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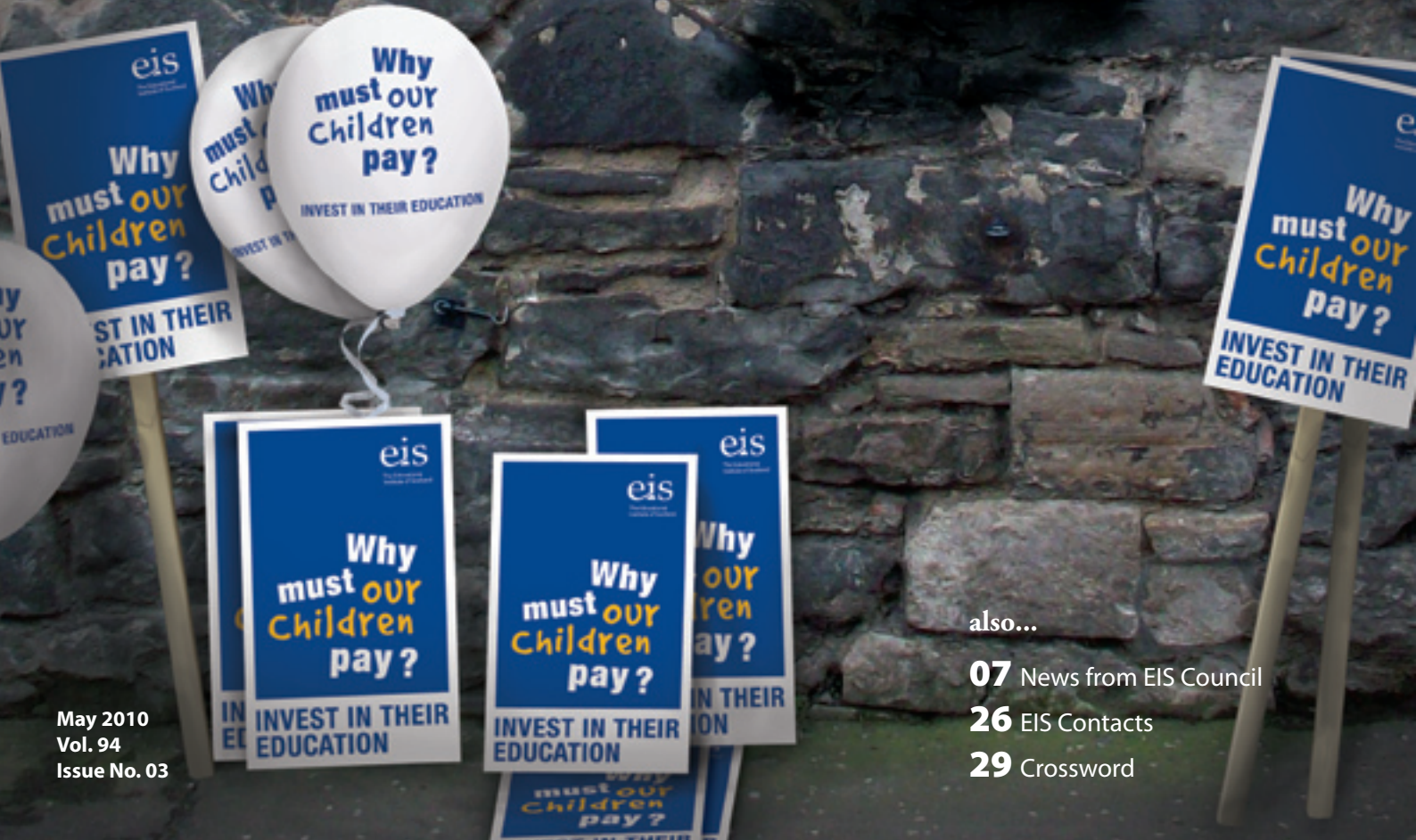
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Are you planning to retire in the near future?



There are ways that you could increase the overall pension you receive!

Tax Free Lump Sum

If you joined the Scottish Teachers' Superannuation Scheme prior to April 2007, when you retire you will receive a tax free lump sum from the scheme equal to 3 x your annual pension. We can help by giving advice on a number of ways to invest this lump sum to provide you with an additional regular income. In many cases you can still access your capital if you need to and even retain potential growth on your investment!

Investing in this way could provide an extremely tax efficient regular income to supplement your Superannuation pension.

Do you have a Personal Pension Plan (PPP), Stakeholder Pension (SHP), Additional Voluntary Contributions (AVCs) or Free Standing Additional Voluntary Contributions (FSAVCs)?

The Open Market Option

The Open Market Option is an often underused benefit of PPP, SHP, AVCs and FSAVCs.

Essentially what this option allows you to do is shop around for a better pension.

Depending on your health and lifestyle you could be eligible for enhanced pension benefits.

Approximately three months before you are due to retire your PPP, SHP, AVC or FSAVC provider should send you an estimate of the pension that you can expect to receive from them. As your EIS Independent Financial Advisers we are able to search the market place in an effort to secure a higher pension from another provider.

The difference in your total pension could be quite significant.

For more information on any of these matters, please contact EIS Financial Services on 0141 332 8004 or email enquiries@eisfs.co.uk

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SE112/09

Challenging times ahead for Scottish education

Although education is a devolved issue in Scotland, and education policy is therefore controlled by the Scottish Parliament, the result of the recent General Election will have major consequences for the future of Scottish education. While the decisions on Scotland's schools will continue to be made at Holyrood, the Westminster Government will continue to be responsible for allocating funding through the Scottish block grant to pay for our public services.

We all know that these are difficult times for our economy and that there will be challenging times ahead for us all. The Westminster Government is now facing extremely difficult decisions over how best to rebuild the UK economy, reduce the national deficit, while also continuing to fund vital public services such as education.

Continuing investment in education is vital for the future of our young people and for Scotland's future. As the world emerges from the global economic crisis, it is those countries that have continued to invest in their education systems that will recover most quickly. In these changing economic times, having a highly-educated, highly-skilled workforce who are capable of adapting to changing circumstances will be vital for the future prosperity of the entire country.

These are changing times for Scottish education. Scottish schools are currently in the midst of the most radical programme of curricular change in a generation with the continuing implementation of the *Curriculum for Excellence*. Teachers know that this exciting development offers much to the pupils of today and tomorrow, but such wide-ranging change cannot be introduced successfully without continuing investment in our schools.

With all of this in mind, the EIS will continue to stand up for Scottish education through our "Why must our Children pay?" campaign. The launch of the campaign, when 10,000 people marched through the streets of Glasgow, showed the strength of public support for Scottish education. It served as a warning to politicians, of all political colours, that the people of Scotland will not stand for our schools, colleges and universities being decimated in order to bail out failed banks.

Our young people, and the schools, colleges and universities which form the bedrock of our education system, deserve the best support that we can provide. As we look back on the result of the UK General Election, and look ahead to next year's Scottish Parliament Elections, it is clear that Scottish education needs strong champions to continue to fight its cause. The EIS, with your support, will continue to defend Scottish education as we continue to raise the question "Why must our Children pay?" in the campaign for a better future for all our young people.

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Headteachers question Cabinet Secretary on CfE



Images: Mark Jackson

Headteachers and other promoted staff questioned Cabinet Secretary Mike Russell on CfE issues at the EIS National Headteachers' Conference, held recently in Edinburgh. Mr Russell was the conference's keynote speaker, and announced the Scottish Government's intention to rewrite key "Building the Curriculum" documents in order to make them more accessible and easier to understand.

The EIS Headteacher Conference delegates took the opportunity to question Mr Russell on a number of issues,



ranging from the need for more resources and implementation time for CfE to the new national qualifications and the timetable for their delivery.

Other speakers at the conference included Helen Connor (EIS President), Bill Maxwell (Her Majesty's Senior Chief Inspector), Bernard McLeary (Chief Executive - Learning and Teaching Scotland), Dr Janet Brown (Chief Executive - Scottish Qualifications Authority) and Larry Flanagan (EIS Education Convener).

Speaking at the meeting, Education Convener Larry Flanagan said, "The EIS is keen to work constructively with the Cabinet Secretary to address the concerns of teachers and we welcome his offer of further discussions on CfE".

The EIS supports the introduction of CfE, but has serious concerns over issues such as resources, CPD and the timetable for the introduction of the associated new qualifications in 2013/14. ●

See feature on p12 of this SEJ for more on the EIS view on the new National Qualifications associated with CfE.

Show Racism the Red Card - Anti-Racism Creative Competition 2010



Helen Connor and prize winner

prizes. The competition was extended this year to include FE Colleges and Veronica Rankin, EIS National Officer, Equality and Education was on the panel of judges.

This year's schools' competition was administered by SQA and supported by various organisations, including the EIS who donated £1000 towards the



Three top poster winners

winning schools. The overall winner was the poster by Ross Duncan, Edinburgh's Telford College, showing a plant and its root signifying the aim to eliminate racism by getting to its root cause – ignorance. ●

The prize giving event was held at Hampden Park Stadium, Glasgow on 25 March and EIS President, Helen Connor, presented prizes to two prize

EIS AGM Fringe meeting

The 2010 AGM Equality Fringe meeting will focus on the subject of Poverty and Education. Dr Linda Croxford, Senior Research Fellow, Centre for Educational Sociology at Edinburgh University, will

address the meeting. The event will be held on Friday 11 June at 12.30PM in the Caird Hall, Dundee to which all AGM delegates are welcome.



Throw a tea party for 46,000 people this summer

Celebrate the strawberry season by getting together with your favourite people and hosting a tea party in aid of Breast Cancer Care. The charity's Strawberry Tea campaign runs throughout summer and raises vital funds to support the 46,000 people who are diagnosed with breast cancer every year in the UK.

As easy as one, two, Tea!

Holding a Strawberry Tea is simple and fun to do; whether you organise a picnic on a sunny day, have an afternoon tea with sumptuous homemade baking, or even up your office tea break with strawberry cakes. Or why not use Wimbledon fortnight as an excuse to serve strawberries and cream? A donation from your guests is all you need to make a real difference to the lives of people affected by breast cancer.



In the UK, someone is diagnosed with breast cancer every 11 minutes. However big or small your Strawberry Tea event, every penny raised will enable Breast Cancer Care to continue providing free support and information to anyone affected by the disease, when they need it most.

Register now for a free Strawberry Tea fundraising pack full of strawberry recipes and tips to make your event the highlight of the summer. Visit www.breastcancercare.org.uk/strawberry or call **0870 164 9422**.

Breast Cancer Care is here for anyone affected by breast cancer. We bring people together, provide information and support, and campaign for improved standards of care. We use our understanding of people's experience of breast cancer and our clinical expertise in everything we do. Visit www.breastcancercare.org.uk or call our free helpline on **0808 800 6000**.

EIS prominent at STUC

The EIS played a prominent role at this year's Scottish Trades Union Congress in Dundee. A 14 strong delegation, including President Helen Connor, General Secretary Ronnie Smith, President-Elect Kay Barnett, and Ex-President David Drever, ensured that the EIS and education issues were well represented throughout Congress.

