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education on the
cheap
08

December 2010
Vol. 95
Issue No. 06

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quiz

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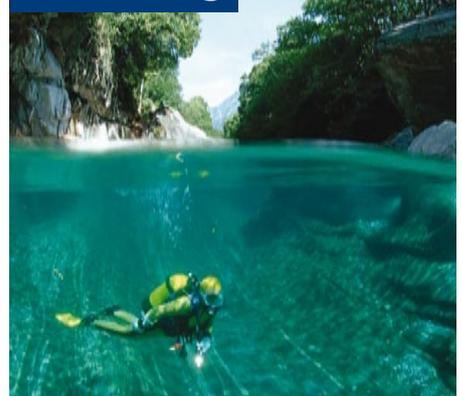
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FUNDING CUTS ARE SELLING EDUCATION SHORT

This month's SEJ cover caricatures a very serious issue which is threatening every sector of Scottish education – the government belief that education can be delivered on the cheap. First, the coalition Government at Westminster delivered a Comprehensive Spending Review that resulted in huge cuts to capital spending on education, and massive reductions in teaching and learning budgets in further and higher education. The scale of the cuts was so large that Scotland's total budget is to be reduced by around £1 billion for the next year alone.

Then, shortly before this SEJ went to press, the Scottish Government announced the details of their draft budget for the coming year, which included deep cuts to school budgets and to college and university funding. The Scottish Government also struck a backroom deal with COSLA, in advance of any discussions at the Scottish Negotiating Committee for Teachers, to establish a review of the 21st Century Teaching Agreement. But this review is only due to start work after some planned changes have already come into effect.

And the shopping list of planned Government and local authority cuts to education does not end there. The terms of the deal between the Scottish Government and COSLA make clear that cutting costs in education is taking top priority, as steps such as freezing the pay of all teachers, reducing the pay rate for supply teachers, and cutting the pay of some highly experienced teachers on conserved conditions show that saving money is being placed above all else.

School, college and university budgets have been slashed so deeply that resources will become increasingly scarce. Commitments to reduce class sizes, already watered down, have now been further diluted. CPD budgets continue to be slashed, which will have major implications for the delivery of the *Curriculum for Excellence*.

The world-leading induction scheme for new teachers is also coming under attack, with increases in class-contact time for probationer teachers being planned. The prospects for post-probationer teachers remain particularly bleak, despite the Scottish Government's claims to the contrary, as local authorities fail to employ many qualified teachers.

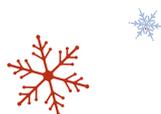
Another world-leading scheme, the Chartered Teacher programme, is also in the sights of the cost-cutters. Entry to the CT scheme is to be frozen, which could lead to real risks to the entire programme. And nursery teachers continue to come under attack, as local authorities look to cut costs by replacing teachers with lower-cost, less highly qualified staff.

The scale of the cost-cutting agenda and its impact on all parts of Scottish education is simply staggering, and it cannot be allowed to continue. The EIS will continue to campaign for a fair deal for Scottish education, and for pupils, students, teachers and lecturers. As we look ahead to the Scottish Parliamentary elections next year, it is increasingly important that we increase the pressure on politicians of all parties to deliver the best for Scottish education. A high quality education system remains essential to the future health and wealth of the entire country, and it must not be starved of resources and it cannot be delivered on the cheap.

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Cover Story

08



Government cutbacks will mean education on the cheap

The Westminster Coalition Government and the Scottish Government have both recently announced their budget settlements for the year ahead. Both announcements will have a major, and damaging, impact on Scottish education.

Levels of funding have been cut in all sectors of Scottish education, with clear and serious implications for teachers, lecturers, pupils and students. ●

See our cover features on page 8 – 13 of this SEJ for more on the cuts and the EIS campaign to fight back for education.



FE and HE Funding Cuts

The Scottish Government's draft budget has proposed an 11.7% cut to the SFC funding for Further and Higher Education for the Financial Year 2011-2012, a drop from £1778.2m (2010-2011) to £1570.3m. The budget for the Colleges and Universities (known as the current budget) is cut by 6.7% for both FE and HE sectors. The combined capital budget is cut by over a half to £91m from £192.2m in the previous year.

The EIS fears that some Colleges and Universities may seek to make additional redundancies on the basis of the 2011-2012 settlement. It seems clear to the EIS that the government does not wish to see the funding settlement cause a cessation or diminution of teaching or research, and therefore it is questionable as to whether any redundancy should arise directly from the funding cuts, particularly in frontline posts. As a trade union, the EIS is committed to fighting to protect its members' jobs.

The EIS also fears that many members feel that recent redundancies (particularly voluntary) has meant that existing work has been simply added to some members' workload. This may lead to additional workplace stress.

The UK Government has accepted the thrust of the Browne Report and thus the principle that the cost of most Higher Education degrees should be borne by students and not by the state, in England. The Barnett formula means that the proposed withdrawal of the majority of state funded Higher Education teaching in England means less money for the Scottish block grant. This puts pressure on the Scottish Higher Education budget, pressure that will increase the likelihood of an introduction of tuition fees or a graduate contribution, both of which the EIS opposes. ●

ACTS Conference

The second Winter Conference of the Association of Chartered Teachers Scotland (ACTS) will take place on Saturday, 5 February 2011 at the Stirling Management Centre, University of Stirling. Full details of this eagerly anticipated national event are at <http://acts.edublogs.org>.



Under the theme of 'Inspiring leaders of learning', participants will be able to discuss Graham Donaldson's Review of Teacher Education in Scotland, discover how the role of Chartered Teachers is developing across Scotland, engage with the latest educational thinking, research and policy, and find out about further opportunities for study.

David Noble, Acting Chair, wishes to build upon the success of ACTS' first conference. "Participants enjoy the mix of speakers and positive atmosphere," he says, "and they particularly appreciate the opportunity to meet people from across Scottish education and beyond." The ACTS committee, comprising classroom-based teachers from across Scotland, wish to make the most of the one day in the year when all with an interest in the Chartered Teacher initiative can come together. David continues, "The day will feature music, two keynote speakers, learning conversations, workshops, panel discussion, exhibitions, web conferencing with colleagues abroad, and a critical reflection on the event by Professor Christopher Day of the University of Nottingham."

The event, sponsored by The Scottish Government, the Educational Institute of Scotland, General Teaching Council for Scotland, and the University of the West of Scotland, is open to any educationist, and is free to members of ACTS. Teachers who are fully Chartered or 'on the route' can join ACTS at <http://tinyurl.com/ACTS2011> and then reserve their free place at the conference at <http://tinyurl.com/ACTSConf11>. Those who do not wish to join ACTS can visit this website to purchase a ticket for the event. Further details can be obtained by emailing actscotland@yahoo.com. ●

Taking the Equality Agenda Forward

Yvonne Strachan, head of the Scottish Government Equality Unit addresses the well attended EIS equality conference recently in Glasgow. Pictured also here is EIS President Kay Barnett with Kazuhiko Hayashiziki from Fukuoka University of Education in Japan, and interpreter Rachel Winter. ●

Yvonne Strachan

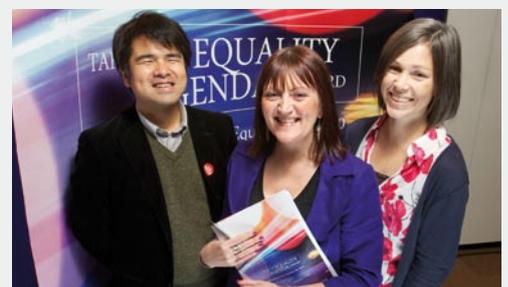


Image: Mark Jackson



eis Council Elections 2011/2012

The Educational
Institute of Scotland

Members interested in standing for election to Council for 2011/2012 should follow the procedures described below:

Members employed in the schools sector should contact their Local Association Secretary to obtain the required nomination form.

Members employed in the Further or Higher Education sector should contact their Branch Secretary to obtain the required nomination form.

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

Completed nomination forms, irrespective of sector, must be sent DIRECTLY to the General Secretary of the Institute at 46 Moray Place, Edinburgh EH3 6BH to be in his hands by the closing date of 1 February 2011.

Any members having difficulty in obtaining a nomination form are asked to contact the Membership Department on 0131 220 2268 or email lbutchart@eis.org.uk before Thursday 13 January 2011.

