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May 2011
Vol. 95
Issue No.3



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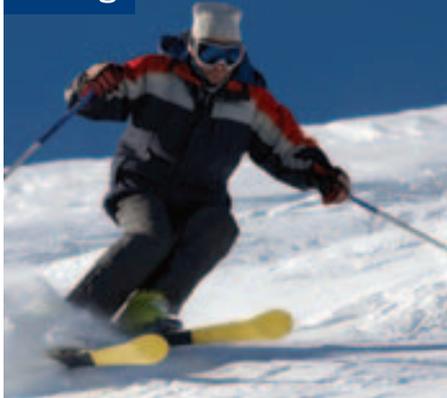
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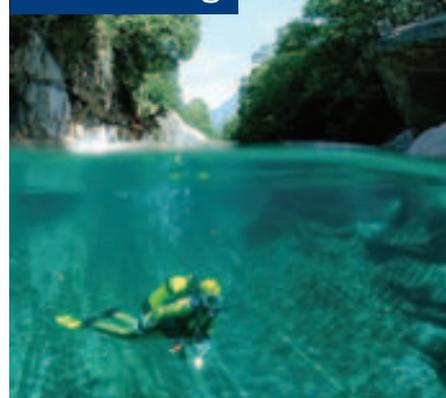
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ELECTION OVER BUT CHALLENGES REMAIN

With the frenetic period of activity in the run up to the Scottish Parliamentary elections now in the past, the true impact of the cuts to public sector funding and public services will soon become abundantly clear. As the political election campaign and the manifesto promises fade from the collective memory of the electorate, the cuts agenda will again dominate debate over the future of public services including education.

With the continuing threat to education from government and local authority cuts, the campaigning work of the EIS in defence of our schools, colleges and universities will become even more important. Building a broad base of support, particularly amongst the public at large, will be vital in helping to shield education from the worst excesses of the cutting agenda.

Teachers, in common with many other public sector workers, are taking their share of the pain for the country's economic woes. A two year pay-freeze, together with some changes to terms and conditions, is undoubtedly a bitter pill to swallow. But, politically, this reduction in the salary bill has helped to refute vindictive claims that teachers have been guilty of 'special pleading' in the face of widespread public sector cuts. In accepting the revised Scottish Government / COSLA pay offer, Scottish teachers have, in essence, accepted real-terms cuts to pay in order to protect teaching jobs and the quality of education that can be provided in schools.

Having achieved the book-balancing savings that they so desperately sought, it is now incumbent on the Scottish Government and Scottish local authorities to deliver what they have promised on education funding, on teacher numbers, on job opportunities for new teachers, and on supporting CPD and providing proper recognition for high standards of teacher professionalism.

The EIS "Why Must our Children Pay?" campaign remains the best vehicle for defending Scottish education and for ensuring that schools, colleges and universities receive an appropriate level of funding support.

Immediately following the Holyrood election, the EIS once again began to raise the profile of the "Why Must our Children Pay?" campaign in order to send a clear message to both national and local government. This will continue in the months ahead, with a build up of publicity and campaigning at a local and national level.

The struggle to protect Scottish education will continue, and the EIS through the "Why Must our Children Pay?" campaign will remain to the fore. Please do all that you can to support this ongoing campaign to protect a quality education system for the whole of Scotland.

Now, more than ever, we need a united profession working together through the EIS to ensure the best for Scottish education. The EIS is your union and the active involvement of all teachers and lecturers is key to the success of all EIS campaigns.

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New Parliament, Same Question

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REVISED PAY AND CONDITIONS OFFER ACCEPTED



Ronnie Smith

EIS members have voted, by 12,116 votes for to 9,427 votes against, to accept a new pay deal and conditions offer in the recent ballot.

Commenting on the result of the ballot, EIS General Secretary Ronnie Smith said, "This is a challenging time for everyone working in the public sector, and Scottish teachers have taken a very difficult decision to accept a new pay and conditions offer which does represent a real-terms cut in their overall pay and conditions package in exchange for guarantees on jobs."

He continued, "While it is always difficult to recommend a package which represents an overall cut in funding for education, the EIS is clear that this offer was the best that could be achieved in the current financial climate while giving priority to protecting jobs. All teachers are affected by varying degrees and for many this has been a very difficult decision to take."

Mr Smith added, "By voting for a package which includes a two-year pay freeze in addition to other measures which will cut the annual overall teacher pay-bill by around £45M, Scotland's teachers will be taking a significant hit for a financial crisis that is not of their making. Scotland's teachers should be commended for taking such a difficult but mature decision to protect jobs, training posts for those teaching students who will leave university in the summer, and the quality of education provision that can be provided in our schools."

Mr Smith went on to say, "With this difficult agreement now having been reached and with teachers delivering their side of the bargain, it is now incumbent on the management side to meet their promises on jobs and future conditions of service. In particular, it is essential that there is full and proper engagement

with the McCormac Review of the 21st Century Teaching Agreement to ensure a progressive outcome which will deliver a better future for education, for schools, pupils and teachers."

Mr Smith added, "The management side must not view the McCormac Review as a vehicle for pushing through further cuts, but must engage in proper discussion on a range of issues including the Chartered Teacher programme and future arrangements on the roles, responsibilities and pay structure for supply teachers. The EIS is clear that teachers have played their part in taking a share of the pain in order to address the current funding crisis which is causing so much damage to public services. Local government and national government must engage positively with teachers' representatives following the McCormac Review to deliver a workable and sustainable package which will support a brighter future for Scotland's schools, pupils and the teachers who are vital to the delivery of a high-quality education service for Scotland." ●

ATTACK ON PUBLIC SECTOR PENSIONS IS WHOLLY UNJUSTIFIED, SAYS EIS

The EIS has expressed its disappointment with the recommendations outlined in Lord Hutton's final report on Public Sector Pensions. The EIS opposes planned changes to public sector pensions which will see most public sector employees, including teachers, working longer and paying more into their pensions but receiving a smaller pension at the end.

Commenting, EIS General Secretary Ronnie Smith said, "While Lord Hutton's report has debunked some of the wildly inaccurate tabloid myths about the size of pension received by the average public sector worker, many of these recommendations would lead to much greater financial strain on public sector workers – with higher employee contributions, longer working lives, and reduced pension payments upon retirement."

Mr Smith added, "The move to link the normal retirement age of all public sector workers to the state pension age is a one-size-fits-all approach, which takes no account of the many different roles of public sector workers and the physical and mental strain which can be placed on certain groups of employees, including teachers and lecturers, in the course of their working lives. Teaching is widely acknowledged to be a highly stressful profession which can take a huge toll on the health and wellbeing of many teachers and lecturers."

Mr Smith added, "For teachers, the current average pension upon retirement is in the region of £10,000 a year. This is far from being excessive, given the many years of service that the majority of retiring teachers have provided to schools, pupils and the Scottish education system. The move towards pensions based on career average salary will mean a cut in pension on retirement for most teachers."

Mr Smith continued, "These proposals to make teachers and lecturers pay more, work longer and receive less also come at a time when the authorities are also seeking to freeze salaries for two years. With the cost of living soaring, this is just another attack on the living standard of dedicated public sector workers such as teachers and lecturers." ●

EIS JOINS LOBBY IN DEFENCE OF PENSIONS



A senior EIS delegation, including Executive Members Dougie Mackie, Jack Barnett and Eric Baillie, recently joined with representatives of other public sector unions, together with a group of current pensioners, in a joint lobby at the Houses of Parliament in protest at planned changes to public sector pensions.

Simon Macaulay retires



Ronnie Smith praises Simon's many years of service to the EIS.

EIS headquarters said farewell to one of its longest serving employees earlier this month with the retirement of Assistant Secretary Simon Macaulay.

Simon joined the EIS in 1976 and served the organisation in five different decades, originally as a school representative and then as a Local Association Secretary for the Western Isles. He became a full-time employee of the EIS in 1984 when he was appointed as a Field Officer serving Lothian & Borders. In 1989, Simon was appointed as an Assistant Secretary – initially responsible for the Organisation Department and the Scottish Educational Journal, and latterly for the Education and

Equality Department in addition to retaining responsibility for Communications and the SEJ.

Paying tribute to Simon at his retirement presentation earlier this month, General Secretary Ronnie Smith said, "In many ways, Simon and I grew up together in the EIS and Simon has been a tremendous servant to the EIS and to Scottish education throughout his many years of service. I have greatly valued his hard work and his wise advice over the years, and I speak for everyone involved with the EIS when I thank him for all his good work and wish him all the best for the future in his retirement."

In response, Simon said, "I'd like to thank everyone that I've had the privilege of working with during the 27 years that I've worked for the EIS. I also want to say that – whatever your job is with the EIS, and whatever level you are working at – don't for a minute underestimate the importance of the work that you are doing. Don't ever forget the impact you are having on the wellbeing of teachers and lecturers, whether as individuals or collectively. And through that, the positive impact on the lives of children and students and on schools, colleges and universities throughout Scotland."

Simon went on to wish all of his colleagues, and the EIS as an organisation, all the best for the future.

Even in retirement, Simon still plans to be actively involved in Scottish education. He has accepted an Honorary Teaching Fellowship at the University of Aberdeen, and also plans to work on a voluntary basis with the Scotland-China Education Network to promote the teaching of Chinese language in Scottish schools.

On behalf of all EIS members and staff, both past and present, the SEJ wishes Simon a very long and happy retirement. ●



The 2011 EIS Annual General Meeting

will take place on Thursday 9th, Friday 10th and Saturday 11th June 2011 in Perth.

AGM OBSERVERS

Any member who has registered as an observer will be able to view proceedings from the Observers area within the main hall.

FEIS

The Statutory Meeting of Fellows of the Institute will be held in the Norie Miller Room in the Perth Concert Hall at 1.45pm on Thursday 9 June 2011.

EIS SUPPORTS ROBIN HOOD TAX TO PROTECT PUBLIC SERVICES

The EIS has added its support for a FTT or "Robin Hood" Tax as a practical and workable solution to protect public services from budget cuts. The EIS believes that a Financial Transaction Tax on large-scale transactions between banks and other financial institutions would provide a massive injection to public funds and greatly reduce the need for cuts to public services such as education.



Commenting, EIS General Secretary Ronnie Smith said, "The political consensus of a need for deep cuts to public services is as damaging as it is wrong. There is a better way to tackle the financial crisis and that is by making sure that the banks who led the country into this recession make a fitting contribution to delivering the way out of it. A Financial Transactions Tax levied on financial institutions for activities such as currency trading, the sale of stocks and shares and derivative products would provide a massive cash injection to the public purse and help support vital public services such as education."

