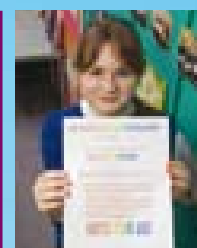
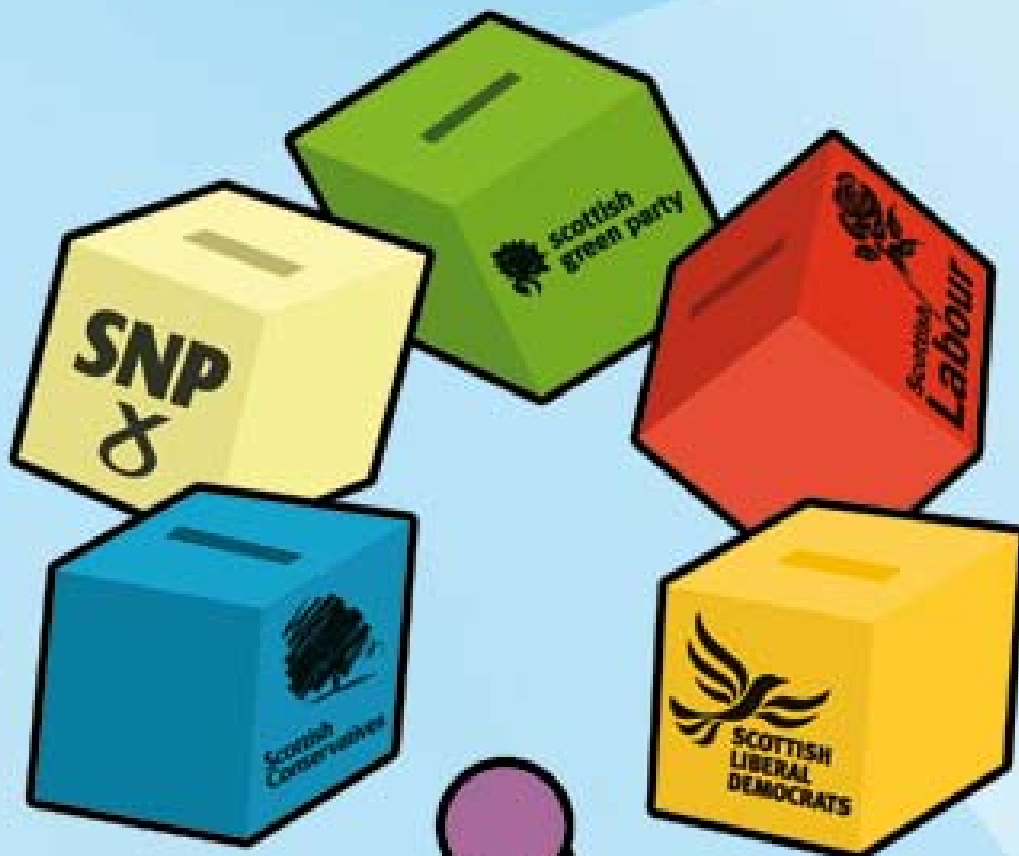




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March 2011
Vol. 95
Issue No. 2

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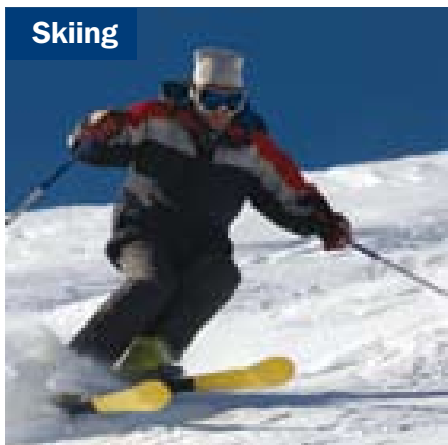
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BIG DECISION AT HOLYROOD IS VITAL FOR SCOTTISH EDUCATION

By the time this SEJ is published, there will be just seven weeks left until the Scottish Parliament election. The result of this election will be hugely significant for the future of Scottish education. The decision taken by the Scottish electorate will shape the future of all our public services, and the future of Scottish education will be one of the most important considerations for all who vote.

In last month's SEJ, we set out some of the key priorities for education that the EIS has identified in its own Manifesto for Education. Each of these highlights an important issue that must be addressed to support the future health of Scottish education. The EIS has been raising these with each of the political parties, and urging them to make clear their own firm commitments to Scottish education.

In a special Holyrood election focus this month, we spoke to the education spokesperson at each of the five largest parties in the Scottish Parliament – the Scottish Conservatives, Scottish Greens, Scottish Labour, Scottish Liberal Democrats, and Scottish National Party. We asked them to set out their own policies in some of the key education priority areas that the EIS has identified. We publish their responses in full in our 8-page election focus, to help teachers and lecturers compare the party policies and make an informed decision on which party will offer the best for Scottish education.

As ever, the EIS remains politically independent and will not make any recommendation as to which party to support. But we would urge everyone to read carefully each party's response and to consider what each party would offer for the future of Scottish education.

It is essential that teachers and lecturers, and all other supporters of Scottish education such as parents and students, become active in the election campaign and press each party and each candidate on their policies for Scottish education. We cannot allow any party to wriggle off the hook - we must press each of them on both their past record in education matters and their future commitment to Scottish education. It is vital that every voter on May 5th knows precisely what each party has to offer for our schools, colleges and universities.

Please play your part by reading our election focus, and by pressing your local candidates on their own commitments for the future of our education system.

Vote to Reject Scottish Government / COSLA pay proposals

By now, all teachers should have received their voting papers on the final Scottish Government / COSLA offer on teachers' pay and conditions. The deadline for voting in this vital ballot is **Tuesday 22 March**.

The EIS is urging all teachers to vote to reject the Scottish Government COSLA offer as it offers little for Scottish teachers or for Scottish education. This finance-driven attack on the terms and conditions of Scottish teachers, and the jobs of Scottish teachers, is dangerous and damaging to Scottish education and must be resisted.

If you have not yet voted, please do so urgently before the deadline of **Tuesday 22 March**. Further details and information of how to vote online can be accessed via www.eis.org.uk

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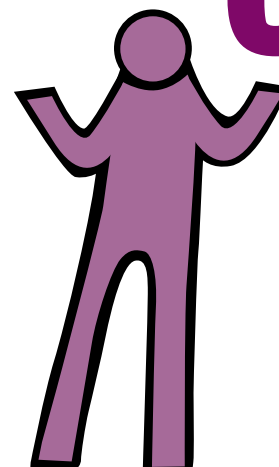
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Take your pick

– the parties spell out their education policies

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EIS URGES REJECTION OF SCOTTISH GOVERNMENT / COSLA PROPOSALS

Kay Barnett



The EIS has urged all teachers to unite in rejecting proposals from the Scottish Government and COSLA which would dramatically worsen the employment terms and conditions of all Scottish teachers. Under the proposals, all teachers would see their sick pay entitlement radically cut, in addition to a 2-year pay freeze for all teachers. Additionally, certain groups within the teaching profession – including supply teachers, probation year teachers, recently qualified teachers, chartered teachers and former principal teachers – would see their terms and conditions eroded by varying and alarming degrees. The proposals also offer no firm commitments on maintaining teacher numbers, which is essential to ensure that class sizes remain at acceptable levels to deliver a quality education for pupils.

Commenting, EIS President Kay Barnett said, “These changes will have a serious and damaging impact on the teaching profession, and on the operation of schools across the country. The cumulative effect of these cuts will be to demoralise the teaching profession across Scotland, make teaching an unattractive option for highly qualified graduates, and damage the operation of schools and the quality of education that children receive.”

Ms Barnett added, “All teachers would see their terms and conditions diminished by these proposals. And it is teachers in some of the most vulnerable positions – those who are sick, those starting out on their career, those working on supply lists, those working towards chartered status, those who previously held promoted posts – who will lose out the most under the proposed changes. This is nothing less than a concerted attack on the teaching profession, under the guise of balancing the books.”

Ms Barnett continued, “There is nothing in the Scottish Government / COSLA proposal which would commend it to teachers. No firm guarantees on teaching jobs, no meaningful commitment to reduce teacher unemployment, no improved prospects for the many recently qualified teachers struggling to find even temporary employment in schools. These proposals, if adopted, would lead to greater casualisation of the teaching profession with serious and damaging consequences for pupils.”

Ms Barnett added, “It is simply unacceptable for the Scottish Government to attempt to force through permanent and damaging changes to teachers’ terms and conditions, in addition to a planned 2 year pay freeze, in order to address a one-year budgetary framework. The guarantees that they claim to be offering on teaching jobs are so vague and come with so many strings attached that they are almost meaningless. The result of these proposals would be fewer teachers, larger class sizes, and schools operating with a reduced and highly demoralised workforce.”

Ms Barnett went on to say, “Teachers are well aware of the budgetary pressures that exist throughout the public sector. However, let us not forget that it was not teachers or schools that caused this

financial crisis. Why should our teachers and the pupils that they educate suffer for the mistakes of others and the greed of financial speculators who forced us into this financial crisis? Education is not a cost to society, it is an investment for the future of society. Without a commitment to investment in education, including appropriate terms and conditions for our teachers, Scotland will lose out and will find it increasingly difficult to work its way out of the current economic downturn. Only by continuing to invest in our schools and in our teachers can we ensure that Scotland has the skills it needs to recover and to compete in an increasingly competitive global economy.” ●

Victory in Renfrewshire Teaching Time Battle

Teachers and parents in Renfrewshire have won their battle against a planned cut to the primary school teaching week in Renfrewshire. Renfrewshire Council had been proposing to change primary school provision so that all children would have lost 2.5 hours per week when they are taught by a teacher. This time was to be used for “enrichment” activities with children supervised by sessional workers.

A rally was organised by the EIS and the Renfrewshire Parents’ Forum to protest at the proposal to change provision for Renfrewshire primary school children from August 2011. An estimated 1500 turned up for the event.

The speakers at the rally were Kay Barnett, EIS President, Alan Munro, EIS Vice President and Helen Connor, EIS past President. Stephen Wright from the Renfrewshire Parents’ Forum also spoke. The speakers expressed their utter dismay at the proposals and the fact that Renfrewshire children would be disadvantaged in comparison to their counterparts in other Local Authorities. They also expressed their disgust at the way these proposals, which were purely cost-cutting measures, had been justified in terms of the Curriculum for Excellence.