On the Party Circuit

The EIS attended the autumn 2010 Scottish Party Conferences to engage with opinion formers and decision makers about the challenges and opportunities for Scotland's education system. Published here are a selection of photographs from the Scottish Labour, Scottish Liberal Democrat, Scottish Green Party and Scottish National Party Conferences. ●



Modern Studies Association Conference

This year's Modern Studies Association Conference was held at the Scottish Parliament on Saturday 6 November. The event was organised by the MSA in collaboration with the Education service at the Parliament.

260 teachers attended on the Saturday giving up their own personal time. It was organised by the Modern Studies Association and provided an excellent example of teachers taking the initiative and organising their own CPD. This is especially important for Modern Studies teachers given the rate of political, social and economic change such as that brought about by the recent spending review.

The Conference included a Question Time style debate with MSPs from each of the main political parties. Election 2010 analysis from Professor John Curtice and presentations to the top Higher and Advanced Higher pupils from the 2010 Modern Studies exams. ●



The top performing pupils from the 2010 exams receive their awards. Picture - Andrew Cowan / Scottish Parliament.

An EIS Conference for Instrumental Music Teachers

'A Shared Vision for the Future'

The conference will take place on Saturday 26 February 2011 at the Barcelo Carlton Hotel in Edinburgh.

Confirmed speakers include David Cameron, Educational consultant who will speak on Creativity, Music and CfE and Alan Armstrong from LTS.

Seminar groups will have discussions led by RSAMD, Creative Scotland and GTCS on topics such as CPD, the Youth Music Initiative and possible future GTCS registration.

Further information will be circulated in the near future. To register an interest in attending please email **Sheila Harris** sharris@eis.org.uk

Volunteer to deliver Awareness - Raising Workshops

Nil by Mouth, the Glasgow based charity currently seek to add to their small team of volunteers who deliver educational initiatives in schools across Scotland. Ideal volunteers have an interest in equality issues and are available approximately one day per week. Contact us on 0141 225 8008 or at mail@nilbymouth.org or visit us on www.nilbymouth.org.

Gwen Mayor Trust Awards 2010/2011

The Gwen Mayor Trust recently announced its awards for 2010/2011. Ten school projects from across Scotland have been successful with amounts ranging from £100 to £600 being awarded. A total of £3765 has been awarded from the Trust this year.

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

The purpose of the Trust is to advance education by providing financial support for projects in connection with the arts, culture, music or sport. Gwen Mayor's daughter and a former colleague from Dunblane Primary School are among the Trustees to the Fund. Originally, funds were raised from teachers in Scottish schools in the months following the tragedy and since then a number of organisations, including trade unions, and many individuals have contributed to the Fund. All primary schools in Scotland are eligible to apply for Gwen Mayor Trust funding.

Projects funded:

- **St Kevin's Primary School, Sighthill, Glasgow** - £500 for their art & design project.
- **Isle of Mull & Iona Primary Schools (7 primary schools)** - £600 for their music and social project.
- **Keig School, Alford, Aberdeenshire** - £400 for their music and social project.
- **Gallowhill Primary School, Paisley** - £100 for their music and dance project.
- **Auchtermuchty Primary School, Fife** - £265 for their drama project.
- **Daviot Primary School, Aberdeenshire** - £400 for their musical and environmental project.
- **King's Park Primary School, Dalkeith** - £400 for their environmental and social project.
- **Kyleakin Primary School, Skye** - £300 for their environmental and musical project.
- **Busby Primary School, Glasgow** - £400 for their arts and social project.
- **Highmill Primary School, Carluke** - £400 for their film and social project.



One of the projects funded this year came from Gallowhill Primary School in Paisley. As part of their Japan topic, pupils at the school have been learning a Japanese Dance called Yosakoi to a song called Yocchore. The Gwen Major Trust provided funding of £100 to allow the school to buy Japanese instruments known as 'Fish Clappers' for the pupils to perform with. Teacher Melissa Webster explained, "The Japanese instruments are expensive. The children will be holding an Open Afternoon to showcase their dance and topic artwork. As our school is in an area of deprivation we strive to find informal ways to encourage parents to come into school and share learning experiences with their children. Due to tight budgets, we cannot afford to pay for instruments for the performance and we are concerned that if we charge parents an entry fee to cover costs then many will be unable to come. If we were lucky enough to receive Gwen Mayor Trust funding, we could purchase the instruments, invite parents in to watch and teach other classes in the school the dance."

The Gwen Mayor Trustees were happy to support the project at Gallowhill Primary School, and each of the projects outlined here, for the benefit of the pupils and the school communities. ●



NEWS & COUNCIL NEWS

November Council News

Move to immediate ballot on pensions change rejected



Alan Munro

EIS Council rejected a proposal from Hugh Donnelly (Glasgow) to move to an immediate indicative ballot of members in opposition to the UK Government's plans on public sector pensions. Following a lengthy debate which focused on the best strategy for building a long-term campaign against the entire budget cutting agenda, Council members rejected the immediate ballot call by 73 votes to 40.

Presenting a paper on the EIS Executive Committee's recommended strategy to fight budget cuts to Council, and opposing Mr Donnelly's attempt at amendment, EIS Vice-President Alan Munro successfully argued that singling out pensions over all other issues of concern at this time was a flawed strategy. Mr Munro also called for the EIS to join with other unions to mount a powerful and sustainable campaign – "The pensions issue will best be addressed in a joint campaign with fellow public sector unions across the UK – not by the EIS standing alone", he said.

Proposing his amendment, Mr Donnelly had argued, "An indicative ballot would give a clear indication of the mood of our members. I am sure we would have a large turnout in an indicative ballot on this issue. There is a clear and present danger to our pensions, and we have a duty and a responsibility to take a stand."

Pat Flanagan (Aberdeenshire) said, "I am unconvinced that holding a stand-alone indicative ballot of EIS members on this one issue will strengthen the campaign. This is an issue that affects everyone in the public sector so we must work together with other public sector unions to defend public sector pensions."



Sonia Kordiak

However, Sonia Kordiak (Midlothian) disagreed, arguing that, "Pensions are the biggest issue for EIS members – and they pay their fees so that the EIS will represent them on the issues that they care about."

Larry Flanagan (Glasgow and Education Convener) said, "What the proposed amendment does is prioritise pensions as the issue we are going to take action on. The imposition of change to our terms and conditions, a pay freeze, redundancies – these are all real, clear and present dangers. We cannot prioritise pensions over all these other issues."

Arguing in favour of the amendment, Nicola Fisher (Glasgow) said, "An indicative ballot will indicate to our members and to the powers that be that we are serious and that we are moving on this – it will draw a line in the sand."

But Dougie Mackie (Argyll & Bute and Salaries Convener) countered, "There are a whole raft of issues that we are angry about – but it is divisive to single out pensions above all the other threats that we are facing on pay, conditions, jobs and other attacks on education and teachers."

The majority of Council members agreed and, following a card vote, rejected the amendment and approved the campaign policy in its original form. ●

EIS Headteachers' Conference 2011

Following the success of previous events aimed at headteacher and deputy headteacher members, the EIS will be holding a national Headteachers' Conference on Friday 25 March 2011, in Edinburgh.

The conference will be open to all HT and DHT EIS members, and further details will be circulated shortly. ●

Salaries issues & future SNCT discussions

Salaries Convener Dougie Mackie outlined the EIS strategy in advance of the next scheduled meeting of the Scottish Negotiating Committee for Teachers (SNCT) – the first meeting since the terms of the Scottish Government / COSLA budget pact were revealed.

Mr Mackie told Council, "The Salaries Committee had a lengthy discussion with regard to pay and finally resolved unanimously to recommend submitting a narrative position to the December meeting of the SNCT. It is our strong view that any pay settlement should be consistent with the SNCT remit and, given the current financial situation, the Committee is opposed to any multi-year pay deal which fails to meet the principles set out in the SNCT constitution. We will also be drawing the SNCT's attention to movements in prices and other indices since the previous pay agreement was concluded in 2007."

Mr Mackie went on to add, "The Committee was also aware of the almost certain attempt that will be made by the other parties to impose a 0% pay increase and to attempt to alter, possibly without agreement, changes to our national conditions of service. Therefore the Committee agreed to request of Executive Committee legal advice around the imposition of changes without agreement."

