heart of what we do."

She added, "Gala Day is the final day of the Festival and the culmination of the entire RBS Schools Programme. It is reserved solely for primary schools as an unparalleled celebration of stories and ideas. Alongside Maisie the

Kitten, Joan Lingard and other stalwarts of Scottish Children's Literature, we hosted a plethora of artists, scientists, magicians and other professionals who are committed to opening minds and inspiring young readers in all different subjects."

"We are delighted so many children were able to be a part of this special day. I think one of our P6 visitors from Aberlady Primary summed up the value of his Gala Day visit perfectly: "I did enjoy the Book Festival. The thing is, I was not really a book person – but Joan Lingard really made me think. I am more of a book person now. It was great."

This year Gala Day hosted 3,296 pupils from 37 schools.

Every year the RBS Schools Programme and Gala Day become more popular, and the finite number of seats book up faster – so mark your calendars – the programme will be out next Easter for the 2009 Festival.

## EIS raises concern over poor employment prospects for new teachers

**The EIS has given evidence to the Scottish Parliament's Education and Lifelong Learning Committee, raising its concern over the poor employment prospects for many post-induction year teachers.**

Assistant Secretary Drew Morrice, who presented the EIS evidence, told the Committee, "The concern over the lack of permanent teaching posts for teachers following their induction year has been evident this year and confirms the findings of research undertaken by the GTCS and more recently by the media which points to a diminishing proportion of new teachers finding employment in schools. For many teachers who have successfully completed probation, job prospects are poor."

The EIS did welcome the decision of the Cabinet Secretary to establish a Teacher Employment Working Group. This Group will report on whether teacher workforce planning is fit for purpose. However, the EIS warned, "Workforce planning can be significantly influenced if the assumptions do not match what actually happens. For example, if

fewer teachers are given Premature Retirement Compensation than is assumed there will be an effect on the number of new teachers required. Workforce planning is significantly affected by decisions at individual Council level. Budget decisions, usually taken around March each year, can have a significant effect on the number of teachers required by a Council in August. Over the last two years there has been little evidence of staffing enhancement, only downward revised staffing, following budget cuts decided by Councils."

The Cabinet Secretary has stated that there will be annual progress across Councils in reducing class sizes in Primary 1 to Primary 3 to 18 and progress in each and every Council during the lifetime of this Parliament. However, the EIS warned that, as a result of the terms of the Concordat, "Councils would appear to have very extensive flexibility in this matter. Workforce planning is made more difficult by this imprecision over when new teachers will be required in the system to deliver class size reduction. The degree of licence given to each of 32 Councils seriously detracts from the

capacity of the Workforce Planning exercise to 'get it right'".

The EIS welcomed the establishment of the Teacher Employment Group. However, critical issues relating to employment opportunities for probationers probably stem primarily from decisions taken by Councils rather than systemic failing of Teacher Workforce Planning. In this regard, the EIS argued, there is a need to consider whether a basic staffing formula should be agreed nationally and applied across all Scotland's Councils. Management time for promoted staff should be considered by the SNCT and should have contractual effect.

There are also steps that could be taken to improve the employment of probationers. It should be possible to incentivise Councils to provide more permanent supply contracts. It is over 4 years since the Scottish Executive published a research project on the management of supply cover in teaching. The recommendations of that group, the EIS argues, have not been adequately addressed by Government, local authorities or by the SNCT.

**"Over the last two years there has been little evidence of staffing enhancement, only downward revised staffing, following budget cuts decided by Councils."**

Drew Morrice, Assistant Secretary

# Encouraging Leadership In Schools

**A new policy paper outlining the EIS position on leadership in schools was agreed by Council at its October meeting.**

Presenting the paper to Council, Education Convener Larry Flanagan said, "One of the strengths of the EIS is that we represent all Scotland's teachers, including promoted post holders and members of school management teams in all sectors of education." Mr Flanagan highlighted that this unique perspective meant that "The EIS recognises that all teachers at all levels are leaders in different capacities."

The policy paper sets out the EIS position on leadership in schools, and is framed in anticipation of a soon to be published Scottish Government paper on the same issue. The EIS accepts the much wider definition of leadership that has been developed within business and industry and increasingly in education. As a general principle, the EIS believes that leadership is not merely a function associated with a specific post or with school management. On this, the policy states, "The

EIS supports the view that every teacher who has achieved the Standard for Full Registration has, by definition, a leadership role to play in schools. This is not to underestimate the important roles and responsibilities of those in management positions in schools, nor to confuse a leadership role with the allocation of specific management duties to teachers in schools."

A number of amendments proposed by Fiona Grahame, a headteacher from Orkney, and Eric Baillie from Dundee, were accepted by Council. The final policy paper will now be published and mailed to all schools as soon as possible. Next month's SEJ will also feature a closer look at the new EIS policy of school leadership.

## Curriculum for Excellence Working Group

Education convener Larry Flanagan provided Council with an update on the Curriculum for

Excellence (CfE) Working Group, which was established and is chaired by Cabinet Secretary for Education and Lifelong Learning Fiona Hyslop.

One of the key developments from the group was the decision by Ms Hyslop to expand the Management Board of the CfE programme to include representation from the EIS. This was, Mr Flanagan told Council, a key development that would greatly improve EIS input into the key decision making processes around the CfE programme.

## Equalities issues

Bill Ramsay, Convener of the Equality Committee, highlighted the upcoming St Andrews Day March and Rally against Racism and Fascism, organised by the STUC, which is set to be held on Saturday the 29th November in Glasgow. The march will make its way through through Glasgow city centre, rallying in the Glasgow Film Theatre (GFT), where the rally will be addressed by a number of Trade Union and political speakers. The start-point of the demo is still to be confirmed.



## For Better or For Worse? Scotland transformed 1980-2008

This EIS organised lecture, delivered by Professor Tom Devine of the University of Edinburgh, was a significant success. Over 250 invited guests, including teachers and lecturers, school pupils, and prominent individuals from the world of Scottish education, gathered at Dynamic Earth in Edinburgh to listen to Professor Devine and to take part in a question and answer session. The event was chaired by EIS President David Drever, and introduced by Cabinet Secretary for Education and Lifelong Learning Fiona Hyslop. A selection of photographs from the event are reproduced here, and please look out for a special feature on Professor Devine's lecture in the December edition of the SEJ.

Pictured above (from top left, diagonally to bottom right) are Fiona Hyslop, David Drever and the conference speakers (L to R, Duncan Toms, Tom Devine, Fiona Hyslop, David Drever, Bill Ramsay). Also pictured are pupils from West Lothian Schools who provided musical entertainment throughout the evening. Main picture - Professor Tom Devine delivers his lecture. All photos: Mark Jackson.

“As a new EIS member you have all the rights and privileges of EIS membership. This means you can play an active part in the work of the EIS in your school and local association”.

# Welcoming new teachers

The EIS, as Scotland’s largest teaching union, welcomes many student teachers and newly qualified and induction year teachers into membership each year. Over the next 4 pages, we highlight some of the many positives that EIS membership brings for teaching professionals. If you are a new member of the EIS, the following pages are intended as a useful guide to your early working life in the world of teaching. For existing members, please feel free to share your copy of the SEJ with new colleagues in your establishment who may not be EIS members.

### INTO THE CLASSROOM

The first few months in any new job can be an exciting but often worrying time. But the first few months in teaching can be particularly demanding. You will be working with new colleagues and getting to know new classes in a school you are not familiar with. Also, the pupils in the school are probably all too aware that you are a newly appointed teacher.

But soon you will discover all the many rewards of teaching and the unique possibilities in working with young people and preparing the next generation of young Scots.

Since August 2002 new arrangements have applied for probationer teachers, in particular a new Teacher Induction Scheme. This was agreed by the EIS and other teaching unions, representatives of the Scottish Executive and of local councils as part of the 21st Century Agreement. The main features of the Programme are:

- a guaranteed Induction Post for one year
- maximum teaching 0.7 full-time equivalent
- professional development 0.3 full-time equivalent
- mentor support 0.1 full-time equivalent

In seeking to ensure that the induction arrangement works as effectively as possible for all newly qualified teachers, the EIS is working closely with the General Teaching Council for Scotland, the Scottish Government and each of the 32

council areas in Scotland. To be successful, the Induction Year should be a positive experience for teachers, schools and pupils.

### AS A NEW TEACHER

Don’t be afraid to discuss with experienced colleagues any concerns you may have. A “mentor”, often called a “supporter”, ie. an experienced teaching colleague, will be allocated to support and advise you as part of the Induction Year arrangements.

The General Teaching Council for Scotland (GTCS) has produced materials to assist and support probationer teachers. You have already achieved the Standard for Initial Registration. These new materials prepared by the GTCS will help you to achieve the Standard for Full Registration by the end of the probation year.

Make sure you read carefully any documents or advice you receive from the GTCS, and in particular material connected with the Standard for Full Registration (SFR).

Make sure you have read thoroughly any letter of appointment or other document from the council area or school to which you have been allocated. Take particular care to read thoroughly any document which you are asked to sign.

On any matters of concern to do with your contract, salary, conditions of employment, you should talk to your mentor, other

senior member of teaching staff or headteacher and, if necessary, make contact with your local education department.

You should make contact with your school EIS Representative who will advise you on the work of

### Supporting your Professional Development

With the changing face of CPD in schools in light of the 21st century teaching agreement, it is now increasingly important that teachers can have access to specific CPD advice and information and, with this in mind, the EIS has qualified Learning Representatives (LRs) at multi-establishment, college and school level, to give information, advice and support on quality CPD opportunities.

In FE colleges, EIS LR have been trained to provide lecturers with advice and information on the evolving CPD/Lifelong Learning agenda for lecturing staff in the FE sector.