The EIS in Renfrewshire recently conducted an indicative ballot for industrial action over the proposals. A massive 97% of primary teachers who voted opposed the Council’s plans. ●

DAY OF ACTION AGAINST COLLEGE CUTS



EIS Officer David Belsey speaks to the media. Events across the country highlighted the damaging cuts to the FE sector.

On 1 March the EIS held for a 'Day of Action' throughout the Further Education sector in Scotland. The Day of Action was in response to the cuts announced for 2011-12 which amount to a 10.4% cut to teaching grants across Scotland's colleges and a 52% cut to capital spending.

EIS General Secretary Ronnie Smith said, "The Day of Action is an opportunity for FE lecturers to highlight the damaging effects of these cuts which will diminish the provision of an

effective further education service to tens of thousands of Scottish students."

He continued, "These cuts will damage Scotland's ability to educate and train workers and students and will have a devastating impact on Scotland's ability to generate the skilled workers needed for a successful, dynamic and modern economy.

"In current economic conditions, Further Education plays a crucial role in providing education and training that allows students to enter, or re-enter, the workplace with the necessary skills to prosper."


"The EIS believes that cuts in FE will lead to increasing numbers of young people not getting the training and education that they need. This will lead to an increase in youth unemployment, which is already at alarming levels, and a reduction in social mobility."

Mr Smith continued, "The EIS calculates that the cuts to Further Education that have already been announced equate to around a thousand lecturers across Scotland. The EIS opposes compulsory redundancies and the flawed argument that Scotland needs fewer FE lecturers."

"FE lecturers are well-qualified and experienced staff who are the backbone of the Scottish College sector – they should be supported rather than discarded at a time when they are needed most."

Mr Smith added "Education is not a cost to society but an investment for society. Cuts to education budgets damage society, and the EIS believes that they should be opposed." ●

Why we are marching on 26 March

TUC  Government spending cuts will damage public services and put more than a million out of work. They will hit the vulnerable, damage communities and undermine much of what holds us together as a society.

And of course it is not just the public sector that will suffer. Private sector jobs will go too. This is because the government is cutting spending on things like construction and the sheer speed and scale of cuts will slow the whole economy down.

Ministers say there is no alternative.

But the government's key decisions are based on political choices, not economic necessity.

Eliminating the deficit in just four years is a savage timetable that does not give economic growth the opportunity to close the deficit by raising the nation's tax take. Indeed the cuts promised will depress the economy even more than it is already.

Raising four pounds through cuts for every pound raised through tax – and doing most of the latter through a VAT rise that hits the poor and those on middle income the most – is deeply unfair. The recession was made in the finance sector, yet banks and those enjoying gigantic bonuses again are not being asked to make a fair contribution.

We are marching for a different timetable for reducing the deficit which will allow recovery to make a much bigger



Teachers and lecturers on a previous march against the cuts – the TUC has organised another mass demo in London on 26 March.

contribution to closing the deficit.

A fairer tax system that clamps down on tax dodging by big corporations and wealthy individuals spreads the burden more fairly.

Making the banks pay a Robin Hood tax asks those who caused the crash to undo the damage they did.

And above all we need economic policies which create jobs and boost sustainable economic growth. This is the only long term way to close the deficit and reduce the nation's debt.

Brendan Barber
TUC General Secretary

*Contact your local association secretary about STUC buses/trains going to London for the 26th March rally ●

Tuning up

A highly successful conference of Instrumental Music Teachers was held in Edinburgh's Barcelo hotel on 26 February. Addressing the event were well-known education consultant David Cameron (below), Alan Armstrong from Learning and Teaching Scotland (right), Professor David Smith from the University of Aberdeen and the EIS Instrumental Music Network convener, Mark Traynor.



EIS PAGE SCHOLARSHIP 2011

Application forms are now available for the 2011 Page Scholarship to America being offered by the EIS in association with the English-Speaking Union.

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

The Scholarship is awarded annually to a teacher/lecturer in a Scottish school/college and is intended to promote the exchange of educational ideas between Britain and America. The successful Scholar travels to the USA to study a specific aspect of American education which interests her/him and which is relevant to her/his own professional responsibilities.

The value of the EIS Page Scholarship is £2,000 which gives the Scholar the opportunity to travel widely in the USA. Throughout the tour, the Scholar is the guest of the American Branches of the English-Speaking Union.

Besides being EIS members, applicants must also have taught for at least 5 years.

Requests for details and application forms should be addressed to the EIS Education Department at 46 Moray Place, Edinburgh, EH3 6BH

(e-mail: EDavidson@eis.org.uk). The closing date for submission of applications to the Education Department is Tuesday, 26 April 2011.

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NEWS & COUNCIL NEWS



Eric Baillie

Salaries & Conditions issues dominate at Council

The final offer from the Scottish Government and COSLA – and the EIS recommendation to members to reject it – dominated proceedings at the March meeting of EIS Council.

Explaining the difficult circumstances under which discussions had taken place among the joint chairs of the Scottish Negotiating Committee for Teachers (SNCT), Salaries Convener Dougie Mackie said, "All along, the COSLA side was determined to reach an overall saving of £60M from the teachers' pay bill in the course of these discussions".

The final offer tabled by the Scottish Government and COSLA includes:

- A two year pay freeze for all grades of teacher
- Removal of lifetime salary conservation for all who are eligible
- Changes to the leave year for all teachers to 40 days of annual leave and 26 unallocated days of 'school closure'
- A freeze on entry to and progression on the Chartered Teacher Scheme
- An increase in class-contact time for all probationer teachers from 0.7FTE to 18.5 hours per week (0.82FTE)
- A cut in the rate of pay for short-term supply – with all supply teachers, regardless of pay-grade, being paid at point 1 of the main-grade scale for the first eight days of any engagement.
- A reduction in sick-pay entitlement for all teachers, to be capped at 90% of appropriate entitlement – e.g. for a teacher with full entitlement, a maximum of 6 months on 90% of full pay and 6 months on 90% of half pay.

In addition to the proposed diminution of all teachers' contractual terms and conditions, the Scottish Government and COSLA also failed to provide any firm commitments on maintaining teacher numbers, which had been sought by the teachers' side of the SNCT. The proposals would set an overall target for reductions not to exceed 900.

For all of these reasons, said Mr Mackie, the Salaries Committee was urging all EIS members to vote to reject the offer and to support potential future industrial action to protect teachers' terms and conditions.

Responding to a question from Larry Flanagan (Glasgow), Mr Mackie explained that all local authorities had signed up to the proposals, but that he could not predict what local authorities might do in the event that EIS members rejected the offer in the ballot. However, Mr Mackie added, "The EIS always believes that progress will best be made through collective bargaining, and we would hope that the management side would share this commitment to appropriate negotiation through the SNCT."

Mr Mackie also answered a question from Bill Ramsay (South Lanarkshire) on the impact of the proposed changes to the allocation of leave days for all teachers. Mr Mackie replied that

the changes would most likely have the greatest impact on teachers returning from long-term sickness or maternity leave, but that the ambiguity over the status of so-called 'school closure days' was an issue of concern for all teachers, though the working year would still be expressed as 195 days. ●

Protection of Vulnerable Groups

Employment Relations Convener Eric Baillie told Council that, following a substantial delay, the new Protection of Vulnerable Groups (PVG) scheme was set to go live in Scotland on 28 February. The new scheme will replace the existing Disclosure provisions.

Mr Baillie told Council that the new scheme was intended to be "more streamlined and more efficient, and to remove the need for multiple disclosures of the same individual."

Mr Baillie explained that, upon applying to join a scheme, an individual would be subject to an initial report similar to the current Disclosure process. However, this report would remain accessible and could be updated when required which was intended to keep costs manageable. This would also remove the need for multiple checks on the same individual for different roles (e.g. teaching role and voluntary role) and also remove the need for a fresh check should a teacher move to another authority or work across several authorities. ●

CfE Matters

Responding to a question from Eileen Morrison (Moray), Education Convener Larry Flanagan highlighted that CfE developments continued to be communicated to members through Bulletins and other EIS publications. In particular, the recent CfE Management Board decision not to delay the timetable for the introduction of New National Assessments had been publicised in a recent Representatives' Bulletin.

Mr Flanagan also pledged that a new edition of the dedicated EIS CfE Bulletin would be produced and sent to establishments as soon as possible. ●

Scotland to Gaza

The EIS will donate £1500 to the forthcoming Scotland to Gaza appeal, as the result of a successful motion proposed by David Farmer (Fife). ●

Campaign against Cuts

The EIS will arrange a national demonstration against the cuts in Edinburgh in May or June, as the result of a successful motion from John Dennis (Dumfries & Galloway). The EIS will also propose a further joint union demonstration in the autumn through the STUC, again as the result of a successful motion proposed by John Dennis. ●

Scotland's Census 2011

Scotland's biggest population count, the 2011 Census, takes place on Sunday 27 March and it is important that everyone is included.

The census is the only survey to ask us all the same questions at the same time. It is how people across Scotland send a message to government and businesses about the services they and their community need, now and in the future.

The census informs the planning of health, education and transport services as well as business investment and retail opportunities throughout Scotland.

For more information or help visit: www.scotlandscensus.gov.uk

Scottish Elections vital for the future of education

This month's SEJ focuses on the impending Holyrood election, and its importance to the future of Scotland's schools, colleges and universities. Over the next 8 pages, we look at some of the key issues and examine each of the main political parties' policies on education.

Since devolution and the creation of the Scottish Parliament, education policy has always been a key battleground in Holyrood elections. This year, we face the most crucial election to date, and the future of Scottish education will again be central to the election success, or otherwise, of each of Scotland's political parties.

It is the party that wins the hearts and minds of parents and grandparents, teachers and lecturers, students and prospective students that will be best placed to form the next Scottish administration at Holyrood.

The EIS has set out its own priorities for the future health and success of Scottish education in our Manifesto for Education, published last month and featured in last month's edition of the SEJ. Now it is up to each political party, and each candidate,

to set out their own clear commitments on how they intend to support a high quality education system for Scotland.

For our part, the EIS will be pressing each party to make firm promises on education and we will be highlighting our own aims through a major advertising campaign in the Scottish press to encourage active participation in the election and support for Scottish education.

Please take the time to read through the party responses over the next 7 pages, to see what each has to offer for Scottish education. It's vital that we all play our part and cast our vote for whichever party we think offers the brightest future for Scottish education and for its schools, colleges, universities, pupils, students, teachers and lecturers.