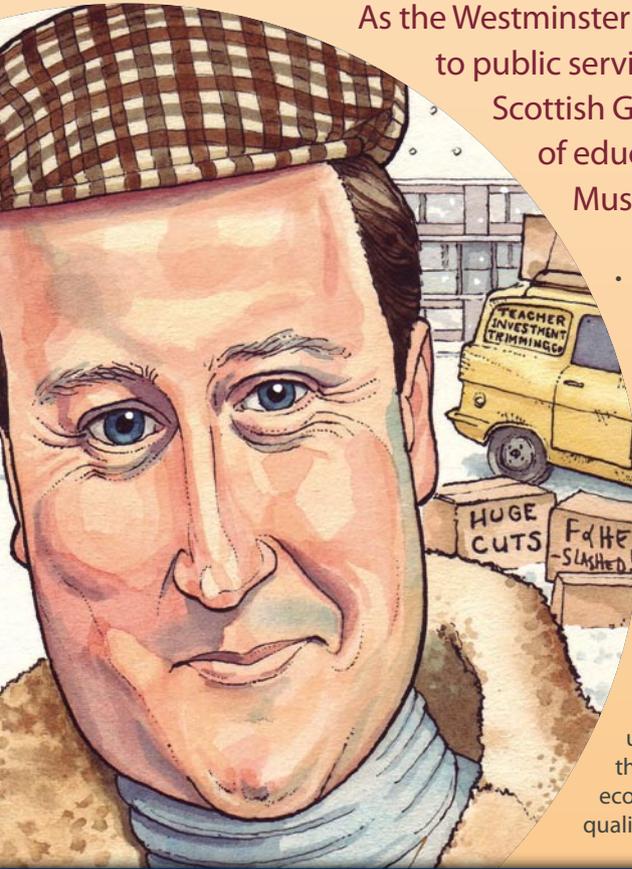
Mr Mackie answered a number of questions from Council members, mainly on the terms of the Scottish Government / COSLA agreement. Mr Mackie highlighted the lack of clarity and detail in this document, and told Council that all concerns on a number of issues would be raised through the appropriate channels at the SNCT. ●

Council Snips

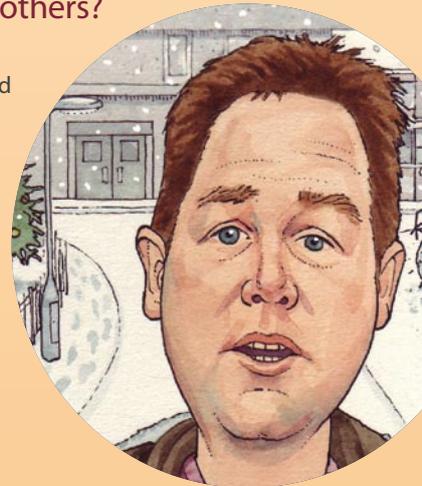
- The EIS will investigate and report on the implications of shared service delivery on education, teachers and EIS activity as the result of a successful motion proposed by Sonia Kordiak (Midlothian)
- The EIS will also investigate and report on the type of Primary Forward Plans expected by the HMIE as the result of a successful motion proposed by Tommy Castles (South Lanarkshire)
- Ali Awaisi, Scottish survivor of the Gaza Aid Flotilla, will be invited to address a future session of Council as the result of a successful motion from David Farmer (Fife). ●

Government Budget Cuts – Why Must Our Children Pay?

As the Westminster Coalition Government announced wide-scale cuts to public services in its Comprehensive Spending Review, and the Scottish Government followed suit with deep cuts to all sectors of education in its draft budget, the EIS continues to ask “Why Must Our Children Pay” for the mistakes of others?



- The financial crisis was not caused by our children and young people.
- Why should education budgets be cut to pay for a bail-out of banks?
- Education is an investment with a massive return – it is not a cost.
- Our schools, colleges and universities must remain a source of pride.
- The key to economic recovery is a highly-educated, highly skilled workforce.



For all these reasons, and more, it is essential that we protect the levels of funding invested in our schools, colleges and universities. Our children and young people deserve the best opportunities that we can provide. Only by continuing to invest in education can we ensure economic recovery and a return to the days when Scotland's commitment to high-quality education was a source of national pride.

Scottish Education is being sold short

It is clear that there are few areas of Scottish education that have gone untouched by the politically-motivated cuts agenda. Both the Westminster Government and the Scottish Government have now announced deep cuts to public services, including major reductions to the funding of Scottish education.

We know that teacher numbers are being cut, and that class sizes are increasing. Support for pupils, particularly some of the most vulnerable, is also being cut which is placing greater strain on class teachers and removing valuable specialist assistance which can help pupils from challenging backgrounds to overcome the challenges that they face on a daily basis.

The induction scheme has been abused, with some local authorities choosing to employ continuing cycles of probationer teachers year on year without offering permanent posts to post-probationers. This is contrary to the spirit of the induction scheme, and is damaging the employment prospects for new teachers and the educational experience of pupils who are faced with constant changes to the school's teaching complement. The picture will only get worse next year with the changes proposed in the Scottish Government – COSLA agreement.

CPD opportunities are being scaled back massively – just when they are needed most to support ‘the most radical change to Scottish education in decades’ – the Curriculum for Excellence. How are teachers supposed to deliver this radical change as resources are cut, class sizes rise and vital CPD opportunities are removed?

This is why the EIS Why Must our Children Pay? campaign remains vital to the future health of Scottish education. And this campaign can only succeed with your support. Please continue to use the campaign website to provide the EIS with the valuable examples which help to inform our campaign and our future strategy. Only by working together, at local and national level, can we succeed in winning public support and reversing the damaging cuts which threaten the education of every pupil and student in Scotland.

Kay Barnett, EIS President





COVER STORY

Budget deal threatens quality of Scottish Education.

The deal struck by the Scottish Government and local authority group COSLA will damage the quality of education provision across Scotland and will create serious difficulties for many schools, teachers and pupils, says EIS General Secretary Ronnie Smith.

The deal that the Scottish Government has struck with COSLA will cause widespread damage to Scottish education and will have a negative impact in schools across the country. The budget-cutting agenda will lead to a cull of teachers on short-term contracts in order to create the impression that more new teachers will gain jobs next year.

Recently qualified teachers, many working on supply or fixed term contracts, will be cast aside and left on the scrapheap. This smacks more of job-rotation than job creation. It is nothing more than a revolving door for new teachers.

And for those lucky enough to gain some supply work, the situation will get a lot worse too. The proposals include provision for all supply teachers, no matter their level of experience, to be paid at the same low rate at the bottom of the pay scale.

By picking on people with some of the most precarious employment contracts and seeking to pay them less than the going rate for their work, the Scottish Government and COSLA will threaten the availability of supply teachers, particularly in more rural areas. The result will be that classes will go untaught and pupils will suffer through the loss of their teachers.

It is disingenuous for the Scottish Government to establish an independently chaired Review of the agreement on 'a Teaching Profession for the 21st Century' which is to begin its work only after key changes to the deal are set to be concluded. All that will be left for the Review is to rake over the ashes of what has been one of the most progressive and productive Agreements struck in the public sector in recent years.

The 21st Century Agreement was concluded through good-faith, tripartite negotiations among the Scottish Executive,

local authorities and teachers' unions. All the parties signed up freely to that agreement and, while no-one got everything that they wanted, it was agreed by all sides that the negotiations had led to a fair deal for all parties to the agreement.

For the employers and Government now to seek to tear up key elements of the Agreement that they do not like runs the risk of casting Scottish education back years and damaging all the good work on enhancing teacher professionalism that was integral to the 21st Century Teaching Agreement.

If the Scottish Government and COSLA push ahead down this dangerous path, the damage that they cause to Scottish education will be considerable. The pay freeze, coupled with the rising cost of living and planned increases to teachers' pension contributions will cut significantly the living standards of every teacher in Scotland.

Cutting the pay of many experienced teachers as well as temporary staff will demoralise and demotivate them; once again, teaching will become an unattractive career option – ultimately leading to staff shortages. And eroding such valuable and proven programmes as the world-renowned Teacher Induction Scheme and the Chartered Teacher Scheme would have severe implications for teachers' professional development, which remains essential to ensuring the high standards that we expect from Scotland's teachers.

Taken together, we face a serious attack on teacher professionalism and teachers' pay and conditions. The lack of any concrete commitments on future teacher numbers is in sharp contrast to the very precise promises on police numbers.

We risk a demoralised, demotivated and depleted teacher workforce and the big losers will be our children who will face larger class sizes, teacher shortages and a reduced quality of educational experience.



Marching To Condemn The Cuts

Late October in Edinburgh, and thousands of teachers and lecturers join fellow public sector workers and supporters of public services from across the country to march in opposition to deep government budget cuts. EIS members joined with fellow trade unionists and supporters to defend education and other public services from the politically-motivated and deeply damaging attack that is currently underway.