The ultimate aim of the EIS is to have a Learning Representative in every educational establishment in Scotland.

The EIS Learning Representative programme is now well-established with accredited LR operating in schools and colleges across the country, advising members on CPD/Lifelong Learning opportunities.





the EIS in the school and provide essential support and assistance to you throughout the Induction Year.

As a new EIS member you have all the rights and privileges of EIS membership. This means you can play an active part in the work of the EIS in your school and local association. Find out more about EIS work from your EIS Representative.

### THE NEW TEACHER AND PROBATION

All teachers employed in local authority schools in Scotland must be registered with The General Teaching Council for Scotland (GTCS). Newly qualified teachers have a guaranteed Induction post for one year. During that year they take part in an Induction Programme leading to the Standard for Full Registration.

### WHAT SHOULD THE INDUCTION YEAR MEAN?

The EIS strongly believes that an effective Induction experience should mean for you:

- a stable teaching environment; detailed information available in the school about arrangements for probationer teachers;
- your full involvement in any discussions and procedures in relation to the probationary year;
- the opportunity for you to meet the Standard for Full registration in the category in which you are qualified;
- fully registered and well qualified teaching staff who will provide support and guidance for you throughout the year (including, in many schools, an appointed mentor);
- an appropriate probationer support programme.

“Soon you will discover all the many rewards of teaching and the unique possibilities in working with young people and preparing the next generation of young Scots.”

Your induction post should be in a school which:

- has established processes for supporting self-evaluation and effective monitoring and evaluation mechanisms;
- has clearly defined aims and policies;
- is actively involved in effective development planning, individual action planning in particular for probationers;
- provides opportunities for probationers, as other teachers, to develop their professional competence, personal commitment and leadership qualities; and
- has a positive ethos embracing the principles of fairness and equality.

### SECONDARY TEACHING – SUBJECT REGISTRATION

It is the policy of both the GTCS and the EIS that secondary teachers should be asked to teach only subjects in which they are professionally qualified. This would normally be the subject or subjects which appear on your certificate. However, a teacher can be asked to supervise a class outwith his/her own subject.

Many teachers who have achieved the Standard for Initial Teacher Education will be qualified in respect of two, three or sometimes more subjects. The reality is that many secondary teachers will only be able to teach one of the subjects in which they are qualified in the course of the Induction Year. The EIS will argue strongly that, where this is the case, opportunities must be provided as soon as possible thereafter for secondary teachers to become fully qualified in all the subject areas in which they are qualified to teach.

### AT THE END OF THE INDUCTION YEAR

At the end of the Induction Year teachers will be expected to have met the Standard for Full Registration (SFR). The Standard for Full Registration (SFR) specifies what is expected of a teacher seeking full registration with the GTCS.

The SFR needs to serve two main purposes. It has to provide:

- a clear and concise

description of the professional qualities and capabilities teachers are expected to develop in the course of induction;

- a professional standard against which reliable and consistent decisions can be made on the fitness of new teachers for full registration with the GTCS.

The SFR builds on The Standard for Initial Teacher Education in Scotland. The EIS strongly believes that all teachers in Scotland should meet the highest professional standards and also believes strongly that the GTCS is the body best equipped to ensure that the standards are achieved and maintained throughout a teacher's career.

### EXTENSION OF PROBATION

The General Teaching Council of Scotland's Professional Standards Committee has the right to decide whether a teacher should have his/her period of provisional registration extended so that further reports may be obtained. This will be

**The advice of the EIS is always available and the school representative will be able to give you appropriate support and advice.**

done where a teacher has not yet obtained the Standard for Full Registration but where the headteacher feels that he/she has the potential to do so. Extensions will normally be for a period of 12 weeks for those on the Teacher Induction Scheme.

### IF YOU NEED HELP

In the first instance, your school mentor or headteacher should be approached. The advice of the EIS is always available and the school representative will be able to give you appropriate support and advice.

Advice too can be sought from the EIS local association secretary, and, in particularly urgent circumstances, you can telephone your area office or EIS Headquarters (see contact page in the centre of this edition of the SEJ for contact details).

### IF THE GTCS SAYS 'NO'

It is likely that the great majority of teachers will achieve the Standard for Full Registration (SFR) within one year. However, if a recommendation is made that a probationer teacher has failed to meet the standard, the probationer is informed of the recommendation and is supplied with copies of documents which have been submitted by the school to the GTCS. The probationer should contact the EIS in order to seek support and advice and, if he/she wishes to appeal against the recommendation made, has the right to be represented at any hearing of the Panel of the Professional Standards Committee which the probationer is asked to attend. The EIS will provide the appropriate professional representation on behalf of every member appearing before the Panel of the Professional Standards Committee. Should the Committee decide that provisional registration be withdrawn, the probationer has the right to appeal to a further committee of the GTCS, the Appeals Board. There is no further appeal and teachers whose provisional registration is withdrawn can no longer be employed in local authority schools in Scotland. However, they will be able to seek a re-installment to the register after a 3 year break.

*For further information on the GTCS, visit the GTCS website: <http://www.gtcs.org.uk>*

# Join 80% of Scotland's teaching professionals in the EIS

"Whether you are a new teacher or lecturer thinking about joining a professional association for the first time, or a teacher of long-standing who is considering moving from another organisation, I very much hope that you will consider the significant benefits that EIS membership will bring you.

The Educational Institute of Scotland, founded in 1847, is the longest established education union in Scotland and, so far as we know, the world. With over 60,000 members, the EIS is by far the largest teaching union in Scotland and includes over 80% of Scottish teachers and lecturers in nursery, primary, secondary and special schools, right through to further education colleges and higher education institutions.

### WHO CAN JOIN THE EIS?

You can join the EIS if you are employed in Scotland in one of the following categories or if you are studying in Scotland for a teaching qualification.

- Teachers in Scotland – full & part time, temporary and supply.
- Further Education lecturers, including lecturers in adult and penal education.
- Lecturers and other senior posts in universities and teacher education institutions.
- Psychologists, advisers, staff tutors, development officers, quality assurance inspectors and members of education directorates or any equivalent post.
- Instructors in expressive arts, home economics, former list D schools, outdoor education, special education.
- Staff employed at SQA, LTS, GTCS and similar bodies.
- Chartered librarians in educational establishments.
- Students studying for a teaching qualification.
- Teachers or lecturers, resident in Scotland, who have applied for asylum in the UK (association membership status can be conferred in such cases).



The EIS campaigns for a high quality education service in all educational establishments and at all levels. This includes promoting opportunities for quality professional development for members throughout their careers. In addition, the EIS leads the way campaigning for professional salary levels for all teachers and lecturers. In all its work, the EIS also seeks to enhance professionalism and improve conditions of employment.

Today, the joint aims of promoting sound learning and the welfare of teachers and lecturers are as important and relevant as ever. Every teacher and lecturer needs to be part of a strong and effective professional association. Joining the EIS is simple and can be done online at [www.eis.org.uk](http://www.eis.org.uk) or by calling 0131 220 2268. If you have not already signed up as a member of Scotland's leading teaching union, then I encourage you to do so today."



– Ronnie Smith,  
General Secretary

### THE EIS AND EDUCATION

The EIS develops policies aimed at advising and supporting members in all areas of education in all types of establishment. Currently there are representatives on various groups considering developments in relation to the Curriculum for Excellence. EIS advice in relation to this is issued from time to time.

The EIS has developed policies covering the full range of educational and professional issues which impact on teachers in nursery, primary secondary and special schools. Also, the EIS responds to consultative documents on educational matters from the Scottish Government and other national bodies.

The EIS works closely with government and other governmental bodies on a range of education issues. In these discussions, all senior EIS representatives are informed by developed EIS policy on educational matters.

All policy documents are freely available to EIS members – most of these are now available online.

The EIS campaigns for quality continuing professional development for all teachers and, in partnership with a number of university providers, has responsibility for the delivery of a growing number of CPD opportunities.

### PROMOTING EQUALITY

The EIS, through its Equalities work, is committed to providing information, advice and support to EIS members in all types of establishment. EIS work in this area reflects EIS support for a more inclusive Scotland. In this respect we work closely with major government and non-governmental bodies working in this area. The range of EIS work includes issues relating to gender, race, disability and LGBT.

EIS policies and advice – in relation to these issues are available free on request to any EIS member – most are now available on line. Any member seeking advice, support or assistance in relation to any of these matters should, in the first instance, contact their local association or area officer.

### EMPLOYMENT RELATIONS – LOOKING AFTER YOU AT WORK

The EIS Employment Relations Department deals with all legal matters involving members. Representation for individual members by the Institute is arranged in accordance with the EIS Case Handling Protocol. EIS members can receive advice on legal matters relating to their employment.

The funding of legal casework is determined by the Employment Relations Committee.

The Employment Relations Department also deals with

- health & safety at work,
- pay and conditions of teachers,
- superannuation

### LEGAL ADVICE

From time to time members may require legal advice on matters related to their employment. These matters may relate to criminal matters, personal injury or employment law.

Where a member requires legal advice on a matter related to their employment contact should be made in the first instance with local association secretaries or branch officials. Representation is arranged in accordance with the EIS Case Handling Protocol.

The funding of all legal casework is determined by the Employment

Relations Committee. Once a decision has been taken to authorise funding contact will be made with an advising solicitor.

The EIS normally engages specialist lawyers from two large well established firms. The case is then kept under review by the Committee through a full time official or officer who shall advise the Employment Relations Committee on the conduct of the case.

Members should note that the EIS will not provide legal representation or funding for casework if the matters under consideration take place when the individual is not in membership.

