

## For better or for worse?

Tom Devine on Scotland's evolution p14

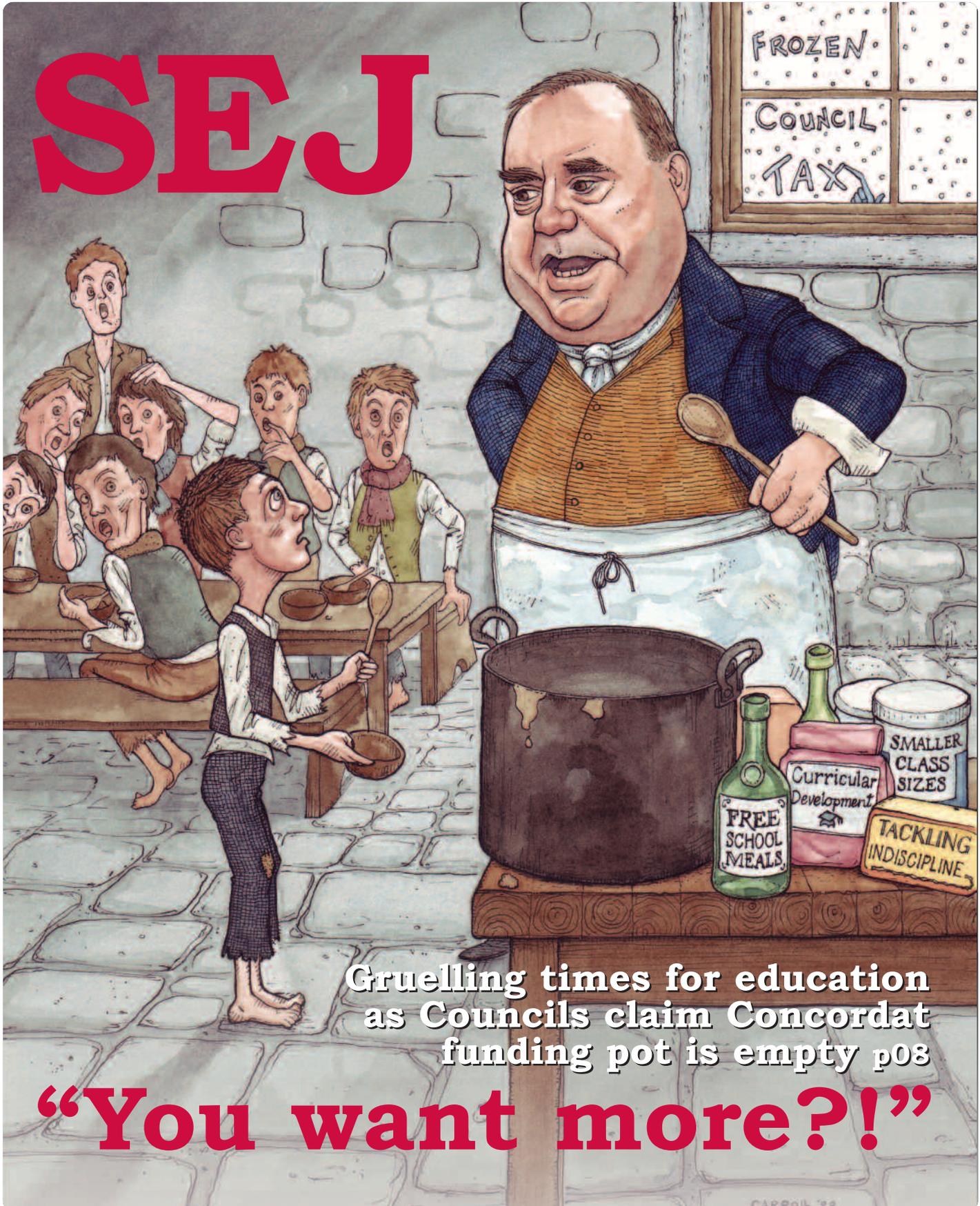


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# SEJ

Gruelling times for education as Councils claim Concordat funding pot is empty p08

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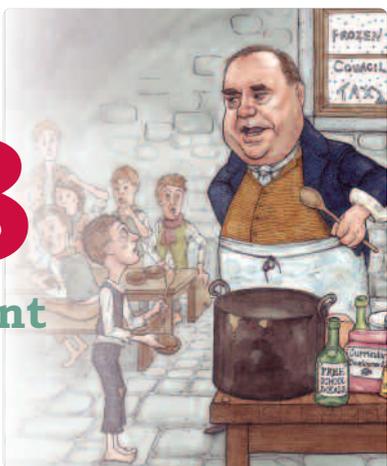
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## Comment



### Is the funding pot running dry?

The front cover of this festive edition of the SEJ offers a light-hearted view of an increasingly worrying issue for Scottish education – the emerging impasse between the Scottish Government and local authorities over the funding of major education initiatives.

With each new announcement from the Scottish Government – be it related to reducing class sizes, offering free school meals to young pupils, increasing nursery education provision or creating jobs for new teachers – the response from councils is consistently, “Where will we get the money from?”

And the response from the Scottish Government is ever more predictable – “It’s all in the Concordat”.

At the time of the signing of the so-called ‘historic’ Concordat budget agreement between the Scottish Government and COSLA representing Scotland’s local authorities, the EIS warned that there were serious dangers for the funding of education.

This was never better illustrated than at the time of the Scottish Government’s announcement of the rollout of free school meals for all primary 1 – 3 pupils by 2010. This announcement was warmly welcomed by health and anti-poverty campaigners and created a lot of positive publicity for the Scottish Government.

But then the Councils began to ask how much extra money they would receive to implement this new initiative. And, much to the fury of already cash-strapped Councils across the country, the Government’s answer was that it was “all in the Concordat” to which the local authorities had already signed up.

The Councils wanted greater budget autonomy and the removal of ring-fenced funding, and they got it. But, at what price? While ring-fencing had its problems, excessive amounts of administration among them, it also ensured that a specific sum of money was allocated for Government priorities. With the allocation of one global funding pot via the Concordat, the Government is now able to announce initiatives and leave it to the local authorities to find ways to deliver them through their existing funds.

The question must be asked if the local authorities fully considered the implications of what they were signing up to. While they gained an increased budget settlement as a result of the Concordat, they also signed up to deliver a broad raft of Government commitments. And, some argue, they signed up to take the blame if these commitments are not met. Added to this, by agreeing to freeze Council tax, they removed the only avenue open to them to raise additional revenue to help address local needs.

Many local authorities are now discovering that there is a fundamental incompatibility between a Government setting national priorities while also offering greater autonomy for local authorities.

As our front cover illustrates, local authorities are now arguing that their allocation from the funding pot is meagre and that they need more. How will the Scottish Government respond? The answer to that question will have major implications for Scottish education and for teachers, pupils and students right across the country.

#### Season’s greetings from the EIS

The EIS wishes all of its members all the best for the festive season, and a healthy and happy New Year. Particular thanks must be paid to all those members, from establishment level to Local Association and through national EIS bodies, who give so much to the EIS. Your work on behalf of your colleagues and for Scottish education is invaluable and greatly appreciated by everyone associated with the EIS. ■

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# Newest Chartered Teachers celebrate success



**Since its launch in September 2003 over 2000 teachers across all 32 Local Authority areas, from Shetland to the Borders, have benefited from the Chartered Teacher programme, which is run by a partnership led by University of the West of Scotland and the EIS, together with Learning & Teaching Scotland, Argyll & Bute Council and South Ayrshire Council.**

On 7 November sixteen teachers were awarded their MEd Advanced Professional Studies (Chartered Teacher) in a graduation ceremony held at Troon Concert Hall.

Of the sixteen who graduated, twelve attended in person and they are pictured above and include: Geraldine Connolly; Fiona Duff; Marion Hutchison; Sandra McCay; James Moore; Hazel Oliver; Isobel Osman; Angela Studden; Norman

Terrace; Addie Thomson; Margaret Vass; Evelyn Williamson.

Graduating 'in absentia' were: Rosemary Campbell; Christine Karacaoglu; Flora Keogh; Scott McIntosh.

The Chartered Teacher programme allows experienced teachers to continue to enhance their professional practice while remaining in the classroom so that pupils can benefit from the highest quality of teaching and the great experience that these teachers bring.

Delivered wholly online utilising the specialist Blackboard virtual learning environment, teachers from across the country are able to take the course at a time and place that suits them. Blackboard is one of the leading providers of Internet infrastructure software for e-Education.

This latest graduation brings the total number of 'Chartered Teachers' to have graduated from the University of the West of Scotland's programme to 66. Ian Smith, Dean of University of the West of Scotland's School of Education, commented: "The University has a strong tradition

of providing first-class professional development opportunities for teachers. The Chartered Teacher programme is hugely important as it provides accredited professional development that meets the needs of experienced teachers following the McCrone agreement and therefore helps to enhance classroom learning across all sectors of Scotland's schools."

EIS General Secretary Ronnie Smith added his congratulations to the successful candidates. He said, "The sixteen new Chartered Teachers from University of the West of Scotland will contribute to the added value Chartered Teachers are bringing to schools across Scotland."

Further information on any of the University's continuing professional development education courses can be obtained from the University's School of Education web pages at: <http://www.uws.ac.uk/schoolsdepts/education/cpd/index.asp> or by emailing Linda Lafferty, Lecturer in Education (CPD) direct – [linda.lafferty@uws.ac.uk](mailto:linda.lafferty@uws.ac.uk)

# EIS National Headteachers' Conference

FRIDAY 27 FEBRUARY 2009

The EIS is organising a major conference aimed at Headteacher and Depute Headteacher members on Friday 27 February 2009 in Edinburgh.

The following speakers have agreed to address the conference:

- **Fiona Hyslop MSP** (Cabinet Secretary for Education and Lifelong Learning)
- **Gill Stewart** (Director of Qualifications – Scottish Qualifications Authority)
- **Graham Donaldson** (Senior Chief Inspector HMIE)
- **Tony Finn** (Chief Executive GTC(S))
- **Larry Flanagan** (EIS Education Committee Convener)

The issues to be covered include:

- Curriculum for Excellence
- New Qualification Framework
- Qualification for Headship and Succession Planning
- New Inspection Procedures

Any EIS Headteacher or Depute Headteacher member who is interested in attending this conference should contact their Local Association Secretary as soon as possible.

Places are strictly limited

## Moira retires... after 48 years!

Moray Place recently said farewell to a familiar face with the retirement of HQ staff member Moira Senior after an incredible 48 years of service to the EIS.

Moira originally joined the EIS as a shorthand typist. Over the years, her job evolved as many advances in technology altered forever the office environment and the work of the EIS.

At the retirement presentation, General Secretary Ronnie Smith paid tribute to Moira's tact, diplomacy, efficiency and ability to adapt to changes throughout her working life.

He also highlighted a few interesting facts about Moira's career – he estimated that Moira had worked for the EIS through 30% of its existence, and had worked with five of the eleven EIS General Secretaries during her time at Moray Place.

The SEJ and everyone associated with the EIS thanks Moira and wishes her all the best for a happy – and very well earned – retirement.



Picture: Brian Cooper



EIS President David Drever and Vice-President Helen Connor recently spoke at an SNP Conference fringe meeting in Perth. The theme was "Delivering Class Size Reductions in Scotland's schools", and the EIS highlighted the educational rationale behind class size reductions.

Also pictured is Fiona Hyslop, Cabinet Secretary for Education and Lifelong Learning, who highlighted how the SNP Government is working to meet its commitment to reduce all primary 1-3 classes to a maximum of 18 pupils.

Picture: Alan Richardson

## A project with bottle

The Gwen Mayor Trust recently announced its awards for 2008/09. Twelve schools from across Scotland have been successful with amounts ranging from £160 to £750 being awarded. A total of £6385 has been awarded from the Trust fund this year.



Among the projects which successfully applied for funding this year was an environmental initiative at Ordiquhill Primary School in Banff. The school is working towards attaining an Eco School Green Flag Award and is planning to build a new greenhouse using recycled two-litre plastic bottles.

Headteacher Sylvia Rae explained more about the project, saying "The project fits in well with A Curriculum for

Excellence, Eco Schools and Health Promoting Schools. There will be many opportunities for staff, parents and pupils to work together."