Mairi Raeburn (EIS Council) moved a successful EIS motion dealing with the Additional Support for Learning (ASL) Act and concentrated on the impact of education cuts on the ability of local authorities to deliver their statutory responsibilities in line with the Act. (See page 11 for more on the impact of cuts to ASL).

Vaughan Ellis (EIS-ULA) seconded a UCU motion on the Higher Education Review to which the EIS had submitted an amendment which was accepted by the movers.

EIS President Helen Connor seconded the major composite motion on protecting public services, which had been moved by the STUC General Council. Helen's contribution centred on the false consensus which has emerged regarding the inevitability of cuts in the public sector. (See cover story on p8 for more on the EIS campaign to fight budget cuts.)



On the Party Circuit

The EIS continued its rounds of the Scottish political party conferences, hosting well-attended fringe meetings at the recent Scottish Labour and Scottish National Party conferences. Here left, Cabinet Secretary for Education Mike Russell addresses delegates at the SNP Conference, and above, Education Spokesman Des McNulty addresses delegates at the Scottish Labour Conference. Representing the EIS at both events were President Helen Connor and President-Elect Kay Barnett.



Images: Mark Jackson (top) and John Paul (bottom)

Common sense approach needed on teachers' flight difficulties



Ronnie Smith

Image: Alan Richardson

The EIS has called for all local authorities to adopt a common-sense approach to teacher absences caused by the recent suspension of air travel across much of Europe.

Commenting, EIS General Secretary Ronnie Smith said, "The complete shutdown in air travel across the UK

and much of Europe was quite unprecedented, and created unavoidable travel difficulties for many people including a significant number of Scottish teachers. Unlike many other local authority employees, teachers have no choice and no flexibility over when their leave days are taken, so teachers were disproportionately hit by this shutdown during the school holiday period."

Mr Smith continued, "With many Scottish teachers having been stranded abroad through no fault of their own, their teaching colleagues worked particularly hard to cover for these enforced absences to ensure that pupils continued to receive the level of education they have the right to expect. In this light, it is extremely disappointing that some local authorities seem to be taking an excessively hard line on enforced absences by threatening to dock pay from those teachers who have been stranded abroad."

He added, "With teachers offering to go the extra mile in order to keep schools running, Councils should be adopting a far more sympathetic approach to their colleagues who were stranded abroad. Granting special leave to stranded teachers is certainly within the power of all Councils, and would be a common-sense solution to a problem that impacted on a disproportionate number of teachers through no fault of their own."

Sandy Fraser: An appreciation



Sandy Fraser
EIS Depute General Secretary
22 March 1917 –
6 April 2010 in Edinburgh

Sandy Fraser, who died on 6 April at the age of 93, was an outstanding EIS official, both Assistant Secretary and Depute General Secretary, from 1960 to 1977, a period of considerable change in education in Scotland. It was a period in which the EIS evolved rapidly from a professional body focusing primarily on the professional and educational concerns of teachers, to a fully fledged trade union, a lead player in the politics of education, where campaigning was central to its day to day work. The period straddled the periods of office of two General Secretaries, Gilbert Bryden and John Pollock.

Over this period, Sandy Fraser led EIS work in pay and conditions matters and in membership support, especially on legal issues. At a time of rapid change, he ensured that the EIS role in the support of individual members, their problems and concerns, including complex legal issues, was never lost sight of, even at a time when high profile campaigns on education issues seemed to dominate EIS policy priorities.

Those who knew him at that time and during his retirement, including EIS officials, both his contemporaries and those who followed him, bear testament to Sandy's professionalism, sound judgement together with his unflinching courtesy and personal kindness.

Sandy was born at Pormahomack in Easter Ross in 1917. He went to school at both Trinity Academy and Leith Academy in Edinburgh, moving on to Edinburgh University from where he graduated in 1938. On completing his teacher training he became a teacher at Moray House School but was only there for a few months when he enlisted for war service in the Royal Navy. He went on to become a navigating officer on cruisers and minesweepers and was twice mentioned in dispatches. After the war he was promoted commander in the RNVR and was second in command of the Forth Division RNR until 1958.

After his demobilisation in 1946 he resumed his teaching at Moray House School. In 1950 he married Mary Ross. They had three children, Fiona, Alasdair and Mairi. His teaching career included spells as Deputy Head at Inch Public School, Master in Charge of the primary department at Trinity Academy and later Headteacher of Lossiemouth Secondary School.

He obtained an Honours BSc degree (1949) and the Academic Diploma in Education (1955) from London University and the Diploma of Religious Knowledge of Jordanhill (1957).

"As Assistant Secretary and later Depute General Secretary of the EIS, Sandy was a key figure in maintaining the profile of the EIS as the leading education and professional body in Scotland. Teachers in every part of Scotland benefited from Sandy's considerable gifts as a mediator and negotiator on behalf of them."

Ronnie Smith
General Secretary

He left Lossiemouth to return to Edinburgh in 1960 to take up a position, initially as Assistant Secretary with EIS, where he remained until his retirement in 1977, latterly promoted to Depute General Secretary. As Depute General Secretary, Sandy was Joint Secretary of the national bodies on teachers' pay and conditions of service at that time, and was also responsible for legal matters. Speaking at Sandy's retirement in 1977, the then General Secretary, John Pollock said "Sandy will be remembered with gratitude by members in every

part of Scotland who have benefited from his considerable gifts as a mediator, negotiator and advocate".

Sandy was awarded the degree of Fellowship of the EIS in 1965.

Sandy was also Chairman of the Board of Governors of the then Dunfermline College of Physical Education.

Sandy's interests were many and varied. He became a member of Inverleith Church in 1954 and served faithfully as an elder for many years.

As a young man he would hike from Edinburgh to Portmahomack and he and his wife, Mary, enjoyed cycling holidays in the early years of their marriage. He was a member of the North Leith Boys Brigade where he learned to play the bagpipes.

He excelled as a rugby player for Leith Academy, Musselburgh and Edinburgh Borderers. Among the highlights of his rugby career was captaining the winning Musselburgh team at the Murrayfield Sevens and being invited to captain the Cooptimists. He used to say that possibly his only regret was never to have been selected to play rugby for Scotland.

In later years he became interested in hill walking and there were many family excursions to the Pentlands and further afield. Sandy continued to enjoy the hills well into his eighties.

He was a voracious reader with interests that included politics, history, religion, sport and poetry.

To keep himself occupied in the first years of his retirement, he researched and wrote a book on the history of Portmahomack.

He was also a keen golfer right up to his late 80s.

The last 20 years of his life were enhanced by his friendship with Nancy Brewster. They enjoyed holidays together, visiting amongst other places the Mediterranean, the Baltic and the Caribbean.

He had many strong friendships but the sadness of reaching 93 was that many of them predeceased him, and was very proud of his children all of whom followed him and Mary into teaching.

In later years Sandy had monthly get togethers with fellow EIS officials of his own period and following years – Raymond Thomasson (Depute General Secretary), Bob Beattie (Depute General Secretary) and Suzanne Kreitman (Assistant Secretary). Raymond and Bob predeceased him a few years ago.

Speaking following Sandy's death, EIS General Secretary Ronnie Smith said "Sandy was an outstanding senior official of the EIS who retained a strong interest in education and in the work of the EIS throughout his long life. His commitment to education, teaching and the work of teachers along with his sense of justice, personal integrity and attention to detail are examples to all of us who follow him in the work of the EIS and in other fields of education".

The SEJ expresses its sympathy to children Fiona, Alasdair and Mairi, and also to his friend Nancy. ●

NEWS & COUNCIL NEWS

Council News

Council looks back at General Election and ahead to EIS AGM

May's meeting of EIS Council was held the day after the General Election and, as the results continued to roll in, Council members discussed the implications for Scottish education and looked ahead to the impending EIS Annual General Meeting. President-Elect Kay Barnett spoke of the continuing threat of education funding cuts, and reported back to Council on the successful March and Rally which had launched the EIS "Why must our Children pay?" campaign. Ms Barnett told Council that the campaign would now be stepped up again in the coming months ahead of next year's Scottish Parliament elections.

With the EIS AGM just weeks away, Council discussed proposed amendments to AGM motions and agreed formal Council attitudes in respect of each AGM motion. To no-one's surprise, the issues which dominated Council's discussions were education funding cuts and the implementation of the Curriculum for Excellence. EIS members can view the final list of Motions and Amendments to be debated at this year's AGM at www.eis.org.uk



Why must our Children pay?

President-Elect Kay Barnett and Assistant Secretary Ken Wimbor deliver campaign letters - collected by Glasgow LA - to the Scottish Parliament.

Image: Mark Jackson

EIS Equality Conference 2010

An Equality conference will be held in the Radisson SAS Hotel, Argyle Street, Glasgow on Saturday 30 October from 10am to 3.30pm. The Conference will consider the impact of the Equality Act on education. Look out for further information on the EIS website, www.eis.org.uk.

To register your interest in this event, please email abrand@eis.org.uk.

Fond farewells

May Council was a bitter-sweet moment for many prominent Council members who were attending their final meeting. Amongst those stepping down from Council and formal EIS work were Past Presidents May Ferries (Glasgow), Sandy Fowler (South Ayrshire), Willie Hart (Glasgow), Margaret Nicol (Fife) and Alana Ross (Glasgow). Also stepping down from Council were two Past-Presidents of the EIS Further Education Lecturers' Association - John Cassidy and Jim O'Donovan.

It was also the last Council meeting for EIS National Officer (Education & Equality) Veronica Rankin, who will retire following the EIS AGM in June.

President Helen Connor placed on record the gratitude of EIS Council for all the work carried out by each individual on behalf of the EIS, and spoke of the impossible task of replacing their experience and commitment. Council Members showed their immense gratitude to their departing colleagues with a long ovation at the close of the meeting. ●

Updating your Membership Details Online

If we hold your email address on record you will shortly be receiving your annual amendment letter by email allowing you to update your membership details online.



If we do not currently hold your email address your annual amendment letter will be sent by post.

EIS FELA annual conference March 2010

Over 70 delegates from 27 Colleges in Scotland assembled in Perth on 12 March for the Annual Conference of the EIS Further Education Lecturers' Association (EIS-FELA). EIS-FELA President Alan Ferguson (James Watt College) welcomed delegates to a conference which was dominated by two main themes - the merger of Glasgow City Centre Colleges and the management agenda of "More for Less."

Visit the EIS website - www.eis.org.uk - for a full report on this year's EIS-FELA conference. ●

Defending Public Services

The EIS will propose to the STUC that a joint campaign and national demonstration to Defend Public Services should be organised in the Autumn, as a result of a successful Motion from John Dennis (Dumfries & Galloway). ●

Why must our Children pay?

Where do we go from here?

EIS President Helen Connor will complete her year in office at the EIS AGM in June. Here, Helen looks back at one of the key events of her Presidential year – the rally that launched the EIS “Why must our Children pay?” campaign – and looks ahead to the next steps in the continuing struggle to protect Scottish education in the face of planned Government funding cuts.