### HEALTH & SAFETY

The EIS provides advice to Local Association and Branch Health and Safety Representatives on all areas of health and safety in the workplace. If you have a specific health and safety problem or concern you should contact your EIS health and safety representative.

### EIS HELPLINES

The EIS operates a number of helplines for the support of members. These helplines cover Personal Legal advice, Victim Support, and Stress and Bereavement. Details of these helplines can be found in the EIS Contacts page in the centre pages of this SEJ

### EIS FELA

The Further Education Lecturers Association (EIS-FELA) is a self-governing organisation within the EIS and is constitutionally autonomous in respect of the distinct interests of their members in the further education sector in Scotland. All members are full members of the EIS and enjoy all the same benefits. The EIS-FELA is the sole representative body for lecturing staff in Scotland. There is a branch of the EIS-FELA in every further education college in Scotland.

### EIS ULA

The University Lecturer's Association (EIS-ULA) is a self-governing association within the EIS and is constitutionally autonomous in all matters relating to Scottish Universities and equivalent institutions. All members are full members of the EIS and enjoy all the same benefits. The EIS-ULA has its own independent policy-making structure. ■

The SEJ spoke to new President David Drever in his office at EIS HQ in Edinburgh. In this Q&A, David sets out what he feels are the key issues to be faced by the EIS over the next year and highlights what he hopes to accomplish during his term in the Presidential chair. David is depute head teacher in Kirkwall Grammar School, Orkney.

# Representing Scotland's teachers

**You formally became EIS President at the AGM in June. What do you see as the priorities for the EIS during your presidential year?**

Certainly all the big national issues are there: Government promises on class sizes; education cuts in the Local Authorities; implementing Curriculum for Excellence; the lack of jobs for newly qualified teachers – they are the big questions that EIS is tackling as a national organisation. In addition to that are the local issues that affect members in different parts of the country, and the issues that teachers face in their own schools. Supporting members in the classroom is as important as engaging with the big questions. I plan in my presidential year to visit as many Local Associations and schools as I can, to hear at first hand what the issues are for EIS members.

**You represent one of the smaller EIS local associations in Orkney. Do you think this will help you bring a unique perspective to the office of President this year?**

Teaching, and being an active trade unionist, in Orkney is always interesting. Like the other island Authorities, Orkney has to cope with challenges of geography and remoteness, although I never tire of telling folk that we have a very active Local Association despite our size – I think proportionately we get the best attended LA meetings in the country! I hope to bring the best lessons of my own experience to the job of being President, but I do believe firmly that, despite the infinite variety of Scotland, the central challenges facing teachers are held in common across the country.

**You have played a very active role in the campaign to reduce class sizes. Do you believe that the Government's policy of gradually moving towards class size reductions is coming off the rails?**

It looks like it. The Government's pledge on reducing Primary 1, 2 and 3 classes to 18 is still a very distant hope for most Authorities, with very little sign of the systematic planning and allocation of resources that will be needed to achieve smaller classes. To make matters worse the earlier commitment to class maxima of 25 in Primary 1 – undertaken by the previous Scottish

Executive and honoured by the current Government – is set to unravel following court judgements in two Authorities that have established 30 as the legal maximum for P1. This is precisely the outcome that EIS predicted when we argued that the new class maxima should be fixed in statute rather than left to the informality of a Departmental Circular. The Government must now act to defend these new class maxima either in law or through contractual change.

**Local authority budget cuts across Scotland are impacting on class sizes and many other areas of education. What can the EIS realistically do to fight back against education cuts, as Councils struggle to juggle many competing commitments for funding?**

There's no doubt that this is a key challenge. Already teachers are facing increased class sizes and job losses as a result of these cuts – in particular our members in Renfrewshire and Aberdeen City are at the sharp end of this problem. We need a robust response where education is under threat, Local Authorities must realise that our members will not accept ill thought out attempts to solve budget problems at the expense of pupils and teachers. The effects of the cuts will be felt in very varied ways and we need close coordination between Local Associations and the EIS in Edinburgh to ensure a local and national response.

**Another impact of budget cuts is a lack of teaching posts for new teachers following their probation year. How can this problem be addressed to ensure that we do not lose hundreds of bright young teachers?**

It is a colossal waste of human and material resources to allow newly trained teachers to drift away from the profession or to cling precariously to the uncertainties of supply work. This is to say nothing of the anguish for those young – and often not so young – teachers who made the career commitment to join the profession. It is all the more galling when we know that many more teachers are needed for the Government to fulfil its programme of class size reduction. On the one hand Local Authorities are adamant they cannot afford to employ more teachers, on the other the Government claims their funding is adequate. Last

"It is a colossal waste of human and material resources to allow newly trained teachers to drift away from the profession or to cling precariously to the uncertainties of supply work." David Drever

year in the face of a similar crisis the Cabinet Secretary for Education, Fiona Hyslop, released extra money to ensure more teachers were employed. A similar exercise is needed this year.

**The rollout of the Curriculum for Excellence continues to be an issue of concern for many teachers. Is there a danger of this programme losing momentum and failing to deliver on its promise?**

There was a feeling earlier this year that CfE was drifting and had lost momentum. Recent indications are that the programme now has a firmer direction. However there is a real danger that the programme will not deliver if important issues are not addressed. Many teachers, particularly in the Secondary sector, have still to be engaged in a meaningful way with the programme. This must be remedied before real progress can be made. In service training and staff development are essential if CfE is not to become a top down imposition – and the failures of the Higher Still programme should provide caution enough for that. In the light of that, the proposed timetable of the 2009 S1 being the first CfE cohort is unrealistic. Other important challenges are the future of assessment in S4 and the continuing fixation with testing and benchmarking in both primary and secondary. This fixation is being dressed up as diagnostic testing, but in fact it is anathema to the AfL ethos that should be central to Curriculum for Excellence.

**Pupil indiscipline continues to be an issue of huge concern to teachers right across Scotland. What steps can be taken to address this and to provide greater protection to class teachers?**

Schools should have an agreed discipline policy that all members of staff have had a hand in formulating – all staff need ownership of the school's policy, only in that way will it operate efficiently. In addition Promoting Positive Behaviour strategies should be known by staff – and training should have been available for this. There needs to be clear guidelines for exclusions and adequate

provision of the alternative of both on and off site bases. At national level there should be no pressure on local Authorities to discourage exclusions where this is the only option available, and similarly LAs should be seen to support headteachers and schools where all other alternatives have been tried. Where necessary, schools need adequate resourcing to put in place flexible or alternative curriculum arrangements. Finally, it needs repeating that there is a clear and direct link between over sized classes and indiscipline.

**In addition to being the biggest union for teachers in Scotland, the EIS is the main union for Further Education lecturers in Scotland and also represents many Higher Education lecturers. What will be EIS priorities for the FE and HE sectors over the coming year?**

There are probably three areas in FE that give cause for concern. Firstly are the continued difficulties caused by individual college bargaining which have resulted in wide disparity in rates of pay and conditions of service – a lecturer in Reid Kerr College is paid £5000 more per annum than an Inverness College lecturer for doing the same job. Secondly is the requirement for lecturers on permanent contract to attain a Teaching Qualification Further Education. The EIS welcomes this move and also encourages GTCS membership both as a protection for lecturers and to raise the status of the teaching profession in FE. Thirdly is the area of school/college partnerships and the skills agenda being promoted by the Scottish Government. While our FE members have

**“Schools should have an agreed discipline policy that all members of staff have had a hand in formulating – all staff need ownership of the school's policy, only in that way will it operate efficiently.”**

David Drever

welcomed this, they will be looking carefully at how it is being implemented and the effect this development will have on the social mix and ethos of our colleges.

Our HE members are awaiting the final element of this year's pay deal. The Joint Negotiating Committee for Higher Education Staff (JNCHES), the negotiating group for HE, must resolve this in October and it will be based upon current RPI levels. The Cabinet Secretary, Fiona Hyslop, set up a task group on the University sector and its findings will be important for our members in HE. We will be paying close attention to its outcomes. ■



# Assessing the future

EIS Education Convener Larry Flanagan takes a look at the current Government consultation on the future of qualifications and assessment, and highlights the importance of teachers playing a full and active role in the review process.

The current consultation on the next generation of national qualifications is of key importance. Teachers should seize the opportunity to engage in this process and respond vigorously to the proposals. Members may feel that it is difficult to comment thoroughly when there are so many unresolved issues about the curriculum and structure of S1-3, which have clear implications for the senior phase of S4 onwards, but nonetheless there are key principles involved that can be underscored.

It is welcome that until the end of S3 "assessment by teachers will be the main means of assessing

young people's achievements" and the general restriction on early presentations certainly challenges the 'narrow attainment' agenda that we currently face. As Brian Boyd recently commented, "Curriculum for Excellence is about producing good thinkers not merely exam passes." To what extent generally the principles of CfE really pervade these proposals is more debatable, however. Enactment of some of the options presented would lead to a massive increase in workload for both staff and pupils and an intensification of the assessment treadmill that CfE has been so desperately attempting to move us away from.

If, for example, unit NABs were to be assessed and graded by staff(Q 3 & 4) alongside final external examinations (which would require at least one set of 'prelims'), the average S4 student studying five subjects, plus exams in Literacy and Numeracy, could face between 30-40 assessments in a session, not counting any potential re-sits. That's roughly an assessment every school week! And this from a reform that is supposed to be moving us away from a narrow focus on attainment!

Is the senior phase to be about only one of the four capacities?

**"Curriculum for Excellence is about producing good thinkers not merely exam passes."**

Brian Boyd



Inclusion of such an option by the policy makers seems to be at odds with principles behind the CfE programme. Moreover, the lessons of the Higher Still 'melt-down', partly due to computer systems but largely a result of an overly complicated and excessive assessment regime, would seem not to have been learned.