Ms Rae added, "We plan to grow tomatoes for use in the school canteen and to grow plants from seeds for the vegetable plot, class gardens and sensory garden."

The Gwen Mayor Trustees were impressed with the plans, and agreed to provide £600 to buy materials for the frame, flooring and tools and

equipment for Ordiquhill Primary School's recycled bottle greenhouse.

The table below gives details of the level of funding awarded to each of the successful projects this year.



Picture courtesy of the Mayor family

### What is the Gwen Mayor Trust?

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

The purpose of the Trust is to advance education by providing financial support for projects in connection with the arts, culture, music or sport. Gwen Mayor's daughter and a former colleague from Dunblane Primary school are among the trustees to the fund.

Originally, funds were raised from teachers in Scottish schools in the months following the tragedy and since then a number of organisations, including trade unions, and many individuals have contributed to the fund. All primary schools in Scotland are eligible to apply for Gwen Mayor Trust funding. See SEJ Vol.90, Issue 2 for further details on the work of the Gwen Mayor Trust.

"The project fits in well with A Curriculum for Excellence, Eco Schools and Health Promoting Schools. There will be many opportunities for staff, parents and pupils to work together."

Gwen Mayor Trust: Successful Applications 2008/2009			
Amount	Total Cost Project	School	Type of Project
500	1350	Kaimes Primary, Edinburgh	Arts/animation project
750	900	St Kevin's Primary, Glasgow	Arts/photography project
160	210	Arngask Primary, Perthshire	Arts/music project
575	665	Kirkstyle Primary, Kilmarnock	Arts/music project
750	750	St Louise Primary, East Kilbride	Music/charity project
400	600	Kilchoan Primary, Argyll	Social/community project
500	500	Langloan Primary, Coatbridge	Arts/drama project
600	600	Ordiquhill Primary, Aberdeenshire	Social/environmental project
650	646.35	Eyemouth Primary, Eyemouth	Social/music project
350	352.85	Bells' Brae Primary, Shetland	Social/sports project
400	500	Dingwall Primary, Ross-shire	Social/sports project
750	1000	Croftcroighn, Glasgow	Social/health project
Total number of successful applications = 12    Total amount awarded = £6385			

## FE Learning Rep Evaluation Published

A new independent evaluation of the EIS Learning Representative programme for Further Education has been published. The evaluation report, written by Dr Alex Alexandrou of the International Professional Development Association, examines developments and achievements to date in the EIS FE Learning Representative Programme. Copies of the report are available on request from emcconchie@eis.org.uk or via the EIS website at www.eis.org.uk



## Curriculum for Excellence and assessment dominate November meeting

Concerns over future assessment practice and the progress of implementation of the Curriculum for Excellence dominated November's meeting of EIS Council.

Many members of Council, including Rob Peaker (Aberdeen) and Eileen Morrison (Moray) highlighted concerns on the implementation of the Curriculum for Excellence that were being raised by teachers at school and local association level. Several issues of concern – including the lack of time available for CfE development, the difficulty in accessing relevant CPD at a time of cuts to education budgets, and the absence of resources to support CfE development – were raised during questions to Education Convener Larry Flanagan.

Mr Flanagan highlighted that, as the EIS representative on the Management Board of the Curriculum for Excellence

Working Group, he was determined to continue raising the concerns of teachers at the highest levels. Mr Flanagan said he was confident that concerns raised on behalf of teachers were being heard right up to Scottish Government level. Mr Flanagan informed Council that the EIS intended to step up its communications with members regarding the Curriculum for Excellence, both through articles in the SEJ and through Bulletins to be sent to schools. He also highlighted that the EIS continues strongly to support the ethos of CfE.

On a related issue, Mr Flanagan reported to Council that the EIS had sent a submission to Cabinet Secretary for Education

Fiona Hyslop calling for the immediate cessation of the use of the 5-14 Assessment Bank which, the EIS argues, runs counter to the aims of the Curriculum for Excellence and the ethos of the Assessment is for Learning initiative.

The EIS submission states, "The existence of the data from national tests has been seized upon by national and local government, and also by HMIE, as a benchmark for evaluating progress within a school, leading to the invidious publication of spurious league tables. The Curriculum for Excellence approaches education from a fundamentally different perspective, but teachers are finding it difficult to match the rhetoric of CfE with the continued use of national assessments."

The paper goes on to state, "The EIS is keen to see the end of national assessments as an objective in its own right but also believes that a genuine opportunity presents itself at this point for such action to serve as a catalyst for the development of CfE and for the serious engagement of the profession in the transformational change envisaged by that programme."

### Council news snips

#### Young members' network

The EIS is progressing with the 2008 AGM resolution regarding the creation of a Young Members' Network. Vice-President Helen Connor told Council that local associations will be encouraged to establish local networks of young members, and to nominate a representative to the planned national Young Members' Network.

**Long-time EIS-ULA stalwart Forbes McCallum has retired from Robert Gordon University. At their recent meeting, members of the EIS-ULA Executive presented a gift to thank Forbes, a long time office-bearer and former ULA President, for all his years of service to the EIS and Scottish Higher Education.**



Picture: Mark Jackson

## Council Elections 2009/2010

**Members interested in standing for election to Council for 2009/2010 should follow the procedures described below:**

- (1) Members employed in the **schools** sector should contact their Local Association Secretary to obtain the required nomination form.
- (2) Members employed in the **Further or Higher Education** sector should contact their Branch Secretary to obtain the required nomination form.

Guidance on election procedures and nomination requirements will be issued to prospective candidates together with the nomination form.

Completed nomination forms, irrespective of sector, must be sent **DIRECTLY** to the General Secretary of the Institute at 46 Moray Place, Edinburgh EH3 6BH to be in his hands by the closing date of **1 February 2009**.

Any members having difficulty in obtaining a nomination form are asked to contact the Membership Department on 0131 220 2268 or email [lbutchart@eis.org.uk](mailto:lbutchart@eis.org.uk) before Thursday 15 January 2009.



The Educational Institute of Scotland

# The Education Funding Twist

EIS President David Drever discusses the funding concerns facing education across Scotland. With the removal of ring-fenced funding, coupled with the Council tax freeze and the many competing commitments placed on local authorities by their Concordat with the Scottish Government, many people are now increasingly concerned about the squeeze on education spending across the country.

**T**he front cover of this SEJ neatly caricatures the dilemmas facing Scottish schools: how do we ensure that the key parts of our education system are adequately funded and that resources are equitably available throughout the country? Oliver Twist stunned the orphanage when he asked for more, but as the EIS goes into 2009 we need not only to demand more funding, but also to question the ability of the Government's Concordat to deliver fully and fairly for education.

It is worth remembering that the current reductions in education spending were in place before the economic meltdown of national and worldwide banks that heralded the present recession. In fact it was at this time last year that Local Authorities were finalising budget plans that effectively cut Education spending throughout Scotland – making clear that these cuts would be the first in a three year cycle. The implications of the Government's Council Tax freeze played no small part in local Councils' funding decisions. At the same time the new Government unveiled its 'historic' Concordat with the Confederation of Scottish Local Authorities (COSLA) – an agreement on funding that allocated bloc grants and devolved spending decisions to individual councils. The Concordat was to be managed by Local Outcome Agreements (LOAs), concluded individually with each of the 32 Authorities.

However this devolution of funding has come at a heavy cost. There are no longer specific budgets for key priorities in Education – the only area to be ring-fenced was the Determined To Succeed initiative – and Local Authorities have freedom to spend as they choose. This freedom is in no way constrained by the LOAs that were intended as the checks and control of service delivery. A perusal of any of the 32 agreements will show they lack specificity and give only the vaguest and most general of service delivery commitments. A stark example here is the silence in LOAs about implementation of the promised class size reductions in P1 – 3 within the lifetime of this parliament. These weaknesses are compounded by an absence of robust measures to monitor and direct Authorities that fail to fulfil their Concordat obligations.

The Concordat's failure to identify precise budgets for key elements in education is effectively masking real reductions in spending and the consequences are being felt everywhere.

The Government's flagship education policy on class size reduction has not just stalled, but has gone into reverse. While there are little signs of serious progress being made anywhere on class size reduction in P1 to P3, Renfrewshire have withdrawn from the agreed reduction to 20 maximum in secondary S1/2 English and Maths. In addition

court challenges in Lothian schools have allowed a breach of the recently established 25 maximum in P1. Elsewhere, in Glasgow, Authority leaders have stated that class size reduction is not a priority for funding. It is becoming increasingly clear that the Government's existing class size maxima, and its projected maxima in lower primary, cannot be protected or achieved under the provisions of the Concordat. As the EIS has long argued, Government statute is the unequivocal way to protect class size limits.

A letter from an unhappy nursery teacher featured in the October SEJ. Her plight of being compulsorily transferred out of her nursery class and into primary is shared by an increasing number of her colleagues. This is as a direct result of education cuts and is comparable to the actions of Councils in taking nursery teachers away from dedicated classes and moving them around nurseries to provide 'access' to nursery teachers for more children. This expedient meets the vague wording of the Concordat agreement, but is educationally bankrupt, flying in the face of evidence that shows children benefit long term from high quality nursery education.

The fate of many newly qualified teachers is glaring evidence of the gap between Government rhetoric and employer reality. On the one hand the Government has encouraged recruits into teacher training to meet existing, and predicted, staffing demands. On



“The Concordat's failure to identify precise budgets for key elements in education is masking real reductions in spending and the consequences are being felt everywhere.”

David Drever

the other hand Authorities have revised down their staffing allocations to meet the requirements of budget cuts. The losers in this scenario are the many new teachers, some of whom have made considerable sacrifices to train, finding themselves in precarious supply work if they are lucky, or forced to turn away from their chosen career. There is a strong case in future Workforce Planning for a basic staffing formula that is agreed nationally and is binding across all of Scotland's Councils. Such a formula would provide clear and unambiguous targets, eliminating the postcode lottery for jobs that has resulted from Councils' current use of 'flexibility'.

Another consequence of the cuts regime has been the effect on support staff, both at school and Authority level. There is evidence that Councils are reducing learning assistant posts within schools alongside returning secondees at Authority level to schools, thus reducing staffing costs. Taken alongside the threat to CPD budgets, this is a palpable threat to the quality of education in the classroom. In recent years Continuous Professional Development has lost its Cinderella status and is recognised as a fundamental requirement for the whole workforce. This becomes critical in the light of the development needs of Curriculum for Excellence, an initiative that is widely seen as being transformational in Scottish Education. The key resource for teachers in CfE is time: to exchange ideas, to plan and to take ownership of it. Failure to provide that time – through planned staffing allocations – will weaken the power of CfE, relegating it to a non-reflective, top down process that will be an imposition on teachers and pupils alike.