We are now a number of weeks on from the highly successful rally in March where we saw thousands of teachers, support staff, parents and children marching through the streets of Glasgow. It would be fair to say that this was the biggest display of disquiet amongst the Scottish public about the cuts in Scottish Education for decades.

Since the demonstration the EIS has held fringe meetings at both the SNP and Labour Party conferences. In particular the meeting at the SNP conference was very well attended and it is fair to say that Mike Russell, Cabinet Secretary, was put under some considerable pressure about the lack of progress in class sizes and in particular the situation with regard to “access” to a nursery teacher. It is ironic that their manifesto said clearly that early intervention was a priority and we find that 30% fewer children have pre-5 care since the present Government took office.

During the recent General Election campaign most political parties made it clear that they thought that education was a priority - let's just hope that their manifestoes don't get disregarded in the same way that many Scottish Government commitments have done.

A Fair Society - What about the most vulnerable?

A socially just society looks after all members within it and particularly in Scotland that means looking after our most vulnerable children and young people. It is an absolute travesty that in many local authorities we are looking at the complete shut-down of learning support services. We see and hear adverts in the national press making it clear that under the Additional Support Needs Act parents are entitled to support for their child, giving a whole number of examples of how this could be accessed. We, in the EIS, are very clear that parents are indeed entitled to this, but we are left furious that this hope is being built up at the same time as the very support

staff and teachers necessary to carry out such support are disappearing from our schools.

It is time that both parents and staff made their voices heard and let the people responsible know how we feel. We cannot afford to mess about with the future generation of this country. The Government should be ashamed that they are letting down the very section of society which needs the most help.

“ ...most political parties made it clear that they thought that education was a priority - let's just hope that their manifestoes don't get disregarded... ”

A waste of talent - a disgrace to the profession

Over the last few years successive Scottish Governments have been actively encouraging people to become teachers. The influence people could have on the future generation and the enthusiasm of the profession was cited as one of the many reasons why people should not only go from school to university to train as teachers but people were also encouraged to change jobs and embark on a career in teaching.

This, combined with a manifesto commitment to reduce P1-3 classes to 18, meant that more lecturers were employed in universities and many more people chose teaching as the profession they wanted to follow.

I can only imagine the anger felt by both the lecturers who are now facing redundancy and the thousands of probationers and post probationers who are facing a very bleak future.

As a country we have invested vast sums of money in training teachers and yet we are prepared to allow them to go and work abroad or in other jobs - is that how little the government values the education of our young people? Do they seriously think that when (not if) we face a teacher shortage in a few years that these very talented people will have remained in the country and loyal? Would you?

Images of Rally and EIS President: Mark Jackson




THE CHALLENGES AHEAD: WE NEED TO STAND UNITED

There are many challenges which we will face over the coming years and I would like to address a few of them:



Continuing Professional Development

The current budget cuts have had a major impact on CPD budget provision throughout Scotland. At a time when the embedding of *Curriculum for Excellence* and development work on the new National Qualifications is at the fore, this makes absolutely no sense whatsoever. We are very clear that teachers cannot do all the work associated with these developments whilst still doing their "day" job and that adequate resources including time MUST be made available.

As part of *Curriculum for Excellence* schools will be undertaking new planning and none of this can be done without adequate CPD. There is a popular misconception that CPD is all about attending courses, but we must be clear that many teachers will need the time to share ideas and experiences amongst themselves. This cannot be done without extra money being put into school budgets to enable these exchanges to take place effectively.

Teachers and parents are funding education

How bad has the situation become when class teachers and Parent Councils are providing supplies for their schools and classes? Teachers have always provided the extras for their children e.g. prizes for groups but according to information which we have this has become more the "norm" than ever before.

We know of instances where the Parent Council has paid for necessary repairs to the playground in order to make it safe. Schools where the allocation of card for a primary class of 25 is 70 sheets for the whole year. How on earth can we deliver any aspect of the curriculum when we constantly worry about having the resources?

Schools across Scotland have told staff that they cannot photocopy for the best part of half the year. Even in the so-called enlightened times of no worksheet overload we still need to have access to a photocopier.

It sounds like something out of the dark ages but we are also aware of schools where the windows are not repaired when broken, the heating only works in certain parts of the building and the children have little or no access to decent social space.

Can you imagine how much worse the system would be if staff and parents called a halt and said "enough is enough"? After all we are all struggling with this recession as well.

What should we do now - the campaign needs you

Although the March and Rally was the first large-scale campaign event held by the EIS, there was a lot of work being done which was not as evident. As mentioned previously we were very

visible at the political party conferences during the spring and played a major part in the recent STUC Congress.

It is crucial that we maintain the interest of teachers in the situation across the country and therefore we are also looking at the prospect of having regional conferences and activities across the country. This started in Glasgow on 24th April when there was a Rally in George Square with many teachers involved and speakers from Unison and myself as the National President of the EIS.

We would also encourage you to be clear within your schools that there is a limit to the development work which you can involve yourself in unless there is adequate CPD and cover to make this possible.

We also need to challenge constantly the idea that cuts in education are necessary and we should do this by asking the following questions whenever we get an opportunity:

Is spending on Trident more important than spending on supplies for schools and colleges?

Is providing us with an identity card more important than giving our children smaller classes?

Our resounding answer to those questions must be "no". ●

Instrumental music cuts strike a bad note

Mark Traynor, Convener of the EIS Music Instructors' Network, examines the impact that funding cuts are having on music instruction across Scotland.

As the details of public spending cuts become clearer, the most concerning aspect is the impact these 'cuts' will have on Scottish education.

The Scottish Government announced earlier this year, that public spending will increase by 2.9% for 2010/2011. However, the reality is that the majority of local authorities have announced cuts for 2010/2011. We constantly hear 'there are difficult times ahead' but these statements offer no comfort when your job and the education of our young people are at risk. Short sighted decisions made today will damage education for many years.

It would appear that some of the first victims of education cuts are Music Instructors. There are approximately 750 highly qualified, professionals in Scotland who teach young people to play an instrument or voice.

The extent of cuts, to instrumental service budgets and staffing, is gradually beginning to unfold. These range from a slight increase in budget to a cut of almost 25% in Fife local authority.

Music services must take their share of responsibility to make savings. However, it would appear that, in several local authorities, instrumental music is being targeted disproportionately, Fife authority being one. That Council has confirmed that there will be a cut of 25% to its instrumental budget for 2010/2011. Put into context,

savings for other sectors of education in Fife vary from 0.33% (Primary Staffing Budget) to 11.3% (Integrated Community Schools Budget). The true extent of these cuts has resulted in instrumental music staff receiving official confirmation of a 90 day notification period prior to possible redundancy - something to which the EIS is vehemently opposed!

Midlothian is in a similar position and faces a cut of 4.5 full time equivalent (FTE) instructors being lost in 2010/2011. This is on top of the 2.5FTE which have been lost over the last 18 months through natural wastage - a huge cut for a service with only 17FTE. It would be appropriate

to suggest that many other local authorities may well consider similar cuts in future years. The foregoing examples represent only a small portion of cuts envisaged to instrumental music service budgets

throughout Scotland. Cuts of this nature will restrict provision and will result in many young people never being offered the opportunity to learn to play an instrument or voice. In effect these young people will become a 'lost generation'. It must be mentioned that many local authorities are charging for instrumental lessons and many more are set to introduce charges in 2010/2011. These charges range from £75.00 - £340.00 per annum. Education must and should be free at the point of delivery. Scottish Government and Local Authorities have a responsibility to offer a variety of educational opportunities to our young people regardless of gender, race, disability or financial circumstances - Inclusion for All!

We are reminded at every opportunity by politicians, of the importance of education. If this is the case, why is instrumental music suffering disproportionately? These cuts may simply be the precursor to far more wide-spread education cuts in the years to come. Cuts to Instrumental Music may simply be the thin end of the wedge.

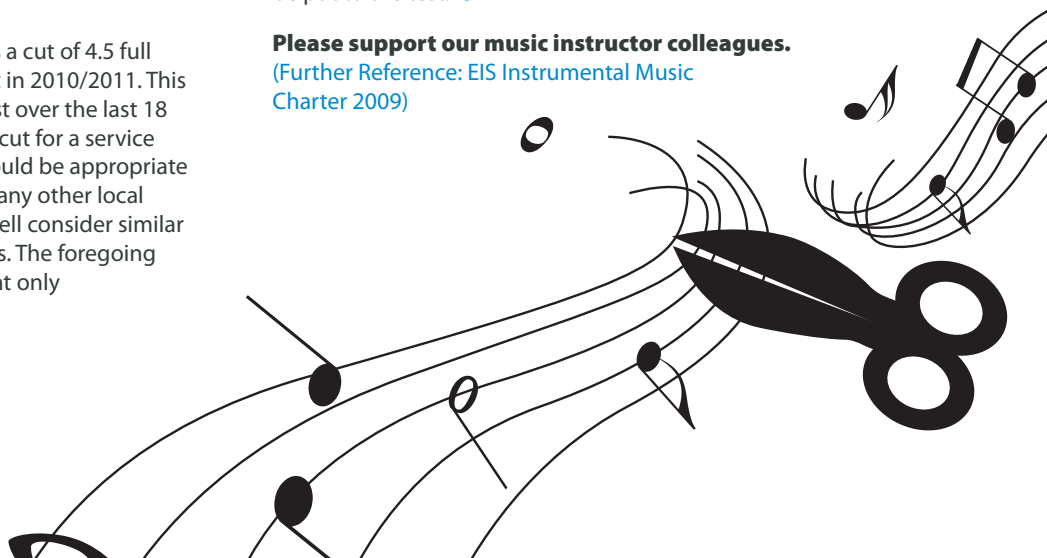
Later this year, we see the introduction of *Curriculum for Excellence* (CfE). CfE is regarded as the most significant change in Scottish education for generations. It will enable each child or young person to be a successful learner, a confident individual, a responsible citizen and an effective contributor. Instrumental music is at the core of the specific aims of CfE. How can local authorities implement CfE without music instructors? The importance of the three Rs in education is in no doubt but by its very definition, education has taught us that we must educate the whole person. Instrumental music has an important role to play in Scottish education and must not be seen as an easy target for cuts.

"I have known for a long time that young, inquisitive minds are eager to learn from new experiences, from previously never encountered challenges, that is to say, to be pushed-gently-to rise above their present levels of achievement. That's what education is all about." Gunther Schuller (Composer)

In March, over 10,000 marched on the streets of Glasgow to protest at the 'cuts' to Scottish education. The banner read, "Why must our Children pay?". For their sake and the future of Scottish education let us send a clear message that these 'cuts' are not acceptable. The EIS is committed to a 'no compulsory redundancies' policy. I hope that the resolve of the EIS will not be put to the test! ●

Please support our music instructor colleagues.

(Further Reference: EIS Instrumental Music Charter 2009)



"Cuts of this nature will result in many young people never being offered the opportunity to learn to play an instrument or voice."

Equality on a shoestring?



Image: Mark Jackson

EIS President-Elect Kay Barnett takes a look at the implications of budget cuts on Additional Support for Learning in schools. All pupils now have the legal right to request ASL, but schools will increasingly struggle to provide it as budget cuts continue to bite.