### Standard Grade

The EIS has argued quite vociferously for the retention of Standard Grade, whilst conceding the need to update and modernise some of the content. Regrettably, this option has been removed pre-consultation and instead we are told that the "best features" of Standard Grade, identified in the singular as its "inclusive ethos", will be retained in the new proposals. But where is that evident? We have Foundation being replaced by NQ Access level courses, internally assessed through NABs, and at General and Credit level we have students being presented at either SCQF level 4 or 5 with key external examinations. There is no consistency here. Why is it acceptable to award Access courses based on school marked NABs but not to award the equivalent of Credit and General on the same basis? What are we implying about the value of certification for all? The proposal offers a disjointed approach rather than a coherent pathway.

Much of the argument about removing Standard Grade lies in an uncritical acceptance of the recent OECD report, which described Standard Grade as little more than a gateway examination for pupils staying on for S5/6. It might be argued that this is a valid and valuable contribution to a young person's decision making about future choices but if we accept the proposition, as the government seems to have done, the logical step would have been to make S4 an exam-free year with pupils working towards appropriately challenging examinations in S5/6.

There is a hint of this in the idea that some pupils might by-pass S4 examinations but there is an implicit acceptance that in practice most pupils, parents and teachers will wish to set a baseline through attempting some tests in S4. It has

to be queried as to whether pulling down Intermediate 1 and 2 into S4, which is essentially what is happening, really is the best way to tackle this.

End of course external examinations have credibility in the wider world, rightly or wrongly, and it is difficult to see how we can move away from this model at Higher level given the demands of Universities, employers etc. Below Higher, however, we should be looking at something much more creative – perhaps borrowing more from the college system where course units can gain accreditation and build towards an award. This would be more in keeping with the principles of flexibility and personalisation envisaged by Curriculum for Excellence.

The prime barrier to such approach lies in resourcing, and the imperative for schools to manage cohorts in a sustainable structured/timetabled manner. We only need to look at the financial pressures squeezing the provision of Advanced Higher courses, rightly lauded in the document, to realise that schools are operating in hard times.

### Workload

A crucial factor for teachers in any change is that of workload. Reforms which increase the summative assessment burden for staff are unacceptable. NABs, for example, are sometimes referred to as a system of internal assessment. They are not. They are external tests which teachers administer and mark internally, unpaid by the SQA for so doing. At Standard Grade, English teachers, for example, assessing and grading Talk receive a payment from the SQA for their additional work. Why shouldn't this principle be extended? The document also introduces the idea of compulsory Literacy and Numeracy assessments. The importance of these areas is not disputed and attempts to create a wider purchase for them, in terms of the outcomes, is welcome. But isn't it slightly ironic that as part of an initiative where *not* 'teaching to the test' is a desired outcome, that

in order to ensure the central role of literacy and numeracy the mechanism chosen is to create tests in these areas? Inclusion of a statement of ability in literacy and numeracy as part of the end of S3 statement of achievement would suffice to secure their centrality and would prevent the intrusion of an assessment-led imposition on the senior phase.

Finally, something must be said of the proposed timescale – 2012/13. It is ludicrous to envisage that the potentially monumental changes envisaged by whatever emerges from the consultation can be implemented in this time scale. That would mean that next year's intake would be facing in four year's time a range of assessments based on a curricular model that would at best be only partially implemented for most of their secondary school career. It is not acceptable to use pupils as guinea pigs in this great experiment and time is required to ensure that the curriculum is firmly embedded before assessment changes are introduced. At the very least consideration should be given to a phasing in of any new assessment instruments – remembering that the Higher examination is to remain largely unchanged.

In any consultation document the questions asked can have the effect of narrowing the potential responses. Teachers should make full use, therefore, of the opportunity to make 'other comments' in order to widen the terms of this debate as it is an absolutely crucial area for all involved in Scottish education. Whether you respond as an individual, an EIS school or branch, or in a professional capacity – make your views known and let the voice of teachers be heard. ■



**"It is not acceptable to use pupils as guinea pigs in this great experiment and time is required to ensure that the curriculum is firmly embedded before assessment changes are introduced."**

Larry Flanagan

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“Absolutely Fantastic – kids and grown ups loved it! Thanks for making the trip this far North.” Skeld Primary School, Shetland

“Could not fault it, well run and delivered.” The Compass School, Haddington

## Generation Science Revised programme to help you deliver the Curriculum for Excellence

**F**rom January to June next year, Generation Science will visit over 600 primary schools throughout Scotland, from Stranraer to Shetland. Engaging more than 66,000 primary pupils in the wonders of science, raising their understanding of the relevance of science as a tool for solving some of the world's most significant problems, and encouraging pupils to consider science as a career.

Generation Science, run by the Edinburgh International Science Festival, is the UK's largest touring science education programme. Since the end of this year's tour, the GS team has been working hard to review its programme of shows and workshops in order that they continue to engage pupils in science, and support teachers in the delivery of the new Curriculum for Excellence. A major review of the GS service

took place earlier this year led by the HM Inspectorate of Education, Professor Jack Jackson. His findings, combined with comments and reports received from pupils and teachers, resulted in an overhaul of the current programme and the creation of five new activities: Fossil Detectives, On the Wild Side, Light Explorers, Electro-tastic and Up, Up and Away.

The shows and workshops in the current programme are split into four curriculum areas, namely: our living world (living things and the processes of life), our material world (Earth and space), our physical world (energy and forces) and technologies. Reflecting the difficulties that primary teachers have with teaching certain areas of science, there are shows offered in physical sciences and technology. Professor Jackson comments “The GS shows and workshops help complement the school science curriculum through reinforcing classwork, providing pupils with first hand experiences of innovative and exciting science activities as well as allowing them to use equipment, resources and expertise that are not normally available in schools.”

Joan Davidson, the newly appointed Generation Science Manager, who has been the driving force behind the major overhaul of

the GS programme said “the ideas for each of our new shows stemmed from the HMI's internal report which identified strengths and weaknesses in the current programme and gave myself and the team recommendations for improvement. Very often it is easy to become complacent about the service you are offering, and teachers seem reluctant to give negative feedback especially if the pupils have enjoyed the show.”

Davidson continues, “as a result of the report we have now reviewed all our shows and workshops to take account of the purposes, principles and content of science provision currently being developed as part of the Curriculum for Excellence. For example Electro-tastic replaces our popular previous electronics workshop, and has been developed to better meet the aims and outcomes of CfE, offering more opportunity for creativity, design and personal responsibility.” ■



To book any of this year's Generation Science workshops and shows call 0131 557 5588 or email [generationsscience@scifest.co.uk](mailto:generationsscience@scifest.co.uk)  
Office open Monday to Friday 8.30am to 4.30pm  
[www.generationsscience.co.uk](http://www.generationsscience.co.uk)  
**2009 Tour Dates:**  
SPRING TOUR 26 Jan to 27 March  
SUMMER TOUR 27 April to 5 June

### The 2009 new shows are:

**Fossil Detectives** – a chance for pupils to become real-life paleontologists, unearth a dinosaur skeleton and handle some ancient artefacts. CfE links: Process of science enquiry and Biodiversity.

**On the Wild Side** – a hands-on workshop where pupils are able to handle live animals and learn about conservation. CfE links: Planet Earth/Biodiversity and Process of science enquiry.

**Light Explorers** – takes place in a dome theatre where pupils create their own shadows, reflections and rainbows. CfE links: Communications/Light and Process of science enquiry.

**Electro-tastic** – a workshop where pupils design and build their own simple circuits learning about how conductors and insulators work. CfE links: Energy in the Environment/Electricity and Technologies.

**Up, Up and Away** – explores the science of flight and how to make your own hot air balloon. CfE links: Materials/Properties & Uses, Forces & Motion, Technologies.

# GENERATION SCIENCE

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# Protecting Breast Cancer sufferers in the workplace



Being diagnosed with a serious illness such as Breast Cancer is devastating for any individual. But when your illness can also lead to problems and discrimination at work, the impact can be even worse. Here, the SEJ hears from the charity Breast Cancer Care on the work they are doing to ensure that victims of Breast Cancer receive the employment protection that they are entitled to under the terms of the Disability Discrimination Act.

**W**ith more than 3,900 people in Scotland diagnosed with breast cancer each year, the chances are that we all know someone who has been affected by the disease.

What we may not be so aware of is the employment rights of those with breast cancer.

In a recent survey from the charity Breast Cancer Care, a staggering 61 per cent of respondents said they were not aware that the Disability Discrimination Act (DDA) offers specific rights – despite the fact that it was extended in 2005 to give everyone with cancer, including breast cancer, legal protection from discrimination in the workplace.

This finding reflects separate research that while 80 per cent of employers are aware of the Act, less than a fifth know that cancer is classed as a disability.

The impact of managing the side effects of treatment alongside the pressures of work can cause untold anxiety and financial strain to those diagnosed with breast cancer.

A fifth of

respondents to Breast Cancer Care's survey said their employers' attitude had a negative impact on their ability to cope financially.

The charity has now launched its EMPLOY Charter to help breast cancer patients understand their employment rights. It also gives guidance for employers on how to support employees diagnosed with the illness.

Lorraine Dallas, Assistant Director of Breast Cancer Care Scotland, said: "When someone is diagnosed with breast cancer they have enough to think about, without added worries over the amount of time they may need to take off work, loss of earnings and concerns regarding job security.

"As well as explaining the likely steps of breast cancer treatment and possible side effects, our new EMPLOY Charter gives practical examples on how employers can support their staff.