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**Your Vote
His Future**

Education is vital - Use your vote in the Scottish elections

For more information on the key priorities for education, visit www.eis.org.uk

COVER STORY

*The SEJ asked each of the five largest parties the same questions about Scottish Education. Each party received the same brief and overall word limit for responses. Where editing has taken place, it is for typographical correction only.

Scottish Conservatives

Elizabeth Smith MSP



It is clear that education is seen by voters as one of the most important aspects of the election in May and quite rightly too. However, whilst there are many outstanding examples of quality teaching and pupil achievement right across Scotland we are still not doing as well as we should, which is not only a great injustice

to the huge efforts of teachers and parents it also means that we are selling too many young people short. The fact is Scottish schools were once in the vanguard of international educational achievement. However, since devolution, the performance of pupil attainment has declined within a UK and international context. The latest PISA figures show, for instance, that in mathematics, reading and science, Scotland has fallen behind other OECD countries. Perhaps more disconcerting is the fact that whilst Scottish educational outcomes have flat-lined, or in some cases regressed, spending has more than doubled since devolution even though pupil numbers have declined. The stark reality is that in a climate of fiscal restraint we need to be a lot more efficient and smarter about how we drive up educational standards. Or put more bluntly, we need to achieve more bang for our bucks.

Scottish Green Party

Robin Harper MSP



There is a broader health warning on the way we look at education and have done for decades. The secondary education system is not a supply line for universities alone. We need absolute parity of esteem at the point of departure, be it in 4th, 5th or 6th year. Those who wish to go in to employment should be encouraged,

and honoured at the point of departure in the same way as those who get to university, and the same goes for those going to college. The Curriculum for Excellence will make no sense if we do not acknowledge that it is fundamentally about developing the whole range of our young peoples' skills and possibilities. This means that music, art, drama, dance, and physical activity should all be at the heart of our system, not, as for so many years, thought of as dispensable luxuries. Outdoor education and education in the outdoors are also fundamental to the development of a whole range of skills that can really best be developed in this arena - risk assessment, empathy, getting on with others, self confidence, self motivation, initiative etc etc. In Norway, primary children must by law, spend the equivalent of a day a week outside the class room. We, in Scotland, need to acknowledge that School is not the only place where young people and children can learn, and that there is much that is indeed only possible to learn outside school.

Scottish Labour

Des McNulty MSP



For individuals and as a nation, education and skills development are crucial for success. Labour wants excellence and opportunity for every child, not just the privileged few. For the first time in a decade, parents are now worrying about fewer teachers in our schools, less specialist support for their children, and continuing cuts to educational budgets. The cuts presided

over by the SNP cannot be allowed to continue in future years. Labour will make education a priority once more. We will put 1,000 extra teachers into schools through our literacy and numeracy initiative. We will re-start the school building programme and address concerns over indiscipline and bullying. We will work with parents as well as with the teaching profession to improve standards and boost the performance of our education system. We will make sure all our young people have the right skills and qualifications to succeed. Labour will support partnership working between our schools and Colleges, ensuring that our Further Education Colleges are no longer the Cinderellas of the Education system. We will work with representatives of Universities, students, business and other interests to put in place sustainable funding arrangements that secure the competitiveness of our Universities, and ensure access to Higher Education to people from every background.

Scottish Liberal Democrats

Margaret Smith MSP



Scottish Liberal Democrats set the highest store by the quality of education for our children and young people. We do so not only because we believe in the fundamental right of all to the best start in life, and continuing lifelong opportunity to learn and to develop, but also because we understand that a

highly skilled and flexible workforce is the key to our future economic prosperity and well being. Scotland's education system has long had a proud reputation for excellence, but we cannot be complacent. Compared with many other countries our achievement has gradually been eroding, and the rate of deterioration will only gather pace unless action is taken in key areas. With the new curriculum underway and new national qualifications coming down the line, Scottish education is facing a crossroads. Decisions taken now will shape our education system, and pupil outcomes, for many years to come. Scottish Liberal Democrats' education policy is based on three key themes: restoring excellence by driving up standards; giving head teachers more responsibility and power to deliver, and helping children from poorer backgrounds get on. Through concerted action in these three areas, we believe we can give every child the best possible start. Every child can enjoy an education that inspires creativity and leadership; confidence as well as knowledge.

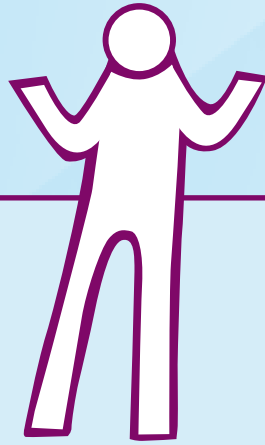
Scottish National Party

Mike Russell MSP



Scottish education is of high quality. Hundreds of thousands of pupils, in tens of thousands of schools are being taught to the highest standard by thousands of teachers. And, with early primary class sizes at a record low, that is a record we can be proud of. But we can do more. We want to complete the implementation of

CfE, press on with new support for teachers to become even better trained and deliver free Higher Education. And on the vital early year's agenda, we will place provision on a new statutory footing – including nursery provision - ensuring that services are no longer at the discretion of local councils but are enshrined in law.



Q1 Scotland has lost thousands of teachers from its schools over the past 4 years. What steps will your party take to reverse this decline?

ANSWERS

Scottish Conservatives



Despite a clear manifesto pledge from the SNP to maintain teacher numbers, there has actually been a decline which has had a significant and detrimental effect on the profession. This decline has occurred for two reasons. Firstly, there has been poor national workforce planning at local authority level which has meant that the demand for and supply of teachers has not been in tune with the 4% to 5% reduction in pupil numbers, nor in line with those completing courses in teacher training establishments. Secondly, the combination of huge financial pressures within local authorities and the headaches of trying to deliver the Scottish Government's very rigid national targets, especially on class sizes, has been too much to bear.

The Scottish Conservatives are committed to reversing this trend by ensuring there is much more flexibility in the teaching labour market so that the availability of teachers – whether permanent, temporary, full-time, part-time or supply – much better reflects the demand. In line with the wishes of many headteachers across Scotland, we would like to see a situation where recruitment becomes the responsibility of the headteacher rather than the local authority. By cutting out 'the middle man' we believe that significant financial savings can be achieved which can, in turn, be focused on appropriate levels of staffing and that headteachers will be better placed to assess their staffing needs and the quality of their staff far more effectively.

Scottish Greens



The most urgent response will be in 2013, when the numbers of pupils entering Secondary school will begin to increase after 5/6 years of decline. This means that plans to increase, rather than decrease, the numbers of recruits to teacher training should be in place by now, and we would fund this. It is clear that, from the numbers of trainees that have not found jobs in the last three years, previous Scottish governments have not done their sums properly. It is possible to work out fairly precisely, from figures readily available on births, what demand will be for the next 20 years, on all educational sectors. We would make sure that the appalling miscalculations in terms of teacher trainee recruitment are never made again, and that political promises made on teacher pupil ratios need to be tempered by cautionary acknowledgements of reality.

Scottish Labour



Labour made very significant progress in bringing down class sizes, increasing levels of resource to early education, school and college budgets and increasing teacher numbers. Scotland now has more than 3000 fewer teachers and 1,000 fewer classroom assistants than in 2007. Officials expect the total number of teacher jobs lost since 2007 to go above 4000 based on current budget projections and many teachers report authorities are still slashing classroom assistant jobs.

Scotland does not need more politicians who say one thing to get elected, but then break their promises. So if Labour is elected in May we cannot undo the damage done by the current Scottish government immediately. Because the coalition government at Westminster is cutting too deep and too fast, there are severe constraints on budgets. But we are ready to tackle what we see as the most urgent priorities. At the Scottish Labour Party Conference last October, Iain Gray, the Scottish Labour leader, announced that if we are elected to government, Labour will employ 1,000 extra teachers and 300 extra classroom assistants to improve literacy. Our literacy promise will provide opportunities for talented young teachers who have been left without jobs because of the SNP's broken promises. We are also determined to work closely with the teaching profession to ensure that ministers understand the real concerns of teachers.

Scottish Liberal Democrats



Excellence in education is central to the Scottish Liberal Democrats' election priorities, and we recognise that quality teachers are absolutely central to the delivery of a world class Scottish education system. The quality of teaching is as important in the development of the individual child and young person as buildings, equipment, administration or even resources. We cannot underestimate the central role teachers play in the quality and effectiveness of learning in school and the importance of the critical relationship between teacher and pupil. Since the SNP came to power in 2007, Scotland has lost nearly 3000 teachers. Whether we think of the lost teachers, the decline in places on teacher training courses or the plight of probationary teachers, no one can deny that the picture looks bleak. Something needs to change.

The McCormac review has a big task ahead to address this situation and find a sustainable and effective agreement on teacher employment. We all want the best outcomes for teachers and pupils, and it is important that the teaching workforce are fully involved and engaged in the review from the outset. The McCrone deal ten years ago delivered a highly-qualified, professional workforce and we cannot let this talent go to waste. At the same time we have to recognise the financial pressures facing the country. The outcomes of the review will be need to be considered very carefully by the new Scottish Government, and agreement must be reached on the best way forward. This is too important to play politics with.

Scottish Liberal Democrats also want to do more to support the teachers who are already in post. Against the backdrop of declining teacher numbers and with a new curriculum underway, it is all the more important that teachers have the space and the support they need to deliver in the classroom. We want to free teachers from the burden of unnecessary bureaucracy or restrictive procedures, so they can spend more time teaching

COVER STORY

and less time filling out paperwork. We'd also give head teachers more power to run their schools without government interference, and greater flexibility to determine their staffing priorities. We trust teachers' professional judgement on how to deliver the best outcomes for their pupils.

Scottish National Party



This year's budget moves decisively to draw a line under the loss of teaching posts. It guarantees enough posts for every new teacher next year and enough posts to reduce the current level of teacher unemployment – a level that is already the lowest in the UK. We

have also moved to place new, lower class-size limits into statute; a move that is good for the quality of teaching but will also provide an inherent protection to the number of teaching posts.

More broadly, we have given council budgets a degree of protection from the swingeing cuts imposed on Scotland by Westminster by delivering the same share of the Scottish budget as they received before the recession hit. Ultimately, it is for councils to decide how many teachers they employ but by providing the funding they need, the SNP is moving to stabilise the number of teaching posts.

Q2 How does your party intend to protect front-line education provision in the current economic climate?