The Equality Act (2010) should strengthen the requirement for Scottish local authorities to further develop specific ways of

supporting learners in schools across all sectors to realise their full potential. After all, it has been their legal duty to do so since the Additional Support for Learning Act passed through Parliament 6 years ago.

As teachers, we not only appreciate why it is crucial to further develop a curriculum suitable and appropriate for individual learner needs and styles but we also want to deliver high quality learning experiences and opportunities. We want to help all learners to engage actively throughout all stages and across all curricular areas and subjects. We want learning and teaching to be an enjoyable experience – for all!

A genuine commitment to enhancing professional standards demands this of us all, irrespective of where we work or whom we teach. The Standard for Full Registration recognises that all teachers have a responsibility to “ensure learning tasks are... differentiated and devised to build confidence and promote progress of all pupils, including those with additional support needs and high attaining pupils”.

In addition, teachers should be able to “effectively identify and respond appropriately to pupils with difficulties in, and barriers to, learning”.

Key issues for us as a profession are not just those relating to training and CPD or time within the working week to do a good job properly, but the ever increasing concerns over lack of adequate funding and essential resources. Funding issues in this area of education are by no means new and it is simply scandalous that teachers know what they want to do to help learners – but don’t have the necessary basic resources to do so! Meeting pupil needs is rapidly becoming a casualty of cuts to education budgets across the country, with ASN teachers and support staff already badly affected.

As a result of a resolution from last year’s AGM, the EIS has been examining the impact of budget cuts on our ability to implement the ASfL Act. In our most recent survey of education budgets set for 2010/11 (March 2010), at least half of the local authorities who responded openly stated that the situation for education spending for 2011/12 would get worse. It also provides evidence of cuts to teacher numbers and other core areas crucial to supporting learners such as support staff and CPD.

And, of course, all of this is happening against a backdrop of a high profile Scottish Government media campaign (including TV adverts) to encourage parents and carers to access their rights to seek support and action at school level should their children have additional needs. So, expectations are raised – yet hopes are increasingly likely to be dashed.

As teachers and trade unionists, we have a professional and moral duty to highlight the realities of the situation – and we will continue to do so as long as parents, pupils and staff across Scotland are at risk of being short changed by the system. Teachers, parents, pupils and the wider public know

this and that is why so many of them joined us on our highly successful march and rally in Glasgow in March. And the campaign continues...

Initial feedback via our “cuts hotline” was published in February and was referred to as an “avalanche of despair” in the Glasgow Herald’s leader column – an “avalanche” that included a considerable amount of evidence from colleagues across sectors about the effects of cuts on support for learners. And the evidence continues to mount up.

Just some of the comments recently forwarded to us:

- Our school is 49% EAL, many whom are new to English and not literate in any language.....Half of the children in my class are EAL. I currently get about 90 minutes of support in a week.
- Requests for support for children with Exceptional Support Needs are subject to further cuts. We have had to accept more than 10% less than we really need, and we are told “This is the easy year – it will get worse...”
- Cuts in SfL staff, both teaching and non-teaching, are having a disastrous effect on the education of pupils with identified and well-documented special educational needs.
- Learning support teachers are in short demand, learning assistants are being paid off.

At every available opportunity the EIS will continue to highlight on your behalf the seriously negative effects of cuts in the wider context including those on the support agenda. We will also restate an informed case for the necessary funding and resources for the implementation of support strategies. In the meantime, I know that you will continue to assist the campaign to protect Scottish education by sending emerging evidence of the impact of cuts to EIS HQ via the online “hotline” address www.eis.org.uk/campaign ●

“ Meeting pupil needs is rapidly becoming a casualty of cuts to education budgets across the country... ”

Qualified Excellence?

Education Convener Larry Flanagan, who represents the EIS on the *Curriculum for Excellence* Management Board, highlights the latest developments on the proposed new qualifications for CfE. The EIS has called for a delay in the introduction of the new qualifications, currently scheduled to begin in four years' time.

The CfE Management Board met on April 22nd to discuss advice to the Cabinet Secretary on a possible delay to the introduction of new qualifications, currently scheduled for 2013/14. It had before it evidence, from its own Survey of Teachers, which demonstrated clearly the collective view of teachers that much more needed to be done to support the implementation process, and yet despite this the Board, with the sole exception of the EIS, decided to push ahead with the current timetable.

14,932 teachers took time out to respond to the survey, 24% of the workforce, and yet their views appear to have been summarily dismissed. In response to the question on confidence about having 'sufficient information and support to plan for delivery of courses leading to the new National 4 and 6 qualifications', 72% of secondary teachers replied 'not confident at all' with only 4% being 'confident'; 2 out of 3 Headteachers replied 'not confident at all'; and yet the timetable rolls on unhindered.

Notwithstanding the lack of support from other teacher organisations on the Board, the EIS is clear that our call for a delay to the qualifications timetable enjoys massive support in secondary schools and we will continue to press that case with the Cabinet Secretary.

For the information of members, we re-print to the right, extracts from the paper which was submitted and spoken to at the Board. (Further analysis of the Survey Report will be carried in the next CfE Bulletin.)

Image: Alan Richardson



Larry Flanagan

Timetable for Introducing New and Revised CfE Qualifications

The EIS AGM last June called for a delay in the timetable for introducing new CfE qualifications and that continues to be our policy stance. There are a number of key issues to consider in support of the case for a delay in introducing new qualifications.

Firstly, it is clear that a significant number of secondaries are not sufficiently conversant yet with the key principles of CfE. This will be evidenced from the survey of teachers, the key personnel when it comes to implementation, where the single clearest message is likely to be that insufficient time has been allocated to allow for the full impact of the changes to be planned for and absorbed. That is certainly the feedback we are receiving from our members. Secondary teachers are not confident about their state of readiness and attempts at quick-fix solutions to this fact will simply come unstuck. The HMIE report indicates that 'a significant number' of schools do not even have CfE sufficiently prioritised within School Improvement Plans and that speaks volumes about the state of readiness of those establishments in particular and the sector generally. To ignore the collective voice of teachers on this issue, especially when the Cabinet Secretary has stated that he wants to listen to teachers, will provoke a level of hostility and cynicism towards CfE that might cause lasting damage to the programme's aims.

A key reason for this has been the ongoing poor communication about the senior phase and how it articulates with the broad general education. In terms of the risk management register the communication strategy has not been out of the red since the programme started. The effect of this is now obvious.

There has been, also, significant delay in providing timetable models. These are now appearing on the LTS



Ignoring the impact of the economic crisis, and the likelihood of it deepening over the next three years, is akin to sticking our collective head in the sand.

website, but outwith the schools who have been engaged with LTS they are virtually unknown. The idea that the production of these exemplars at this stage in the year can seriously impact on curricular planning for next session, less than 10 working weeks away, is ludicrous. There is an issue also, in that the CfE Board has not considered any of the models in any detail, nor published any specific guidance in this area. Given the key importance of curricular structures to the delivery of CfE aims, this would seem to be a deficit in the board's leadership function. It is of particular concern in that some of the models being proposed seem to be excessively experimental and in danger of undermining the claim that CfE is an evolutionary process, building on the best of what exists already. There is a very real danger that pupils will become the hapless victims of ill-thought out innovation.

There have been real delays in agreeing the design principles for the new qualifications. This is not a criticism as time is needed to ensure that we get the proposals right but the idea that we can simply plough ahead without regard to the fact that these delays have occurred is short-sighted. The proposed timescale is far too tight, especially in relation to when subject specific guidelines will be produced, with no margin for error in a programme that has so far failed to meet a specific target date on anything. Headline announcements about the new qualifications have not been followed through with any significant detail; indeed much misleading direction has often surfaced.

The irony here is that the very nature of the discussion around qualifications has relegated the key curriculum and pedagogical areas to a secondary concern; qualifications are once again driving the system; hence the collective angst that if the new qualifications are postponed for a year then somehow CfE has stalled!

Finally, the very real difficulties of local government finance simply cannot be ignored. The money available is directly linked to the capacity of the system to deliver – and money

is being cut. Last financial year over one-third of local authorities cut back on CPD spending and the situation in the current year is likely to be much worse; yet CPD is recognised as key to this whole development. No plans are in place for additional in-service days beyond this session so schools will have even less time next year than they experienced in the current year despite the demands being even greater, especially around assessment across the whole programme. Additional time from fully funded probationers has all but disappeared as staffing standards are being cut to the bone.

Ignoring the impact of the economic crisis, and the likelihood of it deepening over the next three years, is akin to sticking our collective head in the sand.

It is unfortunate that in Secondaries implementation of the key principles of CfE has become coupled quite so strongly to the timetable for new qualifications but perhaps not surprising given the current dominance of qualifications in this sector. Proceeding with the current timetable, against the strongly expressed view of the profession, will simply reinforce that focus, sending out completely the wrong message. The idea of a teacher-led programme will be replaced with the usual format of an externally driven, top-down development such as was experienced with Higher Still, with partner organisations being seen as reverting to type.

From an EIS perspective, we feel that we have worked conscientiously to contribute to progress through the Board and its sub-groups, supporting the principles of CfE whilst articulating the experience of practitioners. Our involvement in the Board has been an important aspect of our approach, to date.

Our members, however, secondary teachers in particular, are sending a clear signal that more time and resources are required; we hope that both the Management Board and the Scottish Government will listen. ●





CPD Round-up

The SEJ rounds up the latest developments in Continuing Professional Development, and highlights some events from across the country.



Developing as an LR

By Addie Thomson (East Renfrewshire)

The McCrone Agreement was in its infancy, teachers were coming to terms with Working Time Agreements, contractual Continuing Professional Development (CPD), Chartered Teachers, Primary Principal Teachers *et al* when the EIS launched an initiative to maximise the benefit to teachers from CPD by introducing Learning Representatives (LRs) within each Local Association. I volunteered.

To begin with I had to complete the Learning Representative Certificate via an online course with the University of Paisley. The course covered the psychology of learning, the concerns of training and development to the individual and the organisation, an examination of lifelong learning related to teachers' CPD and a knowledge of mentoring to support colleagues. It sounds a lot but I discovered that, as a teacher, I was already steeped in the psychology of learning, used to mentoring and aware of the education system.

I was now a qualified LR but being a LR requires time during the working day. When the Director of Education was approached about facility time he suggested a secondment combining the role of EIS Learning Representative with that of CPD Co-ordinator. After some thought, as I had never seriously considered leaving the classroom, I accepted and became one of the first Multi-Establishment LRs.

Being the first in this post brought advantages and disadvantages. Among the advantages was the opportunity to set out my aims and objectives while the main disadvantage was that I had constantly to explain what I did as a LR.

One of my aims was to ensure that all teachers employed within the authority had access to appropriate CPD, were aware of its existence and how to benefit from it. This meant that I had to develop ways in which to promote CPD and this was done by setting up events at which there were guest speakers and at which providers of CPD from universities and commercial organisations could demonstrate their wares. I also spoke at staff meetings and meetings of EIS School Representatives about the LR movement. Gaps in CPD provision were identified and I facilitated a support forum for Primary Principal Teachers, organised monthly meetings of supply teachers on the daily casual rate who, because of the nature of their employment, had no access to CPD through the system within schools.