There are lessons for the Government and Local Authorities in the experience of the Concordat and this year's budget cuts. It is important that Councils do not continue to use the flexibility of their Local Outcome Agreements to



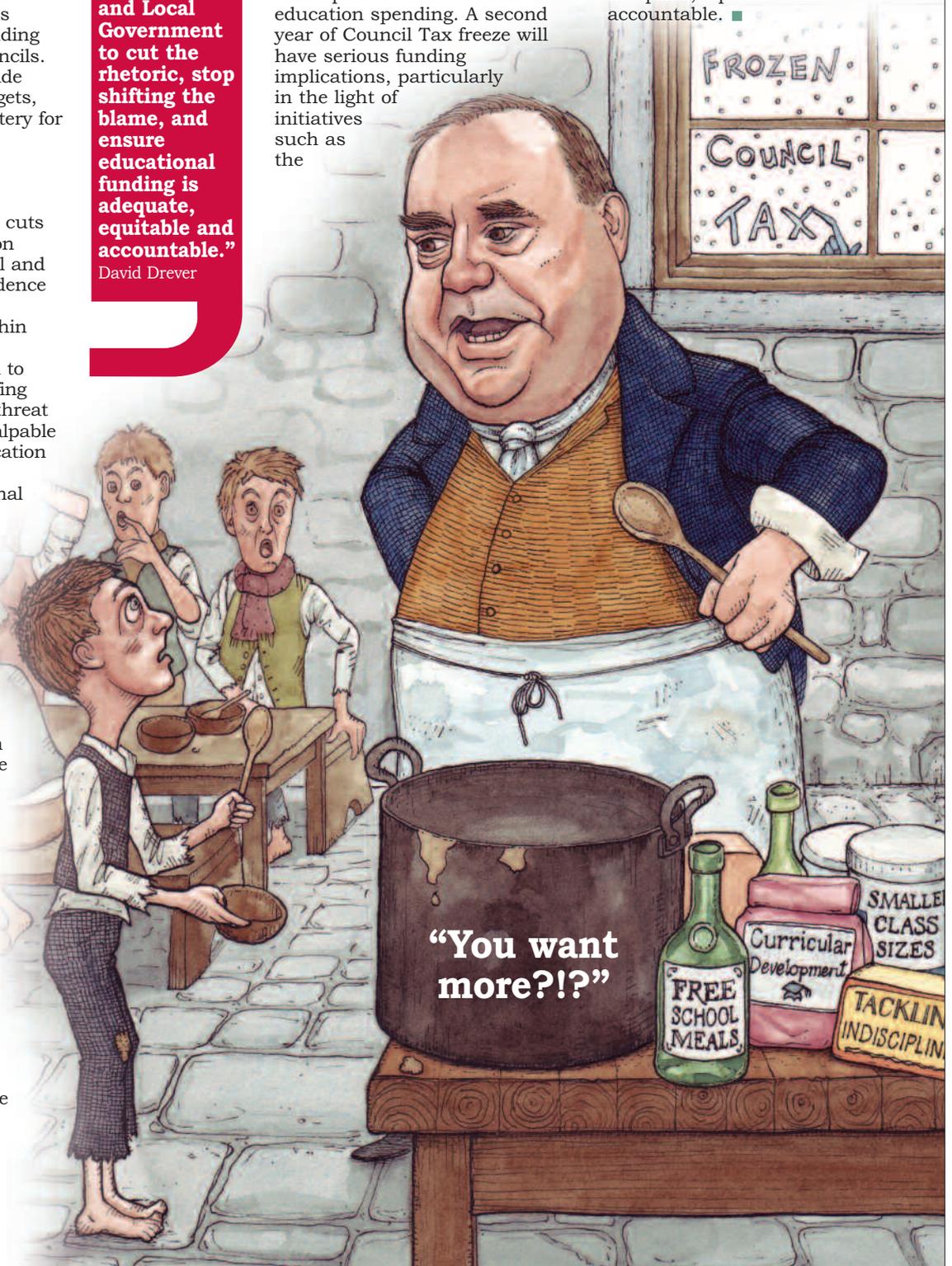
**“What we need is a New Year Resolution from National and Local Government to cut the rhetoric, stop shifting the blame, and ensure educational funding is adequate, equitable and accountable.”**

David Drever

renege on their specific responsibilities to education in the coming year. Already there are indications of deeper cuts planned for the coming year – in November, Aberdeen City were speaking of a £10.3m reduction in Education spending.

Finally the Government, however it is dressed up, must take responsibility for the consequences of reductions in education spending. A second year of Council Tax freeze will have serious funding implications, particularly in the light of initiatives such as the

laudable free school meals for P1 to P3 pupils. Alongside this is the manifest failure of the Concordat to deliver the targeted spending in key areas of Scottish Education and the masking of cuts in real provision. What we need is a New Year Resolution from National and Local Government to cut the rhetoric, stop shifting the blame, and ensure educational funding is adequate, equitable and accountable. ■



The EIS has launched a new publication that aims to foster and promote leadership in Scotland's schools. The new EIS publication, which has been sent to every school in Scotland, highlights the leadership role that all teachers, irrespective of level of post, can play in schools.

## Leading from the chalkface

### Collegiate working

The new EIS Leadership policy recognises that every qualified teacher has, by definition, a leadership role to play in schools but this is not to underestimate the important, and separate, roles and responsibilities of those in management positions in schools. The starting point for EIS thinking is the principle of collegiality, arising from the Teachers' Agreement of 2001, which is central to the establishment of professional working relationships in educational centres.

Commenting on the launch of the new document, Education Convener Larry Flanagan said, "The paper sets out what the EIS sees as progressive models of leadership – rejecting top down systems of management which have been a feature of many schools in the past. Key to the development of leadership capacity in schools is the provision and resourcing of Continuing Professional Development – complementing programmes already in place for those seeking to attain the Standards for Chartered Teacher and Headship."

He added, "The EIS hopes that all teachers will find the paper useful and that they will use it to contribute to debate within their own establishment; a debate all the more important in the context of the development of Curriculum for Excellence in schools."

EIS policy on leadership is consistent with extant policies on inclusiveness and collegiality. In this respect the SNCT circular "Code of Practice on Collegiality" (2007) is a key document setting out an agreed position on collegiality in schools. Others involved in the work of the school may also assume a leadership role as part of their work in the school.

From an EIS perspective, capacity building associated with leadership in schools is in part aimed at developing an increasingly confident and informed teaching workforce. It should also inform the next generation of activists involved in the work of the EIS.

### TP21 and beyond

Much of the current thinking in Scotland in relation to the developing leadership agenda in schools finds its origins in the Teaching Profession for the 21st Century (TP21) Agreement of 2001. This sets out ways of working which reject the narrowly focussed line management approaches of the past in favour of more collegial working. Notions of collegiality are enshrined within many of the continuing professional development programmes which have developed in Scotland subsequent to 2001, eg CPD in relation to the Scottish Qualification for Headship (and the alternative route to the Standard for Headship), Chartered Teacher courses and some CPD organised at a local authority level.

The Scottish Qualification for Headship is now well established in Scotland and its value asserted both by research within Scotland and by OECD. The pilot alternative route to the Standard

for Headship was recently also subject to external research and the validity of this approach (albeit recognising the particular circumstances of the pilot) has been confirmed in that research.

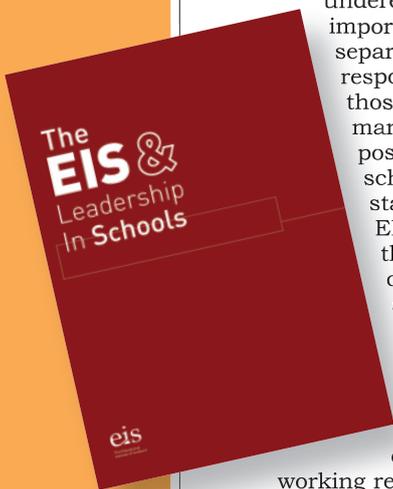
Headship is of course by definition a titular leadership post. However, the CPD associated with Headship informs not just the work of actual and future Headteachers but also (where effective) through the promotion of collegial working within schools. It is arguable that effective Headteachers have always embraced the idea of collegiality, long before the particular term gained the currency it now has.

### CPD implications

Of significance also is CPD associated with Chartered Teacher courses. Chartered Teachers do not form part of management structures within schools. The list of contractual duties for Chartered Teachers is the same as that for other unpromoted teachers in the school. Nevertheless Chartered Teachers are seen, and see themselves, increasingly, as having a leadership role.

This is apparent within the Standard for Chartered Teachers, together with the CPD which has been developed for aspirant Chartered Teachers and the way in which Chartered Teachers see themselves developing. It is perhaps the first development in Scottish schools that has developed what is effectively a "leadership" function which sits outwith management structures.

This relates primarily to leadership in learning. To an extent the developing content of Chartered Teacher courses points



the way to means whereby CPD associated with leadership could be made available for all teachers in schools. In its early days, the grade of Chartered Teacher is not without controversy in some schools and some local authorities. However, through time the value of Chartered Teachers' contribution, following their experience in travelling towards and attaining the Standard, is increasingly being acknowledged.

A further development which will inform the leadership agenda in schools is the Concordat reached (in 2007) between the Scottish Government and the 32 local authorities. This allows considerable flexibility to the authorities in determining their own priorities subject to outcome agreements which were not, at the outset, fully developed. This implies, however, local authorities taking the initiative in new areas.

It is not without its dangers and challenges for the development of education policy and practice, including the organisation of schools. There is a real danger also that a national leadership agenda will not be taken forward by local authorities which develop their own, separate agendas and that, through time, disparate practices will emerge. To avoid this, a cohesive national approach must be developed and sustained. Also, it is essential that adequate funding, especially for CPD provision, is made available.

### The EIS and Leadership

The EIS has traditionally recruited its membership from all levels of the school and from further and higher education. Despite the existence of associations which recruit exclusively from primary and secondary Headteachers and deputies, the EIS has retained a strong profile within senior management in nursery, primary and secondary schools. Within EIS structures there is a Headteacher Network. The EIS also organises conferences for Headteachers.

However, it is acknowledged that the EIS should do more to support the development of future heads and deputies and also to support heads and deputies in post. The overwhelming majority of Principal Teachers, primary and secondary, are members of the EIS. In primary schools, the Principal Teacher post is a new

development. In secondaries, in recent years, there has been an evolution in the role of Principal Teachers, with the development of faculty heads. In many schools this has been a difficult and controversial process and, for many individual Principal Teachers, a process little short of disastrous.

This was clearly indicated in the research carried out by TNS System Three on behalf of the EIS in 2005. There will soon be a real need for local authorities to review their management structures in the light of the implementation of a Curriculum for Excellence to ensure that these structures can fully support the proposed new curriculum and assessment framework. The development of Chartered Teachers, strongly supported by the EIS since TP21, has led to the growth of a cohort of teachers with a specific qualification who do not fit into traditional management structures, but who do have a leadership role in learning in schools.



However, the underpinning theme has been, since TP21, the growth of collegiate working in schools. This has been a slow process in many schools, despite the emphasis on collegiate working explicit within the third edition of the HMIE publication "How Good Is Our School". Where collegiate working is developing well there is a recognition that for schools to develop as collegiate communities all qualified teachers have a leadership role in the areas for which they are responsible. But, to date, that process is developing very slowly indeed.

The EIS has supported the Standards associated with the full registration of teachers, and

**"There is a recognition that for schools to develop as collegiate communities all qualified teachers have a leadership role in the areas for which they are responsible."**

also with Headteachers and Chartered Teachers. The statements made in the various standards are a good basis for developing an agenda of collegiality and leadership. It is a matter for debate whether there should now be developed a separate Standard for Leadership.

### Key EIS Leadership priorities:

- the EIS should support the view that all teachers who have achieved the Standard for Full Registration have a leadership role to play in schools
- the EIS should continue actively to support an agenda of collegiality for all teachers and all involved in the work of the school
- the EIS should engage with Scottish Government, local authorities and stakeholders as appropriate on the leadership agenda
- the EIS should re-assert its role as an organisation which recruits from all levels of the school and which supports, collectively and individually, all members
- the EIS should seek to develop post-graduate CPD on leadership, aimed at all categories of EIS member in schools, and adjusted to the needs of individual members. Models for such CPD should be developed. This could potentially involve partnership working with one or more universities. The aim would be the delivery of CPD involving substantial numbers of EIS members
- the EIS should, as part of the process above, develop its own thinking on acceptable models of leadership – rejecting concepts where management is deemed as equating to leadership or where leadership is equated to the allocation of specific management duties and also top down models of leadership which are more related to the delegation of specific management functions within the school. Instead the EIS should, in future policy making in this area, seek to build on good practice in relation to collegiality
- the EIS should monitor the provision of CPD by local authorities to support the developing leadership agenda
- the EIS should support a review of management structures in schools to ensure they fully support teaching and learning in the light of the implementation of a Curriculum for Excellence. ■

**Tony Finn, General Teaching Council for Scotland**

# Holding the standard



The SEJ spoke to the recently appointed Chief Executive and Registrar of the GTCS, Tony Finn, at his Clermiston House office. Here, he discusses the current and future work of Scotland's regulatory body for teachers.

**You have recently been appointed as Chief Executive and, in Matthew MacIver, you have a tough act to follow. What do you see as the main challenges in your transition from a former headteacher and Depute Director of Education to the Chief Executive of a professional association?**

Yes, Matthew was a good leader and we should be grateful for the years he has given to the GTCS and to the teaching profession.

Taking on any new post brings challenges, especially during the transitional period. Clearly, there are quite a few aspects of the organisation of the GTCS which I needed to learn more about and address but, for me, forming good relationships with people is the most important aspect of beginning work in any new organisation; and I have therefore taken time to get to know my new colleagues, Council members and key partners. My previous posts as a teacher, headteacher and council officer (and, of course, my past involvement in the GTCS and in the EIS) have been a big help to me in preparing for my new role. In particular, these experiences have given me a very good knowledge of systems, policies and people in Scottish education. This will be a huge asset to me in carrying out the responsibilities of my new post.