Mr Smith added, "It was not the pupils or teachers in our schools, nor the students and lecturers in our further and higher education institutions who caused the current financial crisis. It was not investment in education that sent the country spiralling into a deep pit of debt from which it is now struggling to recover. It was the greed of financial speculators and the highly questionable ethical standards of many financial institutions, aided and abetted by lax or non-existent government regulation, that forced the country to the brink of total financial and economic meltdown."

Mr Smith went on to say, "At a time when bank bonuses and executive pay are, once again, soaring to excessive levels it is fitting that we now look to the financial industry to repay the debt that they owe to the taxpayer. Teachers, lecturers, pupils and students are not looking for big cash hand-outs, excessive salaries or blockbuster bonuses. Instead, they are looking for proper support and adequate funding for a high-quality education system which will offer improved life chances for every learner across the country. By ensuring that the banks and financial institutions pay their fair share, we can help to deliver a fairer and better society, with equal access to a high-quality education for all." ●

New Assistant Secretary Appointed



Louise Wilson has been appointed as new EIS Assistant Secretary (Education & Equality). Louise has served as the EIS National Officer (Employment, Health & Safety) for the past 9 years.

Prior to joining the EIS as a full-time employee, Louise was a lecturer at Stevenson College, Edinburgh and an EIS member and activist.

The SEJ wishes Louise all the best in her new role, which will formally commence prior to the EIS AGM in June. ●

SEJ Online

Each edition of the SEJ is available online on the EIS website www.eis.org.uk in both HTML and PDF format.

Following a resolution at last year's AGM, the EIS is now also offering members an opt out of receiving a printed copy of the SEJ by mail.

Any member who no longer wishes to receive a printed copy of the SEJ should visit www.eis.org.uk and complete the online form. Members opting out of the printed version of the SEJ will instead receive an email with a link to each new online edition of the SEJ upon publication. ●

NEWS & COUNCIL NEWS

PAY AND CONDITIONS DECISIONS RE-AFFIRMED BY COUNCIL

May's meeting of EIS Council re-affirmed decisions taken by the EIS Salaries Committee regarding the revised pay and conditions offer from the Scottish Government and COSLA. Two motions seeking disapproval of the Salaries Committee's decisions that had recommended acceptance of the revised offer, then formal acceptance of the offer following the ballot, were defeated by significant majorities. A separate motion, calling for a vote of no confidence in Salaries Committee Convener Dougie Mackie, was also overwhelmingly defeated.

Amongst those speaking against the first motion of disapproval was Aileen Barrie (North Lanarkshire) who said, "I voted to recommend acceptance of the revised offer of my own volition as a member of Salaries Committee. No-one needs to tell me how people on conservation will be affected as I am one of them. My judgement was that, if we rejected, local authorities would go their own way and impose conditions which would be much worse – including redundancy of teachers."

Grant Bruce (Aberdeen) agreed, saying "There is no doubt in my mind that, had the SNCT been allowed to collapse, teachers would have been a lot worse off. I trust the Salaries Committee and the decisions that they made, and I have made this clear to members who have contacted me to express their doubts."

Eric Baillie (Dundee) also spoke in support of the decisions made by Salaries Committee – "The COSLA – Scottish Government side agreement which demanded such drastic cuts was a decision that we deplored, but it was also a reality that we had to face. The only alternative to savings on salary and conditions was the loss of teaching jobs through redundancy – I have absolutely no doubt about that", he said. Mr Baillie added, "No political party expressed a desire to do anything different on teachers' pay and conditions and public and political support for teachers' difficulties was non-existent. On balance, the decision to recommend acceptance was the right one."

Those speaking in favour of the Motion included Andrew Fullwood (South Lanarkshire), Nicola Fisher (Glasgow), John Dennis (Dumfries & Galloway) and Tom Tracey (Inverclyde) who all argued that the recommendation to accept was wrong. David Farmer (Fife) who proposed the Motion said in his summing up that, "Now is the time to draw a line. If we don't, we will look foolish. I do agree that other smaller unions have just been posturing in an attempt to attract members. But what is also true is that we have given major concessions on terms and conditions."

But Salaries Convener Dougie Mackie said, "What would look foolish is that, having balloted our members and seeing them vote to accept that we then try to turn round and reject the deal. We balloted our members and they made a democratic decision, by a clear majority, to accept the revised offer."

Council agreed and gave their support to the Salaries Committee decision by a very clear majority.

The second Motion of disapproval was then debated and defeated by an even larger majority. Amongst those speaking against this motion was Tom Tracey (Inverclyde) who had supported the previous motion. Summing up the mood in the chamber, Mr Tracey said, "I believe it is time to draw a line under the debate and move forward. The decision has been made and the result of the second ballot was clear. It would have been ridiculous for our Reps on the SNCT to ignore the result of the second ballot. We might not personally like the decision, as I don't, but we have to accept that it was made based on a ballot of our members. It is time to draw a line, move on, and work together as a united union."

Susan Smith (Aberdeenshire) agreed, saying "To overturn this unanimous decision of the Salaries Committee, which was based on a ballot of our members, would be an affront to the democratic processes of our union."

Following the defeat of the second Motion, the debate then moved on to address the Motion of No Confidence in the Salaries Committee Convener, proposed by David Farmer (Fife) who argued "this is

not about pointing the finger at individuals, it is about collective responsibility for the decisions that we made."

Tom Tracey (Inverclyde) spoke against the Motion – "Every single member of the Salaries Committee, of whom I am one, spoke and voted on this issue. It was not the Convener who made this decision, it was a collective decision by the entire Committee with every person voting the way that they thought was right."

Larry Flanagan (Glasgow) agreed, saying "I accept that the Salaries Committee negotiated the best deal that they possibly could. Once the members voted to accept, the Salaries Committee were duty bound to accept. Blaming one individual for a deal voted on by the membership at large will only damage our union."

Andrew Fullwood (South Lanarkshire), who seconded the Motion, challenged Council members, "If you really believe that the people on Salaries Committee are the best people to protect teachers' pay and conditions, then you will oppose our Motion". This proved to be prophetic, as Council members voted overwhelmingly against the Motion in a clear show of support for the Salaries Committee and its Convener.

EIS Prominent at STUC

The 114th Annual Congress of the STUC was held in Ayr in April. The EIS was prominent at Congress, with major speeches from President Kay Barnett, Vice-President Alan Munro and Ex President Helen Connor amongst others.

Kay Barnett moved the EIS motion on fighting the threat to Scotland's Comprehensive Education System. See the feature on page 10 of this SEJ for more details on the President's defence of Comprehensive Education.

Alan Munro moved an EIS Motion dealing with National Collective Bargaining and the threats to the existing machinery from the economic crisis. Helen Connor moved another EIS Motion concerning the impact of welfare reforms on young people

EIS Donation to Japan Solidarity Appeal

Vice-President Alan Munro told Council that, in response to an Educational International (EI) appeal for donations, the EIS had donated £5000 to the EI Japan Solidarity Appeal which was launched in response to the tragic earthquake and tsunami of March 11.

Donations to the appeal can be made to:

**Education International
ING Bank**

Rue du Champ de Mars, 23

1000 Brussels

Account number: 310-1006170-75

IBAN: BE05 3101 0061 7075

SWIFT OR BIC CODE: BBRUBEBB

When completing the transfer, please state clearly "Solidarity Japan" as a reference. Donations can be made in Euro or US\$.

Cessation of EIS Medical Helpline Stress or Bereavement & Victim Support

Helpline providers, Medicals Direct Healthcare, have intimated that they have reluctantly taken the decision to close their Medical Helplines as this business is no longer sustainable. Therefore the EIS helpline will cease from Friday 24 June. Finance Sub-Committee considered the matter at its recent meeting and recommended that the EIS should not seek an alternative provider since usage levels are so low.

The other EIS Helpline, Personal Legal, is unaffected by this development.

Kay Barnett (left) and Helen Connor (right) at the STUC



New Parliament, Same Question:

Now that Scotland has elected its new Government, the EIS will be stepping up its “Why Must our Children Pay?” campaign in defence of Scottish education. As public services continue to be squeezed by financial pressures and budget cuts, the EIS will continue to stand up for Scottish education, its pupils and teachers, students and lecturers.

After a hard-fought election campaign, Scotland now has its new Government which will be responsible for making key decisions on all devolved areas, including education, for the next five years.

We now know that the new Scottish Government will look a lot like the previous administration, with the clear victory for the Scottish National Party in May’s election. The return of the SNP for a second term in office means that education policy is likely to remain largely consistent with the path set out by the Scottish Government over the past four years.

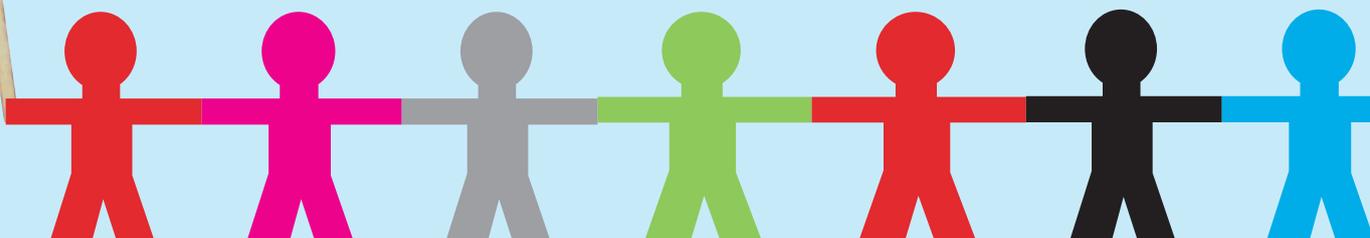
While this will bring a degree of continuity and stability to Scottish education policy, in areas such as support for Curriculum for Excellence in schools and opposition to student fees in further and higher education, it does also mean that many of the challenges faced by Scottish education during the previous Parliament will likely continue for the next few years.

The decline in teacher numbers during the term of the last parliament is well documented. While the new terms and conditions agreement offers some hard-fought protections on teacher numbers, this is an area that will require to be monitored closely in the years ahead. As we know from past experience, the challenge of delivering national commitments under a concordat arrangement with local authorities led to considerable local differences on teacher numbers, class sizes, teacher-led nursery education and other major Scottish Government commitments.



The EIS, using its political fund, campaigned on key education issues in the run up to the Scottish Parliament elections. While the EIS is not affiliated to any political party and did not campaign for any individual party, the EIS Manifesto for Education and associated publicity was designed to keep support for Scotland’s education system to the fore during the election campaign.

With the result of the election now known, the EIS will shift its campaigning strategy back to our high-profile “Why Must our Children Pay?” campaign. This campaign – which has won broad support not just from teachers and lecturers but also from parents, pupils, students, politicians of all parties, and many other organisations with an interest in education – will be vital in the struggle to protect education from the impact of deeper and deeper cuts to public sector funding over the next few years.