"People are living with cancer for longer, and we know that those with secondary breast cancer – an advance form of the disease that can't be cured, but can be controlled, sometimes for years – can also be keen to carry on working, which is exactly why the DDA is so important."

Linda Milton was a primary teacher at St Josephs, Clarkston, East Renfrewshire, when she was diagnosed with breast cancer in 2000.

She was able to carry on working directly after treatment. However,



Linda Milton

three years after her diagnosis she developed sight problems, caused by the drug treatment regime she was on following her surgery.

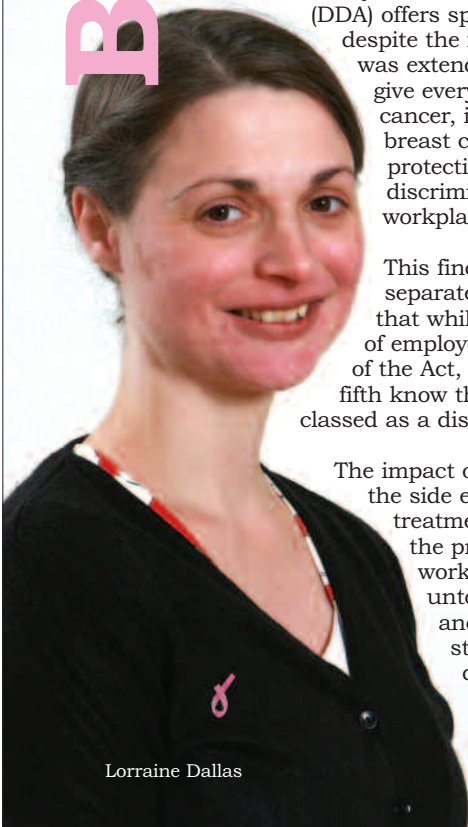
"If you're standing in front of a class you have to be 100 per cent and give 100 per cent, there's no two ways about it," she said.

"I didn't feel like I was firing on all cylinders and work was taking over everything. I had no time for anything else."

Linda approached her head of staffing, who she found to be extremely understanding, and was offered a part-time role on a temporary basis.

"I remember telling him that I couldn't believe what I was hearing as they were being so supportive!" she said.

"His attitude was that it's far better that people are honest about how they are feeling, so that he can then try and do whatever he could to help. If someone didn't speak up, it could mean that they end up having to go off on sick leave.



Lorraine Dallas

“The option of part-time work was just the opportunity that I needed at that time. I really wasn’t expecting it, the offer came out of the blue and I was so impressed with how flexible and understanding they were.”

As Linda’s case shows, schools can be dedicated to helping employees through a cancer diagnosis. And Linda’s experience is not in the minority – 62 per cent of respondents to Breast Cancer Care’s survey said that their employer was supportive during their treatment.

However, there was little evidence to show that employers were putting good practice measures suggested under the DDA in place:

Only 19 per cent of people surveyed said they had regular meetings during treatment to discuss how to manage their workload.

Less than a quarter said they had such meetings after treatment 20 per cent said they had access to an occupational health or HR officer to discuss work related issues during treatment, and 23 per cent had access after treatment

Respondents reported feeling forced to work for financial reasons when they were unfit. Lack of extended paid sick leave or paid time off for medical appointments were also cited as areas of concern.

Katy Wedderburn, an employment law specialist at MacRoberts LLP in Glasgow, said that these issues were far too common.

“There are some employers that are absolutely fantastic in helping their employees through cancer and are very supportive. However the downside is that there are still far too many employers who aren’t aware of their legal obligations under the DDA,” she said.

“The Act emphasises the need for employers to make ‘reasonable adjustments’ for employees with cancer. I think employers can be put off by the idea of reasonable adjustments, but when they look into it it’s not as daunting as they first think – it can be really practical, common sense things that are easy to put in to place.”

For Linda, the simple fact of having an environment where she could be honest and open about what she was going through really helped.

**“When someone is diagnosed with breast cancer they have enough to think about, without added worries over the amount of time they may need to take off work, loss of earnings and concerns regarding job security.”**

Lorraine Dallas

**See Breast Cancer Care’s advertisement on p27 for information on this month’s ‘In the Pink’ initiative in schools.**



“Everyone knew from the very beginning, after my first mammogram, that I had breast cancer. I chose to be totally open because I didn’t want people to be in a situation where they were thinking they should say something, but were worrying whether I’d want to talk about it or not.

“I realise that this approach isn’t for everyone, but it was definitely the best thing for me, because the support I got from my colleagues was tremendous.

“I think the EMPLOY Charter is great for raising awareness of the issues that people may be facing, and it clearly gives the idea that a one-size-fits-all approach is not the best way to go about it – everyone is different and has different needs, which is a really important message to get across.”

Breast Cancer Care’s EMPLOY Charter is supported by the Employer’s Forum on Disability, the world’s leading employers’ organisation focused on disability as it affects business.

It has also received support from a range of trade unions and employment organisations, as well as from Margaret Curran, MSP, Shadow Cabinet Secretary for Health and Wellbeing.

“It’s reassuring to see that the majority of people with breast cancer feel they are being supported by their employer. However, there is a clear need to ensure that everyone receives the highest possible level of support, and that no one experiences discrimination in the workplace as a result of their illness,” she said.

“Breast Cancer Care’s EMPLOY Charter gives employers a solid frame of reference on the issues that their staff could be facing, and provides information on how they should act to ensure that employees receive the support they need, and are entitled to.” ■

*To find out more about the EMPLOY Charter, visit [www.breastcancercare.org.uk/employ](http://www.breastcancercare.org.uk/employ)*

### THE DDA

The DDA has been in force since 1996, and was amended in 2005 to automatically cover those with cancer. Under the Act, employees receive a range of cover, including:

- They should not be treated less favourably than colleagues because of their cancer
- They should not be subjected to harassment because of their cancer
- Employers are required to make reasonable adjustments to ensure that employees with cancer are not substantially disadvantaged compared to people who do not have cancer
- Employees should be able to raise a complaint about any work-related issues concerning their cancer without being victimised for raising those concerns

### REASONABLE ADJUSTMENTS

What is classed as ‘reasonable’ under the DDA can change with the size and resources of the employer. Possible reasonable adjustments that could benefit teachers include:

- A gradual, or phased, return to work which could include part-time hours for a period or a temporary job share
- Physical adjustments, such as ensuring that classes are on the ground floor if the individual has mobility problems
- Auxillary support such as clearing or setting up a classroom or carrying books

### BREAST CANCER CARE

Breast Cancer Care is here for anyone affected by breast cancer.

We bring people together, provide information and support, and campaign for improved standards of care. We use our understanding of people’s experience of breast cancer and our clinical expertise in everything we do.

**Visit [www.breastcancercare.org.uk](http://www.breastcancercare.org.uk) or call our free helpline on 0808 800 6000.**

# Palestine

## Viewpoint

Writing exclusively for the SEJ, senior academic Janet Powney – a long standing friend of the EIS and supporter of the Palestinian cause – describes the many challenges that face education in the occupied territories. EIS policy supports the right to education for all Palestinian pupils and students.

# “Everyone has the right to education”

*Article 26 Universal Declaration of Human Rights, UN 1948*

Sixty years after this Declaration, about 100 million children worldwide do not attend school, not necessarily through natural disasters but because of human interventions and aggressions – there are about 300,000 child soldiers (aged 8-18) in countries around the world who are deprived of their education and childhood.<sup>1</sup> Sixty years ago the United Nations also established the State of Israel, now a flourishing country and one of the world’s biggest military spenders. As Israel has flourished so have the conditions of the indigenous Arab people declined and this is nowhere more apparent than in the education of Palestinians in the Occupied Territories.

How does the Israeli occupation of the West Bank affect the lives of school children? Hani (not his real name) is seven, confined to a wheelchair but cannot

easily reach his school on the other side of the road in Hebron because the street is blocked. Hani and the other children have to go the long way around up and down hilly streets and then have to go through a metal detector like those used in airports before continuing to school.<sup>3</sup>

Barricades are only one kind of problem in getting to and from school. There is a primary school in the village of At-Tuwani near Hebron in the West Bank. (Recently the UK Government gave a grant to improve the playground and so the pupils can play football). Nearby is the illegal Israeli settler outpost of Havat Ma'on on commandeered Palestinian land. These adult settlers have harassed and frightened pupils going to school – chasing, hitting, kicking, stoning and swearing at children. Four years ago, international observers<sup>4</sup> established a fulltime presence to escort the children to school. After two

### Background

In 1948 the United Nations recommended the partition of Palestine into an Arab state and a Jewish State to be a nation for the world’s Jews. In the ensuing conflicts more than 100,000 Palestinians were killed and it is estimated that there are now six million Palestinian refugees resulting from that ‘Catastrophe’, the Nakba. In 1967, conflict enabled Israel to annex further territory and a new boundary, the Green Line, was agreed separating Israel from Palestine, now known as the West Bank, the Occupied Territories. To feel more secure, over the next 40 years Israeli authorities increased control over the lives of Palestinian people throughout the West Bank and those Arabs who remained within Israel. Israel has by 2008 established over 600 physical obstructions including roadblocks, trenches, road gates and check points which prevent motor vehicles, donkey carts and individuals from travelling freely in this small area, the West Bank<sup>2</sup>. In urban areas, many main streets are blocked with high walls. Since 2002, Israel has built the ‘Security Fence’ (also known as the Annexation or Apartheid Wall) which has fragmented Palestine and the economy into disconnected cantons with Gaza even more isolated from the rest of the country. By November 2007, there were also 149 Jewish settlements on Palestinian land in the West Bank, some surrounded by the Security Fence. Settlers and Israeli soldiers are all armed.