Another aim was to promote Chartered Teacher and to support teachers through the programme, this formed a large part of my LR role where I kept in touch by e-mail, met with individuals, ran information evenings and self-help groups and offered advice on the programme and on the Accreditation of Prior Learning (APL). One of the joys of the post was talking with teachers and learning about the fantastic work they were doing and I was able to join in celebrating their success when they became Chartered Teachers.

In conclusion I would recommend becoming a LR to anyone with an interest in CPD and its delivery as being both fulfilling and useful and as I have now retired there is a vacancy within East Renfrewshire for a Multi-Establishment Learning Representative.



A day in the life of the EIS learning representative

By Monica Macmillan (James Watt College)

Last year, through the University of West of Scotland, I undertook the post-graduate qualification which was required for the role of EIS learning representative for my college.

This is my first year in this position. I have a 3 hour class remission slot in which to carry out duties associated with the role.

So far, I have been involved in the following activities:

- helping staff to progress their current level qualifications by accessing courses in their related fields
- setting up interviews for staff who want to retrain for other departments
- helping staff who want to refresh their practice to access 'industrial' experience
- volunteering for membership of college's committee for Evaluation of Learning & Teaching
- sharing CPD opportunities from outside sources (SFEU, Strathclyde University, Holyrood Conferences, Learning & Teaching Scotland) with staff.

I am still getting to grips with the potential in the role and periodic attendance at EIS HQ is helping with this. The college management is very supportive of the role of EIS Representative and I am hoping to build on this next year and work towards presenting a joint CPD event.

I am sure the role differs depending on the setting you work in and I have still so much to learn, but I know it will be challenging, exciting and potentially rewarding.

Anniesland College - CPD Event

By Hugh Paton

This session took a different perspective from the first FE event in Anniesland as it was included within the College's Quality Week for all staff and provided an opportunity to embed EIS Learning within the College's CPD structure.

The morning session was linked to the *Curriculum for Excellence*, with emphasis on School College Partnerships and our guest speaker, Margaret Orr, National CPD Team, was very well received indeed.

This session raised wide debate and initial feedback was very good with participants leaving the session still discussing points raised.

The afternoon session, the GTCS and Professional Recognition, was presented by Tom Hamilton, Director of Educational Policy at GTCS, and was considered a challenge with the current debate on GTCS Registration for FE.

However, the session provided real stimulus for debate amongst attendees, including the Chair of the College Board of Management, with references to the GTCS role as the Professional Body for Lecturers in FE.



22-23 September 2010
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The Scottish Learning Festival

Curriculum for Excellence:

ENHANCING EXPERIENCES, RAISING STANDARDS

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The Scottish Learning Festival

Curriculum for Excellence:

ENHANCING EXPERIENCES, RAISING STANDARDS

The Scottish Learning Festival is the key education event in the Scottish education calendar. Attended by educationalists from across Scotland and the world, SLF 2010 has something for everyone involved in education.

As *Curriculum for Excellence* reaches full adoption, practitioners will be considering how they can develop innovative and relevant experiences for learners through planned activities which will lead to sustained, motivating learning and high levels of achievement for all.

Individual practitioners and educational establishments will have opportunities to further develop their skills, knowledge and creativity to help identify their own priorities, capitalise on Glow and develop solutions relevant to their own circumstances.

SLF 2010 will showcase successful, innovative approaches to learning and teaching and will bring together examples of educational practice, leadership and management strategies from across Scotland and beyond.

This is your personal guide to the event and highlights the activities you won't want to miss this September.

WHAT'S ON OFFER?

SLF 2010 is free for everyone to attend and gives you access to:

- inspirational keynote presentations from the Cabinet Secretary for Education and Lifelong Learning, Michael Russell MSP, Eric Booth, Richard Gerver and Prof Sugata Mitra
- expert-led spotlight sessions from Dr Harry Burns, Prof Stephen Heppell, Graham Donaldson, Heather Reid OBE, Detective Chief Superintendent John Carnochan and others
- conference programme with over 160 sessions delivered by education authority staff and practitioners
- the largest education exhibition in Scotland with over 200 exhibitors
- twilight programme on the Wednesday evening providing the opportunity to come along after work and find out about the latest developments in Scottish education
- opportunities for discussion and networking with colleagues.



There will be a new programme of seminars and presentations which will run until 18.30 on the Wednesday. This will give you the opportunity to find out about the latest developments in Scottish education. You will also have the chance to spend time in the exhibition, explore the variety of features being showcased and network with colleagues from across the country.

CONFERENCE PROGRAMME

With over 160 seminars to choose from, the Scottish Learning Festival conference programme has something for everyone in education.

The conference programme brings together examples of educational practice, leadership and management strategies from across Scotland and beyond that showcase successful and innovative approaches to learning and teaching.

The keynotes at SLF are of interest to everyone involved in education; all keynote addresses can be pre-booked.

- Michael Russell MSP, Cabinet Secretary for Education and Lifelong Learning
- Eric Booth, an award-winning actor, author, entrepreneur and arts education specialist
- Richard Gerver, author of *Creating Tomorrow's Schools Today*
- Prof Sugata Mitra, Professor of Educational Technology at Newcastle University

In addition to pre-booking all keynotes, you can also register for two spotlights or seminars each day. Information about the complete conference programme, and details of how to book your place, can be found on the SLF website at www.scottishlearningfestival.org.uk

Find out more by exploring the conference programme and book online using Priority Code 1002 at www.scottishlearningfestival.org.uk

The SLF isn't just about the conference programme; during the two days there are a whole host of other activities designed for you to discover innovative and proven strategies for your classroom.

The exhibition

A visit to SLF Exhibition gives you direct access to over 200 exhibitors of educational resources. It's the perfect place to meet a range of suppliers face to face, and discover and interact with the very latest educational technology. See thousands of new products and get free expert advice from new and established companies.

You will be inspired by our new educational features.

FEATURES FOR 2010

- **Innovation Alley** – Uncover a host of new ideas, suppliers and resources that will engage and excite your pupils. **NEW!**
- Feature in association with **Stephen Heppell**. Come along and find out how different schools have structured their curriculum to enable children and young people in an inspiring and relevant environment. **NEW!**
- **Scottish Education Village** – Learn more about the very latest developments in Scottish education.
- **Health and Wellbeing Zone** – Improve the health of your pupils with advice and ideas to encourage physical activity and healthy eating.
- **Early Years Zone** – Enhance the progression of your early years children, with the very latest resources and ideas.



OTHER HIGHLIGHTS INCLUDE

Learning in Practice Area

Home to the Local Authority, Developing Global Citizens and Cultural Villages, this essential part of SLF provides delegates with the chance to find out more about what's happening across the country and about the resources available from a range of organisations.

The Scottish Education Village

Come along and see the new-look and engaging stands that showcase the main areas of work from Scottish Government, LTS, SQA and HMIE. Come to LTS, Scottish Government, SQA and HMIE, the Scottish Education Village is the place to find out more about all the major developments in Scottish education including *Curriculum for Excellence*, Assessment and Glow.

Discussion Zone

The perfect place to discuss key issues with colleagues and experts. The area will host informal and in-depth discussions on a range of topics from Assessment to Early Years. There is no need to pre-book your place, simply come along to a discussion and join in.

Education Showcase

Showcasing good and exciting practice in a range of topics, including the finales of the Mario Kart Challenge and the Digital Games Design Competition. The Showcase area has moved to the centre of the exhibition; come along at SLF and see for yourself what's happening in Scottish schools.

For the first time the full programme of keynotes, spotlight and seminar presentations along with full details of the range of additional activity at SLF is only available on the SLF website.

To help reduce the carbon footprint of the event, no printed programme is available this year. The website has been enhanced to include an easy to use programme and booking facility to ensure that you can easily book the seminars of your choice.

BOOK YOUR PLACE TODAY

The SLF is absolutely free and each visitor has the opportunity to pre-book two seminars per day and all keynote addresses.

To guarantee places at seminars it is strongly recommended that you make your selections and book before the summer break, as space is limited.

Booking is now easier than it's ever been, simply go to the SLF website and click the Book Now button! Even if you don't want to book seminars just now, you can book to attend the exhibition only and then add your seminars at a later date.

For all latest festival information, visit www.scottishlearningfestival.org.uk

Use **Priority Code 1002** to guarantee fast-track entry to SLF.

The Scottish Learning Festival 2010

Curriculum for Excellence:

ENHANCING EXPERIENCES, RAISING STANDARDS

Wednesday 22 September

09:00 – 18:30

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CPD ROUND-UP

East Meets West at World of Golf

By Ann Fisher

World of Golf in Glasgow was the venue for the second twilight CPD event hosted jointly between East/West Dunbartonshire and supported by the EIS and SULF. The theme was 'Developing as a Leader' and Professor Walter Humes from the University of the West of Scotland (UWS) was first to take the floor. He delivered a humorous and enlightening talk on different aspects of leadership and outlined the qualities often associated with them. One of the thought provoking challenges he presented was the gradual drift in education from evidence-based intellectual leadership to people conversant with systems. The variety of routes traditionally linked to leadership were detailed before time for questions from the near capacity audience.



Walter then handed over to Larry Flanagan, the EIS Education Convener. Larry incorporated some of Walter's points on distributed leadership and developed the theme of shared responsibility in the school setting. He then discussed the growing importance of leadership skills at every level as the profession prepares for the challenge of implementing *Curriculum for Excellence*. Larry then responded to a range of questions from the floor.

Wellbeing in Orkney

By Sarah Moar

"With such a beautiful place to live and a low crime rate, do people really get stressed in Orkney?" asked our speaker, with more than a little tongue in cheek.

This session, schools in Orkney have been working on promoting Health and Wellbeing. In our October in-service provided by the authority, there had been a talk about staff wellbeing. This was a good start which many thought we should follow up with a focus on dealing with stress. I am a multi-establishment EIS Union Learning Representative for Orkney, and so asked Stephen McCrossan, a seconded Learning Rep, if he had any suggestions. Stephen's immediate choice was Catherine Campbell, the Staff Welfare Officer from North Lanarkshire. The local EIS and authority working in partnership signed her up and a stress-busting twilight CPD session was the result.

Catherine described some of the (many!) sources of stress and ways that we can help ourselves to cope. In the spirit of active learning, we were soon working and discussing in groups to explore what caused us anxiety, and then learning some simple techniques to cope. We were also introduced to some very useful websites, which could be used for individuals or as audit tools for establishments to examine sources of stress and look at ways of reducing it – all good practical resources.