Over twenty thousand people - teachers and lecturers from across Scotland, fellow public sector workers and supporters of public services - staged a major anti-cuts demonstration in Edinburgh on Saturday 23 October.

The March and Rally, organised in affiliation with the Scottish Trades Union Congress (STUC), sent a clear message to government that the deep cuts - announced in the Westminster government's Comprehensive Spending Review and, at subsequently at a Scottish level in the Scottish Government's own Spending Review statement - will cause massive damage to public services across Scotland and put economic recovery and the future of the country at risk.

Commenting, EIS General Secretary Ronnie Smith said, "This march and rally, which brought together public sector workers and supporters from throughout Scotland and across the political spectrum, has sent a clear message to the politicians that we will simply not accept a continuing attack on our vital public services."

He added, "The EIS supports the STUC's There is a Better Way campaign which aims to protect all the public services that the people of Scotland deserve. The EIS's own Why Must our Children Pay? campaign will continue to focus on protecting the public provision of education in our schools, colleges and universities."

Mr Smith continued, "It was not the pupils in our schools who caused the damaging economic crisis in which the country finds itself. Nor was it the students in our colleges and universities who created a financial meltdown which devastated the national finances and heaped so much cost upon the taxpayer."

"The real culprits are not public sector workers, nor the users of public services, but the financial institutions whose greed drove the country to the brink of bankruptcy and the governments who allowed them almost carte blanche in

the endless pursuit of ever greater profit, accompanied by increasingly excessive pay and perks for the chosen few," said Mr Smith

Mr Smith went on to say, "The question we must continue to ask is "Why must our Children pay" for the mistakes of others? Why must our children pay for the greed of financial speculators who drove the country into a deep pit of debt? Why must our children pay for the impotent financial regulations that allowed the pursuit of private profit to run up huge debts that the taxpayer is now expected to settle?"

"Public services such as education are an investment, not a cost. The funding that we put into educating our young people now will be returned many times over in the future. In an increasingly competitive global economy, it is essential that we have a highly educated, highly skilled workforce who can adapt to the evolving challenges that we will face in the years ahead."

"The government must continue to invest in our public services and in our education system. The recovery begins with teachers who are vital to economic and social rebuilding," said Mr Smith

Mr Smith went on to thank thousands of people who turned out on the March, saying, "By turning out in support of our campaign teachers, lecturers and others have played an important part in protecting our public services. While this is just the latest step in an ongoing campaign, it is an important step that will send a message that the politicians cannot ignore. Thank you for your support, which remains vital to the success of our campaign."

Please continue to visit the campaign site at www.eis.org.uk/campaigns/why_must_our_children_pay.htm for the latest information on the EIS campaign, and also to add your own feedback on the cuts and the impact they are having in your school, college or university. This information is very important and will continue to support future campaigning strategy.





CAMPAIGN UPDATES

“Thank you for your support, which remains vital to the success of our campaign.”

“It was not the pupils in our schools who caused the damaging economic crisis in which the country finds itself. Nor was it the students in our colleges and universities who created a financial meltdown which devastated the national finances and heaped so much cost upon the taxpayer.”



Local campaign updates

Angus

Awareness raising about the campaign is a priority. Press releases have been issued to the local press, with more planned once the local budget situation becomes clearer.

Members have been encouraged to write to politicians via the EIS website on the issue of pensions.

Looking further ahead the EIS President, Kay Barnett, visits the Local Association on 23/24 March and will visit two primary schools and two secondary schools during that time. We hope to have meetings with members in schools during the President’s visit and also a general meeting at a central location to which all members will be invited.

South Lanarkshire

South Lanarkshire EIS, an active affiliate of South Lanarkshire Trade Union Council was involved in a Trade Union and Community Conference organised by South Lanarkshire Trade Union Council on Saturday 6 November 2010 in Blantyre Miners Welfare.

The well attended Conference focussed upon the likely impact of the impending cuts in South Lanarkshire

Got a campaign event happening locally? Tell us about it at sej@eis.org.uk



The Great Pension Robbery?

Changes to public sector pensions, planned by the UK Government, will have a profound impact for many public sector workers including teachers and lecturers. Here, the SEJ outlines some of the major changes that the Government is intending to impose on the Scottish Teachers' Superannuation Scheme. The EIS is vehemently opposed to these changes, and will be mounting a vigorous campaign to protect members' pension rights. Here, the SEJ looks at some of the main changes that are being proposed by the Government in light of the interim report by Lord Hutton on public sector pension provision.



“ These changes are not only unfair and discriminatory, but also a breach of pre-election promises. The EIS has already written to all Scottish MPs urging them to raise the matter in Parliament and with the Chancellor of the Exchequer and Secretary of State for Work and Pensions.

Add your support to the EIS Campaign to Protect Teachers' Pensions, by emailing your own MP now. Visit www.eis.org.uk/campaigns/pensions.htm to find contact details for your own MP. ”

Ronnie Smith EIS General Secretary

Pensions for retired public sector employees are traditionally uprated in April each year based on the Retail Price Index (RPI) at September the previous year. The Chancellor, in his budget announcement following the election, indicated that he would change the indexation from RPI to CPI (Consumer Price Index).

This change is still to be approved by the UK Parliament and the Coalition Government will have to present a Pension Increase Order to Parliament to secure the change. This will affect every retired member.

The September 2010 inflation figures which will set 2011 pension increases saw CPI sitting at 3.1% compared to RPI of 4.6%. A public sector pensioner with a pension of £10,000 (which is the average pension of retired Scottish pensioners) will lose £150 during 2011-2012 alone.

The Hutton Report

The Interim Report by Lord Hutton on Public Sector Pensions was published on 7 October. There are a number of key issues arising from the Interim Report. The final report is expected in the spring of 2011 ahead of next year's Budget.

The key findings from the Hutton Report are set out below:

Do public sector workers enjoy “Gold Plated Pensions”? Hutton rejects the view that public sector pension schemes are gold plated. The report states that public sector pensions “provide a modest – not an excessive – level of retirement”. He is clear that to bring public sector pensions into line with private sector pensions would be wrong both for public sector pensions and for the economy.

Hutton rejects the view that unfunded or notional schemes should become funded. Therefore, the Teachers' Scheme is likely to remain a notional scheme.

The interim Hutton report has also rejected the view that defined benefit schemes should end. A defined benefit scheme, like the STSS and the Local Government Pension Scheme (LGPS), sets out a method of payment on retirement based on final salary and years of service.

Lord Hutton broadly accepts that scheme liabilities should only be measured in the long term, probably through reference to GDP, thereby rejecting the Coalition's view on liabilities.



UPDATES

New Indexation

However, while welcoming the aspects of the Report outlined above, there are many areas of concern in the Interim Report:

Lord Hutton accepts the move to CPI Indexation. Indeed, he accepts that this move will decrease the value of pensions by around 15% on top of the 10% value reduction following scheme reforms over the last few years.

It should also be noted that the move to CPI indexation will reduce scheme liabilities, currently 1.9% of GDP, to 1.4% of GDP to 2060.

Hutton believes that the 2007 scheme reforms, while beneficial in measures such as cost sharing, did not go far enough in reducing the pressures on employers and therefore on the taxpayer. He believes that employee contributions should be raised.

Lord Hutton believes that differential retirement ages within a scheme (e.g. teachers NPA-60 or NPA-65) depending on when members joined the scheme is unsustainable. Further, he believes that the scheme pension age should rise in line with state pension ages. This would take account of increased longevity which he believes was not fully recognised in recent reforms.

In his interim report, Lord Hutton expresses the belief that final salary schemes, (i.e. a salary based around the salary at the point of retirement), benefit high earners and high flyers. He suggests that tiered contribution rates, such as the LGPS, where high earners pay more are not sufficient to offset this and he has indicated a preference for career averaging.

Hutton was asked by the Chancellor to identify short term savings. He has recommended either reducing benefits or raising contributions. The Chancellor, in his Comprehensive Spending Review, has recommended raising contributions from 2012 by up to 3%.

Currently the calculation of scheme liabilities in the STSS is based on an agreed discount rate (3.5% + RPI). This figure allows a calculation to be made on how much money has to be set aside now to pay for pensions in the future. Hutton has concluded that the discount rate is too generous and the Chancellor has agreed to have a consultation on this point.