COVER STORY



With Holyrood's first majority administration, we will now see a new type of devolved Government in Scotland for the first time. With a clear majority of seats in the Parliament, it will be easier for the Scottish Government to pass legislation including its budgets in future years. There will be far less horse-trading than has been the case in recent years. With a diminished number of opposition MSPs in Parliament, political lobbying and campaigning by organisations such as the EIS will become ever more important to make the case for protecting public services in a time of cuts.

A recent meeting of EIS Council resolved to step up the "Why Must our Children Pay?" campaign once again in defence of Scotland's schools, colleges and universities. Unfortunately, a March and Rally planned for Edinburgh which was set to provide an important publicity boost for the campaign has suffered an enforced postponement due to a wide range of difficulties including road closures and difficulty in securing a suitable route and therefore local authority and police approval.

Despite the postponement of the planned March and Rally, the "Why Must our Children Pay?" campaign will continue to build on the broad support of all those interested in a quality education system for Scotland.

Why Must our Children Pay?"

Following the financial crisis, we now face some of the deepest cuts in education budgets seen in Scotland for many years. The cuts will impact on all areas of education from nursery, primary, secondary and special schools through to further and higher education.

The Scottish Government's first commitment must be to protecting quality education for all young people and adult learners in Scotland.

The economic crisis was caused by a failure in the banking system. It was not caused by children, young people or their teachers.

And yet schools, colleges and universities will bear much of the impact of the cuts which are now being discussed and some are already being implemented.

The way out of the crisis is in part through a well educated, well developed workforce equipped for the world of work and able to play a full part in the society of the 21st century.

Education is an investment with a substantial return – it is not a cost to society but an investment for the future of the country.

That is why the EIS "Why Must our Children Pay?" campaign remains as important today as it was when it was first launched.

It is the spirit of this campaign which feeds through to our message to every new MSP and to the Scottish Government – please do all that you can to support a quality education system in every part of Scotland and for the future prosperity of the whole of Scotland.



COMPREHENSIVE INVESTMENT IS A MUST

EIS President Kay Barnett completes her year in office at the Annual General Meeting in June. Here, Kay looks back over a challenging year in the Presidential chair and explores some of the many further challenges which will face the EIS and the Scottish comprehensive education system in the months and years ahead.

As I write, we are but a few days away from the Holyrood Elections on May 5 and I am preparing for what is likely to be my last of many visits as National President to one of our 32 EIS Local Associations. Never having been to the Western Isles before I am delighted to have been invited to Benbecula, Barra and then Stornoway where I shall be on the morning the nation awakes to discover who will form the new Scottish Government responsible for shaping education policy and practice, for the next parliamentary term.

The 'EIS Manifesto for Education' sets out our key issues and priorities for a higher quality education system. We have much to be rightly proud of in our system and have been clear in our engagement with all political parties and candidates in the run up to the election. Our message is clear: Our Scottish comprehensive system must be defended against savage budget cuts across Scotland's Local Authorities. Otherwise, how can we as teachers and lecturers maintain – never mind attempt to enhance – our high professional standards on a day-to-day basis?

It comes as little surprise that Scotland's largest political parties, in response to our questions, highlighted the profile and importance of education not only for the life chances of individual learners but for the economic prosperity and development of our nation as a whole. Pick up any recent education report, review, plan or document and you will find this underlined. As Graham Donaldson, for example, states at the beginning of his review into 'Teacher Education in Scotland' "human capital is the nation's best resource". But, to create and benefit from such a 'resource' needs sustained investment in our

education system – and our resources must be targeted and utilised in the correct way.

It has been an ongoing learning experience visiting schools and learning communities in different parts of Scotland. Buildings and facilities have been variable. But, I will never forget my 'tour' of the facilities at Inverclyde's Notre Dame High School – a learning environment truly fit for the 21st Century, due to be operational for the next session. Such an experience has fully reinforced the need for us to argue and lobby for facilities like these to be available across all our communities. Neither will I forget the impressive learning and teaching – too many examples of meaningful active learning to mention! They take place in a variety of buildings and 'areas' despite the challenging and sometimes arguably unacceptable facilities.

The thread running through these experiences and the rationale behind Curriculum for Excellence is the need to fight to maintain a comprehensive system based on equity of provision for all learners. As I said in a recent speech to the STUC in Ayr (proposing the EIS motion on Defending the Comprehensive Education System which was seconded by Rab Noakes of the Musician's Union), we should be teaching within a system that allows us to shape the curriculum to suit the needs of the learner.



DEFENDING EDUCATION

The formula for defending Comprehensive Education

Fighting for Comprehensive Education is about:

- Individual life changes
- We need education in Scotland to cater for

All abilities	not just some
All talents	not just some
All interests	not just some
- We need a system that's **fully inclusive and not exclusive.**

Fighting for the comprehensive system is also about:

- Scotland's future.
- Human capital is our best resource.
- It is crucial that we are equipped to compete in a global, competitive, economic market. To do this we need well educated and qualified workers and we need highly skilled and trained workers in all trades, professions and workplaces.

EDUCATION is already being badly damaged by cuts and the impact of cuts on a generation of school pupils and on Scotland's future.

Curriculum for Excellence & Comprehensive Education:

- CFE is about equality and inclusion
 - An opportunity to shape the school curriculum to fit the learner instead of turning the clock back to when we shaped the learners to fit the curriculum.
 - But if cuts mean fewer teachers, less support for all learners in bigger classes with an increasing lack of resources and materials for a narrowing curriculum then we are in danger of turning the clock back.

Political support is vital to protect Comprehensive Education:

- We need the Scottish Government and all Local Authorities to work with us, not against us' in the trade union movement to protect comprehensive education for all.
- The EIS is working to protect education within the wider context of all spending cuts across all public sector areas – that is why in the EIS we are continuing with our own 'Why Must Our Children Pay' Campaign and wholeheartedly supporting the STUC's 'There is a Better Way' broader campaign against public sector cuts.

Pictures: Mark Jackson.



Building for the Future: EIS President Kay Barnett visits the new Notre Dame High School site before meeting pupils and staff at Alleymill Primary School during her recent visit to Inverclyde, accompanied by Tom Tracey, Inverclyde Local Association Secretary.

Turbulent times for good ship CfE

EIS Education Convener Larry Flanagan looks at the current progress on CfE, and reflects on the contradictions of trying to implement a major programme of change at a time of deep and damaging cuts to the education system.



Scunnered. That's probably how most of us feel as we await the onslaught of the McCormac review and take on board the level of attack we have been under from COSLA in terms of this year's settlement. Add to that the UK pressure on our pensions and ongoing economic uncertainties and it all adds up to a fairly toxic mix.

Given all this, it would be fair to say that Curriculum for Excellence is sailing in turbulent seas. Undoubtedly, the cutbacks in education spending and the demoralising impact of attacks on the teaching profession represent serious barriers to successful implementation.

Gross misrepresentation of the aims of the programme, such as the attempt by Renfrewshire to cut the pupil learning week by 10%, only adds to the challenge of championing CfE. But I would like to argue that it is important that as teachers we continue to support the programme and moreover that we insist that others – HMIE, SQA, Scottish Government, COSLA, ADES – deliver on the big changes that CfE offered, and to which they signed up.

CfE was born on the back of the Teachers Agreement for the 21st Century, which itself had re-centred attention on teacher professionalism as being at the heart of education. The by-words of creativity and innovation were an explicit rejection of the industrial model of education that had developed throughout the eighties and nineties where schools were deemed successful, or otherwise, on their output – crudely measured through a system of 'targets, tests and tables'.

At its heart, CfE is about pedagogical change, which aims to produce, as Professor Brian Boyd so succinctly stated, 'young people who are good thinkers and not just good at passing exams'.

The 2004 report, which followed the 2002 National Debate, was broadly welcomed by the profession. Its basic agenda of putting teacher professionalism and autonomy at the heart of teaching and learning was music to our ears and so we joined the choir.

There then followed a lengthy gestation period as the practicalities of this major reform were hammered out. Taken as a whole the various Building the Curriculum documents, whilst most definitely over-written and a little dense in places, stayed pretty true to the principles of the programme; and the Experiences and Outcomes, although open to some criticisms, also managed to move away from the prescriptive nature of the 5-14 Guidelines. The basic framework of the programme, therefore, is sound; the key issue is implementation – how it is achieved and at what pace.

And there's the rub.

Essentially, CfE can only be realised in the classroom by classroom teachers. And for that to happen teachers need to be supported in their understanding of the programme, they need to be resourced in terms of time to talk to colleagues and engage with change, and they need to be trusted.

For some of the usual suspects mentioned above this latter point is proving to be a bit of a challenge in itself – for example, the use of across-the-board standardised testing by local authorities because, essentially, they don't trust teachers judgements. Even at a school level, we are witnessing management teams and Headteachers demanding excessive detail in forward planning in a monitoring mechanism that seems to misunderstand the basic premise of the programme in terms of creativity and innovation. That's not to suggest that forward planning is not required but perhaps to say that those in authority shouldn't attempt to disguise their own uncertainties or lack of confidence in pointless paperwork that only detracts from teaching and learning. We are all on a learning curve – but it should be a conjoined journey.

In truth, CfE requires that schools reject such autocratic line management approaches and operate in the context of collegial and democratic places. That's why it is such a big challenge, for all of us – and such a huge opportunity. It's a chance for teachers to re-claim the classroom.

Our commitment to CfE is not open-ended, of course: advice has been issued with regard to workload and improvement planning; consideration is being given nationally to a 'work-to-contract' strategy; and we continue to campaign for a delay to the timeline for new qualifications. But in these testing times it is more important than ever that we continue to demand the effective implementation of CfE as it was envisaged. If we fail to do so, then we are likely to have other people's misinterpretations foisted upon us and that would be to the detriment of all in Scottish education.

Primary Forward Planning

A resolution passed at the November meeting called on the EIS National Council to, “Investigate and report on the style and content of writing Primary Forward Plans expected by HMIE and how these plans inform the inspection process.” Here, EIS Council member and primary headteacher John Black examines the issues for the SEJ.

Discussions with HMIE indicate that they themselves have no specific requirements with regard to forward planning as such. The focus of their Inspections centres more on the activity occurring within the classroom.

Reports within our own Education Committee however highlighted that there is a huge degree of variance in the expectations and the nature of forward planning activity in primary schools, not just across Local Authorities but across schools within the same Authority.

It is recognised that forward planning is a key tool in the delivery of effective teaching and as professional individuals, every teacher will engage in appropriate planning processes to support the educational delivery within his or her class.

However, the processes and documentation associated with that forward planning activity must be manageable and sustainable and should support learning and teaching within the classroom.

All collegiate activities should be ‘time-costed’ as accurately as possible, and the time required to meet the formal expectations associated with those activities expressed by school management or Local Authorities should be identified and recognised accordingly in each school’s Working Time Agreement.