Photos: Yousef Awad, Jenin Creative Cultural Centre



settler assaults on the observers, Israeli military said children would have to go another route (90 minutes each way as opposed to 20) and be escorted by Israeli soldiers. The situation now<sup>5</sup> is that soldiers are often late, regularly leaving children to wait in exposed and dangerous positions. Settlers still harass kids and have made life more difficult by installing a new gate and blocking the road. Consequently, pupils regularly arrive late at school and if the soldiers are very late and settlers appear, the children run home and so miss school.

Dangers to school children can go beyond harassment. In 2004, two 12 year-old boys, Moattaz Wasif and Laith Mazen were coming back home from school when they were shot in front of their classmates in the main street of the small town of Burqin near Jenin.<sup>6</sup> Although Palestinian teachers refer to schools as safe havens, it was not so for little nine year old Reham AL Wad, who, while sitting at her desk in Jenin, was killed by an Israeli tank that opened fire on the school. What can have been the impact of this on other children at this school and other schools?

It is against this background, that the Palestinian Authority, only created in 1994, and the many dedicated teachers, headteachers, parents and other citizens struggle to provide a reassuring, adequate education for the next generation. Despite support since then from UNESCO, the Italian Government and other international agencies, it has proved extremely difficult to develop and implement long term plans in continuing conditions of conflict and crises. All engaged in education are working within an

atmosphere of unrelenting threat and uncertainty.

It is no surprise therefore that educational attainment has declined in literacy, numeracy and science. Pupils and teachers are coping with physical and emotional stress in schools which have very limited resources. Many school buildings are inadequate, in need of serious repair, in unsuitable public buildings. All schools in Jenin, for example, lack adequate science labs, computer facilities, gymnasias and indoor sports facilities. Even football, that international enthusiasm (obsession), is handicapped by the lack of football pitches – only 3 to serve a population of 300,000 in Jenin.

Thousands of Palestinian children live in local refugee camps established by the UN at the Nakba in 1948. Their parents have also lived in the restrictive circumstances of camps all their lives. Tents originally provided by the UN were gradually replaced by tenements with floors being added as families and generations increased. The result is high, shabby buildings packed along narrow streets, with no space for parks, playgrounds or gardens. There are incursions into the camps by Israeli military searching for those on the list of wanted Palestinians. These are dangerous and traumatic times for children and adults, hardly conducive to study.

Travel restrictions severely constrain the kinds of field trips and visits to other areas and abroad commonly experienced by, for example, Scottish children. Generally schools are working within impoverished communities

with parents being unemployed or very poorly paid. After the 2006 election of Hamas, teachers and other public workers including the police were not paid for 14 months. To our shame, the UK supported the EU and USA in closing the essential grants made to the Palestinian Authority.

The Jenin Creative Cultural Centre has struggled to establish activities to complement the state's provisions for children within the environmental constraints set out above. A major purpose is to promote non-violence through workshops and advice on appropriate peaceful actions in provocative situations with the Israeli authorities. The Centre is just one of many positive examples of the collaboration between Palestinians and international volunteers. In this year alone, the Centre, set up on a shoe string nearly four years ago, has run programmes for over a thousand children and young people. For example, in the spring, the Centre attracted an Italian group who worked with young teenagers from the refugee camp to create a theatrical presentation which they would love to bring to the UK. European and American artists, musicians, teachers and circus performers have worked with the Centre. Currently two young Scots from Edinburgh are making a film with participants in the Centre which works closely with local primary and secondary schools.

Many Scottish and other UK volunteers and funders have supported the Centre which has in a short time made extensive links in the UK. The Centre Director is hoping to facilitate further collaborations and exchanges of specialists, young people and teachers with Scotland both face to face and through that great facility, the Internet. The EIS, an organisation that aims to promote mutual international cultural understanding is enthusiastic about such co-operations. Those of us who have visited Jenin and other parts of the West Bank have been overwhelmed by Palestinian hospitality. Travel can be slow, hampered by check points, road blocks and the generally poor roads accessible to Palestinians in the West Bank. Personally I have never felt in danger except perhaps occasionally at check points and I would urge educationalists to visit and contribute themselves.<sup>7</sup>

The impact of the limitations on pupils' attainment will have repercussions for years. Today's pupils are tomorrow's teachers.

**“The many dedicated teachers, headteachers, parents and other citizens struggle to provide a reassuring, adequate education for the next generation.”**

Janet Powney

# Palestine

Students entering teacher education are now less well qualified than a few years ago. They share the difficulties caused by travel restrictions on field trips and school placements. Students may not be able to get home during the week but have to stay with friends or family near where they study.

Universities have also been subject to danger and Israeli harassment. The new library at Bethlehem University was bombed shortly after inauguration. Israelis closed Birzeit University for six years. Curfews and army checkpoints operated at the gates of the Jenin Arab American University hindering student and staff access. As we know in our own country, violence breeds violence and Palestinians aware of this are emphasising alternatives to violent reactions within families and friends and in opposition to the Occupation. Student teachers at Bethlehem University are studying ethics as well as practicalities of management of traumatised classes.

Since Birzeit led the first successful boycott of Israeli goods on campus, there have been Palestinian boycotts of Israeli products and of Israeli academics, an issue now being debated in the UK. On the whole Israeli academics have not opposed the Occupation or supported Palestinian higher education but rather have allowed educational provisions at all levels to decline. For example, this September the Israeli Interior Ministry approved the demolition of the Kindergarten in Rakhma, an Arab village in the Negev.<sup>1</sup> In the UK, many people boycott Israeli goods as a protest against Israeli policies towards Palestine in the same way that there was a boycott of South Africa in the Apartheid era. It is difficult to identify goods from Israeli Settlements on Palestinian land. UK supermarkets and other traders are being asked to clarify whether the producers are Israeli or Palestinian.

Teacher education students have themselves been brought up in a frightening and threatening atmosphere with consequent effects on their own educational attainment and personal goals. At least one of their close relatives will have been imprisoned probably under administrative detention with no case brought against them before a court. They can be detained indefinitely. Children are also arrested – for example, for throwing stones at Israeli army vehicles or soldiers. There are many cases of Palestinians being



**“A life of recurring trauma which causes physical, social and emotional damage is not conducive to creating a peaceful and well educated society.”**

tortured while in prison. The Director of the Jenin Rehabilitation Centre for Victims of Torture told us that the traumas he is dealing with are not single instances. “Everyone knows that it can happen again and again.”

A life of recurring trauma which causes physical, social and emotional damage is not conducive to creating a peaceful and well educated society. Currently human rights activists from many countries, including Jews from Israel, are returning on the two ships they sailed to Gaza from Cyprus.<sup>2</sup> Part of the cargo was hearing aids for children whose hearing has been damaged by the explosions and nightly sonic booms over the territory blockaded by Israel. On the return trip, the activists brought back a 10 year old boy for medical treatment; he lost a leg in an Israeli army attack on Palestinian resistance fighters when he was seven. Others from Gaza have not been able to go abroad. The Israeli authorities have not allowed Zaha Shaban, a Fulbright scholar, to leave Gaza and take up his Electrical Engineering Masters degree at the University of Connecticut.

There is a curious stalemate in attaining a peaceful and just solution to the Israeli-Palestinian conflict. The UN, EU, UK, USA and many other countries are contributing resources to improve the quality of life for Palestinians. At the same time the US supports

Israeli policies and it is debatable whether the Israeli economy could survive without the substantial US subsidy. The US has thus been instrumental in funding the “Security Wall” and the Israeli settlements on Palestinian land, policies still being implemented on the ground and limiting Palestinians’ educational opportunities.

Tony Blair, the special regional envoy would do well to relate the region’s economic development to the wellbeing of the education system. Well educated young people and teachers are fundamental to peaceful economic futures for Palestine as well as Israel. Despite the many obstacles, Palestinians and many international supporters are working to retain the Palestinian identity and to encourage the other part of UN Article 16: Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

And people from Scotland in supporting the Jenin Creative Cultural Centre and many other positive initiatives are promoting the rights of all Palestinians to attain their rights to education opportunities at all levels. ■  
– Janet Powney

<sup>1</sup> Human Rights Watch

<sup>2</sup> World Bank

<sup>3</sup> Hebron: Obstacles to School, Obstacles to Peace by Lorne Friesen and Jessica Frederick 2007

<sup>4</sup> Christian Peacemaker Teams and Operazione Colomba

<sup>5</sup> Personal communication Dr Maureen Jack, Christian Peacemaker Team

<sup>6</sup> Personal communication, Yousef Awad, Director Jenin Creative Cultural Centre

<sup>7</sup> Please write to me c/o EIS for further information

<sup>8</sup> IMEMC

<sup>9</sup> www.freegaza.org



# Special Needs Children in Sarajevo the Scottish Connection

The SEJ takes a look at the work of the Christine Witcutt Centre in Sarajevo, named in memory of a Scottish teacher and EIS member who gave her life helping victims of the conflict in the former Yugoslavia.



In 1993 the city of Sarajevo was under siege in the aftermath of the break up of Yugoslavia.

Retired primary teacher and EIS activist Christine Witcutt drove into the city with an Edinburgh Direct Aid convoy of humanitarian supplies from Scotland. Mission accomplished, she was tragically shot dead by a sniper.

A fund was established in her memory, and generous donations were made by the EIS. Christine's colleagues contributed by sponsored events, schools raised finance by concerts and collections, and churches and the general public also donated. The fund was thus able to create The Christine Witcutt Centre in Sarajevo for children with special needs. The fund agreed to finance this for five years – 2001-2006, after which the authorities in Sarajevo would run it. The overall expenditure was about £500,000. From the beginning of 2007, The Christine Witcutt Centre has been financed from within Bosnia itself.