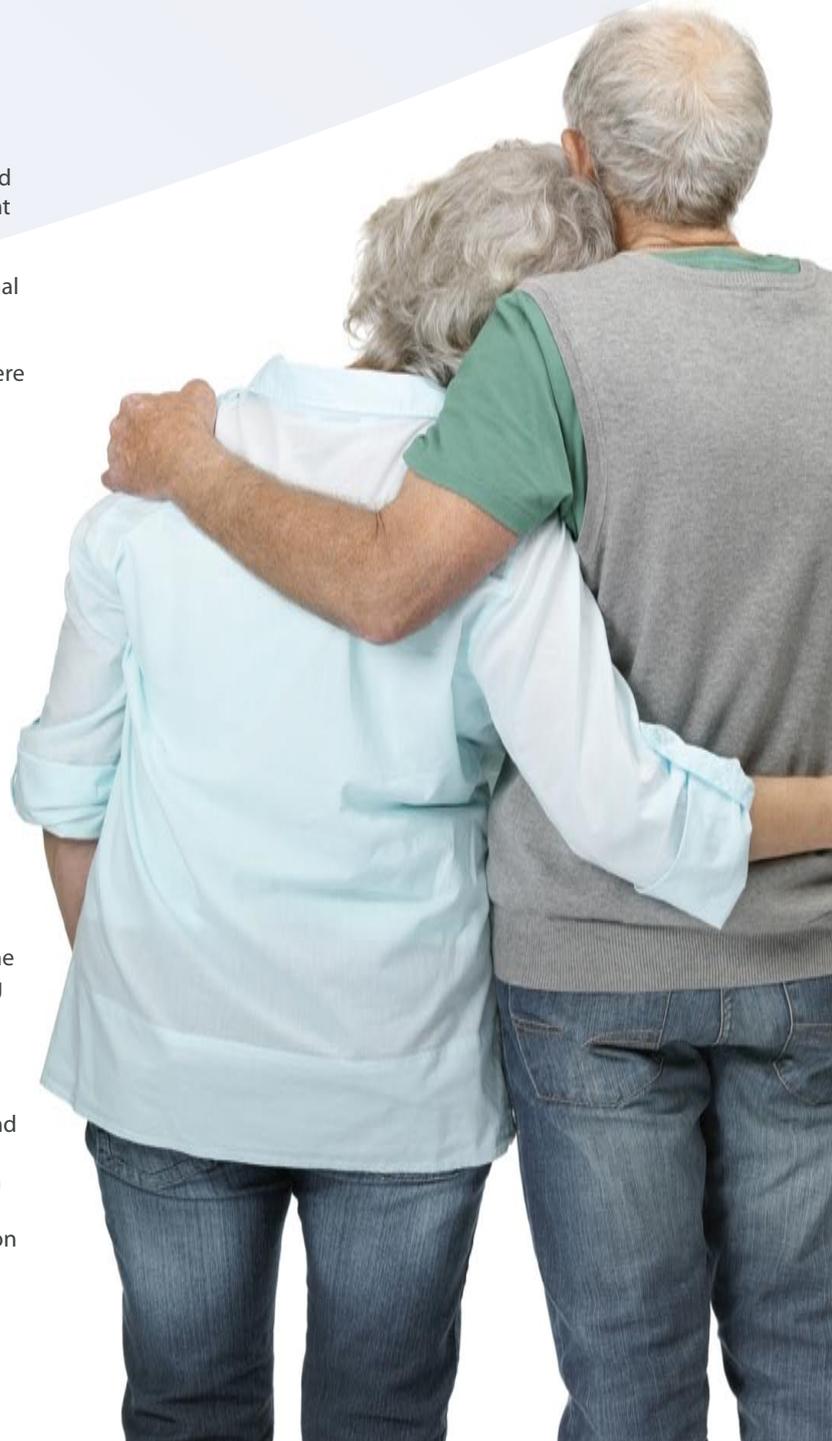
Taxing Lump Sums?

EIS HQ has received a number of phone calls regarding possible taxation of retirement lump sums. This is not referred to in the Hutton Report and would be a matter for the Chancellor. There is nothing in the Comprehensive Spending Review that this is being contemplated.

What now?

The decisions of the Chancellor, the Hutton Interim Report and the possible changes presaged for the final Report are very concerning to the EIS. These matters will be discussed within the EIS Salaries and Executive Committees and across the teachers' unions represented on the Teachers' Superannuation Working Party.

"...A public sector pensioner with a pension of £10,000 (which is the average pension of retired Scottish pensioners) will lose £150 during 2011-2012 alone."



Bringing changes to school inspections

The SEJ spoke to the recently appointed HMIE Senior Chief Inspector Bill Maxwell to ask him about changes to the inspection process and planned future changes to the organisation itself – including the recent announcement of a planned merger with Learning & Teaching Scotland to create a new organisation to be known as the Scottish Education Quality and Improvement Agency.

How has the revised inspections process, introduced two years ago, been received in schools across the country?

The last major set of changes to the inspection model, introduced in 2008, have been extremely well received across the country. This is confirmed by a significant increase in positive returns from the EIS's own surveys of members following inspections which were shared with us at our last meeting with senior EIS officers. We were aware that staff felt that they wanted a greater level of engagement with inspectors during the process. As a result, the new model and approaches have been designed on the principle of 'inspection with' rather than 'inspection to'. This aims to maximise opportunities for professional discussion, and to use that discussion to generate a shared understanding of how to generate improved outcomes for all children and young people. Since these new school inspection models began, we have received very positive feedback from headteachers who have experienced them. Almost all headteachers and most staff have told us that inspections have been helpful. Similarly, almost all staff have expressed positive views about the principle of building on the school's self evaluation.

You are currently undertaking a public consultation on the future of the inspection framework. Why is this happening just now and what changes are being proposed?

The current consultation reflects our strong commitment to responding to the views of all of stakeholders on how we go about our core work. We are seeking views on six main proposals:

- moving to a smaller sample of schools to be inspected each year, whilst building in safeguards to ensure that the sample includes those schools which most need to be inspected;
- taking a closer look at learning and teaching, and learners' experience of their broad general education;
- further increasing the involvement of learners and parents in the inspection process;
- further increasing staff involvement in inspection;
- clearer, more accessible reports; and

- moving towards a shorter period of advance notice for inspections.

We believe that focus on this package of changes has the potential to produce a more targeted, sustainable and effective programme of school inspections in alignment with Curriculum for Excellence implementation. We should also be able to monitor the health of the system; and see and share good practice. We want to continue to use inspection to improve Scottish education in the most efficient and effective way possible. The consultation is available from: <http://www.hmie.gov.uk/generic/School+Inspection+Framework+Review>.

What about the suspension of inspections in order to support the implementation of CfE? How did this come about and has it been a positive development for schools?

Earlier this year, our report to the Curriculum for Excellence Management Board, along with a range of other evidence, showed that implementation in the secondary sector was not moving as consistently and confidently as in other sectors. In the light of that evidence, and discussions about how to build confidence and support progress, I took the significant step of suspending the inspection of secondary and learning community inspections to allow our staff to work in a targeted way to provide additional support for implementation. Whilst the additional support is mainly focused on secondary schools, some of the work being taken forward has involved cross-sectoral groupings of staff. Our programme of support was one of a number of measures announced when the Cabinet Secretary announced his 10 point plan to support the implementation of Curriculum for Excellence. We have been working with partners (local authorities, LTS and SQA) to deliver over 400 activities which are aimed at providing support where it is needed most to help implementation. I do believe that it's been a positive development for schools and for inspectors – it will be interesting to hear what your readers think!

But are HMIE inspectors best placed to support the implementation of CfE? This has always been intended primarily as a teacher-led initiative, so what value to HMIE inspectors bring in their new role?

I believe that inspectors have a set of skills and experiences



Q&A

which enables them to provide valuable additional support to teachers as they take forward the implementation of Curriculum for Excellence at a local level. Our work as inspectors is very much based on analysing first-hand evidence of the work of schools, gleaned from face-to-face meetings with staff and learners. Clearly teachers are the main drivers in Curriculum for Excellence. They are the ones who make changes in the classroom. As Professor Richard Elmore would say, 'if it's not happening in the classroom, it's not happening'. But inspectors bring an important national perspective and are building on the approaches that they use during inspection namely, reflecting upon self-evaluation and building understanding through professional dialogue. Our role is not to prescribe answers or templates - indeed we are very clear that no one person has all the answers - but to listen to what's working well or not so well and share our knowledge and experience from our wide-ranging work with staff. We are learning too and we are constantly seeking to spread that learning across the system.