In the context of forward planning, it is unrealistic and unreasonable to have formal expectations of planning activity which, for example, may take three or four hours per week to complete if the Working Time Agreement reflects an allocation of only one or two hours per week to complete such activity.

Perhaps consideration should also be given to whether the time devoted to generating extensive forward planning documentation might be better spent on activities which, in line with HMIE advice, have a direct impact on pupil learning experiences within the classroom.

5th successful Annual EIS/Fife Council CPD Event



The theme of this event was “Connections: Enhancing Learning – Preparing for Life”, and the event was held in the Auchterderran Centre, Cardenden, Fife. Keynote speaker was Ollie Bray, well over 100 people attended the event which featured a keynote presentation, workshops and stalls. This event has become a key event in the CPD calendar in Fife. The event is a huge success due to the co-operation between the local LRs and the Fife Council personnel. Particular thanks go to Isobel Schroder, EIS Fife LR.

Teacher Learning Inspires Learners

Over the last few months I have been enjoying supporting EIS CPD opportunities, run in conjunction with Local Education Authorities. It never ceases to amaze me how many practitioners give up their own time either on a Saturday or in the evening to attend these events, collaborate and learn from others. At a time when the teaching profession seems to be getting a mixed press this is an ideal example to remind us how professional teachers are and how committed they are to the development and care of young people.

So far in 2011 over the course of three of these CPD events in Fife, Aberdeen and Renfrewshire I've talked on a variety of topics including:

1 Why Internet Safety and Responsible Use is everybody's Responsibility.

Where we looked at a technical update for practitioners and linked to the wider policy agenda and the Scottish Government's Strategy on Child Internet Safety and Responsible Use.



2 Change.

Where we examined emerging pedagogy as a result of changing young people, changing technology and a changing curriculum.



3 Taking risks with Teaching, Leadership and Management.

Where we examined the importance of trying new things and remaining solution focused. This included things that have worked and different models of schooling in other parts of the world.



Ollie Bray, National Adviser, Emerging Technologies for Learning, Learning and Teaching Scotland



UPCOMING CPD EVENTS

A joint CPD event is being held in Reid Kerr College on Wednesday 15 June 2011 from 1.30 p.m. to 3.15 pm. A buffet lunch will be available from 12.30 pm. Details for the event are still being finalised and will appear in the

CPD Events and Courses section of the EIS website soon. An individual email will also be sent to all EIS members in the College. The event is being organised jointly by the College and the EIS LR, Paul O'Connor. If you wish to indicate an interest in attending the event please contact Paul by email: poconnor@reidkerr.ac.uk

LEARNING REPRESENTATIVE COURSES 2011-12

The next intake for the courses to train to become an EIS Learning Representative (LR) is

in September 2011. The courses will run for three months and are on-line through the University of the West Of Scotland. The course fees are met by the EIS and each student is assigned a mentor to assist them throughout the course.

Members are invited to train to become either multi-establishment Learning Representatives or establishment based Learning Representatives (schools and colleges).

We are seeking in particular to fill vacancies with regard to multi-

establishment Learning Representatives in the following areas: Aberdeenshire, Dumfries and Galloway, East Renfrewshire, Edinburgh, Falkirk, Inverclyde, Moray and Stirling.

If you are interested in becoming an EIS Learning Representative and being involved in the CPD work of the EIS, please contact Lyn McClintock, LR Administrator for an Information Pack. Email: lmclintock@eis.org.uk or telephone 0131 225 6244.

Joint EIS/North Lanarkshire CPD Event

This event, 'Pathways to Leadership', was held on the evening of 15 March through the SULF 7 project. This was a very positive collaboration with North Lanarkshire and from the first meeting to the final CPD event we worked closely together on all aspects of planning so we could provide a quality event for colleagues.

The event was open to all teachers and our aim was to provide a space where colleagues could explore developing leadership opportunities. We wished to address all teachers' needs and to this end had a wide range of workshop leaders from the professional community including Con Morris from CPDLead, George McBride and headteachers from early years, primary and secondary sectors.

Our keynote speaker Professor Christine Forde from The University of Glasgow gave us a thought provoking presentation on the Spectrum of Leadership.

The event exceeded our expectations, was very well attended with extremely positive feedback – everyone who returned the evaluation form said the event had raised their awareness of CPD opportunities. From my perspective as a Learning Rep it was a pleasure to work with staff from North Lanarkshire Council because of their enthusiastic commitment to the partnership event. I look forward to future collaborations.

Carol Duncan
North Lanarkshire LR

SULF 7 PROJECT



In 2005 the EIS began organising a series of joint CPD events with local authorities throughout Scotland.

The aim of these events was to raise the profile of CPD and the role of EIS Learning Representatives (LRs) in giving information, advice and support to teachers wishing to undertake CPD. These events ran from 2005 to 2008 and attracted a significant number of teachers and high profile contributors. In 2008 the first joint CPD event was held

in a further education college and, due to the success of this event, it was envisaged that a number of events could be held in other further education colleges.

The success of these joint events led to the EIS making a successful bid to the Scottish Union Learning Fund (SULF) in November 2008 to run a two year project entitled "Partnership through Professional Development". The two main aims of the Project were to hold joint CPD events with the five bid partners – Anniesland College, Clackmannanshire Council, Fife Council, Orkney Islands Council and Renfrewshire Council – and also to try to secure learning agreements. Two long-standing LRs, Patricia Duncan and Stephen McCrossan, were seconded on a part-time basis to assist in taking the aims forward.

The joint CPD events with the bid partners were so successful that it was decided to roll out the programme of events with other local authorities and further education colleges.

1676 teachers and 116 lecturers attended the events. A total of 23 CPD events were held with local authorities and 5 events were held with further education colleges during the lifetime of the Project. A condition of the SULF funding was that the events had to be evaluated to measure impact on the uptake of CPD by teachers and lecturers who attended.

Participants were surveyed four weeks after each event. 60% of respondents had undertaken CPD and the main types of CPD undertaken were Curriculum for Excellence, Leadership and GLOW.

With regard to further education, 55% of respondents had undertaken CPD and the main types of CPD undertaken were MED, TQ (FE) ICT and Curriculum for Excellence.

At the start of the Project the EIS had four Learning Agreements in place with local authorities and two Learning Agreements with further education colleges. At the end of Project another six Learning Agreements had been secured with local authorities and an additional Learning Agreement with a further education college.

The Project had been due to end in November 2010 but, due to the quality of the evidence gathered clearly indicating the impact of the events, an additional £10,000 was secured to hold further CPD events and seek to negotiate Learning Agreements with further education colleges. The Project finished on 31 March 2011.

The Project has been very successful and raised awareness of CPD opportunities and increased the uptake of CPD by teachers and lecturers. This has been achieved by the high profile and quality of the CPD events which had been held. The work of the EIS LRs, including the two seconded LRs, involved in the organisation of these events was of the highest quality and as a result the events which were held were imaginative and relevant. The Project has also increased partnership working with employers and we are grateful to all of the local authority and college CPD personnel who worked so closely with the LRs throughout the Project. It is envisaged that this close collaboration will continue by holding further CPD events as well as other forms of partnership working.

We are grateful to all the speakers and contributors who took part in the events and also the participants who took the time to complete the evaluation forms which were so crucial to the success of the Project. Finally, our sincere gratitude to the late Thomas Walker, Development Officer with Scottish Union Learning, for his enthusiasm, commitment, guidance and support throughout the Project.

A full copy of the final SULF 7 report, a summary of the whole Project, can be obtained from **Lyn McClintock**, EIS SULF 7 Project Manager, by email: lmclintock@eis.org.uk telephone 0131 225 6244 or the EIS web-site www.eis.org.uk

Fighting the trafficking of Men, Women and Children

Two years ago, the EIS AGM overwhelmingly backed a resolution which called for action to raise awareness of trafficking of men, women and children for the purpose of sexual exploitation, to attempt to establish the full extent of trafficking in Scotland, and to develop strategies to end this exploitation of vulnerable people. As the EIS continues to work in this important area, this year's AGM Equality Fringe Meeting will focus on the issues around human trafficking. Here, Detective Sergeant Sandra Jamieson of the Scottish Crime and Drug Enforcement Agency looks at some of the issues ahead of the EIS Fringe Meeting scheduled for Friday lunchtime at the AGM in Perth.

It's half past seven on a sunny Monday morning in a small Scottish town. Euan wakes up and looking out his bedroom window wishes he didn't have to get up and go to school.

In a nearby house David is also looking out the window but he wishes he could go to school. David is 13 years old and came to Scotland to stay with an uncle for a better life. Today, like every day in the past year, he has already been up for two hours doing domestic chores. Once his chores are finished David is dropped off on a main street and spends his day begging. He gives the little money he gets to his uncle to pay for his keep. His conditions may be better than where he came from, but are hardly the improvement in life he had hoped for.

Human trafficking has received increasing attention in recent years. Stories regularly appear in our newspapers detailing the tragic circumstances of trafficking victims. These accounts, whether of young women forced into prostitution, of migrant labourers forced to work in appalling conditions or of children forced into domestic slavery, all demonstrate that human trafficking is a varied and complicated crime type.

It should not be confused with human smuggling and the terms trafficking and smuggling are not interchangeable. Unlike victims of smuggling, the trafficking victim on reaching their destination is forced into exploitation and a potentially horrific existence. It is this human exploitation, or the intent to carry it out, that is an essential part of trafficking and has led to it being generally recognised as modern-day slavery.

Trafficking is a hidden crime and victims often come from hidden populations, making it very difficult to work out the exact extent of trafficking. But we do know that it exists.

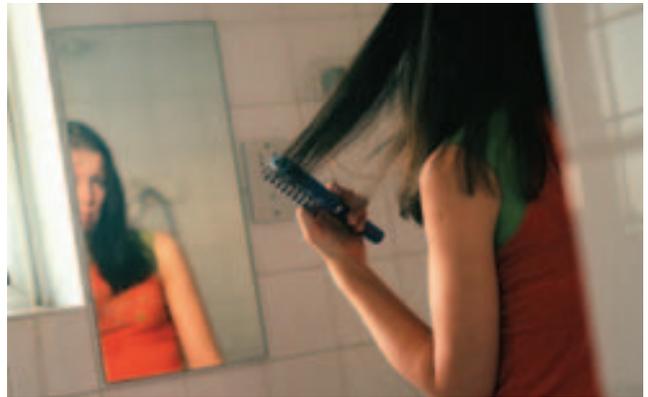
It isn't restricted to large towns or cities and could be happening near you. It also has the potential to generate huge profits for those involved. Serious organised crime groups exist primarily to fund the nests of their orchestrators and if there's money to be made then these groups will consider being involved no matter what moral dilemmas exist.

So how and why do people become victims of trafficking?