**Many questions have been asked about the independent status and future shape of the GTCS. What do you see as the future of the organisation in five or ten years time?**

It is a bit early to predict what the GTCS will look like in five or ten years time. However, we do not anticipate any significant changes to the broad operating principles which have sustained

the GTCS throughout the last 45 years. We will continue to regulate the teaching workforce, to set standards for the profession, to accredit courses of teacher education and to have a significant and, I hope, constructive influence on the direction of the policy framework which governs education in Scotland.

The precise details of the change to independent status will, of course, be determined by Scottish Government and it is therefore difficult to predict at present what this will mean in practice and, in particular, whether there will be any changes to the structure and shape of GTCS. Importantly, however, Scottish Government has made clear that it is because GTCS has a proven record that it will be trusted to become independent. It is therefore unlikely that change will be too far-reaching.

**Access to Continuing Professional Development is an important issue for Scotland's teachers. What is the role of the GTCS in supporting this?**

We certainly recognise the importance of Continuing Professional Development and we wish to do whatever we can to help teachers to update their skills and to ensure that they are relevant to the needs of today. Consequently, as well as offering support to teachers wherever we can, GTCS will also work with other bodies to try to ensure that CPD activities available are relevant to the needs of teachers at different points in their careers

The advent of new technology like the GLOW network, the implications of new patterns of working under Curriculum for Excellence and the developing needs and demands of young

people put significant pressure on teachers. The GTC Scotland believes that teachers will need help to prepare for and meet these pressures and we will do our best to influence the availability of appropriate CPD opportunities to help them update existing skills and learn new ones.

**The Cabinet Secretary has expressed concerns over the future selection, role and remit of Chartered Teachers. What is the view of the GTCS?**

The Cabinet Secretary has asked the GTCS to look at some of these issues but the remit of Chartered Teachers is a responsibility of the SNCT.

The GTCS has not formed a view about the way that teachers are selected for the Chartered Teacher programme. As you know, a consultation is ongoing and we will await the outcomes of that. However, we will wish to ensure that there is a clear mechanism for advising teachers about the programme and for offering them advice about what they might need to do to achieve the standard. There is a clear role here for appropriate review and support within schools.

Good Chartered Teachers contribute a lot to their schools, both as reflective practitioners with a good knowledge of modern thinking and, indeed, as models of good teaching. The GTCS will therefore wish to ensure that course providers are still promoting high standards which are relevant to today's needs and that coursework is firmly grounded in good classroom practice.

**The GTCS will have an important part to play in the development of more flexible**

**"We certainly recognise the importance of Continuing Professional Development and we wish to do whatever we can to help teachers to update their skills and to ensure that they are relevant to the needs of today."**

Tony Finn

# Q&A

## **routes to headship. How will this fit with the Scottish Qualification for Headship? And what can be done to make headteacher posts more attractive and encourage a greater number of teachers to pursue this path?**

As someone with seventeen and a half years experience as a headteacher, I would encourage more colleagues to consider applying for what is a very rewarding job. However, I think that we could prepare colleagues better for taking on this role.

It is interesting to note that a recent evaluation of the current flexible route has shown that this particular initiative has been successful; but it has also helped to identify some areas in which there could be improvements. For example, I think there is presently a gap in the provision of CPD to prepare teachers for leadership roles in education; and the EIS has also suggested that more work is needed here. We may therefore wish to consider how we might support a programme for leadership as part of the solution to the question you have raised. Whatever changes are made, however, teachers who aspire to headship roles must feel confident that they have the knowledge and skills to undertake the role. In addition, they need to have a good understanding of collegiality in practice, and of the key differences between leadership and management.

Finally, the Standard for Headship currently belongs to Scottish Government but it would be logical to transfer this to GTCS as we take on independent status, thus allowing the GTCS to control a suite of standards relevant to teachers at different times of their careers.

## **There is evidence that many post-probation year teachers are struggling to find permanent teaching posts. What do you see as the main**

## **causes, and is the GTCS concerned about the long-term impact for Scotland's education system?**

The GTCS does not have any direct role in the employment of teachers and it would probably be inappropriate for me to comment on the difficulties facing authorities in employing new teachers. However, we do have concerns about this matter and we have raised these concerns with the Scottish Government. In particular, we are worried that the energy and enthusiasm of new teachers may be diminished if we cannot increase the number gaining permanent posts. This is particularly important at a time when there is research evidence which shows the very positive impact that early career teachers can make in the classroom and across their schools.

On the other hand, it is quite common for more vacancies to occur in the course of the session. Consequently, we are optimistic that many new teachers will gain contracts, permanent and temporary, later in the year.

Finally, it is also important to note that our newly qualified teachers will certainly be needed, since a large number of our most experienced teachers will retire over the next few years.

## **The recently published Code of Professionalism and Conduct was portrayed by some as a means for the easier removal of teachers. Do you share this view?**

Certainly not. The GTCS believes that the overwhelming majority of our teachers are a great credit to the profession and have no reason to worry about issues of misconduct leading to their removal from the register.

However, experience suggests that some teachers can be unclear about how they should handle certain problems which they face in their work with pupils. The Code now offers a very

positive contribution to the understanding of professional standards and provides very helpful guidance to teachers about the issues which they might face and how they should react to them as professionals. If teachers take note of the contents, it will help protect them from any potential difficulties.

I am also pleased to report that the reaction to the publication of the code has been very encouraging.

## **What is the GTCS view on professional registration for those working in FE colleges? Is it important that all college lecturers are held to the same standards as teachers in schools?**

GTCS wishes to promote very high standards in all sectors of education. We have therefore been working with colleagues in Further Education to try to clarify our expectations. Although we have not yet secured a full agreement, we are pleased at the progress which has been made and the degree of consensus which has been achieved to date.

In Further Education, we have very many lecturers who are already registered with the GTCS. In addition, agreements are in place to govern arrangements which can be made between schools and colleges when school pupils engage with college staff. However, FE Colleges are quite distinct from schools and some parts of the curriculum offered (for example, in Hairdressing, Motor Mechanics or Horticulture) are very different in nature from those which teachers offer in secondary schools. In these circumstances, it is not surprising that lecturers will also be drawn from different backgrounds, some of which would present difficulties for registration. However, we are looking at ways in which we can overcome these difficulties and there is good potential for further progress. ■

**“The GTCS believes that the overwhelming majority of our teachers are a great credit to the profession.”**



Tony Finn

## For better or for worse?

### Scotland Transformed 1980-2008

The following article features extracts from a lecture given by **PROFESSOR TOM DEVINE** of the University of Edinburgh at a special event organised by the EIS. In his lecture, Professor Devine charted the transformation of Scotland over the past quarter century. The lecture was delivered during a week of sharp falls in the Stock Exchange and crisis in the international banking sector.

**T**he question which is uppermost in my consciousness is to what extent is the intellectual architecture of what I'm about to say to you disturbed, destabilised or perhaps even deconstructed because of 'recent events', the maelstrom of the financial world that surrounds us.

What I've intended to do, for better or for worse, is to adhere to my original thesis, but to make some comments at the end, about the relationship, particularly in the last quartile of the century and the situation that we see today.

I begin with some perceptions, emanating from the years

2004 -06, which I think are quite intriguing.

In the spring of 2004 the then Chair of Highlands and Islands Enterprise, in giving a pretty positive report to what was going on in Gaeldom for the Scottish Parliament, said that there is a kind of unremitting pessimistic commentary or narrative in this nation, especially among some of the commentariat. If I quote him correctly he said that we used to pay Ministers pittances, centuries ago, to tell us 'that we are no bloody good' and we now pay media persons and journalists in particular substantial fortunes to do the same thing.

Almost on cue, on New Years Day, 2006, Professor Niall Ferguson, a graduate not of a Scottish University but of one south of the Cheviots, and a former pupil of The Glasgow Academy, penned an extraordinary feature in the Daily Telegraph, arguing that Scotland should cease to be Scotland, should become North Britain, its assets sold off and liquidated. The "County Council" is what he described [the Scottish Parliament], should become "a shopping mall or a cinema complex". He also argued that Scotland was "the Belarus of the West".

And then you go on to the Irish Times at the height of the arrogance of the "Irish tiger". In 2005, an Irish Times journalist argued that

Scotland was in a state of chronic dependency yet to be released by the kind of entrepreneurial stamina and energy so characteristic of Ireland.

I certainly want to refute some of these extraordinary claims. In fact, I would regard them not simply as claims, but as belonging to the realm of fantasy even in terms of opinionated fact, because there is no evidence in these claims.

This nation has undergone a transformation in speed and depth and range which is not only unprecedented since the classical industrial revolution.

There is, to some extent, room for pessimism, room for negativism, room for Private Fraser – "we are doomed". Is this characteristically Scottish? It seems certainly to be a stereotype. There does seem to be room for negativism as we move back to the late 1970s, early 1980s which is the beginning of my analysis.

Humiliating defeat for the standard bearers of Scottish football at Argentina began the awful spiral downwards and perhaps that was more significant for most Scots, particularly Scottish men, than what was to follow.

And then the debacle, depending of course, on your point of view, but certainly in terms of pro-devolutionists and the debacle of the first devolution referendum. In a sense a narrow victory but not within the rules of the game. The nation split asunder in terms of its desire for such a change.

And then of course, in a sense the decisive change of direction for modern Scottish history – the election of a Conservative Government, in the middle of a major international economic crisis, a major hike in oil prices and the intimidation which had,



in a sense, threatened the British state for the previous 20 years of very high levels of inflation.

The journal *Marxism Today* coined a new phrase very quickly. The new phrase was Thatcherism. It was going to be about unregulation, a concentration on the new market economy, bringing the control of inflation to the very top of the nation's list of political and economic priorities.

There is hardly a decade in the entirety of Scotland's history from the union of 1707 which is more significant. Immediately interest rates became between 16% – 17% because of this determination to squeeze out inflation. As a consequence of the international depression and government intervention, almost all of traditional Scottish industry collapsed.

The miners' strike of the mid 1980s spelt doom for that traditional industry – then the closing of the Ravenscraig plant, the great icon of the Scottish economy, the traditional Scottish economy in the early 1990s after a decade of minor cuts and reduction.

Unemployment rose spectacularly. Some of the years of the 1980s are engrained deeply in the popular consciousness of Scots.

I want first of all to ask why that is. And then I'm going to try and demonstrate to you that out of the ashes came a phoenix. And the phoenix is the society in which we currently live.

The first thing to note in terms of the transformational process is that we now live in Scotland in a post industrial economy. That experience is not new to Scotland, it's not unique to Scotland. But our industrial base, our economic base, the old industrial base has gone. Only 15% of Scots are now engaged in manufacturing industry.

From being the workshop of the British Empire before 1950, Scotland has now less people employed in manufacturing production, even in the lighter side of the activity than the UK average. It's an extraordinary and momentous change.

The pillars of our economy are financial services, including banking and insurance, oil and gas, light engineering. Let's not forget, because I think we're lucky, as we move towards this

continuing maelstrom in world financial markets, I honestly think that one of the great sheet anchors of Scotland will be that stability in employment and spending power which comes from having a significant part of our economy based on the state.

Average real incomes in Scotland are three and a half times today what they were in the 1950s. The signs of affluence are all around us. Second cars, the fact that two thirds of Scots now own their own homes, whereas as late as the 1970s no country outside the Eastern Bloc was more dependant on public council housing.

To me one of the telling indicators of changing times is the age old topic and subject of Scotland's haemorrhage of people – Scotland's imbalance between those leaving and those coming.

Scots have been leaving Scotland in their thousands since the medieval period. But for the last 10 to 15 years there has been net migration to Scotland. If it continues it is going to be a truly historical stage in the nation's development.

Half of the men born between 1937 and 1968 have been upwardly mobile. What's powered it is partly the new economy. And I think we underestimate the extent of which public service opportunity has powered this upward mobility. But what's also powered it is the brain intensive aspect of the public sector. The linked forces of comprehensive in schools, a very significant expansion in further education, perhaps an even more dramatic expansion in university education with a degree level we're now operating, at say, between 45%, early 50s% of the cohort.

As a consequence of that, one of the great working class societies of Europe, Scotland in the 19th century, which made things, with a small bourgeois elite as managers and a professional cadre to go with them, is now a middle class nation according to contemporary census descriptors.