The Cabinet Secretary recently announced the creation of a new body - the Scottish Education Quality and Improvement Agency. What benefits will this bring to Scottish education?

When the Cabinet Secretary announced the creation of the new body, the Scottish Education Quality and Improvement Agency, he was clear with his intentions: "HMIE and LTS currently provide excellent services to the system and I have great confidence that, by bringing this expertise together to refocus that national support, we are creating a new whole that is richer and stronger than the sum of its initial parts". The new agency's role will be to:

- lead and drive forward Curriculum for Excellence;
- encourage and support effective innovation;
- inspire practitioners and managers to meet new challenges and to be comfortable about doing so;
- ensure that quality, standards and outcomes for learners are continually driven upwards to deliver educational excellence; and
- provide the necessary assurance to parents and others that Scottish education really is playing the key role it needs to in facing the challenges of the 21st century.

I believe this is a natural progression for both organisations. Over the past few years LTS and HMIE have been working more closely together on a variety of projects from Journey to Excellence to the latest joint working on the support for the implementation of Curriculum for Excellence.

But how will this new agency work in practice? Won't the new agency be both supporting curricular development and also assessing its own progress in doing so?

The detailed design for the structure of the new agency has yet to be determined, but I am sure that careful consideration

will be given to ensuring that the agency can carry out its functions in way which ensures it can provide effective independent evaluations as well as providing effective support for the system.

What about the independence of inspectors. This move may be seen to bring the inspection process closer to Government. Will inspectors be imposing change on schools under direction from the Government?

The Scottish Education Quality and Improvement Agency will be an Executive Agency, exactly the same status that HMIE has held since 2001, so there is no change there. Executive Agencies within the Civil Service are designed to sit at 'arm's length', delivering designated functions of behalf of Ministers whilst exercising a high degree of operational independence in how we carry out these functions in practice.

Are the main motivating factors behind the creation of the new agency cost-driven? How can standards be maintained as cuts bite deep, both in schools themselves and also in the new agency itself?

The Cabinet Secretary has been very clear that the primary driver behind the creation of the new body is the added value of the work that will be delivered through creating a new more integrated national support and challenge body, not simply cost reduction. Of course, speaking from the perspective of HMIE, we were already planning to implement very significant cost reductions in the years ahead and we are currently planning to carry these forward into the new body. No doubt there will also be additional efficiencies which the new body will be looking to achieve as it rationalises functions across its predecessors bodies.

"Clearly teachers are the main drivers in Curriculum for Excellence. They are the ones who make changes in the classroom."

Bill Maxwell



End of year quiz - In Association with the Festival Theatre, Edinburgh

Greetings! It's that time of year again and the SEJ is proud to publish "The Great EIS Quiz 2010." Answer the following questions and then send your completed entry form below to QUIZ COMPETITION, SEJ, 46 Moray Place, Edinburgh EH3 6BH. The winner will receive an exclusive theatre break with the Festival Theatre, Edinburgh. So go on and give it a go. All entries should be received by WEDNESDAY 22 DECEMBER 2010. Enjoy!

Section 1 2010 - Were you paying attention?

- Who was appointed Chief Executive of ITV in January 2010?
- An EU-commissioned survey published on 11 February 2010 showed that only 25% of EU citizens knew the telephone number which can be used to call emergency services anywhere in the EU. What is the phone number?
- On which date in spring did the EIS organise a March and Rally in Glasgow under the heading "Why must our children pay?"
- Which jockey won the Grand National at Aintree at his 15th attempt on his mount "Don't Push It"?
- Who was Secretary of State for Scotland from 11 May until 29 May 2010?
- Who became the first Green MP in the House of Commons following the General Election in May?
- Who won The Open Championship at St Andrews in July?
- In September, Ben

Collins won a legal battle with the BBC to publish his autobiography. By what name was he more popularly known?

- Dilma Rousseff became the first woman President of which country following elections in October?
- Pro-democracy leader Aung San Suu Kyi was released from house arrest in which country in November?

Section 2 Towns and Cities

- In which US city would you find O'Hare International Airport and Union Station?
- Which city hosted the World Pipe Band Championships in August 2010?
- In which city would you find "Île de la Cité"?
- Which of these cities has not featured in the title of a novel by Graeme Greene?
 - Brighton
 - Vienna
 - Geneva
 - Havana
- In which English city does Warwickshire County Cricket Club play its home matches?

Following on from Edinburgh in 2004, Melbourne and Iowa City in 2008, which city became the fourth UNESCO City of Literature in July 2010?

- In 1979, what did "everybody talk about" in New York, London, Paris and Munich?
- Which of these is furthest South?
 - Helsinki
 - Lerwick
 - Oslo
 - Stockholm
- And which of these is furthest West?
 - Lagos
 - Barcelona
 - Lyon
 - Brussels
- Which town in Scotland has the largest inland salt water basin in the UK?

Section 3 1910

- Who was the UK King on 1 January 1910?
- And who was the UK Prime Minister on the same date?
- What came into view on Earth for the first time in 75 years on 20 April 1910?
- What was the name of the dominion of the

British Empire founded on 31 May 1910?

- Considered by many to be his masterpiece, and much later translated into a film in 1992 for which Emma Thompson won an Academy Award, which novel by E.M. Forster was first published in 1910?
- In Rugby Union, which country officially joined a competition in 1910 which resulted in the coining of the phrase "The Five Nations"?
- The Casa Mila in Barcelona was completed in 1910. Name the architect.
- Which country was annexed by Japan on 22 August 1910?
- Which European country declared itself a Republic following the revolution on 5 October 1910?
- Write "1910" using Roman numerals.

Section 4 The Great EIS Quiz Lyrics Round

You know the drill by now. Simply identify the artist and the song containing each of the following lyrics. Where "cover versions" have been used marks will be awarded for either the original artist or the cover artist. This year there is a "timely" theme.





QUIZ

1. "I hear the ticking of the clock. I'm lying here the room's pitch dark. I wonder where you are tonight no answer on the telephone."
 2. "Ticking away the moments that make up a dull day. Fritter and waste the hours in an off-hand way."
 3. "It's one o'clock and time for lunch. When the sun beats down and I lie on the bench I can always hear them talk."
 4. "Half past twelve and I'm watching the late show. In my flat all alone how I hate to spend the evening on my own"
 5. "It's seven o'clock and I wanna rock. Wanna get a belly full of beer."
 6. "Confusion never stops. Closing walls and ticking clocks. Gonna come back and take you home. I could not stop that you now know."
 7. "Six o'clock already I was just in the middle of a dream."
 8. "Put your glad rags on and join me, hon; We'll have some fun when the clock strikes One."
 9. "I go to parties, sometimes until 4. It's hard to leave when you can't find the door. It's tough to handle this fortune and fame."
 10. "Count the hours, count the months and minutes, You're born in tears and die in pain and that's your limit."
- Section 5
And finally...**
1. Despite having over 50 hit singles, Status Quo had only one UK number 1 hit single. Choose the title from the list below
a) Caroline
b) Mystery Song
c) Down Down
d) Rockin' All Over the World
 2. Who composed all the music for the Star Wars movies?
 3. In which James Bond film did 007 leap from the 220 metre Contra Dam in Switzerland?
 4. In the film High Noon Gary Cooper played the character Marshal Will Kane. Who starred as his wife Amy (Fowler) Kane?
 5. Who is the eldest?
a) Winnie-the-Pooh
b) Rupert the Bear
c) Paddington Bear
d) Barney Bear
 6. Born in Edinburgh in 1850, which author wrote about shipwrecks and split personalities?
 7. Which Internet search engine (that's the thing you are using to answer this Quiz - Ed.) was launched on 1 June 2009?
 8. Which "Mark" from the following list is a member of Take That?
a) Mark Ronson
b) Mark Feehily
c) Mark Owen
d) Mark Radcliffe
 9. Who is the only guest vocalist to appear on a Led Zeppelin album (singing a duet with Robert Plant on the song "The Battle of Evermore" from Led Zeppelin's fourth album released in 1971?).
 10. Fill in the blank in this sequence:
Market
Home
[.....]
None. ●



Win 2 tickets to the Sat Jan 8th performance of the Secret Garden at the Festival Theatre Edinburgh, plus dinner and overnight accommodation

Answer sheet

Section 1	Section 2	Section 3	Section 4	
1. _____	1. _____	1. _____	1. _____	6. _____
2. _____	2. _____	2. _____	2. _____	7. _____
3. _____	3. _____	3. _____	3. _____	8. _____
4. _____	4. _____	4. _____	4. _____	9. _____
5. _____	5. _____	5. _____	5. _____	10. _____
6. _____	6. _____	6. _____	Section 5	
7. _____	7. _____	7. _____	1. _____	6. _____
8. _____	8. _____	8. _____	2. _____	7. _____
9. _____	9. _____	9. _____	3. _____	8. _____
10. _____	10. _____	10. _____	4. _____	9. _____
			5. _____	10. _____

Name: _____ Phone: _____ Email: _____

Address: _____ Postcode: _____

Employees of the EIS and their families are not eligible to win the competition.