There are many ways and reasons, with victims coming from different countries and backgrounds. The reasons include

poverty, the promise of a better life, a desire to escape hardship or war, a desire to live and work in a foreign country or demand for foreign or 'exotic' sex workers. People have a desire to better their lives and that of their families, but this can lead to vulnerability and to them becoming victims of trafficking.

People are trafficked for different types of exploitation:



- **Sexual exploitation** is probably the best known type of exploitation. Sexual exploitation is a degrading and humiliating experience for the victims. Some are directly abducted and forced into sex work; others are deceived and have no idea that it is their fate when recruited by the traffickers. One of the complexities of human trafficking is that some victims know they are travelling to work in the sex industry when they agree to go with the trafficker, but they have not agreed to the number of clients, type of sex or lack of payment they find at their destination. The oppression, degradation and lack of control are extreme regardless of how the victim arrived in the situation.
- **Labour exploitation** is found in many human trafficking situations around the world. Cheap prices for products are helped by low labour costs in production – labour that is in some cases provided by people who have been trafficked. Catering, hotels, construction, agricultural and fishing industries have all been found to use human trafficking victims, but victims can also be found begging, in cannabis factories or being used to commit benefit fraud.

AGM FRINGE

“The complex global phenomenon of trafficking in human beings presents significant challenges to the government, to victim care services and to law enforcement.”

- **Domestic servitude** is a form of labour exploitation but can also involve some type of sexual exploitation or abuse. Victims, working in private homes, often lead very isolated lives, at the same time as dealing with all the other consequences of labour exploitation. Domestic servitude happens in many parts of the world, and the nature of exploitation varies from place to place. Traffickers may have ‘imported’ a domestic servitude structure that exists in their own countries. Family links may play a part in some cases where a distant relative offers to take care of a child, often in return for the promise of providing an education.
- **Internal domestic trafficking** is the movement of persons, either of UK or other citizenship, within the UK for the purpose of exploitation. Internal trafficking can include any form of exploitation. Human trafficking is sometimes seen as something that only happens across international borders; in fact, a substantial amount of human trafficking takes place within countries. A key point to note is that not all traffickers operate in gangs and they may not be very sophisticated. A ‘boyfriend’ threatening or deceiving a girl into having sex with his friends in the local town may have committed a trafficking offence. A factory owner promising good wages in the city to boys or girls from rural areas intending to pay nothing would almost certainly have committed an offence in many countries.
- **Illegal organ trafficking** is an aspect of human trafficking that has not as yet been identified in the UK, but that is not to say it is not here or that it won’t become an issue in the future.

It is clear then, that the complex global phenomenon of trafficking in human beings presents significant challenges to the government, to victim care services and to law enforcement.

What is being done to tackle human trafficking

In December 2008 the UK Government ratified the Council of Europe Convention on Action against Trafficking in Human Beings and became bound by its terms and definition in April 2009.

Its purpose is to:

- prevent and combat trafficking in human beings;
- to identify and protect victims of trafficking and to safeguard their rights; and
- to promote international co-operation against trafficking.

Although the UK had legislation in place prior to ratification, a limited number of legislative, policy and procedural changes were made to enhance previous arrangements. The National Referral Mechanism is one such procedural change. It provides a framework within which certain public bodies can work together to identify individuals who may be victims of trafficking and provide appropriate protection and support.

In March 2010 the Scottish Intelligence Co-ordination Unit (SICU) was established as an intergral part of the Scottish Crime and Drug Enforcement Agency (SCDEA). The SICU is home to a dedicated team of experts responsible for coordinating intelligence on human trafficking. The team has been working with other law enforcement agencies, as well as a number of partner organisations and non governmental agencies to help improve intelligence on human trafficking in Scotland, and the organised crime groups involved. This kind of partnership working is also central to improving the support available for victims, which will in turn improve what we know about human trafficking and how to tackle it.

The unit has also developed a number of resources to help improve awareness of human trafficking and is currently developing awareness-raising materials that can be used within schools by teachers and pupils.

David may not have been sent begging for the day. He may be the boy who turns up at the school to collect younger members of the household where he lives, and you may have wondered why he’s not at school. Would you know what to do or who to contact if this were the case?

If you are unsure of who to contact, or if you have any suspicions or queries relating to human trafficking, please contact your local police office.

*Detective Sergeant Sandra Jamieson
Scottish Crime and Drug Enforcement Agency*

MUSIC TO OUR EARS

The convener of the EIS Network for Instrumental Music Teachers, Mark Traynor, explores the current status of music instruction in schools and highlights how EIS support helps protect this vital, yet increasingly threatened, aspect of education in our schools

I am an instrumental music teacher and have taught brass in West Lothian for 17 years. As a product of a **FREE** education system, I learned a musical instrument at high school. It was during the 1980s – a time of strikes, economic hardship and uncertainty. Yet instrumental music was free. I care passionately about it. It surely has a key role to play in Scottish education and yet, is often referred to as extracurricular. How do we change this perception?

There are 850 highly skilled, highly qualified instrumental music teachers in Scottish education, teaching over 80,000 pupils per year. Of 666,338 pupils being taught in Scottish schools as of September 2010, 504,298 (P4 – S6) are eligible for instrumental lessons. That's 15.8% of eligible pupils receiving instrumental lessons – those many pupils and their parents will attest to its immense value.

Instrumental music will suffer considerably under proposed cuts, opportunities enjoyed by our young people will be a thing of the past. Are we ready to meet these challenges?

Where is instrumental music in Scotland?

Over 45 years, instrumental tuition in local authorities has expanded in the number of teachers and in funding. Local authorities have no statutory obligation to provide instrumental tuition so many see it as non-essential. Yet, it is a core part of the school curriculum – a compulsory element of SQA music examinations. A 1998 HMIE report found instrumental music teachers **'deeply embedded in the work of music departments'**. Yet, our non-statutory position threatens our very existence.

Local authorities are now cutting instrumental service budgets and charging pupils. One charges £400 per school year for instrumental lessons. Scotland's renowned **free** education system no longer exists!

To quote, from the late Brian Duguid – **'WHO PAYS PLAYS!'**

As a profession, we recognise the importance of continuing personal development. Instrumental music teachers want the same opportunities as class teachers. Good CPD is



vital to deliver the highest standards in music education. Scotland's pupils deserve high quality professionals delivering high quality education with lasting benefits. As CPD budgets are slashed, why not use the wealth of experience and knowledge in our profession.

'A sharing of ideas locally and nationally'

The Curriculum for Excellence is the most significant change in Scottish education for generations. It wants each young person to be a successful learner, a confident individual, a responsible citizen and an effective contributor. These mirror outcomes embedded in learning to play a musical instrument, placing instrumental music at the core of CfE. Learning and Teaching Scotland states:

"Learners are entitled to a curriculum that includes a range of features at the different stages of learning. The entitlements ensure that children and young people are provided with continuous opportunities to develop skills for learning, skills for life and skills for work".

We have made great strides in instrumental music – improved teaching, new teachers of graduate level and a higher calibre entering the profession.

Professional registration with the General Teaching Council for Scotland (GTCS), has long been our aspiration. It would formally recognise our professional status and encourage high standards. Under current legislation this can't be achieved. In January 2008 the First Minister announced the proposal to establish the GTCS as a "self-regulating, profession-led body..."

Creating a self-regulating body, gives a realistic opportunity of registration for our profession. Discussions are positive but at an early stage. IMTs must be registered in a category that reflects our role – to teach young people to play a musical instrument. Registration would regulate our profession and ensure consistent standards.



MUSIC EDUCATION

The EIS plays a vital role. Over 10 years, the IMT Network has advised the EIS on the direction of our profession and established important links with: The Scottish Government; GTCS; SQA; Heads of Instrumental Teaching, Scotland; Musicians Union; RSAMD; Glasgow University; Aberdeen University; Creative Scotland and Learning Teaching Scotland.

We are on the SQA assessment panel and offer opinions on the performing aspect of SQA music examinations. Discussions are planned on a pilot scheme to give IMTs the opportunity to assess the performing diet of the SQA music examination. This shows how far instrumental music teachers have come.

A first for the EIS was the development of the IMT forum. An on-line resource for members to post comments, views and questions. But, it relies on members to use it. This forum allows our members to communicate more effectively with the EIS and each other.

In December 2009, the EIS launched the 'Charter for Instrumental Music'*. Our revised 'Charter', sends a clear message to Government and Local Authorities about the importance of instrumental music in Scottish education.

**The EIS Charter for Instrumental Music is available to view or download on the EIS web site www.eis.org.uk/campaigns/music.htm or contact Sheila Harris sharris@eis.org.uk for a copy.*

Some IMTs have been critical of the EIS and their support. I assure them, the EIS works tirelessly for its members and its Manifesto reinforces its commitment. With impending cuts, we will increasingly depend on the EIS to represent members locally and nationally. Instrumental music has never faced such challenges and we need your support – we need you to be proactive.

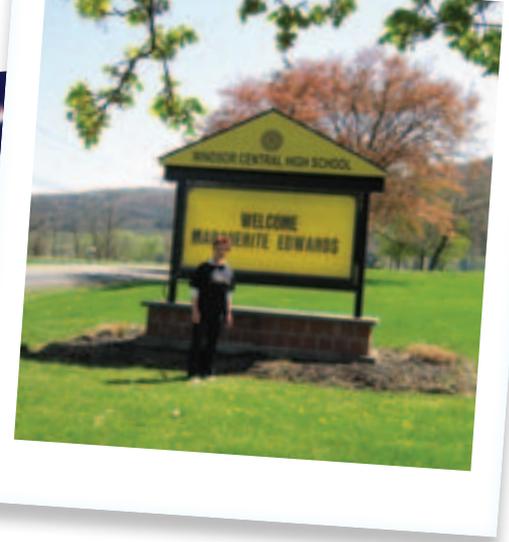
The education of our young people remains our priority. The value of the three Rs is in no doubt but there is an important place for instrumental music in education.

We may not control budgets or policy but we have control of the future of instrumental music. We need a new era of collaboration with all stakeholders to take instrumental music forward – 'A Shared Vision for the Future'. Let's share that responsibility.

Education is changing – we must change with it!



A Journey through Excellence in the Big Country



The annual Walter Hines Page Scholarship offered by the EIS in association with the English Speaking Union, allows a successful scholar the chance of a professional study tour of USA on a topic of their own choosing. Last year's Page Scholar was Marguerite Edwards, Principal Teacher Support for Learning at Cults Academy. Here, Marguerite shares her stateside experience.

As we embark on Curriculum for Excellence, we must recognise that students get a much richer and fulfilling educational experience when teachers combine their skills and expertise to provide the best possible teaching experience and learning outcomes for all.