You might well argue that some of this middle class employment is in call centres. It certainly is. But white collar work and the rest has boomed and Scotland has now been transformed.

If you so massively increase the numbers in higher education, not immediately but over time, you

are in for a much more critical and less deferential democracy.

And then I come to politics. And here a bit of oral history when Donald Dewar came to address the Irish/Scottish Academic Initiative. It was a network of leading Irish and Scottish universities. I asked him, "Will you be able to answer a few questions?" And Donald looked slightly recalcitrant and truculent. I said "How do you feel being called the father of the nation, or the father of the Scottish parliament?" Of course it's notorious that he absolutely hated it.

He said "You, as an historian, should know that there is no father of the nation, there is only a mother of the nation and her name is Margaret Thatcher." Of course, it is a consensus now among late political historians of Scotland that if you could extract the 1980s from Scottish history, the Scottish Parliament arguably would not exist.

You could argue, therefore, and especially if you favour our Parliament, which I unambiguously do, and favour the sense that we are taking control, more control over our destiny and our future than that also is, to some extent at least, a direct consequence of what at the time seemed to be an horrific experience for the Scottish people in the early to mid 1980s.

I would argue that the ideology of that decade [1980s] is still with us. It's still with us indeed both at governmental level, to some extent consumer level, that is the level of the people and it's still there in terms of the business world.

There is little doubt that the 1980s over-glorified the market and, if you want to look at it morally, legitimised greed. And the chickens are coming home to roost.

My hope is that out of this potential semi ruin, there will be firstly more regard for cadres of our society, not least in the public sector, in addition to the much praised business elites of our society. And the second thing is that there will be much more constraint and regulation on capital and the market.

Whether of course that will happen is not available for further comment, because the future is not my period. ■

**"As a consequence of the international depression and government intervention, almost all of traditional Scottish industry collapsed."**

Tom Devine

*– Extracted from Professor Devine's full lecture transcript. Copies of this transcript are available on request from EIS HQ or can be downloaded from [www.eis.org.uk](http://www.eis.org.uk)*

**Greetings.** Well what a year that was! No doubt many of us will be glad to see the back of it and look forward to better times in the New Year. So sit back and get ready for the bumper **EIS End of Year Quiz**. Once again a much sought after prize will be awarded to the first correct entry drawn from our monster postbag. Send your entry form below to **QUIZ COMPETITION, SEJ, 46 Moray Place, Edinburgh, EH3 6BH**. All entries should be received by **FRIDAY 9 JANUARY 2009**. Enjoy!

## SECTION 1

### 2008 – Were you paying attention?

1. Which two EU Member States adopted the Euro as the official currency on 1 January 2008?
2. A strike, which started on 5 November 2007, was concluded on 12 February 2008 by which US labour union?
3. What was officially opened by the Queen on 14 March 2008 who described it as “a 21st century gateway to Britain”?
4. Which golfer won the 2008 Masters at Augusta, Georgia in April?
5. On 2 May 2008 Boris Johnson was elected Mayor of London. At that time, which constituency did Mr Johnson represent in the House of Commons?
6. The voters of which EU member state rejected the Treaty of Lisbon in a referendum held on Sunday 13 June 2008?
7. Which Scottish Westminster constituency held a by-election on 24 July 2008?
8. What was the name of the main athletics stadium at the 2008 Beijing Olympics held in August?
9. Which UK television programme celebrated 50 years on air on 16 October 2008 becoming the longest running programme of its type in the world?
10. Which ship departed on its last voyage from Southampton on 11 November 2008?

## SECTION 2

### Song Lyrics

**Another Festive Favourite!**  
**Below is a list containing lyrics selected from famous (or not so famous) songs. Identify the artist and the song containing each lyric.**

1. “It was 1989, my thoughts were short my hair was long, Caught somewhere between a boy and a man.”
2. “Spirits move me every time I’m near you Swirling like a cyclone in my mind.”
3. “It was like shooting a sitting duck  
A little smalltalk, a smile and baby I was stuck.”
4. “I like you the way you are  
When you’re drivin’ in your car  
And you’re talkin’ to me one on one.”
5. “I could stay awake just to hear you breathing  
Watch you smile while your are sleeping  
Far away and dreaming.”
6. “The lights go out and I can’t be saved  
Tides that I tried to swim against  
Have brought me down upon my knees.”
7. “We the people fight for our existence  
We don’t claim to be perfect but we’re free”
8. “Under a lover’s sky, I’m gonna be with you,  
And no one’s gonna be around  
If you think that you won’t fall we will wait until, til the sun goes down”.
9. “I can’t light no more of your darkness  
All my pictures seem to fade to black and white.”
10. “If walls break down, I will come for you  
If angels cry, oh I’ll be there for you ”

**SECTION 3**

**1908 Trivia**

1. Later creating the characters of Daffy Duck, Bugs Bunny, Droopy and others, which American animator, cartoonist, and director was born in February 1908?
2. Which bestselling book by Canadian author Lucy Maud Montgomery was first published in 1908?
3. Later to star in Blithe Spirit and Anna and the King of Siam, which UK theatre and film actor was born on March 5 1908?
4. What did Harvard University vote to establish on 8 April 1908?
5. What annual event run by the Daily Mail in London had its first exhibition in the Olympia exhibition centre in 1908?
6. Which city hosted the 1908 Summer Olympic Games?
7. Which Dutch Football Club was founded on 19 July 1908?
8. Generally regarded as the first affordable automobile, the production model of which motor car was first produced on 27 September 1908?
9. The Austrian-Hungarian Empire annexed which part of Europe on 6 October 1908?
10. Symphony No.1 in A flat major, Op. 55, was premiered on 3 December 1908 in Free Trade Hall in Manchester. Name the composer.

**SECTION 4**

**Food and Drink**

1. Jeroboam, Rehoboam and Methuselah are all bottles containing which famous drink?
2. What are the four flavours you would find in a packet of Opal Fruits or Starburst?
3. What drink was invented by Giuseppe Cipriani, founder of Harry's Bar in Venice, Italy?
4. Of which vegetable are Globe and Jerusalem varieties?
5. Which chocolate confection appeared back on sale in 2007 following an internet campaign on Facebook and MySpace to revive the brand?
6. Named after the town of Arborio, with which country do you associate Arborio Rice?
7. 95% of the world's bourbon is distilled and produced in which US state?
8. Who is credited with creating the original Caesar salad in 1924?
9. In which song would you find the following lyric?  
"I'm dancing on the White House lawn, sipping tea by the Taj Mahal at dawn."
10. In 2006, an advert for which product featured Welsh former miners and the tagline "Fuel for Britain, isn't it?"

**SECTION 5**

**And finally...**

1. The IATA airport code CDG indicates an important airport near which major city?
2. Who composed the classical piece of music Le Nozze Di Figaro?
3. What is the cube root of 64?
4. Who won an Oscar for Best Actress in 1993 for her role in The Piano?
5. Which singer was known as "Old Blue Eyes"?
6. What is the capital of Venezuela?
7. What is the International Radio Code Word for the letter L?
8. In what year did the Berlin Wall come down?
9. What is the name of George Bailey's guardian angel in the film It's a Wonderful Life?
10. From which French region does Chablis come?

*Employees of the EIS and their families are not eligible to enter this competition.*

*Quiz compiled by Tantalus.*



<b>Section 1</b>	<b>Section 2</b>	9. _____	5. _____	4. _____	3. _____
1. _____	1. _____	_____	6. _____	5. _____	4. _____
2. _____	_____	10. _____	7. _____	6. _____	5. _____
_____	2. _____	_____	8. _____	7. _____	6. _____
3. _____	_____	<b>Section 3</b>	9. _____	8. _____	7. _____
_____	3. _____	1. _____	10. _____	9. _____	8. _____
4. _____	_____	2. _____	<b>Section 4</b>	10. _____	9. _____
_____	4. _____	_____	1. _____	<b>Section 5</b>	10. _____
5. _____	_____	3. _____	2. _____	1. _____	_____
6. _____	5. _____	4. _____	3. _____	2. _____	_____
7. _____	_____	_____	_____	_____	_____
8. _____	6. _____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
9. _____	7. _____	_____	_____	_____	_____
10. _____	_____	_____	_____	_____	_____
_____	8. _____	_____	_____	_____	_____
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Name: \_\_\_\_\_ Phone: \_\_\_\_\_

Email: \_\_\_\_\_

Address: \_\_\_\_\_

Postcode: \_\_\_\_\_

# On the road to Curriculum for Excellence

As schools and teachers work towards implementation of the Curriculum for Excellence, access to quality resources and guidance will be vitally important. Learning and Teaching Scotland (LTS) will have a major part to play in providing this support for educators. Here, the SEJ hears about some of the key work being carried out by LTS to support Scotland's schools and teachers on their own journey towards the Curriculum for Excellence.

**“Scottish society has long valued a broad general education, which is seen as important for young people’s development as well-educated citizens who have developed their knowledge, understanding, skills, talents and interests to high levels across a wide range of contexts.”**



**A**cross Scotland, teachers are making changes in how they are teaching and in what they are teaching to reflect Curriculum for Excellence. Following the release of the draft experiences and outcomes for each curriculum area between November 2007 and June 2008, 591 educational establishments have been involved in trialling on a formal basis while many more have chosen to try out the experiences and outcomes by using them to reflect and adjust their practices. Schools and centres have been doing this in a number of ways, ranging from teachers selecting a single outcome to a whole-school approach to trialling, for example in numeracy or literacy. By the end of June 2008 teachers, educators and partners had fed back their views on the first set of draft experiences and outcomes. Glasgow University was commissioned to collate and

analyse this feedback and completed an interim report in October 2008.

Results show that respondents welcome the ways in which the draft experiences and outcomes give opportunities to develop the four capacities. They generally welcome the scope for flexibility and creativity which the draft experiences and outcomes provide, and are generally very positive about the opportunities they offer to teach in motivating ways and connect learning across curriculum areas. The most common concern was that the draft experiences and outcomes need to be more specific about expectations, and respondents provided views on a wide range of other aspects which will be very helpful to us during the next stage of the process. The findings of the Glasgow University interim report have been considered in detail and action

plans to take forward necessary actions have been developed. A number of the points raised can be addressed through editing of the draft experiences and outcomes, most of which will involve relatively minor but meaningful changes. In addition, there will be some further explanations of particular points, and examples of the experiences and outcomes in practice in areas of priority. All of this means schools and teachers can usefully continue with reflection and planning for change on the basis of the draft experiences and outcomes.

This is the first time such an ambitious exercise has been undertaken in curriculum development in Scotland. It has involved a genuine process of listening to the views of practitioners and partner organisations and taking steps to address them. Based on the analysis from the first report, a

number of issues raised are now being addressed. These include recognition of the importance of time for teachers to engage in reflection and dialogue and the importance of professional development as a cornerstone of the process. The extra year which has been allocated for implementation recognises the importance of the process of engagement, planning and development as teachers work with the final experiences and outcomes. It is very important indeed to maintain and increase the momentum over the coming year to ensure that sound foundations are laid.

### **Building the curriculum 3 – a framework for learning and teaching**

Building the curriculum 3 – a framework for learning and teaching, which was published in June 2008, gives important guidance for those involved in planning the curriculum. It shows how the values, purposes and principles, with which teachers will be familiar by now, along with the other factors, can be taken into account in planning the curriculum as a whole. A useful summary can be found on page 13 of the document.

The notion of what young people should be able to expect from their education is set out in the framework, including the entitlement to a broad general education. Scottish society has long valued a broad general education, which is seen as important for young people's development as well-educated citizens who have developed their knowledge, understanding, skills, talents and interests to high levels across a wide range of contexts.

The new curriculum will offer children and young people a broad education from the age of 3 to the end of S3, which will prepare them for further learning. It will include a particular focus on literacy and numeracy, and on their health and wellbeing. A broad general education for all will cover learning to the end of S3 and will include the experiences and outcomes up to and including third level across all curriculum areas. Young people will also continue to have choices of subjects, especially as they progress through secondary school. They will have opportunities to specialise and deepen their learning in fourth level before the end of S3 in selected areas, particularly in literacy and numeracy. It is important to say that a broad general education does not imply having a common course from 3-15, which would

clearly run counter to meeting the individual needs of young people. Each set of experiences and outcomes has been carefully crafted to fulfil this purpose and the profession now has the opportunity to think how the experiences and outcomes can be brought together in exciting ways for young people.