Partnership working

By Eileen Imlah

'Partnership Working' was the theme of the joint EIS and Motherwell College CPD event held in March. This event was funded by SULF and organised by the College Partnership Committee and the EIS Learning Representative department. The event was open to all Motherwell College staff and was attended by staff from across all curricular and support areas. After a tasty finger buffet prepared by SVQ Level 1 - Professional Cookery students and served by SVQ Level 2 -Service of Food and Drink: Multi Skills students, the event was introduced by Carol Scott (Director Staff and Learner Services). The three key speakers, Ken Muir (HMIE), John McCann (Scotland's Colleges) and Stephen McCrossan (EIS) gave an overview of their

roles as CPD partners and engaged in a question and answer session to explore further the opportunities that these valuable partnerships present and the ways in which they may develop in the future.



A Curriculum for Excellence – Transformational Classroom Leadership

By David Thomson

The most recent Renfrewshire Council and Educational Institute for Scotland joint learning event was recently held at the Glynhill Hotel in Renfrew with support from the Scottish Union Learning Fund. The topic for the evening looked at a *Curriculum for Excellence* and it explored ways of changing classroom practice.

Thomas Walker from the Scottish Union Learning Fund had been a guest at the evening and was pleased that funding for the project had assisted with the facilitation of the event which had been attended by around 100 Renfrewshire teachers.

John Wheatley College runs its first joint CPD event

By David Thomson

A CPD event, jointly organised by the EIS and John Wheatley College - with funding assistance from Scottish Union Learning Fund (SULF) – was successfully carried out as an integral part of the college's 'Quality Day' programme.

The event organised by David Thomson, EIS FELA Union Learning Representative and the college Quality Team – Jean Wilson and Helen Dunlop, encouraged staff to reflect on opportunities for continuous professional and personal development.

David Thomson, EIS-FELA local branch Learning Representative said 'These events are designed to focus on the continuous professional development of teaching staff, recognising the benefits of CPD to the individual as well as the College.'

It is anticipated that the success of this event will lead to future events in John Wheatley College to deal with key CPD issues for teaching and support staff.

Learning in Falkirk

By Wendy Lyon

I enjoy being in class full time, but felt that I needed a new challenge. When I saw an article in the SEJ for school-based Learning Reps I decided to research it a little further. I looked at the LR page on the EIS website where there is a lot of positive feedback. I also discovered that Falkirk did not have any school-based or multi-establishment Reps. After a lot of thought I decided to study for the school-based learning rep with the intention of moving onto multi-establishment in a couple of years time.

I liked the idea of the course only lasting 6 months, from September to February. I knew I could use the Christmas Holidays to write assignment 2 and have it finished before the school interim reports were due. I also liked the idea of the course being distance learning and not being tied to twilight once a week or month.

The two assignments were challenging, but the sense of achievement outweighs the nights of redrafting, and Karen Gilmore, Course Tutor, and Karen Farrell, my mentor, were always there with words of encouragement.

I am kept busy researching various CPD opportunities for my colleges, which is also broadening my own knowledge of national and local initiatives. I would recommend becoming a LR. If I can do it, anyone can.

Inspiring events for young minds

EDINBURGH
INTERNATIONAL
BOOK
FESTIVAL



The Edinburgh International Book Festival, which runs from 14 – 30 August, includes a diverse programme of events designed specially for school groups. Here, the SEJ looks at some of the highlights from this programme – sourcing all the best events for primary and secondary pupils, not to mention teachers! The EIS supports the Book Festival through our sponsorship of the RBS Schools Programme and a copy of the programme was recently sent to all schools with the EIS Representatives' Bulletin.

Combining 10,000 pupils and teachers, 100 schools and 60 events within 7 days: the Book Festival's RBS Schools Programme is bigger and bolder than ever before. Packed with events featuring the best writing for children and teens, the focus is firmly on participation, imagination and creation. All events take place in a specially created tented village in the heart of Edinburgh, providing a young person-friendly environment.

Highlights for kids

There are endless laughs for kids this year, including from Sarah MacIntyre and her wild worlds of weird monsters and wacky aliens, Martin Brown, the entertaining illustrator of the deliciously gory *Horrible Histories* books, and Cressida Cowell, the bestselling author of *How to Train Your Dragon*,

"The children had a wonderful day and have become enthusiastic readers overnight!"

Teacher, Holy Cross

which this year hit the big screen to tremendous effect. Older primary pupils are also well-catered for with events like post-apocalyptic adventures with Michael Grant, whose book *Gone* imagines a world in which everyone over the age of sixteen disappears in the blink of an eye. Animal-lovers can look forward to Catherine Rayner and her exploration through the animal kingdom with polar bears Iris and Isaac, and big thinkers will enjoy Kjartan Poskitt: *The Murderous Maths of Everything*; how to get rich and famous using maths alone! The Book Festival 2010's schools' programme has an array of inspiring and exciting events for kids of all ages.

Highlights for Continuing Professional Development

This year sees American author, journalist and lecturer David Shenk share the theories explored in his fascinating bestseller, *The Genius in All of Us*. With contagious optimism he proves that talent is made, not born. There are also Educational Consultants Steve Bell and Sallie Harkness with their *Storyline Method* of teaching for primary schools – a method that dynamically encourages students to become independent learners. Anthony Browne, current Children's Laureate, discusses his writing and illustration and promotes the importance of visual literacy, and Executive Director of Educational Services at West Dunbartonshire Council Terry Lanagan explores how the new *Curriculum for Excellence* may better record the achievements of young people. A range of inspiring and interesting speakers.

Activities and Bookshop

But the Book Festival experience doesn't stop at the events. The chance to meet a favourite author and get your book signed, enjoy free daily storytelling and paint up a storm in the free Activity Corner all add to the fun of your visit. And, of course, there's the RBS Children's Bookshop. Packed to the rafters with over 3000 titles it's an Aladdin's Cave and even the most reluctant reader can be difficult to prise out at home time!



BOOK FESTIVAL

The RBS Children's Bookshop is run independently by the Book Festival. This means that they can offer a 25% discount on any books purchased through the festival when you order tickets for schools events. Pupils always gain more from an event if they have read the author's work beforehand.

RBS Schools Gala Day

Each year the Book Festival ends in an explosion of fun and learning: RBS Schools Gala Day. On this special day Charlotte Square Gardens is devoted solely to primary schools, creating a safe environment in which pupils can explore and celebrate books.

Pupils can pick up a prescription for some great new reads at Dr Book's reading surgery, learn about sustainable energy and the environment at the world's first PowerPod or simply enjoy an ice cream in the sunshine! (Here's hoping...)

Financial support for transport

If you need financial assistance to take your pupils to the Book Festival in Edinburgh then you can apply to their RBS Transport Fund. Whether it's a coach from Inverness or even an Edinburgh city bus fare, you can apply to have the costs reimbursed. Allocation of funding is based on economic need and geographical distance. See the RBS Schools Programme or check the Book Festival website (www.edbookfest.co.uk) for full details of how to apply.

Outreach

There are many reasons (including financial and geographical restrictions) why some groups may find it difficult to visit the Book Festival. To help remedy this situation, the festival takes some of their author events out into the community during August; visiting a variety of schools, libraries, community centres and care homes across Scotland. Events are tailored to age and ability and can include author interviews and book readings, Q&A sessions, dramatisations, interactive prop and costume workshops.

This year's Outreach programme is fully subscribed, but you can register interest for next year by emailing schools@edbookfest.co.uk

Support services

The Book Festival is open to all students. The venues are wheelchair accessible and have infra-red audio loops for students with hearing difficulties. The Book Festival can also provide a British Sign Language interpreter given prior notice. Should any of your pupils require extra services or should you need more information to plan your visit, please email schools@edbookfest.co.uk

Public Book Festival events

Although the RBS Schools Programme is specifically designed for school groups, there are loads of exciting activities and events in the Book Festival's public programme which may also be suitable for groups from your school.

The full public programme is out on 17 June, and in the meantime here are some highlights to tickle your taste buds: the hilarious Andy Stanton shares more absurd tales from the world of Mr Gum. Cult US novelist and YouTube vlogger John Green talks quirky characters and teenage adventure in an exclusive event. Expect lots of drawing and fun in a Katie Morag-inspired event with creator Mairi Hedderwick. Steve "Astrosaurus" Cole introduces Tripwire, his high-octane spy thriller for older children. David Benedictus reads from Return to the Hundred Acre Wood, his authorised sequel to Winnie-the-Pooh. Queen of teen Louise Rennison debuts her new series set in a drama school.

For a free copy of the public programme, available from 17 June, email mailinglist@edbookfest.co.uk or download a copy from the Book Festival website at www.edbookfest.co.uk. ●



How do you find out more?

The Edinburgh International Book Festival's RBS Schools Programme is now open for bookings. Tickets cost £2.50 per pupil. You can download a copy of the brochure from www.edbookfest.co.uk or email mailinglist@edbookfest.co.uk to request a postal copy.

An Independent Future

The SEJ spoke to David Drever, Convener of the General Teaching Council for Scotland and also Past-President of the EIS, to ask about the future of the GTCS now that the Scottish Government has confirmed future independent status for Scotland's professional regulatory body for teaching.

Q You were recently elected Convener of the General Teaching Council for Scotland. This Council will only be in place for two years. Its main focus will be establishing independent status for the GTCS. What are the main challenges for the Council in moving towards independent status?

A There will be serious logistical challenges for the staff of the GTCS and the members of the current Twelfth Council: as I have said elsewhere it is twice the work in half the time. Nevertheless we welcome independent status – GTCS will become the first independent teaching regulatory body in the world. I think that is another first for us, because our historians tell us that we were the earliest Teaching Council at establishment in 1965. Certainly our good reputation and maturity were recognised in the Scottish Government's consultation document that promulgated the move to independence.

Q What difference will the independent GTCS make to classroom teachers and college lecturers?

A There will be little difference felt by teachers and lecturers. The day to day work of the Council will continue as before: accrediting and approving courses in Initial Teacher Education in Scotland's universities; setting the standards for teachers working in state schools and helping teachers to achieve full registration; overseeing the Chartered Teacher programme; and dealing with the very few individuals who do not meet the standards expected of them. This work goes on behind the scenes, so to speak, and is vital to the development of teaching standards and as a professional bulwark to our members. It is largely invisible except on the rare occasions when the media latch onto disciplinary cases – one of the consequences of an open and transparent regulatory process.

Q Will an independent GTCS mean higher subscription levels for registered teachers?

A No, the registration fee is linked to the costs incurred by GTC Scotland in discharging its functions, and calculations suggest that independence should not require higher fees. The current annual fee of £40 will rise to £45 in the coming year as a result of a decision of the Eleventh Council that

was unrelated to independence. GTCS derives its income exclusively from the fees paid by registered teachers and is beholden financially to no one else.

Q The future Council will be smaller in size. What do you see as the main challenges for the GTCS and the EIS in this?

A The next Council will shrink from the current 50 members to 37. This was not a change that was supported by either the GTCS or EIS. However it is one that we must engage with constructively. The key feature of the smaller Council will be the continuation of the teacher majority. There will be 19 elected teachers and 18 appointees representing a broad range of educational and public interests. This puts the practical and professional skills of teachers at the heart of the regulatory process, while drawing on the experience of the wider educational community and other stakeholders. Currently we are exploring the best way of staffing the committees and panels of a smaller Council without sacrificing breadth and balance – co-option of additional members is one possible solution.