My trip to the USA confirmed for me the immense power schools exert when working as a Professional Learning Community – characterised by a collaborative culture. The assessment data provides unequivocal evidence that the sum of working together is far more effective than working in isolation.

I chose to explore Professional Learning Communities (PLCs) and over 20 days I visited four States and 17 schools and took 10 flights. My interest in PLCs stemmed from action-research I undertook in my own school, which explored perceptions of collaboration and collaborative practice. In my role, collaborative practice is integral yet my research showed it is not always undertaken willingly or even seen as beneficial by stakeholders.

On the counsel of Rick du Four, a leading US authority on Professional Learning Communities, I focussed on centres of good practice. This led me to St Louis-Michigan, Chicago-Illinois, Richmond and Fairfax-Virginia, and finally to Windsor-Upstate New York.

What is a Professional Learning Community?

It is composed of collaborative teams whose members work **interdependently** to achieve **common goals** linked to the purpose of learning for all. (*DuFour, DuFour, Eaker, and Many, 2006*).

Key questions:

- What do we want our students to know?
- How do we know they have learned it?
- What are we going to do if they have/have not learned?
- What do we do with those students who have learned it?

Essential components of a PLC:

- Focus on learning
- Focus on collaborative culture
- Focus on results
- Provide timely, relevant feedback

A Professional Learning Community in Action

Francis Howell School District, St Louis, is committed to the Professional Learning Community school improvement model. I visited 2 schools: Francis Howell Central High and

Henderson Elementary. Both implemented the PLC model 6 years ago – it is now extended to all schools in the District.

There are 26 PLC teams in action, each led by a Team Leader, trained in leadership skills to ensure time is focused and well used. At its heart is a determination to create common assessments from which pupil progress is measured and analysed. The data drives forward collaborative practice because members in the group are **mutually accountable** for helping individual students reach their potential. The impact of collaborative dialogue is most powerful during conversations on the content of assessments and the resultant data.

Each group ensures all students doing the course at the same grade level are exposed to the same course content and skills – ensuring students receive an equitable experience and cover the same ground. The sharing of good practice is a product of the common assessment and contributes hugely to increasing attainment levels in FHCHS – especially in Maths and English.

The use of assessment data is rigorous and it is used to plan interventions to improve students' learning potential. In Maths, there is flexibility in teaching where timetabling allows: two classes are split to enable the top end to do extension work while another group works on consolidation of the same topic. Students can also opt into a maths 'Success Class' where senior students mentor younger students under the direction of the class teacher.

The challenges for PLC working at FHCHS

Dr William Arnel, Henderson Elementary's Principal, believes top down implementation of PLC practice is not the best way to engage teacher commitment. As Michael Fullan (2007) cited in *DuFour et al (2008)* comments,

"...it fails to garner ownership, commitment, or even clarity about the nature of reform."

Several Principals I spoke to drew on the terminology 'loose' and 'tight' (*Dufour et al 2008*), to describe how schools organise themselves around the PLC model. The purpose and key actions of the school and the boundaries within which they must operate are seen as (tight), but there is also the scope to be innovative, independent and empowered (loose).

Dr Arnel acknowledged that not all staff found the shift from independent working to collaborative sharing of ideas and opinions comfortable. A well-established structure and culture had existed at the school and PLC demanded

PAGE SCHOLAR



“Teacher isolation is replaced with collaborative processes that are deeply embedded into the daily life of the school. Members of a PLC are not invited to work with colleagues: They are called upon to be contributing members of a collaborative effort to improve the school’s capacity to help all students learn at high levels.”

**Mark Merrell, Principal
James Madison High School**

a change to less familiar territory, a theme echoed in conversations with Administrators of Chantilly High School, Fairfax, Virginia.

The commitment however, of the school’s administrators to build-in capacity for leadership within PLC groups, paved the way for teachers to recognise that the process contributed to improvements in attainment levels.

The journey continues at Henderson Elementary...

A feeder school for Francis Howell Central High, Henderson Elementary used the PLC model (2009-2010) to improve non-fiction writing. Each PLC within the school sets a SMART goal and measures pupil progress.

PLCs created timelines, tied a curriculum map to content and vocabulary, agreed on common rubrics and set assessment criteria of students’ work – both shared horizontally at grade level and vertically. Regular analysis of students’ performance data at PLC meetings was used to plan appropriate interventions, which class teachers and literacy coaches undertake to support improvements in students’ learning.

Henderson Elementary views itself as a ‘collaborative team’ promoting high levels of achievement by: ‘Establishing interventions to meet all needs and supporting a challenging student-centred curriculum with high expectations’.

My visits to FHCHS District showed how a PLC looks in practice: a whole school community driving improvements for individual students, through collaborative team planning and guided by a collegiate understanding of the school’s mission, vision, values and goals.

Further Destinations

Adlai E. Stevenson High School, Illinois, has 4,325 students and is the only public high school in Illinois to receive four Blue Ribbon Awards for Excellence in Education from the U.S. Department of Education. Their challenge is to establish the school as an authentic learning community, where sustained excellence is the key focus.

Fairfax County Public Schools District in Virginia, the twelfth largest school system in the nation, has PLC working at its core. Elementary, Middle and High Schools define the practice of operating as a learning community in their stated mission, vision, values and goals. Applicants for vacancies are informed in advance of the principles on which schools in the district operate and through which measurable success is delivered.

At James Madison High School, PLC was introduced in 2002 since when the school has worked hard to create a collaborative culture. No matter the size of a school district, schools face similar challenges embedding PLC principles. Existing cultural norms, routines and established patterns of behaviour were barriers to the smooth adoption of PLC working. But, the commitment of administrators to PLC working and the modelling of such practice seemed key staff motivators.

Windsor School District, New York, comprising a High School, Middle School and 3 Elementary schools (2000 students) has adopted the PLC model throughout the District. Engagement by schools was achieved relatively quickly. Now the challenge is to develop capacity within individual teams to work collaboratively on making improvements for all students.

There is much to learn from best practice PLCs and the Curriculum for Excellence provides a real opportunity to embed collaborative working principles in Scotland. I hope this extract gives some insight into advances made on the other side of the Atlantic.

Sincere thanks to all those educators and members of the English Speaking Union, who made my Page Scholarship visit to the U.S.A. so memorable and professionally rewarding:

Francis Howell School District, St Louis Missouri:

- Francis Howell Central High School
Principal – Dr Sonny Arnel
- Henderson Elementary
Principal – Dr Jennette Barker

Schaumburg District 54, Illinois Chicago

- Adlai E. Stevenson High School
Superintendent – Dr Eric Twadell
- Addams Junior High School
Principal – Steve Pearce
- Fairview Elementary
Principal – Beth Erbach

Richmond School District, Virginia

- Woodville Elementary School
Principal – Rosalind Taylor
- New Community School, Richmond Virginia
Principal – Julia Ann Greenwood

Fairfax Public Schools District

- Assistant Superintendent (Instructional Services) – Peter J. Noonan
- Director ESOL – Teddi Predaris
- Rachel Carson Middle School
Principal – August Frattali

- Chantilly High School
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Let Your Imagination

The 2011 Edinburgh International Book Festival boasts an eclectic range of events created especially for school children of all ages. Once again, the EIS are delighted to support the Book Festival in promoting these events, and so in this month's SEJ we're bringing you highlights of what we can all look forward to in Charlotte Square Gardens this August.

From 22-30 August over 12,000 pupils will enjoy the magic of the Book Festival and see their favourite authors in the RBS Schools Programme. As always, the emphasis is on participation and having fun, and the entire programme has been devised with the Curriculum for Excellence in mind, so you can be confident that any event or activity you choose to take part in will be relevant to your teaching in class.

The very best writing

The Book Festival is dedicated to bringing the world's top children's and teen authors to Edinburgh and this year's RBS Schools Programme is no exception. Award-winning fiction is brought to you by the bucket-load and includes a host of new authors and household names. Amongst them is newcomer Jason Wallace, winner of the 2010 Costa Children's Book Award for *Out of Shadows* – a compelling novel about race and the need to belong, set in Mugabe's Zimbabwe. Horror writer Barry Hutchison will reveal the inspiration behind the characters in his *Invisible Fiends* series, whilst veteran author Malorie Blackman will share her views on the treatment of controversial subjects in books for kids using examples from her own novels such as *Boys Don't Cry*. And for younger children the delightful Julia Donaldson will be on hand to entertain with lyrical tales of crime-busting ladybirds and other colourful characters.

The wide-ranging programme delves into all corners of the curriculum so whatever you're teaching in class you'll find an event to complement it. Kjartan Poskitt will be solving the mysteries of maths whilst Michael Cox will tell you about wild things to do with woodlice. There will be adventures galore as the zany Two Steves dive into the world of vampires and zombies, and Joan Lennon will unravel historical mysteries with her feisty Victorian hero Slightly Jones. Christiane Dorion will explain how the world works and legendary Australian author Morris Gleitzman will offer tips on how to write a really good story.

Inspiring illustration

There will be treats galore for lovers of picture books and graphic novels as some of the world's leading illustrators take to the stage. Giggles are guaranteed as the hilarious John Fardell introduces his brand new picture book *The Day Louis Got Eaten*. Railroad adventures are supplied courtesy of Sarah McIntyre and her friend Titus from *When Titus Took the Train* and comic book legends the Etherington Brothers will lead an interactive workshop with ample opportunity to join in and create a masterpiece of your own.

Highlights for Continuing Professional Development

Are graphic novels real books? Do girls read graphic novels? These are some of the questions that Dr Mel Gibson from Northumbria University and graphic novelist Emma Vieceli and will debate in an enlightening event about the place of the graphic novel in education. Similarly controversial is the proliferation of digital apps for very young children – embraced by many, yet viewed with suspicion by others. Sue Palmer, author of the bestselling *Toxic Childhood* will be joined by Neal Hoskins who works in digital publishing to explore digital products for pre-school children and the impact they can have on young minds. There will be an inspiring talk by Chris Morrison and Judith Cohen from Linlithgow Academy who will share their highly successful cross-departmental initiative that linked ICT, language learning and problem solving – with the library at the heart of the project. And Jacob Hope and Yvonne Manning, who both run successful book awards for Young Adult fiction, will be discussing the role that book awards can play in encouraging youngsters to engage in the reading and voting processes.

RBS Schools Gala Day

Once again the Edinburgh International Book Festival will end on a high with the RBS Schools Gala Day – an entire day of engaging events just for primary school children. On this one amazing day Charlotte Square Gardens will take on a carnival atmosphere where exploration, excitement and fun are the order of the day. There will be world-class authors including Roger McGough, Ali Sparkes and Lari Don plus storytelling, jokes and even magic tricks!

Activities, fun and a bountiful bookshop

The fun of the Festival extends far beyond the events. Why not arrive early or stay a little longer so that you and your pupils can explore the children's bookshop, get a book signed by your favourite author, take part in free craft activities and storytelling, or just soak up the fabulous Festival atmosphere?