The winning entry will be drawn on Thursday 23 December and the winner will be notified by telephone on that day. Winners must be available to attend on Saturday 8th January.

Quiz compiled by Tantalus.

Supporting Learning

The Additional Support for Learning (Scotland) Act, approved by the Scottish Parliament in 2009, has now come into force. The new law, which aims to strengthen support for every pupil and student with additional support needs, will have major implications for schools, colleges and universities. Here, Rachel Sunderland from the Scottish Government's Learning Directorate, explores some of the key changes and examines how these will benefit learners with Additional Support Needs.

The rights of children with additional education support needs was strengthened in November when the Additional Support for Learning (Scotland) Act 2009 came into force.

It ensures that children and young people with additional support needs and their parents can make 'out of area placing requests' for specific schools and receive mediation and dispute resolution help following such requests. It will also increase parents' access to the Additional Support Needs Tribunals for Scotland (ASNTS) if a placing request is refused.

Curriculum for Excellence, being implemented in schools across Scotland, is designed to ensure that all pupils get the most of their education to achieve their full potential. This legislation will help ensure that the additional support which some children and young people need to help them learn, is provided.

Children's Minister Adam Ingram said:

"The Additional Support for Learning Act 2004 placed a duty on local authorities to meet the needs of all children who require additional support to get the most out of their education.

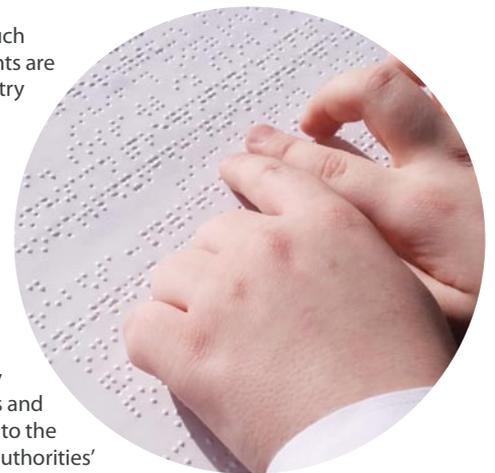
"This new legislation further strengthens the rights of children with additional support needs, by ensuring that when and where their parents consider their needs could best be met in a different council area, they can make such requests.

"It will also ensure that if such requests are refused, parents are given the help required to try and resolve this in the best interests of their child."

The Scottish Government has meanwhile recently announced that Barnardo's Scotland, in partnership with the Scottish Child Law Centre, have been awarded the contract to provide free lay and legal advice to families and young people who appeal to the ASNTS against education authorities' decisions regarding the provision of educational support, such as out of area placing requests.

A circular was issued to local authorities last year setting out their responsibilities in relation to the new legislation.

The Scottish Government's innovative Engage for Education site allows users to read blogs from Ministers, post comments and get involved in workshops on issues relating to education.





Additional Support for Learning - Case Studies

These case studies below relate to real children and their experiences. However, their names have been changed to protect their anonymity.

Case study 1

A Gypsy/Traveller family's additional support needs

A Gypsy/Traveller family recently arrived in a new area. The family's three children have additional support needs which stem largely from interruptions to the children's learning but also from the parents' concerns about sending their children to school, arising from their own bad experiences at school.

The family's high level of mobility, which contributed to gaps in their children's learning, was first addressed by the area's designated support for learning teacher who began by building a trusted relationship with the family at home. This helped improve communications between the family and school staff and helped to build mutual confidence.

The school's confidence in welcoming the children was supported by their increased understanding of Gypsy/Traveller cultures. The designated teacher supported conversations about each other's different cultures and adapted the school's traditional timetable to fit with the family's timetable.

The teacher also carried out an initial rapid assessment of each child's learning needs so that the school could quickly place each child in appropriate learning groups, and worked to address gaps in their learning through sensitive classroom-based support.

Case study 2

Pupil who is registered as blind

'James' is a secondary school pupil who is registered blind due to a specific visual impairment. This has a significant impact on his schoolwork, the greatest challenges being - accessing materials, working independently and coping with a slower rate of working.

He accesses the curriculum by using a variety of large print, audio materials and technology. The school receives advice and support from Visiting Teaching and Support Services and the pupil is supported by the Support for Learning department within the school.

James enjoys school, is enthusiastic and is making good progress.

Case study 3

Profoundly deaf child of deaf parents

'Jane' has received regular specialist support since diagnosis and has attended the local child and family centre, nursery school and primary school.

She has a cochlear implant and her parents have always sought mainstream schooling, where her environment has been suitably adapted acoustically to meet her needs. Meanwhile, regular deaf awareness training has been made available to all staff.

Jane uses BSL as a primary mode of communication and visiting support staff have a high level of sign skills to enable her to gain the most from her learning experience.

She is also a part of her own community, has her own group of friends and is relatively successful at school.

There have been significant issues over the years that have been addressed through a solution focussed, partnership approach, enabling Jane to make best use of the resources available. All agencies have worked together to try to ensure a positive outcome for Jane. The next challenge will be her transfer to secondary school.



No CfE without CPD

EIS Education Convener Larry Flanagan says that cutbacks in CPD provision across the country will threaten the delivery of Curriculum for Excellence, and calls for proper support to allow teachers to deliver on the implementation programme.

'Training budgets slashed' declared a recent front page headline in the TESS. The accompanying article went on to detail CPD cuts made by local authorities the length and breadth of the country, with 20 Councils making cuts over the last three years against only four where there had been an increase. This is before the impact of the current proposed financial settlement begins to bite – with its threat of even deeper damage being caused.

And yet, teachers are expected to continue to deliver the changes desired by Curriculum for Excellence as if everything is rosy in the garden! Our recent EIS survey confirmed the need for more-effective CPD and communications around major issues such as the new qualifications and assessment arrangements – around 90% of respondents indicating a lack of confidence in these areas. How is this to be resourced?

It's true that the Scottish Government has earmarked £3 million to support understanding standards, and that recurring expenditure is welcome, but it is clear that much more time is needed in schools for the type of collaborative collegiate discussion that teachers want. What has been the response of local authority leaders? To demand more class contact time from teachers and therefore to further reduce development time!

Curriculum for Excellence cannot be delivered without high quality CPD provision. That message needs to be understood by politicians. It also cannot be delivered without the goodwill of teachers – indeed; the progress that has been made to date has been dependent on that factor. Tighter staffing standards, larger class sizes, and reduced support in schools are not conducive to generating a positive development ethos.

In the secondary sector we continue to press for a one-year delay to the timetable for new qualifications and have been promised a decision by the Cabinet Secretary in the New Year, following discussion at the CfE Management Board. Hopefully, other teacher unions on the Board will support the EIS position on this occasion, as we were left isolated last time.

It simply beggars belief that anyone imagines that implementation can simply proceed apace amidst the cutbacks being imposed. Teachers should not be asked to shoulder increased workload burdens to compensate for a lack of resources. A realistic appraisal is required of what can be achieved with the resources available and that must lead to a lessening of the pressure to rush towards milestone targets that are simply not attainable in the current economic climate.



CPD Round-up

The SEJ rounds up the latest Continuing Professional Development news, and reports on some of the latest EIS CPD events from across the country.

Partnership learning in West Lothian

West Lothian launched their first joint CPD Event with the EIS in October. Over 80 practitioners from across all sectors in the authority, and from neighbouring authorities, spent an afternoon, "Exploring Professional Development" at Deans Community High School, in Livingston. Gill Robinson, Chief Inspector, HMIE delivered the keynote speech, on learning together to implement a curriculum for excellence for all learners. She cited, "effective professional development" as a key factor to successful implementation of CfE, along with good leadership; a clear plan for school improvement, based on self-evaluation; use of the experiences and outcomes to deliver high quality learning and teaching; involving all staff in improving standards of literacy and numeracy, and the ability to demonstrate improvement in pupils' experiences and outcomes.