After the pressure of financing the Centre was taken off the fund, it was decided to work at a less expensive level, but with our efforts directed to pupils who had previously been considered ineducable by Bosnian standards, though not by Scottish ones. The Christine Witcutt Home Visiting Service was established for pupils with severe and complex disabilities. This service offers physiotherapy and social-worker support to families at home. For children

near enough to the Centre to be brought in by their parents, sessions of physiotherapy, music therapy and basic early-learning skills are made available in the company of the more-able children from the Witcutt Centre. Currently 21 pupils are being helped, at an approximate cost of €1,000 per pupil per year.

The Centre and the associated Home Visiting Service have just been assessed by Alison Closs (formerly Senior Lecturer in Special and Inclusive Education at Moray House, Edinburgh University) and Ruth Bayne (formerly Headmistress of Pinewood Special School, West Lothian). They report that the Service is undoubtedly filling a real need.

Most parents are not well-off; some are on subsistence level, and personal circumstances can be very difficult, especially in the case of one special needs child whose invalid father has cancer.

Alison and Ruth observed music therapy and physiotherapy and teaching sessions within the Christine Witcutt Centre. They also accompanied professional staff teams as they visited parents and young people in their homes throughout Sarajevo. They observed the provision of on-going therapy treatment or, on one occasion, initial assessment for referral to the Centre. They were impressed by the quality of care – well above previous Bosnian standards. They identified areas where further training could be useful (such as in the development of alternative and augmentative communication, largely unknown in Bosnia but standard here with programmes like Makaton and Bliss). To encourage development, it is planned to bring some of the staff to

Scotland to observe Special Education here. Although Bosnia has signed up for the UN commitment to "Education for All", it will be at least a decade before this can be widely implemented. In the meantime, there are many children who need the benefit of the best possible special needs treatment, so the Christine Witcutt Fund hopes to be able to advance the process as much as possible. It has been requested that we increase the number of children next year to 25, but to do that more finance is needed. Any school looking for a fundraising project could usefully support the work. ■



# Witcutt Centre

**For more details, or the full report, please contact The Christine Witcutt Fund (0131 552 1545) or write to 29 Starbank Road, Edinburgh, EH5 3BY or email HQ@EdinburghDirectAid.org. The Christine Witcutt Fund is Scottish Registered Charity SCO33297.**

# Letters

THE EDITOR welcomes your letters but reserves the right to edit them.

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F: 0131 220 3151 E: [sej@eis.org.uk](mailto:sej@eis.org.uk)

Please note that to be considered for publication, letters sent must include a full postal address. All opinions expressed in letters and articles are those of the individual authors and do not necessarily reflect EIS policy.



## A response to Education for Peace.

In welcoming initiatives that address conflict I believe that the Education for Peace article nicely demonstrates much that is wrong with our profession-both in its aspirations and its implications. A dreamer's wish list based on a collection of commonplace clichés about peace and justice should not be the rationale behind policy. The EIS should be helping us steer clear of such social engineering initiatives. Regardless of one's attitude to the aims of this initiative, I believe that the means are misguided.

The vast majority of children have no need for empathy or respect to be promoted by policy, nor of training in understanding and resolving conflict. They learn this in their own way and at their own pace. Schools are full of people who by inclination and daily experience are skilled in the arts of peace making; they too have no need for initiatives on the scale proposed. Colleagues always provide the best source for solutions.

It seems that once again we are bending the curriculum in response to the behaviour of the minority, and then justifying and compounding this error by scaling up to a global ambition well

beyond our brief. It is also beyond our power. I do not accept that conflicts (on whatever scale) are a simple consequence of failure to reach consensus, or a lack of empathy; nor do I accept that the qualities we wish to promote actually will be promoted as implied. The packed nature of the curriculum, the impossibility of measuring success, more teacher time, more workshops of questionable value, and the issue of funding, all provide some obvious reasons why we should resist such initiatives.

Is this how the profession is to be lost? Spinning around, trying to meet the challenge of the times by constantly 'adding in' and 'upgrading' skills. All the while losing sight, in the blur, of the truth that sometimes less is more.

Glenn Telfer,  
Edinburgh

## My Interim Report Thought

One child,  
Over 60 boxes, over 60 grades.  
Some see inside the child's head.

22 pupils,  
Over 1320 boxes, over 1320 grades.  
Some see inside the children's heads.

22 pupils,  
Over 44 parents, over 66 hearts.  
Can they see inside my head?

1 head,  
Over a million thoughts, over many hours.  
Can I remember what was in my head?

Many thoughts,  
Many heads, many hearts.  
Made happy or made sad.  
By the confused thoughts in my head.

1 child,  
400 characters, including spaces.  
To tell of over 15 things.

1 child,  
400 characters, including spaces,  
To tell of joy, of learning, of life, of pain.

Kirsteen Davies,  
Dumfries



## Dear Editor

I read with interest in the May edition of SEJ about a new EIS publication "Nursery Schools and Classes". I am currently a lecturer in Early Education as a result of my Local Authority removing teachers from Nursery classes – I was a Nursery teacher for 6 years (VERY happily so) prior to this. I strongly objected to my Council's decision to withdraw teachers from Nursery classes with less than 40 pupils (which went hand-in-hand with a policy of capping numbers at 30/35 despite waiting lists/parental choices and showed no regard for excellent HMIE/Care Commission Inspection reports) – alas to no avail.

As mentioned in your article on p.5 this was entirely due to 'financial savings'. I share your view that this is unacceptable particularly in view of CfE and nursery/P.1 now being a single stage within that. I chose to resign rather than be compulsorily transferred back to Primary, although I had previously worked happily in the primary sector too.

Yours etc  
Name and address supplied.

Copies of the booklet are still available by contacting the Education Department at Moray Place.  
[jbaldwin@eis.org.uk](mailto:jbaldwin@eis.org.uk)  
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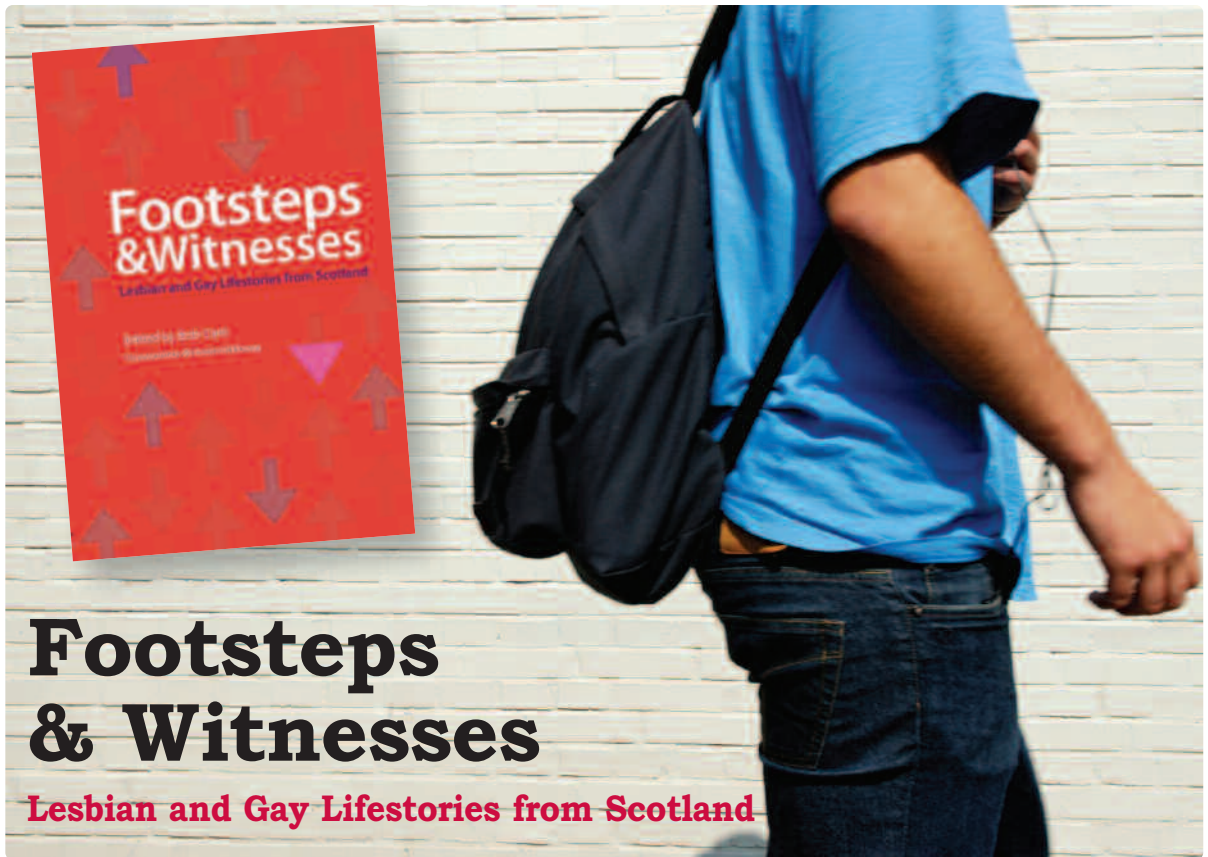
This October get *In the Pink* for Breast Cancer Care and raise money for people affected by breast cancer. For your free *In the Pink* fundraising pack including lots of ideas for schools, call 0870 164 9422 or visit our website [www.breastcancercare.org.uk/inthepink](http://www.breastcancercare.org.uk/inthepink).