Financial assistance for transport

The RBS Transport Fund is available for schools who need a helping hand to cover the costs of taking their pupils to the Festival. Whether you're travelling by coach, train or bus, from the outskirts of Edinburgh or further afield, you can apply to have your travel costs reimbursed. The funding is allocated according to economic need and geographical distance. Details of how to apply for this funding are available in the RBS Schools Programme brochure, and on the Book Festival website (www.edbookfest.co.uk).

run wild...

Outreach

Every August the Book Festival takes some of its authors and events out into the community in order to reach those people who, for a variety of reasons, are unable to travel to Edinburgh. These outreach events take place in schools, libraries, community centres and care homes, and are tailored to the needs of each audience. This year's outreach programme is fully subscribed, but if you would like to take part next year you can register your interest by emailing schools@edbookfest.co.uk

An enchanting location accessible to all

All events take place in the Book Festival's magical tented village in Charlotte Square Gardens, right in the heart of Edinburgh. The site is purpose-built and offers a safe and secure environment for all. Every venue is wheelchair accessible and there are infra-red audio loops for students with hearing difficulties. A British Sign Language interpreter can be provided given prior notice – should any of your pupils require this or any other extra services you can email schools@edbookfest.co.uk and the Festival staff will be happy to help.

The Book Festival Public Programme

The RBS Schools Programme is created especially for schools, but the Edinburgh International Book Festival public

programme also has a feast of fantastic events that you might wish to bring your pupils to. This year's programme offers a stellar line-up of children's writers. Full details of the programme will be launched on 16 June, when the brochure will be available to download from the Book Festival website (www.edbookfest.co.uk). Or to receive a free copy of the printed brochure simply email mailinglist@edbookfest.co.uk with your name and address details and ask to be added to the Book Festival mailing list.

Want to know more?

The Edinburgh International Book Festival's RBS Schools Programme is now open for bookings. Tickets cost £3 each for pupils and adults (with one free adult for every ten pupils). Details about the entire programme and how to book are available in the RBS Schools brochure which can be downloaded from www.edbookfest.co.uk, or email mailinglist@edbookfest.co.uk to request a copy in the post.



Pension Pincer Movement is squeezing Public Sector workers



EIS Assistant Secretary, Drew Morrice takes a look at the latest developments in public sector pension reform. The EIS is working with the TUC and fellow public sector unions across the UK to argue for a better deal for public sector workers on pensions.

Public Sector workers will feel that they are caught in a pincer movement on pensions between the Coalition Government and Lord Hutton. The Interim Report of the Independent Public Service Pensions Commission stated that contributions would have to rise and the Chancellor duly acted upon that recommendation by requiring a pension contribution increase of an average of 3% across public sector schemes, to be phased in over 3 years from 1 April 2012. This is a 50% increase on current contribution rates. This is currently being discussed between the TUC and Government.

The Government has also determined that pensions in payment would increase by reference to the Consumer Price Index (CPI) rather than the Retail Price Index (RPI). Further, following a consultation on the discount rate, the Government has determined that the current discount rate of 3.5% + RPI will be replaced by a new discount rate of 3.0% + CPI. The discount rate is a mechanism which allows Government to cost tomorrow's pensions for today's workforce. The change in the discount rate will almost certainly increase the cost pressures in the scheme. To reduce such cost pressures it is likely that contributions will have to rise or benefits may have to be reduced.

Hutton in turn has accepted, uncritically, both the level of the contribution increase and the change of indexation. However, the government has delayed scheme valuations following the 2006-7 reforms agreed by the previous Government, employers and unions, to make schemes fair and affordable. We therefore do not know and probably will never know the impact of those reforms on scheme costs.

The Independent Public Service Pensions Commission Final Report runs to 210 pages and makes 27 recommendations. Several of these recommendations refer to future governance and administration. Some of these are welcome.

However, many of the recommendations will lead to higher contributions, longer working and reduced benefits for many teachers and associated professionals. Hutton recommends retaining a defined benefit scheme but he proposes ending final salary schemes by moving to pensions based on career

average. At least, he has listened to unions and proposed that averaging will be uprated by a link to earnings and not to CPI. (CPI will be used for annual increases upon retirement.) While career average arrangements will produce lower benefits for high earners the impact on lower earners will depend on the accrual rate (ie the rate by which pensions grow) which will be determined in scheme discussions.

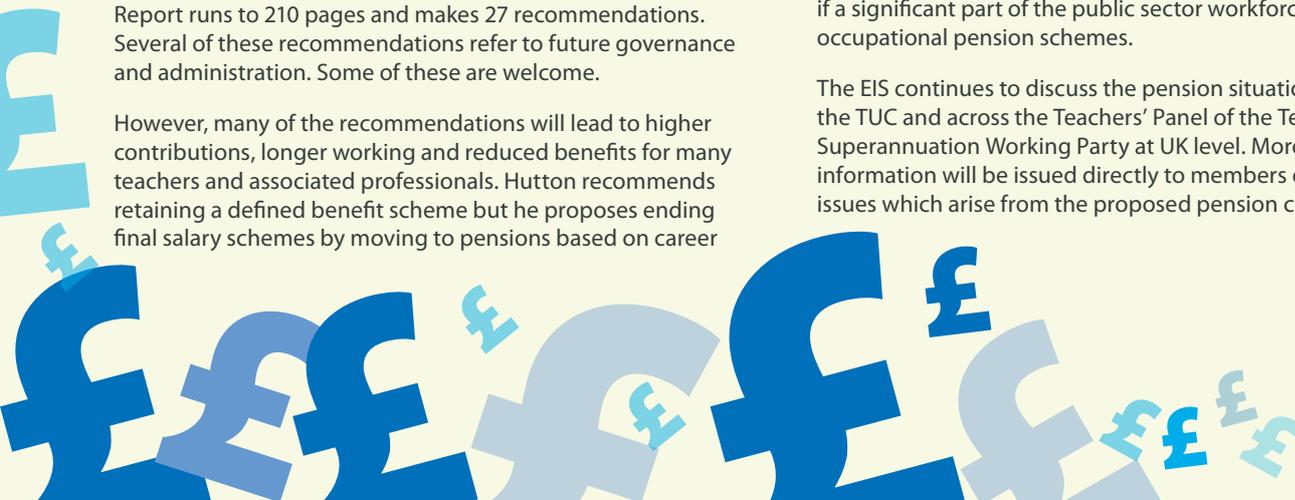
A career average scheme will mean a reduction in benefits for higher earners who will also experience a further whammy by the introduction of tiered contributions.

The Report recommends linking normal pension age to the state pension age, thereby disregarding the physical and psychological demands on teachers and lecturers. If you leave employment at the current normal pension age but before state retirement age you will have an actuarial reduction on any pension accrued after the change is implemented.

Lord Hutton envisages that his proposals will be implemented by 31 March 2015 with existing arrangements closed by that date. Accrued rights up to that point will be protected and scheme members after that date will have two pension arrangements.

The Final Report claims it is designed to ensure a good pension in retirement. This is open to question. By setting a fixed cost ceiling for employers and by establishing a default position should that ceiling be breached, Lord Hutton has ensured that most teachers of today will have to work longer and contribute more for a reduced pension. A poorer scheme with higher contributions brings a risk of increasing opt out from occupational pensions, particularly during a period of pay restraint and rising inflation which could make contributions unaffordable for some. This would not only put schemes under pressure, it would increase the burden on Government through state pensions and benefits if a significant part of the public sector workforce leaves occupational pension schemes.

The EIS continues to discuss the pension situation within the TUC and across the Teachers' Panel of the Teachers' Superannuation Working Party at UK level. More detailed information will be issued directly to members on the main issues which arise from the proposed pension changes.



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Sudoku

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

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 March 11 Sudoku solution

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

CROSSWORD

Crossword 66

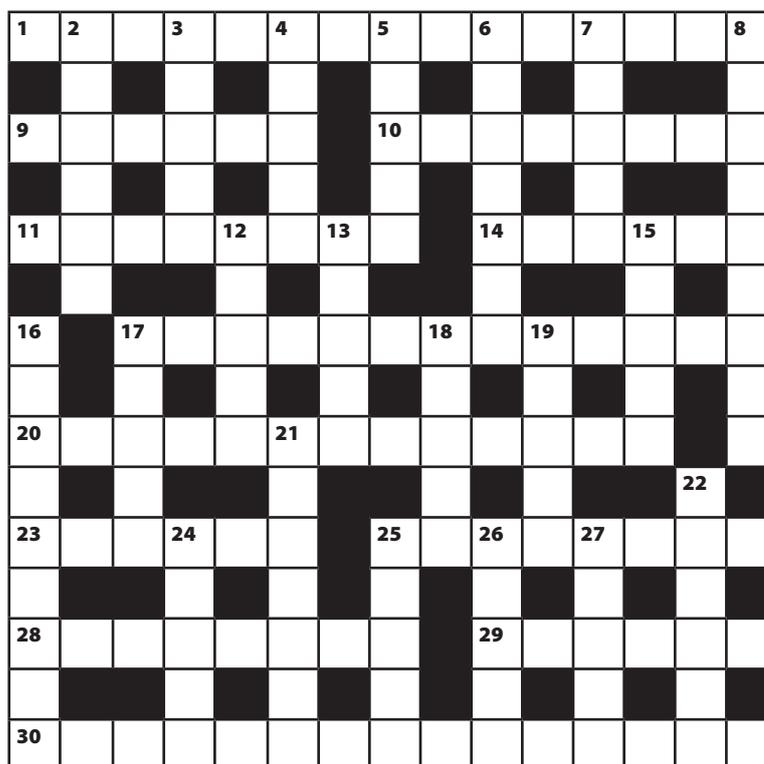
Answers to crossword no. 65

Across

1 Starch-reduced, **8** Tops,
9 Nightdress, **10** Caress,
11 Streamer, **12** Melt-water,
14 Lilt, **15** Stow,
16 Derring-do, **20** Dominion,
21 Prayer, **23** Fire-alarms,
24 Spam, **25** Disinterested.

Down

1 Storage, **2** Aisle, **3** Canasta,
4 Registered nurse, **5** Dotard,
6 Carnation, **7** Dessert,
13 Two-timers, **15** Storied,
17 Riposte, **18** Die hard,
19 Fill-in, **22** Asset.



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 17 June 2011. The first all correct entry picked at random will win. Details of the winner, along with the solutions to this month's puzzle, will be published in the next SEJ. Employees of the EIS and their families are not eligible to participate in the competition.