ANSWERS

Scottish Conservatives



Scottish Conservatives believe that there needs to be a wholesale reform of school management in Scotland in order to ensure that every pound spent on devolved school management reaches the classroom, and that any decision which so profoundly impacts upon a classroom, such as discipline policy, recruitment and training of staff, is made on a school by school basis by headteachers with the consent of parents and not by politicians and administrators in local authority departments of education. Only by doing this can we ensure that the educational outcomes from education budgets are maximised.

Scottish Greens



We would encourage government to either make Local Authorities fully accountable in terms of executing educational policy, or to take over the direction of those aspects of provision that need to be seen as absolutely evenly distributed over the country. The best way to protect front line education would be for Government to take over responsibility directly for teacher supply, to guarantee the execution of government education policies.

Scottish Labour



We believe our education system in Scotland is good, but there is always room for improvement in the support given to teachers. We need to apply our resources to best effect which is why Labour has committed itself to employing more teachers and classroom assistants through the literacy initiative.

Language support and additional support needs must be counted as front line services, given the importance of helping those with barriers to learning because we know

that failure to provide sufficient support to ASN pupils places an intolerable burden on the classroom. It is also vital that teachers are supported through continuing professional development that is genuinely useful and relevant to their classroom experiences.

Scottish Liberal Democrats



Nothing else has the power of education to inspire individuals and to equip young people to reach their potential. No one can deny that times are tough, but Scottish Liberal Democrats are determined to restore Scotland's educational excellence and in order to do that we need to invest in education at all levels. Indeed, education will be a key part of the solution to the problems we're now facing. If Scotland is to flourish then we need a workforce equipped with the necessary knowledge and skills to build a sustainable future for the country. That is why in this year's budget we again pressed the Government to increase investment in education and skills, and we were pleased to secure an additional £25 million for colleges and student support. We recognise that the right investment now can pay dividends for the future, and nowhere is that more important or relevant than in education.

Scottish National Party



Front-line education budgets are, of course, one of the largest elements in the funding we provide to councils. By giving local government a measure of protection from the cuts in Scotland's budget, we are able to minimise the impact on Scotland's schools.





Q3 Is it right that local authorities should continue to run schools? Should alternative arrangements be considered to ensure consistent provision across Scotland?

ANSWERS

Scottish Conservatives



This is an extremely important debate and one which has recently been the focus of the Education Committee at Holyrood. I asked for this debate within committee because education outcomes do not appear to reflect education inputs. If we want to raise education outcomes and ensure that spending on our school system delivers value for money then the status quo cannot continue. Successive Scottish administrations have doubled funding but continued with an overly centralised and top-down approach to education.

Based on the robust and growing comparative evidence which demonstrates the education benefits from promoting school autonomy and enhancing parental choice, Scottish Conservatives fundamentally believe that reforms like those

in the US, Sweden, Finland and England will do much to raise education outcomes in our schools. That is why we will give headteachers the power to run their own school including discipline policy, recruitment and training of staff and control over how school budgets are spent, and we will enable education charities, philanthropists, not-for-profit trusts and groups of parents to set up new schools which will be non-selective and unable to charge fees.

Scottish Greens



This question should surely be examined to make sure that policy is realised, outcomes are achieved. There will still be room for local democracy to decide on detail and invent best practice. The possibility of councils forming educational consortia could also be investigated, either for the entire educational service, or for specific purposes, for example, for the scale advantages of combined psychological or outdoor education services, both of which suffered greatly from the disaggregation of the regions.

Scottish Labour



How education is managed is less important than what is delivered and how good it is. We want to concentrate attention on educational delivery and supporting teachers and schools rather than bureaucracy. It is clear however that savings could be made through rationalisation of managers and structures. Immediately following the election, if Labour is returned to government, we will work with CoSLA to drive

Q4 How will your party support the on-going implementation of Curriculum for Excellence? In particular, how will you ensure that schools and teachers receive the support and resources they need to deliver CfE successfully?

ANSWERS

Scottish Conservatives



Scottish Conservatives have been supportive of the main principles of Curriculum for Excellence since the start, most specifically the need to enhance education in its widest sense so that the education experience better reflects the needs of individual schools and individual pupils, and because of the opportunity it should afford to both simplify and strengthen the rigour of our examination system.

The principles of autonomy and flexibility that are at the very foundation of CfE are principles which Scottish Conservatives have put at the heart of our policies on school management, policies which reflect a desire amongst teaching professionals for less local authority control and more independence for schools and their headteachers.

If we want CfE to be a success, then we must set headteachers and schools free, free to innovate, free to create, and free to compete. However, it also essential that we have a very clear statement about the full details of SQA reform and how these will articulate with CfE, not just in schools but in our colleges too. CfE is a welcome step forward, but the next step must be in school management underpinned by the same principles which underpin CfE. Until this happens the successes of CfE will be constrained.

Scottish Greens



The Curriculum for Excellence is as close to what the Green party has wanted to see as the direction of Scottish education as we could possibly hope - on paper. It is a paradigm shift in the way secondary teachers are being encouraged to work. Primary teachers in the best primary schools have been close to it for years. This has to be acknowledged. In secondary education, years of work building up expertise in teaching a single subject to extremely high levels of excellence will not be abandoned, but the difficulties in making the shift to a very different way of doing things need to be acknowledged and supported. We do not want to delay implementation by a year (nothing less is possible). It will be the duty of the next Government to make sure that best practice, and there is already plenty of it, will be well advertised and leadership supported. Local authorities should get ring fenced funds that can only be spent on supporting Curriculum for Excellence. It is too important to allow flexibility.



COVER STORY

forward shared services, ensuring that savings made through joint working are used to sustain and improve front-line educational provision and teachers in the classroom. We will be open to considering alternatives as well as issues around the quality and effectiveness of provision once we have addressed the immediate problems affecting Scottish education, but this must always be done in partnership with teachers because top-down initiatives are too often at the expense of the professionals who understand what really needs to be done.

Scottish Liberal Democrats



There has been lively debate over the best structure of school management and we welcome the Scottish Parliament's education committee's current inquiry into the issue. We must listen carefully to the evidence from all sides. The main concern of the Scottish Liberal Democrats, however, is simply to deliver the best outcomes for pupils. At the moment, we are not convinced that wholesale changes to constitutional structures will achieve this. Our focus must be on finding the most effective way to deliver the new curriculum, support teachers and give children from disadvantaged backgrounds a fair start in life.

We believe more must be done to free up teachers from central interference. Head teachers are best placed to determine the needs of their pupils and communities and should be given greater autonomy in the delivery of education in their schools. They should have the freedom to direct resources and innovate

as they see fit. We believe that trusting head teachers to develop their own solutions and strategies for their schools will help drive up standards much more effectively than issuing reams of complicated government paperwork. Head teachers should be supported by government, not ruled by it.

At the same time, education policy decision-making processes should be more open and transparent, with the ability to give a strategic voice to staff, pupils, parents and the wider community beyond the school.

Scottish National Party



It is time to consider whether alternative arrangements might deliver better outcomes. The question we must collectively address is whether the current 'balance of power' between schools, councils and government is the right one. That is why I have commissioned David Cameron to review the Devolved School Management guidance and to submit his recommendations in March. And it is why I am personally sympathetic to teachers who argue for more autonomy. This must, however, be done intelligently. No credible voice has been raised in Scotland in favour of the destructive academies model being pursued elsewhere in the UK, nor have I ever met a teacher who has asked me for control over the choice of central heating oil. However, with the introduction of Curriculum for Excellence, we are placing a greater degree of freedom and expectation on schools and it is therefore the right time to look fundamentally at the governance arrangements that surround the school.

Scottish Labour



There are two aspects to this. Number one is ensuring clarity for teachers, parents and pupils about examinations. Nearly six months after the commencement of the new curriculum, schools are still unsure what exams will be sat by which students and when. Labour will take the steps necessary for parents, teachers and pupils to have confidence in the new examination system and the curriculum into which this fits.

Secondly, we need to ensure that teachers employed in our schools get the continuing professional development they need to adapt their practice to new requirements under the Curriculum for Excellence. Our aim will be to improve the quality of education teachers deliver in the classroom. The SNP's 'hit it and hope' strategy will not work and Labour will consider carefully the recommendations of the Donaldson review and involve all stakeholders in the implementation of its key recommendations.

Scottish Liberal Democrats



The Liberal Democrats remain committed to Curriculum for Excellence and to the new National Qualifications. The Curriculum for Excellence is an exciting opportunity to drive up standards, to the benefit of individual pupils, parents and teachers. It will be the key to raising attainment and ensuring the coherent delivery of literacy and numeracy skills at every level, from age 3 to 18. It must be properly resourced at every stage.

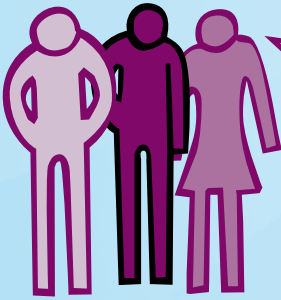
Teachers and head teachers deserve recognition for the outstanding work they have been doing so far in rolling out the curriculum in the face of difficult circumstances. They remain central to its success and it is essential that the next Scottish Government supports and continues dialogue with teachers as implementation continues. Teachers should have access to high quality professional development throughout their careers, and this is particularly important in relation to the introduction of the curriculum and associated assessment.

Scotland's new curriculum is being hailed as a model for other countries to follow. Scottish Liberal Democrats have every confidence in the ability and professionalism of teachers to deliver it.

Scottish National Party



Listening to the teaching profession is the key to supporting implementation of the new curriculum. That's why we moved to give the EIS membership of the CfE Management Board. It is by listening to teachers that we were able to put together the extensive support included in the ten-point plan including extra investment, tailored support for secondary schools, and improved training and practical materials for teachers. We continue to work closely with the EIS and others as part of the Management Board to ensure where concerns are raised, we meet those concerns and where extra help is required, it is made available.



Q5 Nursery education is under particular threat from the budget-cutting agenda. What steps will you take to ensure that every child can benefit from quality nursery education?

ANSWERS

Scottish Conservatives



The importance of early childhood development and the impact of early intervention in determining future health, social-wellbeing and educational achievement is widely recognised. That is why we have proposed a range of policies which will support families during this fundamental time in their lives.

Firstly, we believe there needs to be greater choice and flexibility when it comes to nursery school places. Many parents want greater flexibility and we want a more diverse range of providers with a greater flexibility in how parents can use their entitlement. Included in this, we want to see partnership nurseries working properly. Nurseries which involve partnerships between local authorities and private providers should be true partnerships rather than the current situation which has seen some local authorities dictating the allocation of places and 'ignoring' official guidelines.