Teachers are being asked to ensure that the period from 3-18 provides each young person with a coherent education. To achieve this for all young people requires time for learning in depth across a range of fronts and it requires planning to ensure that young people can progress and make connections across their learning. Considering the secondary school as having two rather than three broad stages opens up opportunities to address these issues, and also provides a sounder basis for the senior phase. If schools and their partners make full use of the opportunity we can expect to see significant redesigning of this period of schooling. Young people should have an education which is both motivating and challenging.

The senior phase from S4 to S6 will provide opportunities for study for qualifications and other planned activities for developing the attributes and capabilities of the four capacities. Currently this is the time when many young people are focusing on examinations and we want to ensure that they can engage with a more flexible qualifications framework which reflects the aims of the curriculum and builds out of their earlier learning. Of course, attainment is critical to each young person. During that period activities that will lead to achievement in a range of ways will need to be planned for as carefully as those which relate to attainment. This is not an either/or situation because high achievement is strongly connected with high broader achievement. During this phase the emphasis on literacy, numeracy and health and wellbeing will continue. Schools will be working with community partners, colleges and other professionals who can contribute their expertise according to the circumstances of the school.

### **What you can be doing to make change happen**

All schools are already some way along the journey towards Curriculum for Excellence, whether by trialling the draft experiences and outcomes and discussing them with colleagues, developing the quality of learning and teaching, reviewing the school's approach to literacy and numeracy or otherwise

putting the principles of Curriculum for Excellence into practice in classrooms.

Effective learning and teaching is central to Curriculum for Excellence and many teachers have changed their practices as they have seen the positive evidence of encouraging more active, collaborative learning. Many practitioners have found the approaches to active learning described in Building the Curriculum 2 helpful: it contains much that is relevant for all stages.

As teachers develop their understanding of the experiences and outcomes they will see connections with the attributes, skills and capabilities which sit under the headings of the four capacities. They need to have the opportunity to consider how to apply the principles of curriculum design in their own setting. Where practitioners have discussed the implications and the possibilities arising from the principles and the four capacities, they have been more confident in approaching the experiences and outcomes.

### **Steps you can be taking now include:**

- Developing understanding together with colleagues
- Evaluating what you are already doing and building on the best
- Continuing to focus on the quality of learning and teaching
- Working with draft experiences and outcomes, which are not expected to change substantially
- Considering what 'broad general education' will mean in your setting
- Planning for numeracy and literacy and promotion of health and wellbeing across all aspects of learning
- Giving your views in the current period of engagement.

Glow can support teachers, enabling teachers to communicate and opening up access to practice across the country, and has so much to offer in bringing Curriculum for Excellence to life. Practitioners have asked for examples of what others are doing so new case studies are being developed and will be added to the Curriculum for Excellence website.

We already have much to celebrate in the ways in which practitioners are responding to Curriculum for Excellence. As we move into this crucial next phase of the programme, Scotland's teachers and other educators will continue to influence and shape the curriculum, and so make valuable contributions to the benefit of all our young people. ■



**“Effective learning and teaching is central to Curriculum for Excellence and many teachers have changed their practices as they have seen the positive evidence of encouraging more active, collaborative learning.”**

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[www.ltscotland.org.uk/curriculumforexcellence](http://www.ltscotland.org.uk/curriculumforexcellence)

**“There are many expansion projects taking place in further education colleges today but one wonders if the new accommodation will accommodate the subject facilities and numbers of persons required to make the new facilities economical to function.”** Norman Gough

# Space the final frontier

Norman Gough, the EIS Health & Safety Representative within Edinburgh’s Telford College, explores the issue of space standards in the workplace and highlights how staff input is vital in the design of new education facilities.

**H**ow many times have you heard people say ‘the new houses of today are getting smaller’?

This trend now seems to be happening in the designing of new college facilities. There are many expansion projects taking place in further education colleges today but one wonders if the new accommodation will accommodate the subject facilities and numbers of persons required to make the new facilities economical to function.

Edinburgh’s Telford College moved to its new premises in August 2005; the reasons for the move were many fold:

- the existing buildings were very difficult and expensive to maintain
- many of the facilities were never designed for the purpose to which they were being put; they were modified compromises to existing buildings
- the college had many annex buildings throughout the city
- the opportunity provided by a new building to raise the standard of accommodation and facilities to embrace the 21st century with the most up-to-date and advanced further education teaching facility with the emphasis on the use of new technologies.

The new college proposal would bring together the college annexes and satellite campuses located throughout the city of Edinburgh into one place, one site, one campus. There had been no major building development in the further education sector for many years prior to this development and those colleges that missed out in the building booms of the sixties and seventies have been disadvantaged by the ad hoc modifications made to existing old buildings and Victorian schools.

Leading up to the design of the

new college the knowledge of teachers as subject specialists and further education experts was sought. Teaching and training experiences and new ways of teaching the curriculum were to be part of the planning process for the new building. The staff was asked to contribute with ideas of new and innovative ways of presentation and accommodation layout but as the project progressed the ideas and innovations provided by staff diminished and the economic constraints on the new build reduced the extravagances of new and inspirational ideas.

While the building was still in its construction phase, it became apparent that the layout of different departments was questionable. The trowel trades and building workshops were placed on the first floor. With the floor loading constraints this would obviously be a problem.

The joiners’ workshops including the bench work and carpentry areas were included in the same area as the wood machining workshop, (open plan). The consequence of this design solution is noise pollution. The teaching kitchens with structural supporting concrete columns and service ducts, located in the middle of the kitchens, block lines of sight to high risk areas.

Design studios, designed as open plan, with common access to other areas so that students and staff are constantly interrupted by other staff and students passing through the teaching space to access other areas of the college.

The staff base with problems regarding occupant capacity, heating and ventilation, light levels, humidity, noise, space planning and non compliance with the Display Screen Equipment Regulations.

### Identifying common concerns

Within a short period of time working within the new college environment a number of issues

were raised by all staff and, given the number of issues raised by teaching staff, it was necessary to determine which problems caused the greatest concern.

The main areas of concern identified by the teaching staff were:

- open plan workshops and classrooms: the desire to eliminate interruptions and the need for individual classrooms was clearly a priority
- a reduction of student numbers and the provision of the appropriate furniture in classrooms to eliminate overcrowding.

These issues were raised with the management via the ‘Health and Safety Committee’. Management were sceptical of my findings, believing that the facilities provided were of the highest standard and that by better management of timetables and classrooms the problems could be rectified. I could understand their scepticism, they had employed professionals to build a college to their highest aspirations and considerations such as space standards and functionality should have been at the core of the design.

### Collecting evidence

Given the response by the college management, I needed to obtain factual information from the staff which demonstrated the problems they were encountering.

Accurate measured dimensions of the classrooms and the recommended spaces standards as laid down by the ‘Scottish Funding Council’ (SFC) were provided to staff and their line managers. Staff now had maxima to work to for occupant capacity (that is the number of students that a classroom can safely be accommodate given the activity within that room or work space). The staff was then asked only to take the number of students into

their classrooms as identified by the information provided.

The outcome of this exercise proved that many classrooms were overcrowded and that the reason for this overcrowding was economical. Line managers have the impossible task of trying to maintain student numbers to make courses financially viable and at the same time they need to comply with the recommendations of occupant capacity and safety standards. If rooms are not designed to accommodate the student numbers required to make a course financially viable how can they balance the books?

Staff raising the issue of overcrowding in these circumstances were told that they were jeopardising courses if they did not accept the student numbers as allocated.

### A Different Approach

It was suggested to management that the production of scale drawings illustrating the furniture layouts of each classroom and identifying the maximum number of persons each room could accommodate would assist in accommodation planning.

I produced and presented to the management a set of drawings for the rooms, accurately drawn to scale and with calculations demonstrating how the occupant capacity was achieved in line with the agreed Scottish Funding Council recommendations.

A specially convened Health and Safety Committee meeting was called and, on the presentation of health and safety regulations, SFC publications, 'International Standards Organisation' (ISO) data sheets, and other relevant publications, management accepted the findings.

### The way forward

Management were then invited and agreed to accompany the health and safety reps and the health and safety management as we carried out our regular H&S inspections of the college facility. The management's first walk around the facilities with a health and safety hat on was an eye opener. It was agreed that something had to be done to address the problems and it had to be done as soon as possible.

### The application of Team Work

Management met with the H&S reps and the health and safety team on a regular basis and together proposals to tackle the problem in stages were agreed. It was agreed early on that the full

implementation of good health and safety practices would take some considerable time and that a major part of that change would be a change in the health and safety culture.

### The following areas were highlighted:

- All staff and students must comply with the requirements of Health and Safety i.e. wear appropriate personal protection equipment (PPE) and must comply with the health and safety notices located in workshops and classrooms.
- Where possible changes to working practices and the provision of better equipment and facilities within the existing environment would be provided.
- It was agreed that the college facilities were too small and that some changes would have to be made to address the overcrowding of classrooms and workshops.

### The Solution

Having witnessed the problems of overcrowding at first hand management identified the building workshops as priority 1.

Addressing the problem of overcrowding in the Slating, Trowel Trades, Plastering, Painting & Decorating, Stone masons, Glazing and Joinery workshops, management asked for drawings demonstrating compliance with health and safety requirements and the recommended space standards in accordance with SFC.

When this was complete an architect and contractor were appointed to develop the drawings for building warrant and the construction of the new facility was started, I was involved at all stages of the development work making sure that space standards were maintained.

The work on the new facility was completed in October 2008 and the staff and students are now working in a safer environment because of the application of good ergonomic space standards.

With the removal of the Building Trades from their existing location within the college, alterations can now be made to improve the



spaces available to other areas of learning and teaching.

### Conclusion

This is an ongoing project, every

classroom will be furnished with an accurate measured scaled drawing showing accommodation and space planning layout and identifying the maximum number of students that can be accommodated in each room. The staff base is to be completely redesigned and real consultation is taking place with all staff. All areas of the college are to be assessed and brought into line with H&S standards and space standard requirements.



**“What saddens me is the amount of money wasted by having to rectify bad design in our colleges.”**

Norman Gough

It is only with the support of all college staff that these changes could have been made. As the health and safety representative my role is to listen and support members. My past experience as an interior designer and space planner has assisted in solving some of the problems but most importantly it is the expertise and experience of the staff I work with which have contributed most to the successful completion of stage 1.

Management played a considerable role in that they were willing to listen and act when provided with accurate information.

What saddens me is the amount of money wasted by having to rectify bad design in our colleges.

I have heard of similar situations arising in other new developments. Why is it that with all our new technologies we can't get the basics right? People deserve good quality and healthy working environments. Students should be provided with the best working facilities in which to be taught and to learn. ■

“One of the biggest problems in seeking ‘equal pay for equal work’ was to find out first what constituted ‘equal work’. Terms such as ‘job sizing/measurement’ or ‘role evaluation’ raised much suspicion amongst trade unionists.” Greg McCarra

## Higher Negotiations

Greg McCarra, Past-President of the EIS University Lecturers’ Association (EIS-ULA), explores the history of the higher education negotiating framework ‘JNCHES’ and explains the impact it has had on the salary negotiations for all higher education lecturing staff.

“Inflation won’t be any higher than 2.5% in late 2008”. That is what my colleagues and I assumed in the summer of 2006, and I will explain later why it was, in many ways, a fortunate error.

Most school teachers might now take ‘national’ bargaining for granted but it was as recently as 1999 that the Scottish Executive seemingly considered abolishing the SJNC if teachers rejected the pay offer at the time.

It was against this backdrop that the EIS-University Lecturers’ Association entered negotiations on the creation of a UK-level bargaining machinery which led to the creation of the Joint Negotiating Committee for Higher Education Staff (JNCHES) in 2001. Our perception in the late-90s was that ‘national’ pay bargaining (either at Scottish or UK level) was under serious threat. We had already witnessed Scottish colleges’ national pay bargaining fragmenting into local negotiations and the ULA did not want the same for HE. Some members considered the threat to be idle in that it would be against the institutions’ own interests to dissolve national bargaining; most of us took the threat as real and we agreed to enter negotiations on the new machinery which our employers sought.