Q How do you see the GTCS developing policy and practice on teacher competence – including removal from the GTCS Register of teachers deemed to be incompetent?

A This is a very small part of the Council's work, albeit one which attracts most media attention. In truth the overwhelming majority of Scottish teachers perform to high standards and few fail to meet the mark. Where this happens we have a responsibility to the pupils and students in our professional care and action is taken. The panels undertaking this work always include a majority of elected teacher members, and decisions are reached after long, and at times difficult, consideration.

Q What do you see as the future role of the GTCS in taking forward the CPD Agenda?

A The role of CPD was given prominence in TP21 almost ten years ago. Since then it has grown in importance for individual

"The Leadership agenda is changing in Scottish education. There is now less emphasis on the Charismatic Helmsman role, and more concern with distributing leadership throughout our schools..."

Q&A: GTCS

“ The GTCS regulates virtually every standard in school education and is a powerful voice in shaping the educational discourse in Scotland. This in itself should be a powerful incentive for teachers to participate in the selection and election of their peers ”



Image: Mark Jackson

classroom teachers and for school planning. Today it is seen as having a central and necessary role in the successful implementation of a *Curriculum for Excellence*. In this context it was disappointing that the Government has not expanded the role of the GTCS in respect of CPD for teachers. There remains a strong case for a more coherent and accessible framework for CPD that GTCS is willing to develop along with other stakeholders.

Q | How do you see the GTCS taking forward the Leadership agenda which is so strongly supported by the EIS?

A The Leadership agenda is changing in Scottish education. There is now less emphasis on the Charismatic Helmsman role, and more concern with distributing leadership throughout our schools in an atmosphere of collegiate practice, and GTCS is actively developing its policy in this area. Each of the key Standards in schools from Initial Teacher Education, Full Registration, Chartered Teacher, through to Headship, requires an active engagement with the practice of leadership.

Q | The Government is recommending that the GTCS should develop a scheme for the re-accreditation of teachers. This is highly controversial with the profession. How do you see this being taken forward?

A It is important to make clear from the outset what such a scheme would not be: the English model of a License to Teach would not be appropriate in Scottish schools; nor would a

deficit model designed to weed out failing teachers. Scottish teachers are already highly trained and working to high standards. A re-accreditation scheme would look to confirm these high standards and support teachers in updating their professional skills. There would be far reaching CPD implications embedded in such a scheme with concomitant resourcing needs. These are some initial thoughts, but there will be a long road to travel, and detailed consultation to be undertaken, in order to win the consensus needed for such a scheme to succeed.

Q | Very few teachers voted in the last GTCS elections. What do you think GTCS and EIS should do to encourage greater teacher participation?

A Low voting patterns are now endemic in representative civil society. We could speculate on causes: there appears to be a palpable disaffection in general from the voting process as a means of effecting change. This is certainly a context for the falling vote in GTCS elections – although we record the highest percentage voting figures for the five Teaching Councils in the UK and the Irish Republic. However, pointing to causes is easier than providing solutions. Greater awareness of the work of the GTCS could engender interest and engagement. The GTCS regulates virtually every standard in school education and is a powerful voice in shaping the educational discourse in Scotland. This in itself should be a powerful incentive for teachers to participate in the selection and election of their peers who make up the majority of the Council and determine its character. ●

The right formula for safety in education

Is risk assessment causing you stress?

By *Fiona MacNeill, Health & Safety Executive*

For those of you working in education, contributing to or writing risk assessments will be a familiar if challenging part of your job. In the current climate of civil litigation and media frenzy about 'elf and safety' it is no surprise that school staff can feel overwhelmed by the task at hand. Whilst there is a great deal of good and sensible risk management in education, a significant minority of Local Authorities and schools are overly bureaucratic in their approach and focus too much on trivial risks at the expense of real risks to both pupils and, particularly, staff.

Did you know that slips, trips and falls account for around 40% of reported accidents to people working in education and that the most prevalent cause of absence and ill-health in the education sector is work-related stress?

HSE and education partners across Scotland are encouraging a more sensible and proportionate approach to risk assessment within schools by helping schools to understand better what is and isn't required. This is being done by explaining the process and through the sharing of good practice in presentations and articles such as this one and in better guidance for Local Authorities and schools.

Overall accountability for health and safety lies with the employer both in Local Authority and Independent schools. Protecting the health and safety of employees, pupils or visitors to schools is an essential part of risk management and must be led from the top.

Good health and safety management in schools is about everyone in schools including the employer and all members of the workforce understanding their role and their responsibilities in relation to health and safety.

Employers can demonstrate good risk management by:

- **Strong and active leadership from the top** – the employer should recognise health and safety as a key 'business' risk; The school management team must focus on significant risks to staff, pupils and school visitors. Local Authorities should encourage schools to work together, sharing resources, good practice and model assessments.
- **Worker involvement** – the employer should:
 - engage the school workforce in the promotion and achievement of a safe and healthy workplace;
 - consult and work in partnership with health and safety representatives;
 - provide high quality training.

Employers should also provide overarching health and safety policies where appropriate, ensure access to competent advice and monitor, report and review health and safety performance in schools.



Whilst overall accountability lies with the employer, **head teachers and the school management team** have considerable autonomy in the day-to-day running of their schools and should exercise this autonomy in line with the employer's policies, procedures and standards.

They should ensure that:

- there are clear objectives, policies and procedures integrated into the school management system;
- there are clear health and safety accountabilities;
- there is access to competent advice;
- a person is nominated to act as a focal point for health and safety; and
- there is successful engagement with employers, the school workforce, pupils and visitors.

Teachers and other members of staff working in a well managed school all play an important role in the management of health and safety. For example:

- teachers have responsibility for ensuring that their lessons are run safely;
- caretakers and maintenance staff undertake tasks with high risks to their own safety such as work at height; and
- catering and cleaning staff have a role making sure that floors are kept clean and tidy to reduce the number of serious slips and trips accidents.

Risk Management is about taking practical steps to protect people from risks that cause harm and suffering. It involves looking at the risks that arise in your school then putting sensible health and safety measures in place to control them.

A risk assessment is an important step in this process. It helps you focus on the risks that really matter in your school – the ones with the potential to cause real harm, and allows you to weigh up whether you have taken enough precautions or should do more. In many instances, straightforward measures can readily control risks, for example, ensuring that spillages are cleaned up promptly so that people do not slip. For most risks that means simple, cheap and effective measures to ensure that your workforce, pupils and visitors are protected.

RISK ASSESSMENT

HSE has produced simple guidance to help employers, including schools carry out risk assessments – Five steps to Risk Assessment www.hse.gov.uk/risk/fivesteps.htm

The five steps needed to manage risk are:

- 1) Identify the hazards
- 2) Decide who might be harmed and how
- 3) Evaluate the risks and decide on the precautions
- 4) Record your findings and implement them
- 5) Review your assessment and update if necessary

Don't overcomplicate the process. In many schools the risks are well known and the control measures are easy to apply. You probably already know if you have staff who have to move heavy loads which could harm their backs or where people are most likely to slip and trip. If so, check that you have taken reasonable precautions to avoid injury.

Prioritising risks is an important means of ensuring that serious risks are properly considered and the valuable time of teachers and other school staff is not wasted. Some indicators of serious risks are:

- Anything with the potential to cause a serious injury to either a member of staff, pupil or visitor, for example, use of a metalworking machine by a pupil where there is potential for a finger to be amputated. This means that some departments, for example, technical departments will have more risk assessments to do than others;
- Anything with the potential to cause a serious acute or long term health effect, for example, exposure to wood dust or noise over prolonged periods;
- Any major common causes of injuries, for example, slips and trips which are the biggest cause of serious accidents in education; and
- Work-related ill-health which results in sickness absence, for example, work-related stress.

Once you have identified what risks are significant you can start to look at these in more detail. An approach to identifying and managing risks from slips and trips is outlined in the table to the right:

Key messages

- On its own, paperwork never saved anyone. Risk assessments should be fit for purpose for the school – and should be put into action
- Don't struggle alone – pool resources and work with your local authority and other schools
- Don't be deceived by health and safety myths. Concentrate on serious risks to staff including stress and slips and trips. Children's education relies upon teachers being healthy and at work.

Step 1

Look for slip and trip hazards around the workplace, such as uneven floors, trailing cables and areas that are sometimes slippery due to spillages. Include outdoor areas such as playgrounds – and don't forget to think about how the hazard changes, for example, in wet weather entrances and corridors, may become slippery as water is trailed in on childrens' feet.

Step 2

Decide who might be harmed and how. Why are most slips happening in the school canteen? Who is affected? Is it mainly canteen staff in the food preparation area who are affected or is it teachers and pupils in the dining area?

Step 3

Consider the risks and decide on precautions. Are the precautions already taken adequate to deal with the risks? Is there a suitable floor surface in all areas of the canteen? If not what additional actions are required? Further guidance on assessing slips risks can be found at: www.hse.gov.uk/slips/index.htm

Step 4

Record your significant findings. These might include identifying that a new floor surface is needed for the food preparation area or it might be simpler – it may be possible to issue canteen staff with suitable non slip footwear.

Step 5

Regularly review the assessment. If any significant changes take place, make sure that existing precautions and management arrangements are still adequate to deal with the risks. An example of a significant change in the canteen might be - a water dispenser is provided in the dining area and pupils are spilling water every time they use it. This water is being spread across the floor causing an increase in the number of slips incidents. ●



Further information

Further advice about sensible risk management can be found at:

www.hse.gov.uk/risk/principles.htm

www.hse.gov.uk/myth/index.htm

A slips and trips e-learning package can be found at www.hse.gov.uk/slips/step/index.htm

The Scottish Schools Equipment Research Centre (SSERC) produce guidance for schools on risk assessment. See www.sserc.org.uk

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Review of Teacher Education in Scotland

Graham Donaldson, formerly the Senior Chief Inspector with HMIE, explains how the Review of Teacher Education in Scotland will proceed.

'the quality of an education system cannot exceed the quality of its teachers' (McKinsey & Co, 2007).

The Review of Teacher Education in Scotland is now underway. The Review's remit is to examine current arrangements for teacher education in Scotland and to consider how well they meet current and, very importantly, future needs. It covers all aspects of teacher education - initial teacher education, probation/induction and continuing professional development. I have been asked to lead the Review and will report my findings to the Cabinet Secretary for Education and Lifelong Learning by the end of the year.

It is very important that all teachers and other interested parties in Scotland have the opportunity to contribute to the Review. An extensive programme of consultation and engagement is planned. This includes meeting directly with a range of people including university staff, teachers, parents/carers, young people, multi-agency partners, employers, local authorities and representatives from industry and other professions. In particular, we have an online questionnaire for teachers on our website which I urge you to complete.



Some of the specific questions that the Review will consider include:

How well does teacher education meet the needs of teaching in the schools of today and tomorrow?