Secondly, we want to extend the current entitlement of nursery care, on a targeted basis, for vulnerable two year olds from disadvantaged backgrounds. The Scottish Government ran a £2 Million Extended Pre-School Provision for Vulnerable 2 Year Olds Pilot Programme which reported in 2008 with positive results.

Finally, Scottish Conservatives are clear in our commitment to develop a national health visiting strategy in order to tackle the current post-code lottery that faces Scottish families and ensure an equivalency of service across the country. We believe that health visitors should be attached to a GP and we will target additional resources into areas of inequality.

Scottish Greens



The Green Party supports nursery education based on principles of learning through play, and learning through contact with the natural environment, but definitely not as a forcing ground for initial 3-Rs advantage in primary school. We also support home education, and are interested in the Scandinavian system, where compulsory education starts at the age of six.

Scottish Labour



Scottish Labour is committed to giving every child the best possible start in life. We support the recently developed Early Years Framework. But the SNP government has failed to take action to give this real effect. Universal services in these early years provide a strong foundation for future wellbeing and educational success. Additional targeted support at very young or hard to reach parents will help avoid and reduce the need for expensive interventions later in a child's life. Nursery teachers and nursery education plays a vital role which must be recognised by Councils in their budget-setting.

Scottish Liberal Democrats



Evidence shows that the early years are crucial to a child's health, development and life opportunities. Without early socialisation and communication development, children can be at risk of developing behavioural problems later in life. We recognise that nursery teachers play a crucial role in giving children an excellent learning foundation for their future.

It is bitterly disappointing then that the number of nursery teachers in Scotland continues to decline. Numbers have slipped each year since the SNP came to power in 2007.

Our ambition is for every nursery aged child, whose parents wish it, to be able to attend a nursery school or class and be taught by fully qualified teachers. The new Scottish Government will have to work closely with local authorities to ensure that enough nursery teachers are employed to make this a reality. We will make sure no child has been left behind even before their first day of primary school.

Scottish National Party



The SNP's commitment to nursery education is writ large by the 20% increase in provision we have delivered over the last four years and that increase is part of our wider commitment to the early years. But we also recognise that we need to do more. That's why we have set ourselves the mission of placing early-years education at the centre of our ambition for Scotland and matching the best provision in Europe. This is a goal that we will set for our nation, so that over the next decade we can take clear and well understood steps towards achieving this important ambition.

Despite the cuts imposed upon Scotland, we have enshrined our commitment to the early years in our agreement with councils by making their continued support for the early year's strategy an explicit condition of the budget deal. And we will go further. We recognise that we must ensure that early year's provision, including nursery provision, must be delivered in every part of Scotland, so we will introduce new legislation to place it on a statutory footing giving the early years agenda the full force of the law.



Q6 Further and higher education have been hit particularly hard by budget cuts. How will you support these sectors in the future, and how will you ensure that ability to learn takes precedence over ability to pay?

ANSWERS

Scottish Conservatives



Scottish Conservatives start from the position that we want to maintain academic excellence and widen access in our universities. However, even the most cursory economic assessment makes it clear that the current funding structure is simply not compatible with this aspiration. It is clear to us, to universities, academics, and leading experts on the sector like Lord Sutherland and Sir Andrew Cubie that we need more money going into our universities. What we don't believe is that those who can least afford to go to university should pay more in tax revenues to subsidise those who can. Instead, we propose that graduates, who have had a significant private benefit from their university education, should make a financial contribution at a rate which would be affordable to them but only once their earnings were over a given threshold. If the graduate lost their job, for instance, or never earned over the threshold, then no repayment would be made. Our system is progressive and would provide extra revenue to sustain academic excellence, widen participation and expand the amount of bursaries available to those students from poorest backgrounds. We also want to make the same commitment to colleges. Colleges in Scotland are a vital and integral part of the Scottish education landscape but are also fundamental to our economic success as a nation. In recognition of this fact, Scottish Conservatives pressed the SNP Government for an additional £15 million in funding for college bursaries as part of our budget negotiations. We will support the desire of colleges to provide more places offering higher education courses whilst putting them on a sound financial footing to achieve this goal.

Scottish Greens



The Westminster coalition has made deep and unnecessary cuts both to the Scottish block grant and to further and higher education in England and Wales, including unacceptable cuts to teaching.

There were alternative decisions they could and should have made about spending and taxation. Nevertheless, the decisions in the next Holyrood session will be for Scottish Ministers and the Scottish Parliament, and Holyrood has far greater powers already to raise revenue progressively and limit cuts than SNP Ministers have let on. Greens will always oppose tuition fees and commit to funding both further and higher education out of general taxation. Graduates already make a progressive contribution based on their earnings – it's called income tax. Society as a whole benefits if education is open to all those who can get the most out of it, not just those who can pay most into it: not just through vocational degrees, but across all subjects and disciplines.

Scottish Labour



The SNP government has cut further education by more than 10%, causing huge cutbacks in the sector. It is deeply disappointing that college managements downplayed the impact of these cuts and some of them appeared to deny the true scale of the cuts the Cabinet Secretary for Education imposed on the sector. Labour is very keen to boost opportunities for young people and for those looking to up-skill or retrain in the college sector. We will make strong commitments to prioritise jobs and training in our manifesto in which colleges will have a key role to play. We will look very carefully at revising the current funding arrangements for colleges to give greater transparency. On Higher Education, we will wait to see what the findings of the

expert group are. There are widespread fears that a big funding gap will open up between universities north and south of the border, given decisions made by the Conservative Lib Dem government in England which will impact on Scotland. We believe there needs to be a national consensus on the way forward and we will work with universities, college unions, students and others to develop a sustainable model for the next decade.

Scottish Liberal Democrats



Scottish Liberal Democrats recognise that investment in further and higher education benefits everyone. Students gain, the economy gains, employers gain and the country gains. We are committed to ensuring that access to skills support and training is available to the fullest range of Scots. We were proud to secure major concessions to the Scottish budget on college bursaries and places, and modern apprenticeships. We worked closely with the NUS to achieve an additional £25 million of investment. Thanks to these efforts, this is a better budget – better for young people wanting the skills they and we need for the economy. It's better for colleges that will be able to provide more opportunities. And it's better for businesses that will have more opportunities to take on apprentices. FE colleges play an increasingly important role within their communities, not just for young people but for people of all ages looking to retrain or upskill. Our proposals for regional development banks will bring together local authorities, colleges and universities to deliver business lending, skills and training and tourism functions shaped around the needs of the area. Scottish Liberal Democrats are proud to have abolished university tuition fees in Scotland in 2000 and we remain implacably opposed to their reintroduction. The previous coalition government made record investment in Scotland's universities. The challenge now is to retain those hard-fought gains for Scotland and to go further over the next decade. It is crucial that we come up with a funding solution that is in all of Scotland's interests. We are committed to working constructively with other parties, students, lecturers and Universities Scotland to fund a sustainable funding solution for Scotland's HE sector that allows us to continue to invest in students and universities. Most importantly, we have to keep Scottish universities competitive and widen access to the poorest young people. Even with university places being free in Scotland, only one in five young people from the most deprived backgrounds study for a higher education qualification, compared with four out of five from the most affluent backgrounds. We need to come to a Scottish solution to help students from all backgrounds go to university.

Scottish National Party



The SNP shares the EIS belief that access to HE and FE must be based on the ability to learn and never on the ability to pay. We have ruled out tuition fees and will not back any plan that introduces disincentives particularly to those from less-advantaged backgrounds. We are firmly committed to delivering a sustainable funding solution for Scotland that delivers the investment the sector needs to compete internationally and maintains our international reputation for excellence. We have recognised that the introduction of unjust £9,000 fees south of the border – together with the significant cut in Scotland's budget imposed by Westminster – poses a real challenge to Scotland. That's why we have led a wide-ranging debate aimed at constructing a Scottish funding solution. That process is now drawing to a close and we will set out our proposals in full as part of the election campaign. ●

CHILDREN OF INFLUENCE

“ **It’s time to stop telling children to be quiet and to give them a voice in the world they live in.** ”



Lisa Brown, teacher and EIS member at Edinburgh’s Prestonfield Primary School writes on how a Scottish Parliament project that’s stretching her pupils to tackle a real life community challenge is creating demonstrable improvements in confidence and self-worth.

A project on the Scottish Parliament features on the curriculum of primary schools across the country. In my view, the real challenge is not in the teaching of the history and facts about the parliament, important as they are, but to deliver a learning experience, which promotes the importance of democracy and empowers children to seek justice and make a difference in the society they live in.

To achieve this, I gave my class the chance to establish their own parliament at school. The class formed their own political parties. In the process they learned about the development of manifestos and campaigns. In fact, they created their very own. Each party worked collaboratively to decide on what they wanted to achieve in their school and drew up manifestos to convey how they would achieve these aims. If a party wanted to change something affecting the entire

school, they carried out their own research – finding out what other classes thought and questioning teachers from across the school. With their ideas in place, the children went through the process of campaigning for the votes of children and staff at a special assembly. Each child took the opportunity to speak in front of the whole school. The confidence and the sense of pride from the pupils following this experience were astounding.

On Election Day, a spare classroom was transformed into a polling station. Party representatives greeted their voters on arrival and children and staff across the whole school voted on their chosen party. When the winner was announced at assembly the following day, it was greeted with a huge cheer from the crowd. Delighted and proud, our winning party was granted a meeting with the school council to raise the changes children had voiced through the ballot box.

Wider learning opportunities

But this wasn’t the end of the learning. For me, the next challenge was to empower and motivate the children to strive for justice and to demonstrate how they can make a difference, not just in school but in the world they live in. For this to be meaningful it needed to be set in a real world context and in partnership with other sectors. To start the process, I contacted Mike Stevenson from Thinktastic, who came and spoke to my class. His purpose – to instil a sense of ‘can do’ and future possibilities. That children heard this from someone outside school and who worked in the world they will enter post-school. This meant they would know it wasn’t just their teacher that held this view. Mike helped the children to believe that what they think and have to say is important. The class enjoyed his visit greatly and the children’s readiness for the challenge was by now palpable.