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## Footsteps & Witnesses

Lesbian and Gay Lifestories from Scotland

Edited by Bob Cant  
Forward by Richard Holloway

Published by Word Power Books  
ISBN 9780954918569

**“The lesbian and gay pupil is silent and invisible both from the perspective of educational research and school practice.”**

There is a prevailing cultural assumption that lesbian and gay issues are the province of adulthood and what these adults were as children is a mystery. The lesbian and gay pupil is silent and invisible both from the perspective of educational research and school practice. As a consequence teachers have little knowledge or insight into the lives of this minority group or the impact this silencing has on these youngsters' development. This book offers a unique opportunity to hear a silenced voice.

The book is edited by Bob Cant. Born in Dundee, an academic researcher at London South Bank University, Cant sensitively and engagingly brings to life the experiences of a largely invisible community. Richard Holloway, patron of lesbian gay bisexual transgender (LGBT) Youth Scotland, writes the forward to the book and highlights the increasing realisation within education that homophobia is endemic in Scottish schools.

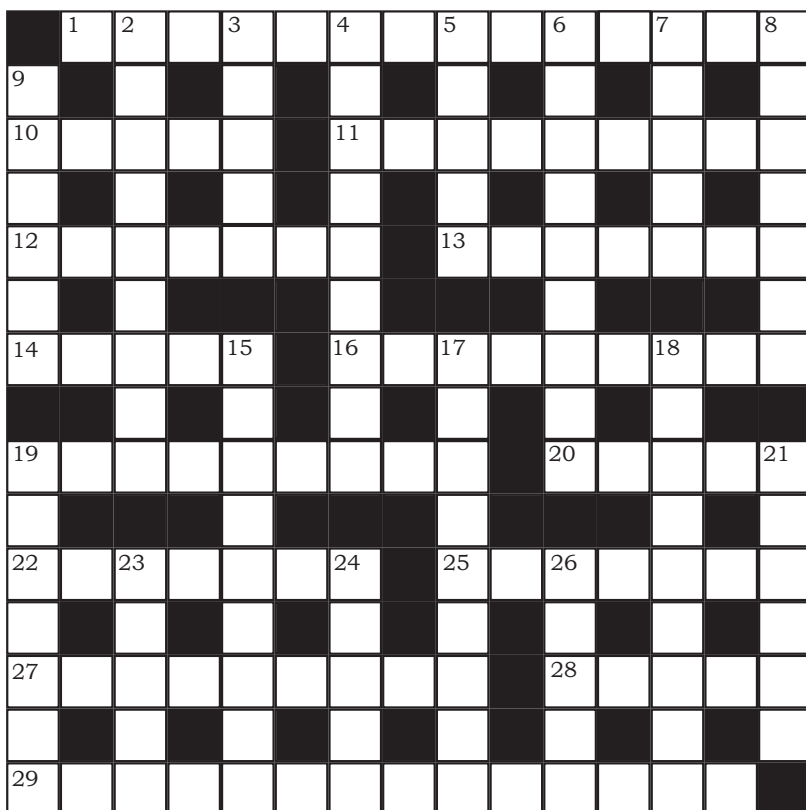
The book consists of twenty three lifestories from lesbian and gay men in Scotland mapping out the cultural and political changes over 50 years. The book captures a range of experiences including that of the poet Edwin

Morgan. However, it is the ordinary working class voice which is often most powerful and sometimes profoundly sad.

Readers of this journal may be particularly interested in individual descriptions of early childhood and school experiences. Perhaps surprisingly, given the political reforms of the last thirty years, it becomes evident that neither families nor schools are significantly more accepting of the lesbian and gay child than previous generations. Iona, a child of eight years old in the 1930s, describes her initial excitement at feeling attracted to the same sex, quickly followed by a fear and realisation that these feelings were considered abnormal. Some fifty years later Chris refers to the same sense of fear and isolation and the overwhelming need to be secretive, sensing there was “something not right about me”.

Without visibility there is no history. This book is unique in detailing lesbian and gay life experiences in Scotland in an accessible and thought provoking way. It provides the beginnings of an LGBT history which may in time be celebrated and contribute to schools' development plans for equality and diversity.

*Dr Liz McIntyre  
Senior Educational Psychologist*



## Answers to crossword no.51

**Across:** 1 Physis, 5 Prophecy, 9 Fourteen, 10 Spruce, 11 Morris-dancer, 13 Nova, 14 Shamrock, 17 Et cetera, 18 Pawn, 20 Opinion polls, 23 Jargon, 24 Nest-eggs, 25 Root-beer, 26 Yes men.

**Down:** 2 Hoop, 3 Scrimmage, 4 Cheery, 5 Pencil-sharpener, 6 Obsidian, 7 Heron, 8 Sacred cows, 12 Fortepiano, 15 Repossess, 16 Denounce, 19 Fleshy, 21 Night, 22 Ogre.

**CROSSWORD WINNER** – Congratulations to **Deirdre Carney**, Sutherland, who was the winner of SEJ cryptic crossword no 51. Deirdre receives a £20 book token.

### CLUES

#### Across

- 1** Reagan's long gut was a problem, I swear (6,8)
- 10** Greek island, north substitutes for start was horn-like (5)
- 11** Let one vet complex short story (9)
- 12** Church leader goes softly on dispute (7)
- 13** Lie about fermented honey produces soft drink (7)
- 14** Snare ear in kettle and brake perhaps (5)
- 16** Inelegant prickly rose (9)
- 19** Eat mince and tomatoes up the junction (9)
- 20** To happen again regarding the dog (5)
- 22** Everything said, completely (3,4)
- 25** Dips man into river, half way (3-4)
- 27** Not long ago ragged bum came in to lie down (9)
- 28** Green banana I've eaten (5)
- 29** Men seven, mom two force for equality (6,8)

#### Down

- 2** Tartan University Lecturers' Association became hairy arthropod (9)
- 3** Organs of sight end away in uncoiled state (5)
- 4** How one may greet 12 across (9)
- 5** Found in Gretna or puritan village (5)
- 6** Force aged youngster soundly digs for precious metal (9)
- 7** Cavities resolved by first part of 2 down (5)
- 8** Interpreter of scripture was, say, above Parisian summer (7)
- 9** Base of an insect's antenna provided view! (6)
- 15** Academic of the Middle Ages (9)
- 17** Recurrent theme with a not too heavy design, reportedly (9)
- 18** Pin notice around the beginning (9)
- 19** Fight twice with the garden bird (7)
- 21** The little stream I trundled but did out of movement (6)
- 23** Little brother left clubroom in a temper and became substitute (5)
- 24** Armed nightmare? (5)
- 26** Cloth made nimbly by Jean (5)

## Work out and win

A £20 book token is the prize in the SEJ cryptic crossword. Send your completed entry to the SEJ Editor, 46 Moray Place, Edinburgh, EH3 6BH by **Friday, 7 November 2008**. The first all correct entry picked at random will win. Details of the winner, along with the solutions to this month's puzzle, will be published in the next SEJ. Employees of the EIS and their families are not eligible to participate in the competition.

Name:.....

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Return to: SEJ, 46 Moray Place, Edinburgh, EH3 6BH

# Sudoku

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## Sudoku

supplied by: Lovatts Publications

**To play:** Complete the grid so that every row, column and every three-by-three box contains the digits 1 to 9. Just use the logic to solve – no maths required! Have fun!  
**Rating: medium/difficult**

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

SEJ May 08 Sudoku solution

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

The 5 minute quiz will return in the next edition.

# Reform of the Scottish Teachers' Superannuation Scheme (STSS) – April 2007

Since the reform package came into force in April last year, the change that has prompted the largest number of queries, to us at EIS Financial Services, has probably been the subject of Pension Commutation. From April 2007, retiring teachers are now able to reduce part of their pension to get an increase in their tax free lump sum. From the calls we have taken, most members want to know how to calculate the lump sum increase, what the implications are and should they do it or just stick with what they have. I shall try and address these points as simply as possible.

Members can now receive 25% of their "pension pot" as a tax free lump sum. To maximise your lump sum you must give up part of your pension. This process is known as commutation and for every £1 of your pension you commute you receive an additional £12. Members cannot commute any of the pension they receive from their employer as mandatory compensation or discretionary enhancement under the Premature Retirement Compensation (PRC) arrangements.

To calculate 25% of your "pension pot" you should use the following formula:  
$$[(\text{Pension} \times 20) + (\text{Lump sum} \times 20/12)]/4.6667$$

You then deduct your lump sum from the answer to get the maximum amount of additional lump sum you can receive. Divide this by 12 to get the maximum amount of pension you can commute.

E.g. using a pension of £10,000 and a lump sum of £30,000 the maximum amount of lump sum you can receive is £53,571. The additional lump sum you can receive is therefore £23,571. You must commute £1,964 to receive this.

An estimate of the amount you can commute is 19.64% of your pension. Multiply by 12 to calculate the maximum additional lump sum you can receive.

The question of whether or not you should commute really is a matter of personal choice. There is no right or wrong answer to this question. Different sets of personal circumstances will lead to different decisions. Some key points that should be considered:-

- ◆ The lump sum is tax free. The pension is taxable.
- ◆ The lump sum can be invested to produce more income and in some investments with little or no income tax payable.
- ◆ Although taxable, the income from the pension will increase each year. Income from investing the lump sum would be likely to remain around the same level.
- ◆ On death, a maximum of 50% of the teacher's pension will be passed to the surviving spouse.
- ◆ The lump sum, as with all savings, can be passed to the surviving spouse on death without a tax liability.

If you have any questions regarding this change to the pension scheme or need help with the calculation or indeed working out how to use the lump sum as efficiently as possible, then call your local EIS Financial Services Independent Financial Adviser on **0141 332 8004** or send your question by email to **SEJ@eisfs.co.uk** For further information on all of the pension reforms just follow the link on our website

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