The EIS-ULA was strongest in the post-1992 ‘new’ universities and the former Colleges of Education. A JNC already existed for this sector so we would have preferred the ‘national’ negotiations still to mean ‘Scottish’. Unfortunately, we were outnumbered by universities in the UK which insisted on ‘national’ meaning a UK-level body which would replace the

existing 9 negotiating committees.

Bubbling along in the background of this was the effect of Westminster Government legislation on pay equality. This has manifested itself in the public sector in the NHS (Agenda for Change) and, more recently, in local government (Single Status). Quite rightly, there had been a political decision – enshrined in statute and with a deadline for implementation – that the structural pay bias against women and other inequalities (such as low pay for many support staff) in the public sector could no longer be tolerated.

All of this led to the creation of the Framework Agreement for the Modernisation of Pay Structures in Higher Education in June 2003. The agreement was signed by the 7 main academic and support unions involved in higher education, and by The Universities and Colleges Employers Associations (UCEA), which had almost all of the UK’s Higher Education Institutes (HEIs) in its membership. UCEA and the unions would meet formally in JNCHES and begin to address the problems of the sector.

One of the biggest problems in seeking ‘equal pay for equal work’ was to find out first what constituted ‘equal work’. Terms such as ‘job sizing/measurement’ or ‘role evaluation’ raised much suspicion amongst trade unionists. There was a folk memory of such techniques being used in a pseudo-scientific manner to drive down wages in other sectors so simply imposing new structures on staff without TU sanction would have been divisive and unsustainable. Hence the Framework Agreement



Greg McCarra

conceded that HEIs and recognised trades unions should “... work in partnership to this end, reaching negotiated agreements on a timely basis.”

Senior staff (Heads of Department and above) were to be excluded from the new salary framework but all other staff were to be assimilated onto a new 51-point pay spine, ideally by August 2005. It was anticipated that there would be some ‘losers’ who would be ‘red circled’ and see 3 or 4 years of pay protection before their salaries dropped to their new measured point on the spine. The ‘winners’ would be ‘green circled’ and see a jump up the spine. Most people would make at least a small gain through rounding up of their current salary point to slot into the new salary spine. Adding in administration costs of the process, the implementation of the Framework Agreement was anticipated to add about 3% to overall salary bills. The various UK HE funding bodies largely covered these costs, including an element of buying-out time of TU reps to take part in the implementation work.

For many EIS-ULA reps, this meant a lengthy period of part-secondment, working in conjunction with HR and other TU colleagues such as Unison. These were commonly called partnership teams and their initial work entailed acquiring new skills in role analysis – most commonly in Higher Education Role Analysis (HERA). There then



followed an exhaustive (and exhausting) exercise of measuring and categorising the work done by all staff covered by the Framework Agreement, and producing role profiles. The final stage was grouping together similar roles into equality-proofed grading structures. Academics were greatly assisted in this process in that JNCHES, through the Framework Agreement, commissioned the creation of a National Library of Academic Role Profiles (NLARP). These were indicative rather than prescriptive but most institutions adopted them with only the minimum of adjustment. In short, most academics did not need to be individually role analysed but were instead simply slotted into one of the NLAPR profiles and few were therefore 'red-circled'.

There was still a wide sea of inequity amongst support staff which needed recognised and addressed, however. Almost nobody hit the August 2005 deadline - and some English institutions are still working on it - but the Scottish institutions largely lead the way in reaching agreement on a timely basis.

Up to this point, academics had generally considered themselves to be a 'special case' in pay terms. Historical comparisons of salaries with similar professions, such as senior police and the legal profession, had shown a serious erosion of salary levels over the preceding 20 years and there was a determination not just to 'keep up' (i.e. halt erosion by matching

inflation) but also to 'catch up' (by closing the gap on the comparable professions). A fear of many colleagues was that, by co-existing on a particular pay grade with non-academics, it would be more difficult to find comparative professions. The 'catch up' element of pay negotiations therefore had to be addressed urgently.

Pay negotiations dragged on well beyond the intended deadline and, by the summer of 2006, there was still no sight of agreement. The EIS-ULA's sister academic trade unions - AUT and NATFHE - were in the process of merging into the new UCU and the AUT were particularly insistent on maximising the 'catch up' element. Strike action was taken by AUT members but, eventually, agreement was reached in July 2006 on a pay deal which would yield 13.1% over 3 years. In particular, the final element - to be paid in October 2008 - was: "greater of 2.5% or RPI (as at

September 2008)". Although few of us thought that at September 2008 RPI would even be as high as 2.5%, the credit crunch has proven us wrong and it hit 5.0%. Falling oil prices and interest rates may well mean that the timing of our pay award's final stage was optimal for our members.

**A fear of many colleagues was that, by co-existing on a particular pay grade with non-academics, it would be more difficult to find comparative professions."**

So where are we now? Previously JNCHES had two separate negotiation 'tables' looking at 'academic' issues and 'support staff' issues respectively. UCEA made it clear that they were determined to reduce this to a single staff-side table.

The ULA took the view that, as we now had equal pay for equal work (as measured through role analysis/job evaluation), the only purpose of maintaining separate tables would be to perpetuate unequal pay for equal work - something which we rejected as unprincipled. We have therefore agreed to this single table, along with all of our support TU colleagues: Unison, GMB and Unite (formerly T&G and Amicus). The UCU is refusing to sign up to this new arrangement, also citing disagreements on the annual timetable for national pay bargaining. That means that EIS-ULA is currently the only academic union involved in the UK-level negotiations on pay & conditions for staff in universities (and other HEIs). We live in interesting times. ■

“It is all the more important in this period of financial and employment uncertainty that people have the skills necessary for whatever job or profession they want to enter.”

## Developing the skill of ...Developing Skills

EIS Past President Kirsty Devaney, an FE Lecturer in Dundee College, looks at the Skills agenda, and highlights the many initiatives currently underway which seek to support the creation of a highly skilled, flexible and continually learning workforce.

**T**he skills agenda, the skills strategy, skills for work, skills for life, core skills, soft skills, skills for Scotland, Minister for schools and skills, skills shortage.....and so the list goes on. The s-word is everywhere. It is being used in a whole number of different contexts and with a range of meanings.



Since the Skills for Scotland Consultation carried out by the Scottish Executive in 2001, the Scottish Employers' Skill Survey in 2003 to the Futureskills Scotland summary of results in 2006, the national obsession with skills and the apparent lack of them in Scotland's young people has been growing.

Skills for Scotland: A Lifelong Skills Strategy, published last September, and The Government Economic Strategy, which closely followed in November, have laid out what the Government wants. There is, however, quite a lack of clarity about definitions of skills and a degree of vagueness about the remedies required. The demands of employers' organisations are that they, the employers, be the

leaders in any skills initiatives. Liz Cameron of the Scottish Chambers of Commerce has said, "It is quite critical that the skills agenda and the skills strategy is clearly led by the demand from business."

So we in the schools and colleges have to run to catch up with spurious definitions and half-baked initiatives springing from the knee-jerk reactions of employers. I think what we have to do is look critically at what is proposed, define clearly what we mean and always remember that we want the best education for all the pupils and students we teach. We also have to remember that the definition of a skill will depend very much on the context we are talking about. After

all, a teenager leaving school and looking for a craft apprenticeship will require quite different skills from a brain surgeon about to perform a frontal lobotomy.

The OECD Survey into Quality and Equity in Scottish schools recently emphasized the importance of vocational education and set its place firmly in the schools whilst the School College Collaboration, with its emphasis on skills for work, is growing and is involving more and more lecturers in Scotland's colleges.

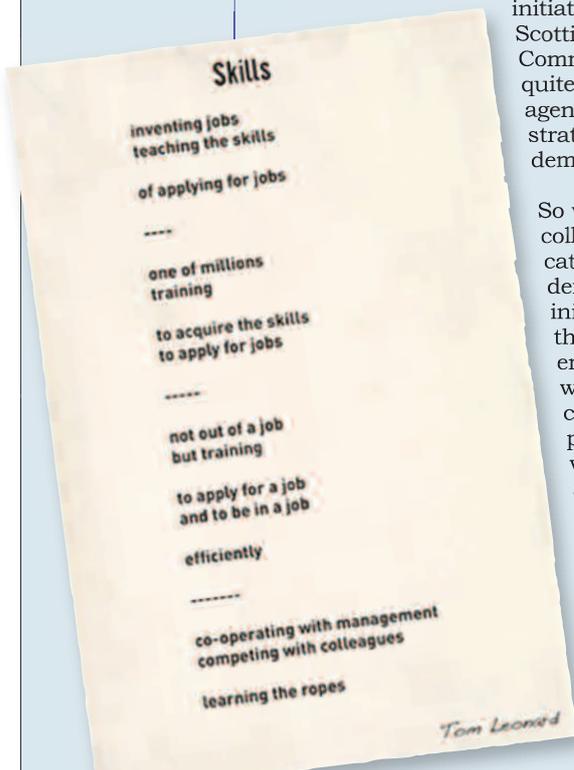
The EIS has set up a short life working group to look at the skills agenda with particular reference to the School-College Collaboration, what current experience is and how we can make the best progress, not only for the young people involved but also for our members who are delivering the courses in schools and colleges. As with any initiative there are good intentions and examples of best practice but there are dangers as well as benefits for pupils coming to college – not to mention dangers and benefits for lecturers!

There is also a danger in the present economic climate that there will be an instinct amongst employers to cut back on skills training but a recent advertisement in the UK national press financed by employers and the TUC emphasised the necessity of maintaining training and development. It is all the more important in this period of financial and employment uncertainty that people have the skills necessary for whatever job or profession they want to enter. Furthermore if they are in a job the economic downturn must not be used as an excuse for not providing training or upskilling. CPD is as vital in bad times as in good – it is not a luxury but a necessity.

We would like to hear of your experiences of the skills agenda, whether it is as a teacher or a lecturer involved with the School-College Collaboration, whether it is trying to update your own skills to meet the demands of a job or whether it is learning something new with a view to changing your job. Email [sej@eis.org.uk](mailto:sej@eis.org.uk) with your views. ■



Kirsty Devaney



# A Writer's Life

by Norman Bissell

**Former EIS Area Officer Norman Bissell, who recently published his first book of poetry, tells the SEJ that life doesn't necessarily slow down once you retire from your 'day job'...**

**T**hese days when people ask me what I do I don't say I'm retired, I tell them I'm a writer. In fact maybe we'll need to invent a new word for retirement since everyone I know in that blissful state is busier than ever. Those who have given up their day job seem to be actively engaged in everything from kayaking to chirology and make up the vast majority of participants in lifelong learning courses at our Universities and Colleges. Why they've even set up their own self-help University of the Third Age.

Before I retired from my post as an EIS Area Officer more than a year ago I had visions of long days holed up on my island fastness (on the Isle of Luing) reading all those books I'd rescued from second hand bookshops over the years, looking out at the changing sky and sea, and writing lots of poems. Needless to say, it hasn't quite turned out that way. I have read quite a few books (and bought even more thanks to the generosity of my many EIS friends and colleagues when I retired) and written some poems, but I've also been writing concert reviews, the text of interpretation panels to be placed along the Oban seafront, and have even redrafted the Business Plan of the Isle of Luing Community Trust for an Atlantic Islands Centre to include arts, educational and social elements as well as natural and human heritage.

I've also learnt that being a writer nowadays involves giving radio interviews and readings at Book Festivals and sometimes even signing some books. This learning process began when I launched my poetry collection *Slate, Sea and Sky, a Journey from Glasgow to the Isle of Luing* at the Stills Gallery in Edinburgh, Oran Mor in Glasgow and Waterstone's bookshop in Oban in the run up to Christmas last year. Lots of friends came along to hear me read a selection of my poems and see slides of the wonderful photographs by Oscar Marzaroli which accompany them.



Before I knew it my poem *Sounds* was chosen by the Scottish Poetry Library as The Scotsman's Poem of the Week, and I was signed up for the Aye Write Book Festival in Glasgow and Edinburgh's Ceilidh Culture Festival in March. At that time I was still recovering from almost seven weeks of radiotherapy treatment for prostate cancer at the Beatson, but my readings and talk went well and the prognosis is good.