Through further discussion the children agreed that they wanted to do something about the litter and graffiti in their neighbourhoods. The children are now gathering evidence and carrying out an investigation on the nature and scale



“ **I learned not to be afraid to speak in public** ”



EDUCATION

of the problem in our community. The next stage in the learning journey will see the class working with Scottish Government Lawyers. This will give them insight into law and the process of writing laws in the context of litter and graffiti – the focus of their campaign. The children now plan to lead an advertising campaign against littering and graffiti. Again they will work in partnership with Thinktastic in the selection and deployment of message and media – learning many communication techniques in the process.

Wider connections

Working with other sectors is as vital for primary schools as it is for secondary. The partnerships provide a wealth of knowledge and opportunities which schools alone would struggle to provide.

This project has certainly taught children about our Scottish Parliament, the processes of democracy and it has provided the opportunity for a huge range of collaborative skills to be developed. Most important though, it has motivated and empowered the children to make a difference in their school community and soon, in the communities they live in too. I could go on and list what I think the benefits for children are, but if I really believe what I'm saying then it should be the children's views that you read! On these pages are a couple of statements from my pupils when asked what they felt they had achieved from the project. For me these comments made all the work worth it and will hopefully demonstrate the important role teachers have in providing learning experiences that help children realise their importance in this work. ●



I learned that my opinions are important



We liked doing the speech in front of the school because it helped us with our confidence



Developing teachers as leaders

EIS in partnership with Edinburgh and Glasgow Universities

By Professor Christine Forde (Glasgow), Deirdre Torrance (Edinburgh) and Mike Carroll (Glasgow)



UPCOMING CPD EVENTS

The EIS is continuing to hold joint CPD events with local authorities through the SULF 7 Project which ends on 31 March.

CPD Events took place in Edinburgh on 11 March, North Lanarkshire on 15 March and Midlothian on 18 March. There will be reports from these events in the next edition of the SEJ.

Upcoming events are being held on Saturday 26 March in the Aberdeen Exhibition and Conference Centre. This event is open to all teachers in Aberdeen City and Aberdeenshire. If you wish to attend please contact Sheila Morrison, EIS Learning Representative: smorrison@eis-learnrep.org.uk

A joint event with Renfrewshire Council is being held on Tuesday 22 March. The title of the event

is "Curriculum for Excellence: Taking Risk with Pedagogy, Education and Leadership" from 7 pm to 9 pm in the Glynhill Hotel, Renfrew. The keynote speaker is Ollie Bray, National Adviser for Learning and Technology Future, LTS. If you wish to attend contact David Thomson, EIS Learning Representative: dthomson@eis-learnrep.org.uk

A panel event is being held in Clackmannanshire on Wednesday 30 March in

Lornhill Academy, Alloa from 4 pm to 6 pm. The event will be chaired by Tom Hamilton, Director of Educational Policy, GTC(S). If you wish to attend please contact Karen Farrell, EIS Learning Representative: kfarrell@eis-learnrep.org.uk



The first cohort of participants has now completed the second of the three courses in the **PG Certificate in Developing Leadership and Learning**. This innovative programme for teacher leadership has been developed by the Universities of Glasgow and Edinburgh in partnership with the EIS to provide a programme of development specifically for teachers who want to develop their leadership role. There are two groups, one at the University of Glasgow and one at the University of Edinburgh. For us working as tutors with these cohorts of teachers one of the most notable and rewarding aspects is the enthusiasm of course members for taking on a leadership role, seeing this as a personal challenge in their professional development:

“Exciting to be part of such important developments in education. Has certainly got me asking ‘What if...?’ in a very positive way.”

“I have really enjoyed this course and it has been the most useful CPD opportunity I have had. I have found it has opened doors for me and am starting to find it really liberating delving into all the self evaluation.”

James Spillane, one of the key writers on distributed leadership talks of leadership being ‘stretched over schools’ where leadership is exercised by different people in school, those in management but also those teachers who are involved in working collaboratively to contribute to the school’s development. The EIS (2010) policy on leadership underlines the important contribution all teachers can make as leaders. However, the possibilities of teacher leadership are not yet fully appreciated. Within a distributed perspective on leadership, the focus of teachers remains the quality of educational experience of pupils. The difference, relates to the widening of the lens for that focus, from the context of the classroom to the wider school context. Pupil learning and achievement has to be the central concern of all in school and teacher leadership is a powerful means of enriching teaching and learning. Teacher leadership can make a vital contribution to the development of the school particularly in the context of the Curriculum for Excellence, where the development and enhancement of teacher expertise in pedagogy and learning is the bedrock on which this programme is founded. Working collegially is the means by which this expertise can be shared, enhanced and sustained.

In the PG Certificate in Developing Leadership and Learning, the crucial link between leadership and learning is made. The programme is designed to enable teachers to develop their skills and understanding to act confidently and purposefully as a teacher leader to support the development of learning in the school.

The Programme

The PG Certificate in Developing Leadership and Learning has three courses:

- Course 1: Developing as a leader
- Course 2: Working collaboratively
- Course 3: Leading a project

The structure of the programme is designed to enable participants to progressively develop their skills and understanding about their role as a teacher leader and then take this forward within the context of their school.

Learning in this programme is based around real experiences, set within the context of the school. An important outcome is the development of strategies and tools to enhance practice and contribute to the quality of pupil experience. The evaluations of the programme indicate that this indeed is a key strength of the programme.

A new cohort will start in the coming session and for Course 1, participants can choose between a summer school in early August at the University of Edinburgh or a Saturday programme at the University of Glasgow.

So why should you think about becoming involved? Here are some reasons given by those currently on the programme:

- It’s about experienced, competent teachers becoming actively involved in their school’s improvement plan.
- Teacher leaders don’t wait for things to happen to them. They are actively involved in the improvements happening in their school.
- Teacher leadership is when one teacher or a group of teachers influence other teachers ... to work collaboratively towards a shared vision.
- I have 15 years teaching experience across all stages of the primary school. Recently I have had the opportunity to take on a few small leadership tasks and now I would like to scaffold any further leadership tasks with a deeper understanding of the theory of leadership.

We will leave the last word with one of the participants:

“Never thought I’d enjoy a work orientated Saturday morning so much. Great to meet like-minded and friendly colleagues.”

If you would like further details of the PG Certificate in Developing Leadership and Learning, please contact:

Christine Forde, University of Glasgow:
Christine.Forde@glasgow.ac.uk

Deirdre Torrance, University of Edinburgh:
deirdre.torrance@ed.ac.uk

Christine Forde is Professor of Leadership and Professional Learning at Glasgow University, Mike Carroll is Director of the M Ed in Professional Development and Enquiry at Glasgow University and Deirdre Torrance is Director of the Masters in Educational Leadership and Management at Edinburgh University.

Modern Apprenticeships

Apprenticeships have a long history of trade union involvement, offering young people moving into the workplace the opportunity to learn from skilled and experienced workers, while developing their own skills and experience to build a career path. Many industries have developed apprenticeships across a wide-range of trades for generations.

After two decades of decline, apprenticeships were reintroduced in the mid-1990s as Modern Apprenticeships. Since then, there has been a growth in the range and number of Modern Apprenticeship frameworks.

Modern Apprenticeships are available in new areas such as Accounting, Business Administration and Youth Work as well as in traditional areas such as Engineering, Vehicle Maintenance and Plumbing. They are open to people of all ages and provide the opportunity to 'earn and learn'. Apprenticeships usually last between two and four years and are available from SVQ Level 2 through to SVQ Level 5 with the bulk of apprenticeships being set at SVQ Level 3.

There are currently over 33,000 Modern Apprentices in Scotland. The Scottish Government recently announced 25,000 funded places for 2011/12. These positions will create new jobs for many and provide the opportunity for other workers to up-skill.

In 2010, the STUC secured funding from Skills Development Scotland for Scottish Union Learning to establish a 12-month Modern Apprenticeship Project to raise awareness of Modern Apprenticeships among unions and to encourage and strengthen the union role in supporting the Modern Apprenticeship programme more generally.

In unionised workplaces, unions are often involved in the induction of new employees and inform them of their rights as workers. It is essential that workers embarking on Modern Apprenticeships have a good understanding of what a Modern Apprenticeship is and what their rights are as an employee on the programme. In non-unionised workplaces, it is difficult for unions to provide this information. However, many apprentices will receive formal educational components at FE Colleges where it is likely that they will come into contact with active trade unionists.

The employer and Skills Development Scotland meet the cost of Modern Apprenticeships employee training, so there's no cost to the Modern Apprentice to learn new skills. The only investment Modern Apprentices need to make is in terms of time and effort. This can bring enormous rewards, in the form of improved self-confidence, competence, efficiency and motivation.

Modern Apprenticeships provide:

- Scottish Vocational Qualification (SVQ) – the sector/industry-based vocational element or industry equivalent
- depending on industry, a technical certificate to demonstrate understanding of the underpinning theory or knowledge

- Core Skills – covering literacy, numeracy, Information Technology, problem solving and working with others, plus wider key and business skills as required by the sector
- a chance to learn from experienced workers in the sector.

A key factor to the Modern Apprenticeship programme is that it provides the opportunity for earning while learning. The amount paid to employed Modern Apprentices, as for all employees, is negotiated with the employer. Pay rates vary between sectors, regions and between different employers.

On 1st October 2010, an Apprenticeship National Minimum Wage was introduced. All Modern Apprentices in the United Kingdom must be paid at least £2.50 per hour (this may increase annually as with other payments in other categories within the National Minimum Wage framework). In unionised workplaces, apprentices are often paid above the Apprenticeship National Minimum Wage and have clear pay and career progression paths and subsequently, better completion and retention rates.

Equality and diversity remain a problem within the Modern Apprenticeship Programme in Scotland. Only 27% of 16-25 year olds on Modern Apprenticeships in Scotland are female, 0.6% are disabled and 0.9% are from the BME population. Occupational segregation within wider society is reflected within the Modern Apprenticeship Programme. The extent of the gender pay gap amongst apprentices is explained by the close correlation between gender and industry sector. Unions have a crucial role to play in redressing this balance and ensuring that women, disabled people, ethnic minorities and other disadvantaged groups are not discouraged from taking up apprenticeship opportunities.

Modern Apprenticeships can and do provide the building blocks for a fruitful and successful career. Where unions are involved, these programmes of combined training and employment can help ensure a more rewarding experience.

Scottish Union Learning is running an online survey to gauge trade union awareness and engagement with Modern Apprenticeships, to complete the survey, visit www.surveymonkey.com/s/modernapprenticeshipproject.

For further information on the Scottish Union Learning Modern Apprenticeship Project, visit www.scottishunionlearning.com/apprenticeships or contact Tommy Breslin, Development Officer, by email at tbreslin@stuc.org.uk or by telephone on 0141 337 8152.