Name _____

Address _____

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

Clues

Across

- 1** It's snot flailing around service areas (7,8)
9 Buttocks; could be maxima or minima (6)
10 Less than probable but could be! (8)
11 A toothy gap moved Tam aside (8)
14 She'n'me got in a tangle (6)
17 Secret area gets no public money (7,6)
20 Charged professor could be the death of you! (8,5)
23 French Duke soundly in the red, take it away! (6)
25 Phone made up of small units perhaps (8)
28 Strict interpretation of pent up misreporting (8)

29 Signori Baldini was intrinsically coarse (6)

30 The motel and Oxbridge smog are all good examples (11,4)

Down

- 2** Decorated surface is never liked as I did openly (6)
3 Fast flower (5)
4 No one south easterly racket (5)
5 Brown pigment derived from Maltese pianist (5)
6 Boil church in sailors' ship (7)
7 Typical vocabulary of a fool with a different ending (5)

8 They look after woolly jumpers at an early stage (9)

12 Like 5 down, tee off, aint it bad (5)

13 In Florida, Am I a miser? (5)

15 Strong smelling organic compound originally from trees (5)

16 They use preset pad to catch you in your car (5,4)

17 An apple a day keeps the guilty admission in court (5)

18 Master of Ceremonies phonetically! (5)

19 Letters in cyberspace involve problem ailment (1-4)

21 Eye liner absorbs southern Greek wine (7)

22 Column of dark smoke alternatively turned pale (6)

24 Submarine about! Panic! (1-4)

25 Discovered in the night sky by intercom ethicist (5)

26 Little animal reveals vestigial antennae originally (5)

27 Does not daunt but straightens pastry with shout of pain (5)

Crossword winner

Congratulations to Katherine Bates, Edinburgh who was the winner of SEJ cryptic crossword no 65. Katherine receives a £30 book token.

Letters to the editor

Dear Editor

I am extremely concerned about the changes to Renfrewshire music provision as passed at the recent budget meeting and clarified in the attached letter. These changes are likely to significantly reduce the amount of Primary and S1-3 pupils taking up instruments, or, at best, mean only those who can afford to will take them up regardless of talent or ability.

More alarmingly, SQA pupils, siblings of pupils who already receive instruction and those who receive clothing grants or free meals have historically been exempt from charges and will now have to pay £150 a year by the 2013/14 session. This means pupils who are hoping to study music will only do so for free if they specialise in the limited choice of only keyboards, tuned percussion or voice (if they are not tone deaf). This also means families who currently pay £75 a year for two children will now pay £300 to £364 a year for the same provision.

Many pupils will now turn their back on the subject rather than have to play an instrument they would not have chosen but for attempting to avoid charges. This is a major threat to subject uptake, and will almost certainly have a detrimental effect not only on the livelihood of instrumental music teachers, but also on the job security of classroom music teachers.

Yours etc. Name and address supplied.

The Changes to charges and concessions – Instrumental Music Tuition (Renfrewshire Council letter)

Renfrewshire Council, like all councils, faces tough financial challenges. We have had to make some tough decisions about how we deliver our services.

Until now, many of our out of school services have been heavily subsidised and provided at comparatively low rates - some are free of charge. Given the serious financial situation we are in, we can no longer afford to provide services this way. From 1 April 2011, we will increase charges for music tuition and out of school. As music tuition is billed annually the revised fees will start at the beginning of the new academic year in August 2011.

Pupils who receive tuition as part of our Endangered Species programme will still benefit from free tuition in session 2011/12. This cost is paid from Creative Scotland's Youth Music Initiative fund.

The table below shows the increases in charges between now and 2014:

	Existing charge (£)	Annual charge from 1 April 2011 (£)	Annual charge from 1 April 2013 (£)	Annual charge from 1 April 2014 (£)
Standard charge for music tuition	75	150	182	200
Charge for those who are entitled to free school meals	0	50	110	140
Charge for siblings of other children who receive music tuition	0	50	150	200
Extra tuition charge for pupils who take music as an SQA subject (Advanced Higher, Higher or Standard Grade)	0	50	150	200

The Educational Institute of Scotland

Trade Union Reform and Employment Rights Act 1993

In terms of the above Act, the following statement relating to the year ended 31 August 2010 is issued to members of the Institute.

1. Total Income and Expenditure

The total income and expenditure of the Institute and its branches as included in the Annual Return to the Certification Officer was

	Members Dues £	Other Income £	Total Income £	Total Expenditure £
General Fund	5,886,223	652,327	6,538,550	5,621,391
Professional Fund		607,985	607,985	131,660
Local Associations	777,322	19,769	797,091	750,684
	6,663,545	1,280,081	7,943,626	6,503,735

2. Political Fund

The total income and expenditure of the Institute's Political Fund as included in the Annual Return to the Certification Officer was

	£
Total Income	139,832
Total Expenditure	103,648

3. Other Information

The salary paid, including employers' superannuation and benefits provided to or in respect of the General Secretary, as included in the Annual Return to the Certification Officer, amounted to £119,549 comprising £91,585 in salary and £27,964 in benefits. No salary was paid or benefits provided to or in respect of the President or any member of the Executive.

4. Auditors' Report

The following report by the Institute's Auditors, HW Edinburgh, Chartered Accountants and Statutory Auditors, Q Court, 3 Quality Street, Davidsons Mains, Edinburgh was included in the Annual Return to the Certification Officer:

We have audited the financial statements of the Educational Institute of Scotland for the year ended 31 August 2010 on pages 2 to 24 (of the Accounts). These financial statements have been prepared in accordance with the accounting policies set out therein.

This report is made solely to the Institute's members as a body. Our audit work has been undertaken so that we might state to the members those matters we are required to state to them in an auditors report and for no other purpose. To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than the Institute and the members as a body, for our audit work, for this report, or for the opinions we have formed.

RESPECTIVE RESPONSIBILITIES OF THE INSTITUTE AND AUDITORS

As described on page 24 (of the Accounts), the Trade Union and Labour Relations (Consolidation) Act 1992 requires the Institute to prepare financial statements for each financial year which give a true and fair view of the state of affairs of the Institute and of the income and expenditure of the Institute for that period in accordance with applicable law and United Kingdom Generally Accepted Accounting Practice.

Our responsibility is to audit the financial statements in accordance with relevant legal and regulatory requirements and International Standards on Auditing (UK and Ireland). Those standards require us to comply with the Auditing Practices Board's Ethical Standards for Auditors.

SCOPE OF THE AUDIT OF FINANCIAL STATEMENTS

An audit involves obtaining evidence about the amounts and disclosures in the financial statements sufficient to give reasonable assurance that the financial statements are free from material misstatement, whether caused by fraud or error. This includes an assessment of: whether the accounting policies are appropriate to the circumstances and have been consistently applied and adequately disclosed; the reasonableness of significant accounting estimates; and the overall presentation of the financial statements.

OPINION ON FINANCIAL STATEMENTS

In our opinion the financial statements:

- give a true and fair view of the Institute's affairs as at 31 August 2010 and of its income and expenditure for the year then ended; and
- have been properly prepared in accordance with United Kingdom Generally Accepted Accounting Practice (but with the exception of a cashflow statement) and the requirements of the Trade Union and

Labour Relations (Consolidation) Act 1992

MATTERS ON WHICH WE ARE REQUIRED TO REPORT BY EXCEPTION

We have nothing to report in respect of the following matters where legislation requires us to report to you if, in our opinion:

- adequate accounting records have not been kept; or
- the financial statements are not in agreement with the accounting records and returns; or
- we have not received all the information and explanations we require for our audit

HW Edinburgh
Chartered Accountants
Statutory Auditors
Q Court
3 Quality Street
Edinburgh EH4 5BP
Dated: 4 March 2011

5. Irregularity Statement

A member who is concerned that some irregularity may be occurring, or have occurred, in the conduct of the financial affairs of the union may take steps with a view to investigating further, obtaining clarification and, if necessary, securing regularisation of that conduct.

The member may raise any such concern with such one or more of the following as it seems appropriate to raise it with: the officials of the union, the trustees of the property of the union, the auditor or auditors of the union, the Certification Officer (who is an independent officer appointed by the Secretary of State) and the police.

Where a member believes that the financial affairs of the union have been or are being conducted in breach of the law or in breach of rules of the union and contemplates bringing civil proceedings against the union or responsible officials or trustees, he should consider obtaining independent legal advice.

[Note: The above wording is reproduced as required by the Trade Union Reform and Employment Rights Act 1993. The Institute, however, being established by Royal Charter, has the legal power to hold property and other assets in the corporate name "The Educational Institute of Scotland" and any reference to trustees in the text should therefore be disregarded.]

The Editor welcomes your letters but reserves the right to edit them. Please write to:

The SEJ Editor, 46 Moray Place, Edinburgh, EH3 6BH F: 0131 220 3151 E: sej@eis.org.uk

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



Because we know how busy EIS members are, we give you one less thing to juggle.

We've done our homework and designed home insurance especially for people working in education. With a high level of cover as standard our policies gives you one less thing to worry about.

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CFPMPA0031 11.10

How can EIS Financial Services help you?

We are Independent Financial Advisers (IFAs). We are not tied to any one company.

We can advise on the best ways to maximise your income at retirement. Planning for retirement should not be delayed, it is important you take the right steps now.

We offer independent advice on all aspects of Financial Planning including Investments, Life Assurance and Critical Illness cover.

All of our Financial Consultants are experienced and qualified to give you the service and advice that you deserve, without any obligation or sales pressure.

To find out more about how EISFS can help you please visit our website or call us on 0141 332 8004 to arrange to speak to your local EISFS Independent Financial Adviser. Alternatively, complete and return the form below.

You can arrange to meet with your EIS Independent Financial Adviser at your home or at work...at a time that suits you.

We have an in-depth knowledge of the Scottish Teachers' Superannuation Scheme and will explain, in plain English, the pros and cons of Commutation and Actuarially Reduced Pensions.

EIS FINANCIAL SERVICES LTD

IMPARTIAL ■ PROFESSIONAL ■ CONFIDENTIAL

Name:

Address:

.....

.....

Postcode: E-mail:

I would like some help or advice on:

- | | | |
|---|---|--|
| <input type="checkbox"/> Life Assurance | <input type="checkbox"/> Retirement Planning | <input type="checkbox"/> Monthly Savings Plans |
| <input type="checkbox"/> Lump Sum Investments | <input type="checkbox"/> Critical Illness Cover | <input type="checkbox"/> ISAs |
| <input type="checkbox"/> Top Up Pensions | <input type="checkbox"/> Other (please specify) | |

Telephone number: Home Work

When is the best time to contact you?

Morning Afternoon Evening Mobile

SEJ 10/10



Please cut out and return to:

EIS Financial Services Ltd
 FREEPOST GW6644
 6 Clairmont Gardens
 Glasgow G3 7BR

Phone: **0141 332 8004**
 Fax: **0141 332 7368**
 enquiries@eisfs.co.uk