By August I felt ready to take on the world at the Edinburgh International Book Festival. As part of its Amnesty International Imprisoned Writers series I was privileged to read a most moving poem by the Iranian poet Majid Naficy about the March 2007 bomb explosion on the Booksellers' Street in Baghdad, then next day around 100 people came along to my Wake Up To Words session with fellow poet Gerry Loose in the Spiegelent. After our readings and lots of good questions from the audience I was delighted to find a long queue of readers in the book signing tent who not only wanted books signed but gave me great feedback on my work.

However, you can take the schools out of the man but you can't take the man out of the schools, for I've already led one writing workshop in a primary school with more to come next year.

As part of the interpretation plan for the Oban to Fort William Path for cyclists and walkers, which is currently under construction, I was commissioned to provide a workshop for some P5, 6 and 7 pupils from Ballachulish Primary School and went with them to explore part of the Path along the route of a former railway line and encourage them to write about what they found. They produced many good short poems and prose, some

of which may be carved on stones at a stopping place on the Path near Ballachulish Bridge.

However, my main writing objective in the coming period is to research and write a biography of the life and work of Oscar Marzaroli. I have been fascinated to learn about some of his highly interesting life as a photographer and film-maker through his books of photographs and from his widow Anne, and have watched many of his documentary films about the Highlands and Islands at the Scottish Screen Archive in Glasgow. I have been awarded a research grant to enable me to interview many of those whose lives he touched and write what will be the first biography of this much loved artist.

In spite of his fragile health, one of our greatest poets Edwin Morgan very kindly talked to me for over two hours about his memories of Oscar and his views about his work. I'm hoping that any SEJ readers who met or knew Oscar, were photographed by him, or who have views about his work, will get in touch with me so that I can build up as full a picture as possible of him for this book.

Retirement? When does it begin? ■

Any readers with memories or views to share of Oscar Marzaroli can contact Norman Bissell at [normanbissell@btinternet.com](mailto:normanbissell@btinternet.com) or at 01852 314322. His progress as a writer can be followed on An Island Life blog at [www.normanbissell.blogspot.com](http://www.normanbissell.blogspot.com) and his poetry collection *Slate, Sea and Sky*, a Journey from Glasgow to the Isle of Luing is available priced £15 from Luath Press Ltd and from all good bookshops.

**"I had visions of long days holed up on my island fastness reading all those books I'd rescued from second hand bookshops over the years, looking out at the changing sky and sea"**

## Listen to the Wind

Listen to the wind  
Blowing through the trees  
Look at the insects  
Crawling on the leaves  
Watch the birds flying fast,  
Hear the train going past  
Use your imagination!  
*Eilidh McPherson, P6*

## The Scottish Express

Can you imagine the Scottish express coming up to the platform getting ready to rest? The ground starts to rumble, the trees whistle away. In the middle of the day the train decides to stay. The Busy Platform at Night It's the middle of the night the sky is dark, but the platform is bright. All the animals gather round to show things that they have found. The badgers, hedgehogs and birds show there.  
*Becky MacInnes, P6*

*Both Ballachulish Primary School*

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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**

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

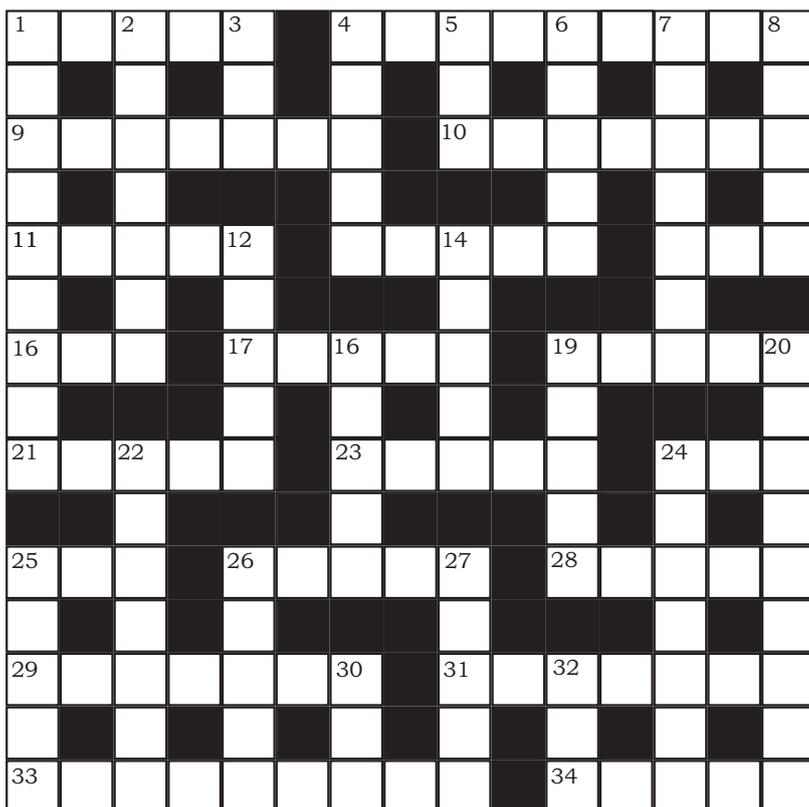
### SEJ October 08 Sudoku solution

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

Apologies to readers for the mistake in last issue's Sudoku grid, which was caused by a production error.

Would you like to advertise in the SEJ?  
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Sheila Harris, EIS, 46 Moray Place, Edinburgh, EH3 6BH  
e: [sharris@eis.org.uk](mailto:sharris@eis.org.uk) t: 0131 225 6244



## Answers to crossword no.52

**Across:** 1 Strong language 10 Cornu  
11 Novelette 12 Pontiff 13 Limeade  
14 Drums 16 Eglantine 19 Spaghetti  
20 Recur 22 All told 25 Mid-span  
27 Recumbent 28 Naive 29 Women's  
Movement.

**Down:** 2 Tarantula 3 Oculi  
4 Genuflect 5 Anvil 6 Goldminer  
7 Antra 8 Exegete 9 Scaped 15  
Schoolman 17 Leitmotiv 18 Inception  
19 Sparrow 21 Runlet 23 Locum  
24 Dream 26 Denim.

**CROSSWORD WINNER** –  
Congratulations to  
**Paul Becher**, Perth, who was  
the winner of SEJ cryptic  
crossword no 52. Paul  
receives a £20 book token.

## CLUES

### Across

- 1 Fight in which falsettos lost their voices (3-2)  
4 Catechism exploded diagram (9)  
9 Wet, sounds like the Everton manager with one less than a full team..... (7)  
10 ....Reportedly a dessicated blood vessel in a cinema perhaps (5-2)  
11 Turbulent reign of the flower of Africa (5)  
13 Ointment to cure the learner internally (5)  
15 Low noise? (3)  
16 Of a thing possessive in itself (3)  
17 As 11 across, part of heavy industry (5)  
19 A very crude sounding European river (5)
- 21 Battle in which ransom meant defeat (5)  
23 Comes across beef, pork and mutton by the sound of it (5)  
24 Below which one can be on top ? (3)  
25 Put in a Doctor of Divinity as well (3)  
26 Take the top from Mr Tight (5)  
28 The heron lands awkwardly on the French banker (5)  
29 In cricket six are delivered with the forelimb like this! (7)  
31 Stop other blighters consuming seasoning (7)  
33 I award dry torrent in Mynamar (9)  
34 For example right up, getting rid of stigma (5)

### Down

- 1 In Dundee language identical misbehaviour could have meanings (9)  
2 Flying appendage in Times Educational Supplement results in small pains (7)  
3 Many times the crofter was caught out (3)  
4 A bad thing you and I did was a headache (5)  
5 How a devil begins to possess (3)  
6 A silk fabric in Rome I wove (5)  
7 To do with heat London Midland Railway resolved (7)  
8 Do go to see the water (5)  
12 Threw her in the river (5)  
14 Fabric left on the isolated land (5)
- 18 Depressed when down in these! (5)  
19 It goes from the caller but protects ones eyes anyway (5)  
20 Can reach consensus but is very nice all the same (9)  
22 Perhaps I'm ready for June and July (3-4)  
24 Leader put a pastry on sense organ by the sound of it (7)  
25 Garlic mayonnaise made with a oil I had (5)  
26 How could I make the sound of a pussy cat? (5)  
27 Depend with quiet response (5)  
30 It sticks you know, that much is clear (3)  
32 The extreme end of the midden? (3)

## 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, 16 January 2009**. 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:.....

Address: .....

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

## Five Minute Quiz

1. What street runs the length of Manhattan Island, from Bowling Green at the south, to Inwood at the northern tip of the island?

2. Who wrote, produced, directed and starred in the 2002 documentary film Bowling for Columbine?

3. Which country won the 2002 FIFA World Cup?

4. "Wonder World" was used in a fictional amusement park as part of the plot in which 1994 action-comedy film?

5. "Wonderwall" is a song by which British rock band?

Answers on p30

# Letters

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

**Please write to:**

The SEJ Editor, 46 Moray Place, Edinburgh, EH3 6BH

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.**

## Mini Quiz Answers

1. Broadway
2. Michael Moore
3. Brazil
4. Beverley Hills Cop III
5. Oasis



## Dear Editor

I read with interest Janet Powney's article "Palestine – everyone has the right to education" in the recent edition of SEJ.

Her summary of the situation in the box entitled "Background" is somewhat lacking in insight, as it omits several points which are surely essential for understanding the situation fully.

Powney correctly states that Palestine was, in 1948, partitioned into an Arab and a Jewish state, but neglects to mention that the Arabs refused to accept this and almost immediately attacked the Jewish state. This is surely worth mentioning, as the article does tend to provide a very unsympathetic view of the Israelis.

There is no mention anywhere of suicide bombers (known to some of their countrymen as "martyrs"), nor of the fact that in Palestinian schools children are given a very negative view of Israel and its right to exist. The security barriers and the Wall are necessary precautions against those who would willingly blow themselves up to kill innocent people on the Jewish side, but this does not merit a mention in this article.

Finally, the Wall is referred to as an "Apartheid Wall". Under apartheid, people were denied the right to vote based on their skin colour. Israel, it is worth pointing out, is the only democracy in the Middle East, and also the only country in the region where Arab women have the vote.

Yours faithfully  
Name and address supplied

## Dear Editor

Many thanks for printing the article about the Christine Witcutt Centre and the Home Visiting Service in the October issue of the SEJ. Earlier this month we had three of the staff from Sarajevo here in Scotland. They attended and observed Special Needs Schools and took part in a series of intensive seminars. We hope to send you further information on this visit. Here is a photo taken on their one day off when we did a tour of central Scotland – fortunately in magnificent weather!

With best wishes,  
Ian McHaffie  
Chairman, The Christine Witcutt Fund



## Health for Kids Awards

### Dear Editor

Imaginative projects which seek to educate or improve the health of children and young people are being sought for the annual Health for Kids awards 2009. The 2009 programme is being run in partnership with the British Heart Foundation (BHF).

The awards are open to any voluntary organisation, school, or community group which aims to help children live healthier lives. Initiatives that tackle tough issues including obesity; emotional health; drug and alcohol misuse; safety; or helping young people get wise about sex and relationships are all eligible to enter.

Entries can be made in one of five categories: Healthy Eating; Physical Activity; Personal & Social Health; Emotional Health & Wellbeing; and Safety & Citizenship. The winning initiatives will be presented with their award at a prestigious event in London where they will also receive a share of £10,000 for their project.

Last year's winners included inspiring initiatives such as a unique physical activity project by a school for visually impaired children in London, a life skills initiative by a school in Scotland that encourages pupils to become responsible citizens, and a conservation volunteer group in Northern Ireland which encouraged children to be more active by taking part in environmental activities.

Entries are invited from schools, colleges, clubs, associations, youth groups, sports teams, community groups, voluntary organisations, health specialists, leisure centres and individuals who have initiatives or programmes in operation now.

The winners are selected by an independent panel of judges from various key organisations including the Food Standards Agency, the National Healthy Schools Programme, the Welsh Network of Healthy School Schemes, Health Promoting Schools Scotland, The Royal Society for Public Health, Clubs for Young People, and the Youth Sport Trust.

Visit [www.hfkawards.co.uk](http://www.hfkawards.co.uk) to complete the on-line entry form. The closing date for applications is the 13th February 2009.

Yours faithfully,  
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[terri@hfkawards.co.uk](mailto:terri@hfkawards.co.uk) [www.hfkawards.co.uk](http://www.hfkawards.co.uk)

# 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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