Thomas Walker

Thomas Walker started work as a Development Officer with the STUC in 2005. He brought commitment, enthusiasm, and real experience of supporting union members with their learning. This came from his work with the Iron and Steel Trades Confederation (known to many as ISTC) and then with its successor union, Community, where he was the Scottish Union Learning Fund Project Manager at the Jimmy Brandon Learning Centre in Motherwell. It also came from his time in industry, and his experience of the shop floor.



Thomas made a huge contribution to the trade union movement during his time with Scottish Union Learning. He gave invaluable support to many unions, such as ASLEF, the Communication Workers Union, CSEU, EIS, GMB, RMT, the Society of Chiropractors and Podiatrists, UCATT and Usdaw. Thomas also put time and effort into the development of the STUC Local Learning Forums, especially in Tayside and Fife, and forged many strong friendships with Union Learning Reps across the country. He understood and advocated the difference that learning can make to the individual and the organisation they work for, but also to the wider economy and society.

Thomas had an active interest in supporting disabled workers and was a participant in "Friends of Remploy"

at the Scottish Parliament. He also engaged in the activities of his local Labour Party branch and supported Stuart Clark's campaign for MSP for Renfrewshire North and West. Recently, Thomas also put his name forward to be a staff Union Rep at the STUC. Previous to working at the STUC, Thomas was an accomplished manager with over 25 years of experience. During that time, he held a variety of posts within the textile and plastics industry, and his work brought him to different locations throughout the UK.

Thomas is survived by his wife of 33 years, Christine Walker, and will be greatly missed by his family, colleagues and friends. Donations in Thomas' memory can be made to Capability Scotland.

Thomas has been working closely with the EIS on the SULF 7 Project since March 2008. He initially gave guidance on the wording and structure of the bid which secured the SULF funding. Thomas worked closely with EIS personnel on all aspects of the Project and regularly attended internal meetings as well as the meetings of multi-establishment Learning Representatives where he occasionally gave presentations on the work of SULF and the Project. He was always encouraging, supportive, enthusiastic and helpful and could always see a way around any problem which occurred. He did all of this whilst retaining his sense of humour. Working with him was a joy and privilege. The success of the EIS SULF 7 Project is in no small way due to Thomas and his constant guidance and assistance. He will be sorely missed by the EIS personnel who worked with him and we are extremely grateful for all he did to assist us.

Qualifications are changing



As part of the Scottish Government's Curriculum for Excellence (CfE) programme, Scottish qualifications are changing.

The role of the Scottish Qualifications Authority (SQA) is to design, develop and quality assure the new qualifications and assessments.

What are the new qualifications?

New national qualifications called **National 4** and **National 5** will be introduced. They will replace Standard Grade General, Standard Grade Credit, Intermediate 1 and Intermediate 2. Standard Grade Foundation will be replaced by the revised **Access 3**.

Revisions will also be made to the current **Access 1**, **Access 2**, **Higher** and **Advanced Higher** qualifications.

What information is available now?

The latest stage of the development process is the publication of the **Course Rationales and Summaries for National 4 and National 5**. These documents are currently available for comment on the SQA website until **31 March 2011**.

At each stage of the qualifications development process, we are publishing draft documents in an open and transparent way to show the thinking at each stage and provide the opportunity to give feedback.

Comments are reported back to our development teams who will consider the feedback for the next phase.

The **Course Rationales and Summaries** follow the **Design Principles**, **New Qualification Progress Reports** and **Overview of Qualifications Reports** which were published last year.

Following the publication of the **Course Rationales and Summaries** for each qualification, the next documents to be published will be:

- **Course Specifications**
- **Unit Specifications**
- **Course and Unit Support Notes**
- **Course and Unit Assessment Specifications**
- **Exemplification Materials**

All of the qualifications being developed – **Access 1-3**, **National 4**, **National 5**, **Higher** and **Advanced Higher** – will go through this process.

When are the new qualifications being introduced?

The new qualifications will be phased in during session 2013/14 and session 2015/16.

Apr 2012 Formal publication of Qualifications/Course Arrangements and Specifications for Access 1-3, National 4, National 5 and Higher on SQA website

Apr 2013 Formal publication of Qualifications/Course Arrangements and Specifications for Advanced Higher on SQA website

Aug 2013 Last certification of Standard Grades

2013-14 Access 1-3, National 4 and National 5 introduced – 'dual run' alongside Intermediate 1 and Intermediate 2

2014-15 New Higher introduced – 'dual run' alongside current Higher, Intermediate 1 and Intermediate 2

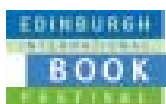
2015-16 New Advanced Higher introduced

Further information

- Keep up to date with the latest developments – www.sqa.org.uk/curriculumforexcellence
- Let us know what you think – www.sqa.org.uk/haveyoursay
- Sign up to our 'MyAlerts' service – www.sqa.org.uk/myalerts
- Keep track of the latest milestones – www.sqa.org.uk/cfetimeline
- Get in touch with the CfE Liaison Team – www.sqa.org.uk/cfeteam

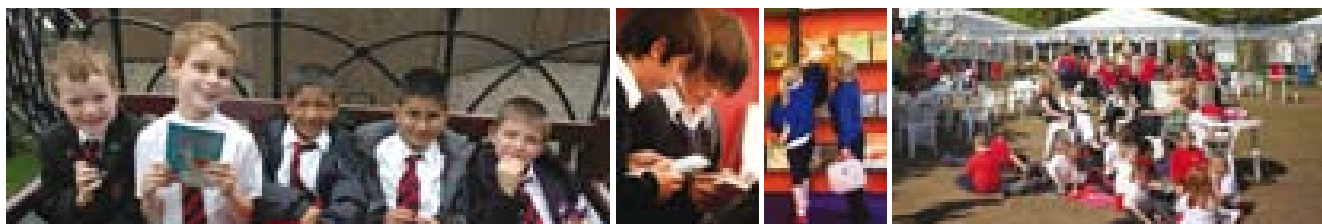
Find out more at: www.sqa.org.uk/curriculumforexcellence





Edinburgh International Book Festival

RBS Schools Programme Sneak Preview...



Wordplay and language, storytelling and exploration will again take centre stage this August in Charlotte Square Gardens when the Edinburgh International Book Festival flings open its doors to welcome hoards of excited visitors – young and old, veteran readers and those new to books – to experience the huge array of events. Although details of the Book Festival's public programme aren't released until June, we can give you an exclusive sneak preview of their RBS Schools Programme, a 7-day literary extravaganza created especially for school groups, which takes place from 22-30 August and goes on sale in April.

The RBS Schools Programme has proved to be extremely popular in recent years, last year attracting over 149 schools, so keep an eye on your diary in April when full details of the event are released. The Book Festival team are putting the finishing touches to the programme, but they've kindly given the SEJ a sneak preview of some of the authors and illustrators we can look forward to seeing this August...

Children's favourite Julia Donaldson will be dramatising her inimitable picture books with songs and rhymes and there will even be a chance for some budding young actors to take part!

Illustrator in Residence Nick Sharratt will be bringing picture books alive, with the help of James Mackenzie (also known as 'Raven') from CBBC.

As always the Book Festival will host an array of award-winning authors including Anne Fine, David Almond, Mal Peet, Theresa Breslin and Jason Wallace, winner of the 2010 Costa Children's Book Award.

A major theme of the programme will be re-imaginings of famous stories and myths including:

- Celia Rees talking about *The Fool's Girl* which takes its inspiration from Shakespeare's *Twelfth Night*
- Allison Ouvry's puppet show of Chaucer's *The Canterbury Tales* re-imagined as a 21st Century bus tour!
- Author Andy Briggs' reinvention of Tarzan for the 21st century as a rebel-fighting eco-warrior
- Jamila Gavin and Lari Don re-visiting the myths of India and Sumatra

This year's Festival will see the return of many regular features including a dedicated children's bookshop, the RBS Schools Gala Day for primary school children, and plenty of opportunities to meet favourite authors and illustrators. There will also be a programme of exciting outreach activities in schools across Scotland.

CPD events

To complement the events for pupils, the Book Festival will continue its series of events for teachers and educators – offering a diverse range of influential voices on educational theory, policy and practice.

Help with transport costs and book buying

Helpfully, the Book Festival offers schools the opportunity to apply for funding towards their transport costs as well as discounts on book orders. Full details will appear in the RBS Schools Programme when it is released in April.

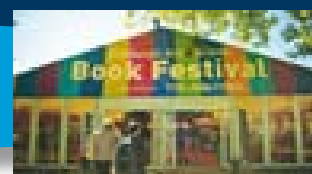


Look out for key dates

- Brochure and full programme available from 18 April
- Ticket sales open just after the Easter break at the end of April
- RBS Schools Programme runs from 22 - 30 August
- RBS Schools Gala Day (for primary schools) 30 August

Find out more

Keep an eye on the Book Festival website www.edbookfest.co.uk for further details. If you would like to receive a copy of the brochure by post simply email the Book Festival at mailinglist@edbookfest.co.uk



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Legal Helpline

Tel: 0141 332 2887

Making Cultural Exchanges Work

Craigroyston Community High School's journey to Namugongo in Uganda started when an ex student spent a year of volunteering with children affected by HIV and AIDS near Kampala in 2009. In October 2010, Craigroyston teamed up with a local youth agency in the Muirhouse area of Edinburgh and sent 4 of its students on a Royal Youth Commonwealth Exchange to Uganda.



Craigroyston Community High School's exchange was a great success; the young people took part in volunteering at a local charity running breakfast clubs to ensure that 1200 children a day got a high protein breakfast as an incentive to get homework completed and ready for school. Craigroyston have been able to partner with 2 schools in Namugongo – local secondary called Kira and an international school called Vienna College. The students took part in debates on subjects ranging from 'Does help from abroad erode our culture or enhance it?' to 'Has technology done more harm than good?' It was less a battle of wits than an exploration which ordinarily a group from Edinburgh would not have an interest in. Being in another culture really helped to open up the group to new and even opposing ideas.

Preparation for the exchange took the best part of 6 months. A weekly programme involved participants in learning more about Uganda, the impact of western aid both in positive and negative ways, behaving responsibly in an African context and preparing sessions around health promotion from a Scottish perspective: physical activity, healthy eating, sexual health.