As part of the Review, we want to explore the contribution of teacher education to high quality learning and teaching in Scotland. This includes appropriate depth of understanding of the subjects being taught and necessary refreshment of that understanding over a career. It also includes more generic skills in personalising learning, curriculum design, constructive assessment techniques and a deep understanding of how to achieve progression in literacy, numeracy and health and wellbeing. We also need to establish the extent to which teacher education helps equip the profession to support the range of additional support needs which are present in today's classrooms.

How do we organise initial qualification, induction and professional development in a way that is coherent and effective throughout a teacher's career?

We will explore how coherent the different phases of teacher education are, and how well they inter-relate. To what extent do current arrangements operate in relative isolation from each other across the various stages in a teacher's career? We

want to explore the ways in which the professional standards support this and encourage the progressive development of skills and competences.

What model of teacher education is right moving forward?

We want to ensure that Scotland has the best possible model of teacher education. We will examine different models of teacher education around the world as part of the Review.

Has the Sutherland Report's belief in the benefits of merging teacher education institutions with universities been fully realised? The nature, range and type of courses need to be critically examined, as well as routes into teaching. What is the place of mentoring, coaching, modelling, instruction, self-supported study and reflection? Are there ways in which our current approach to induction might be further improved?

How can we ensure the best possible continuing professional development of teachers as they move through their career?

Entitlement to, and responsibility to engage in, continuing professional development (CPD) is central to the continuing enthusiasm and effectiveness of the teacher. We are keen to explore arrangements for local and national CPD and the impact this has in the classroom. Developing teachers' professional expertise throughout their career, both in terms of subject knowledge and pedagogy, is crucial. How far do arrangements for professional development and review contribute to well-targeted professional development? Again, is there sufficient clarity in our expectations of how, when and why teachers are expected to develop their professional skills and knowledge?

The Review Team are keen to build on the considerable strengths that exist within Scottish education, and work together with the education community to ensure that teacher education contributes directly and effectively to improved experiences and outcomes for every young person in Scotland.

Please interact with the Review and share your views and experiences with us. We are also keen to hear your ideas, however radical, for improving teacher education. You can visit our website and complete the call for evidence or online teacher questionnaire until **14 June**.

All comments will be considered by the Review Team and a selection displayed on the website.

Go to www.ReviewofTeacherEducationinScotland.org.uk to take part and find out more about the work of the Review.

EDUCATION & GAMES

Crossword

61

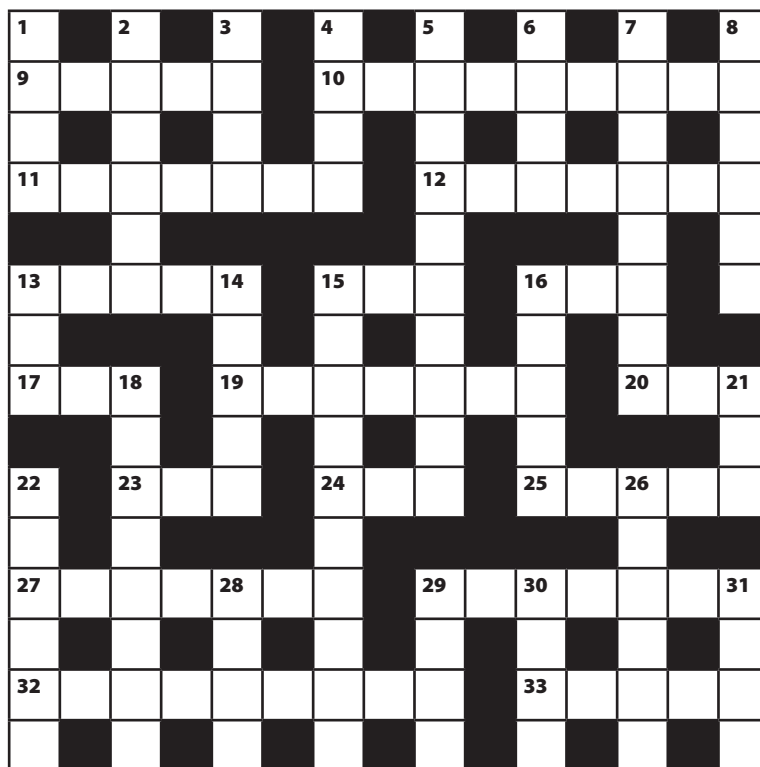
Answers to crossword no. 60

Across

1 Pester, **4** Crocus, **9** More, **10** Spring roll, **11** Delete, **12** Pharisee, **13** Mechanism, **15** Soft, **16** Span, **17** Perchance, **21** Unctuous, **22** Casing, **24** Holes in one, **25** Beat, **26** Esteem, **27** Secede.

Down

1 Protege, **2** Sieve, **3** Eastern, **5** Rental, **6** Carnivora, **7** Salient, **8** Prepossession, **14** Heart-beat, **16** San Jose, **18** Cockeye, **19** Concave, **20** Polite, **23** Sable.



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 25th June 2010. 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

- 9** Bring to mind first woman was allowed inside (5)
- 10** Retest his woven summer wear (3-6)
- 11** Go round again to establish convergence (7)
- 12** Successful asylum seeker (7)
- 13** Establish quiet house covering (5)
- 15** Loud notice of temporary craze (3)
- 16** Period of time encapsulates age rarely experienced (3)
- 17** Start to twitch, involuntary convulsion (3)
- 19** Evil vat resolved middle east settlement (3,4)
- 20** Basis of the entire numerical system (3)
- 23** It's not clear but sticks when thrown (3)

- 24** Mixture of nitrogen, oxygen and carbon dioxide (3)
- 25** Divvy up the proportion of capital stock (5)
- 27** Respiration sent out form of deductive reasoning (1,6)
- 29** Do haunt the extravagant donation (7)
- 32** The girl heads squirrel's treat (9)
- 33** Could be a visual or an auditory record (5)

Down

- 1** A reminder delivered in a calm emotional manner (4)
- 2** Could be a dance jacket! (6)
- 3** Lead out the cards one by one (4)
- 4** A truly optimum position to begin with (4)
- 5** Evil draper plundered the oyster beds (5-5)

- 6** Much effusive warblings to find a Ramsay perhaps (4)
- 7** Smelly fart rang out (8)
- 8** Association of Scotland's Colleges finishes with rise (6)
- 13** Utensil contains cannabis (3)
- 14** Extremely malodorous arising from FE tidemark (5)
- 15** Misleading if a callous falsehood (10)
- 16** European birds roost in roof overhang (5)
- 18** Make up the company award (8)

- 21** Original name every engaged person has at the outset (3)
- 22** Discover a hotel to be repugnant (6)
- 26** A minute organism essentially builds acellular genesis (6)
- 28** Hangdog leer inside (4)
- 29** Alternative to 13 down, could also contain potatoes (4)
- 30** Bread which granny reportedly used to make (4)
- 31** Place of internment goes to Bachelor of Medicine (4)

Crossword winner

Congratulations to Iain Crosbie, Edinburgh who was the winner of SEJ cryptic crossword no 60. Iain receives a £30 book token.

Box Ads

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Sudoku

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

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 Mar 10 Sudoku solution

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

Letters to the editor

Instrumental Music

Although I don't live in Fife, some of my grandsons do and, as they have a music 'bent', I am concerned that the proposed cuts by Fife Council in the number of instrumental music practitioners will curtail their opportunities for achievement in this subject. Their older brother, also musical, gained a place at King's College, Cambridge, having benefited from the excellent instrumental instruction provided for him in Fife, and his brothers hope to follow him one day. However, that was last year and it seems, sadly, that if these cuts go ahead, that opportunity will now be greatly curtailed.

As instrumental tuition often occurs on a one to one basis, will the cut of 50% of instrumental teachers mean a 50% cut in the number of pupils receiving instruction?

Perhaps some of the seven Culture Coordinators engaged by the Council will have rather less to coordinate for there may be fewer children able to contribute to Fife's Year of Culture with musical performance.

I must add that I have been a supporter of the SNP since I was 7 years old and heard Wendy Wood speak at the Mound in Edinburgh (I am now 70). Therefore it is with a heavy heart that I must acknowledge that Fife Council's decision in this cut in music provision is led by SNP councillors, a decision that is hardly the stuff of 'Scotland's Champions'.

I sincerely hope that Fife Council can reconsider their decision, for it is the children who will be paying - in lost opportunities, narrowed horizons and cheapened quality of life if this proposal goes ahead.

Yours etc,
Jeanette Devany

Assessment Concerns

Having read Larry Flanagan's article in this month's magazine, I am totally dismayed. The article omits the main concerns of secondary teachers. How can we have a general course in third year and a course leading to qualifications simultaneously? Surely pupils should know the basics before moving on to 'credit' work.

There is also no mention of internal assessment. What is the EIS position? Will we be paid? Please say NO to internal assessment in all its forms. Employers and universities will laugh at these qualifications. Parents will also hound teachers in order to get them to pass their children and we will not be backed up by the authorities.

These half baked proposals should not be supported until we have worked out every last detail. What is to be taught and how is it to be assessed? We as teachers would be slaughtered if we did not have aims and objectives for our lessons but we are agreeing to change everything without a clear idea of what will replace it.

Yours etc,
Tom Lynch

See article by Larry Flanagan p12-13 - Editor

About to retire?

Then join the Scottish Retired Teachers' Association.

Membership is open to all retired teachers in Scotland.

SRTA works to protect your pension and offers advice and support via local branches and regular newsletters.

Look out for the information sheet in your school or contact the National SRTA Secretary Mrs Sheila Kirk on **0131 667 6111**.



University of the West of Scotland Partnership: Chartered Teacher Programme

Revisions made to the national Chartered Teacher scheme in general and the publication of the revised Standard for Chartered Teacher (2009) in particular result in all Chartered Teacher programme providers submitting to a process of re-accreditation with the General Teaching Council for Scotland (GTCS) between April and May/June of this year.

In this respect, and following the successful and positive outcome of a joint University validation and GTCS re-accreditation event on Monday 19 April, the University of the West of Scotland (UWS) Partnership (UWS, the Educational Institute of Scotland, Learning and Teaching Scotland, Argyll and Bute Council and South Ayrshire Council) are delighted to announce that a revised programme will be available from September 2010.

The revised programme structure and content has been developed with a view to addressing the various and differing needs of all of the key stakeholders associated with the

national Chartered Teacher scheme. In addition to this, the revised programme will also move to the University's 20 credit point modular structure which has provided an additional opportunity to review the curriculum associated with the programme and to provide innovative and flexible learning opportunities for aspirant Chartered Teachers.

A copy of the full delivery schedule/application process associated with the 2010/2011 academic session will be available from the UWS website from the end of April and/or information packs will be available on request by contacting the Programme Leader (please make the subject line of your email clear so that it is not filtered out as spam email).

Linda Lafferty
Programme Leader (Chartered Teacher)

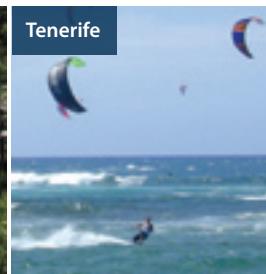
email: linda.lafferty@uws.ac.uk
web: www.uws.ac.uk/schoolsdepts/education/cpd/CTPathway.asp

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