The programme in Namugongo showed the difference between growing up in Namugongo and Muirhouse. The volunteering made the Scottish young people realise how lucky they were to live in a society which has implemented the Welfare State to support everyone. The Craigroyston group noticed the difference when they saw that children in Namugongo depended on the clubs to provide them with the only meal they would receive all day. However the children's thirst for knowledge was at times overwhelming, just like their lust for life. Even in the face of HIV and AIDS, extreme poverty

and deprivation, their laughs and smiles became infectious and the human reaction to 'pity' for them was quickly replaced with empathy and even envy of their outlook on life. These children were happy with what they had and did not dwell on the cards that life had unfortunately dealt them, which is not always the case with their counterparts in Scotland.

Another absolutely amazing experience for the young people on the exchange visit was the home visits where they stayed with a local family and took part in their everyday life. The communities where people lived were very interesting and diverse. Housing is big issue which is important for people to grasp and understand, especially when making a comparison to North Edinburgh. In Uganda the equivalent of provided accommodation consisted of a single roomed concrete house, built in rows and joined together. These 'houses' had been built by missionaries and provided people with the basic means to shelter themselves and their families. Unlike North Edinburgh where people live in a house which has a toilet, kitchen, living room and sleeping area, the lucky Ugandans who had been supplied with one of the missionary made homes had to share the one room with the whole family whilst cooking washing and using a communal toilet all done outside. Other members of the community have to build their own houses out of mud or wooden and iron shacks and this is where the entire family would stay.

The impact of the exchange was down in no small way to the partnership of Craigroyston Community High School and Muirhouse Youth Development Group. The experience showed the richness that the young people can experience when the school joins forces with community based groups. The group is now looking forward to the return visit of Namugongo young people to Muirhouse in October 2011. ●

PETER GIBSON MEMORIAL FUND

New Fund launched for study trips abroad

Graham Atherton, a trustee of the Fund, invites expressions of interest from readers

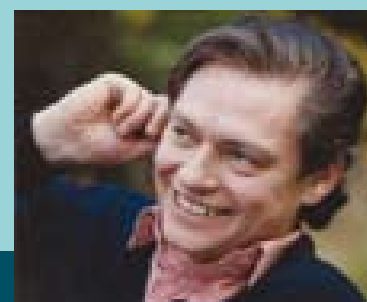
Interested in looking at good practices in education and other services abroad that could be of benefit to Scotland? Then the Peter Gibson Memorial Fund (PGMF) would be most interested in hearing from you and possibly funding your study trip. Peter Gibson (1947-2005) while director of Scottish Consumer Council between 1977-90 secured significant achievements for Scottish service users in such areas as education, housing, money advice and access to information. The PGMF was recently set up as a registered charity with donations from the Scottish Consumer Council (now part of Consumer Focus Scotland) and other well-wishers. Peter was particularly passionate about schooling and other educational issues.

Funding is available to individuals over 16 in Scotland with enough understanding of their area of interest to carry out their own study abroad and provide a written report that could be of practical value to service providers and users in Scotland. You could be a lecturer, teacher or student with a particular interest or enthusiasm that you'd like to pursue through further study abroad. Funding would cover the cost of your travel, accommodation and other essential expenses. The amount of funding would vary, depending on the nature of your study trip, but could be as much as £4,000. You'd be free to make use of your study report in furtherance of your own career development.

The sorts of study in, say, education that could be funded could include practices abroad relating to additional support for learning, early years education, parental involvement, schooling in rural and remote areas, curricular choice, school governance, advice and guidance for school leavers, access to continuing education, and so on. For example, the PGMF recently funded a study trip by a professional worker to the United States over several days to look at new approaches to community-based support for vulnerable adults. Expressions of interest and ideas and suggestions for study trips would be very much welcomed by the PGMF.

You can find out more about the PGMF by visiting its website at: www.pgmf.co.uk, where you can also download an application form. ●

Contact: Graham Atherton Tel 0131 667 2773



Peter Gibson (1947-2005)



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Sudoku

supplied by: Lovatts Publications

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

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

SEJ February 11 Sudoku solution

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

CROSSWORD

Crossword 65

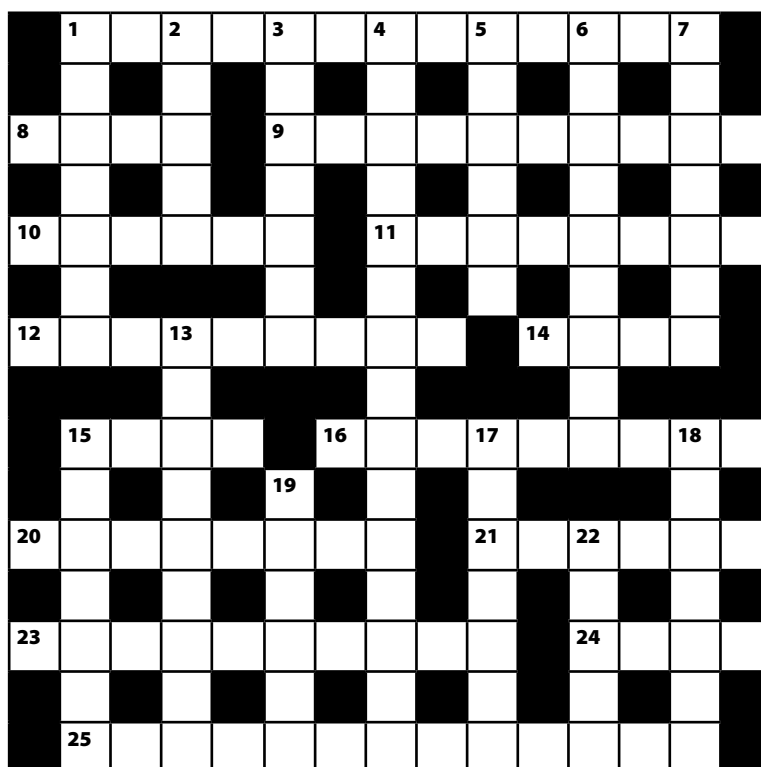
Answers to crossword no. 64

Across

1 Endue, 4 Telegraph, 9 Proverb,
10 Gantlet, 11 Rumba, 13 Order,
15 Eel, 16 Awn, 17 Inure,
19 Altar, 21 Envoi, 23 Imbed,
24 Hag, 25 Jar, 26 Boyar,
28 Repel, 29 Atelier,
31 Bayonet, 33 Sharp-eyed,
34 Mayor.

Down

1 Expurgate, 2 Door-man,
3 Eye, 4 Taboo, 5 Lag, 6 Goner,
7 Ailment, 8 Hotel, 12 Alibi,
14 Dweeb, 18 Unify, 19 Alder,
20 Regulator, 22 Verbena,
24 Ha'penny, 25 Jeans,
26 Blimp, 27 Rabid, 30 Ray,
32 Yam.



Work out and win

A £30 book token is the prize in the SEJ cryptic crossword. Send your completed entry to SEJ, 46 Moray Place, Edinburgh, EH3 6BH by Friday 6 May 2011. 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

Clues

Across

- 1 Manufactured cheddar cruets which contained less carbo-hydrate (6-7)
- 8 High bits to over play summits perhaps (4)
- 9 Not a day robe nor an evening gown! (10)
- 10 Tend for pole with a hug (6)
- 11 Get right inside the ship with a pennant (8)
- 12 Walter met liquid ice (4-5)
- 14 Jaunty little fizzy drink (4)

- 15 Load Further Education College in Glasgow (4)
- 16 Exploit the German round to party (7-2)
- 20 Province of one managing director and cooked onion (8)
- 21 Get right into settler with urgent request (6)
- 23 Realism far removed from danger warnings (4-6)
- 24 Fritter made from unsolicited electronic messages (4)
- 25 Dentist desire provokes bored reaction (13)

Down

- 1 Deposit silver in shop (7)
- 2 En Calais le couloir apparaitre (5)
- 3 Throw two articles together for a card game (7)
- 4 Graduate carer perhaps (10,5)
- 5 Add rot confused individual (6)
- 6 Pink flower derived from vehicle state (9)
- 7 Waste goes south with pudding (7)
- 13 Clock and watch can't be trusted (3-6)
- 15 Made up of tales and levels? (7)
- 17 Tear no street east for smart reply (7)
- 18 Traditionalist raid he'd organised (3,4)
- 19 Go on, do it (4-2)
- 22 A benefit derived from fibreglass etcetera (5)

Crossword winner

Congratulations to Sheena Topping, Linlithgow who was the winner of SEJ cryptic crossword no 64. Sheena receives a £30 book token.

Letters to the editor

Dear Editor

As the stormclouds grow over Scottish education, and with what was termed the "phoney war" coming to an end, it is very easy to see the analogies, and launch into a "we'll fight them on the beaches" address. Notwithstanding I hope all this turmoil does produce the EIS's "finest hour".

The current path trod is the correct one, by checking legalities over what actions may be adopted. Two things are clear though. Teachers have a 35 hour contract, and if this was adhered to, the system as currently operates would collapse. In the interim, before further national strategy is detailed, may I offer a simple piece of advice (which is a principle strategy in its own right), to any members who believe their contractual hours are being usurped. It is the word "no"!

Yours faithfully

Bryce Wilson, East Ayrshire

Secshinin' the Sector

Whit the Hells happinin' tae FE?

Hunnurs o' lecturers ur gettun thur redundee

Ah wondur, when wis the message sent

This sayed FE hid tae be cut bae 15 percent

The Fundin' Cooncil cut the value o' a Weightit Sum

Bit thae still want the same nummer o' students tae cum

Did Boards no realise whit the papurs sayed

Thae don't seem tae realise whits no' getting' payed

Whit dae thae think it means, tae be cash flat fur three years

A squeeze as big as that wull oanly bring mair tears

Cos the wae inflashun is goin through the roof

It will hiv a terribul impact upoan oor youth

Thae must realise ye cannae keep getting "more for less"

Cos sooner or latur the sector kin oanly compress.

**John Cassidy,
15 February 2011**

YOUR EIS DIARY IS COMING SOON

All members will be sent their new EIS diary, for the academic year 2011-2012, In the next (May) edition of the SEJ.

eis
2011 - 2012

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

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.

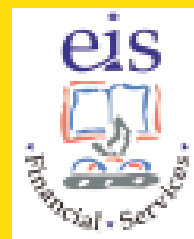
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| <input type="checkbox"/> Top Up Pensions | <input type="checkbox"/> Other (please specify) | |

Telephone number: Home Work

When is the best time to contact you?

Morning Afternoon Evening Mobile

SEJ 10/10



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