Practitioners then had the opportunity to experience two high quality workshops led by experts offering insight into a wide range of professional development opportunities. Representatives from LTS, EIS, GTCS, UWS, and West Lothian's Education Services engaged staff on topics such as IT, Leadership, Action Enquiry, Professional Recognition and Making Connections with Industry. Vicky MacDonald from Teacher Support Scotland ran a practical workshop on, "CfE: Coping with Change", and Margaret Orr, from the National CPD Team, raised awareness about Learning Rounds.

Initial feedback from, "Exploring Professional Development" showed practitioners had thoroughly enjoyed the format and content of the afternoon and it left them wanting more!

Toni Cameron,
Multi-establishment Learning Rep West Lothian

Argyll and Bute CPD Event

Curriculum for Excellence – Learning and Sharing

As CfE comes on board, this twilight session on 30 September 2010 saw around 80 teachers from across Argyll meeting at Lochgilphead Joint Campus. Our keynote speaker, David Cameron education consultant, outlined what CfE implementation really means based on 3 premises :

- That, if all learners were getting the best experiences available currently in our schools and centres, we would not be talking about system change
- That schools and centres should not be making changes that are not rooted in realistic self-evaluation that takes accounts of the changing needs of young people and the demands of society
- That Curriculum for Excellence offers the best model available for improving the outcomes that we need to



EIS LR Allyson Purdie (2nd Row, 2nd from left) joins ULR colleagues to receive an award for outstanding achievement in the field of Union Learning from Grahame Smith (STUC General Secretary) and Mike Russell MSP (Cabinet Secretary for Education and Lifelong Learning). Photo by Louis Flood, Courtesy of Scottish Union Learning.

improve while maintaining continuity with our current provision.

Participants then opted to visit workshops, organised and presented by colleagues :

- Co-operative Learning : Betsy Campbell and Jamie Wire
Participants had a chance to hear about co-operative learning, its relevance to CfE and to cross-sectoral and inter-disciplinary settings
- HMIE – An Inspector Calls : Catriona Hood
This workshop provided participants with knowledge and understanding of the inspection process, giving practical advice on how best to be prepared
- Teaching the Holocaust : Anthea Hunter
An exploration of the issues surrounding teaching the Holocaust across different sectors in school, examining advice for teachers from the Holocaust Educational Trust
- Forest Schools : Chris Maddox
Investigating the rationale behind Forest Schools as an innovative approach to outdoor learning and its links to the four capacities of CfE - participants gained access to information and experienced some of the outcomes of recent work in Lochgilphead Primary School

Isobel Hamilton
EIS Multi-Establishment Learning Representative



CPD UPDATE



Shetland Learning reps, senior Shetland staff and HMIE share CPD experiences with Ronnie Smith (back row, 2nd from left), Tony Finn GTCS Chief Executive (back row, 2nd from right) and Margaret Alcorn government CPD team (front row, centre).

Image: Billy Fox

A first for Shetland CPD

The Learner should be at the Centre – that is a fundamental Curriculum for Excellence message. For the senior phase of CfE the reality is that ways of working need to change. Each lecturer and teacher needs to come out of the institutional boundaries and take steps towards collective responsibility for placing each and every individual learner at the centre of our work practice. That is why we as Learning Representatives took on the challenge of organising a three way joint event – EIS, Shetland College and Shetland schools.

The event was chaired by Ronnie Smith, EIS General Secretary and the panel comprised Tony Finn, Chief Executive GTCS; Roddy Henry (HMIE), Helen Budge, Head of Schools; George Smith, Director of Shetland College; Jacqui Murray, SQA CFE Liaison Manager; Kate Barrowman, LTS and Margaret Alcorn, National CPD Co-ordinator.

Con Morris, National CPD Team and Sarah Burton, GLOW team facilitated a CPD Meet on GLOW which meant that teachers and lecturers who were not able to attend on the day could view proceedings on-line. 8 colleagues “attended” online from Highland, Orkney Islands and West Lothian and were able to ask questions of the panel members.

Keynote presentations were made by Tony Finn and Roddy Henry. Both speakers emphasised that it was essential for Curriculum for Excellence that CPD budgets are not cut.

Later, the local perspective on Curriculum for Excellence was explored and the audience were updated with



current strategic planning. Shetland has good examples of collaborative working and these were recognised and praised. Building on these partnerships and being creative with the provision of CPD was roundly agreed by those present. The responsibility of individuals to look at what they need and the sourcing of CPD brought the event round to discussing the role of the Learning Representatives in promoting a wider understanding of CPD provision as well as the benefits of partnership working.

Commenting on the success of the event Ronnie Smith, EIS General Secretary said: “The turnout was gratifying both in terms of numbers but also the mix of school and Further Education staff represented. The support provided by SULF was critical in attracting such a strong panel of contributors, which can be an additional challenge for the more remote or rural parts of Scotland. This was an excellent “first” for joint CPD events in Shetland and I very much hope that the spirit of collegiate working here can be built upon.”

Jane Haswell and Ronnie Maclean, EIS Learning Representatives

Back into Africa

When teacher and EIS member Basil Johnston visited Ghana as a volunteer teacher ten years ago, little did she imagine the long-term impact her visit would have. Here, Basil gives an update on the work of the Juliet Johnston School and describes the positive impact that the creation of the school has had for pupils and teachers in Ghana and for pupils and teachers in Scotland.



Muthill pupils give thumbs up to support their fellow pupils in Ghana.

Back in 2000 Basil Johnston went to Ghana as a volunteer teacher at a school whose Head was Juliet Osafo. Juliet and Basil became the best of friends and just before leaving Ghana, Basil jokingly suggested how nice it would be to have their own school. But Juliet took it seriously, and a few 'back of the envelope' calculations later, that was that – they decided to go for it. The fact that the 'back of the envelope' calculations turned out to be seriously flawed and that things would turn out to cost at least ten times more what they had estimated was probably a very good thing. As one supporter remarked, 'it's probably just as well you know so little or you'd never do it!'

Based in a rural area, as a volunteer, Basil had noticed that more than 50% of children ate only three or four meals per week, and that very few children had a pencil or a book to write in. The only resources teachers had was a dilapidated blackboard, an occasional text book - and a cane. Caning remains the norm in most schools in Ghana. Surely their school could do better than this just by buying enough land to farm to feed the children regularly, by providing books and stationery and by banning the cane. The other area that immediately stood out for improvement was early literacy.

Back in the UK, Basil set up a Scottish charity 'Help Tafo Trust' and set about fundraising and appealing for books from local schools. Glashieburn Primary almost immediately donated a whole reading scheme they were changing which Help Tafo Trust could never

have afforded to buy. Many other schools – notably Muthill Primary, Banchory Academy and Primary, Tullos and Walker Road Primaries – raised money, donated books and expertise as well as hosting visiting Ghanaian teachers (helped by DFID grants secured by Keri Reid at Muthill Primary) - and have continued to do so over the years. Without all of their help, Juliet Johnston School would never have achieved what it has.

In September 2003 the school opened with five classrooms and a cooks' shed. Forty nine children turned up on the first day and more and more children appeared until the school even had an unexpected nursery. When Basil objected that they had no room for a nursery (or indeed the expertise to run it), Juliet calmly put the nursery children in with the cooks. Each year, with the help of many supporters, the school was able to add one or two classrooms a year until September 2009 saw the school finally complete with two nursery classes, Scottish equivalent Primary 1 to 8, three Junior High classes, a library and a better building for the cooks. The school now has over 300 children and 24 staff, and this year saw Juliet Johnston's first Junior High 3 class take their final year state exams and graduate from the school.

English is Ghana's official language as well as the medium of instruction in all schools from the equivalent of Scottish Primary 6. Lack of English remains a huge barrier to most children's educational progress since they are taught it so late and are then required to learn all other subjects in English. Enlisting the help of several teachers in Scotland, Juliet Johnston School worked out a system targeting English language from nursery, focusing on phonics once the children reached Scottish equivalent Primary 1. The school also introduced phonics classes for all children new to the school, whatever their age. Picture story books have also made a huge difference to early literacy at Juliet Johnston School – picture story books something that Ghanaian state schools can only dream of.

Ghana Education Service (G.E.S.) have wanted to introduce phonics nationally in all state schools for several years, but don't have funds for proper training. In April 2009, G.E.S. asked Juliet Johnston staff to run phonics workshops for about thirty schools (accommodating about 10,000 children) in their local education district based on





EDUCATION



Juliet Johnston's literacy results. Anecdotally compared, Juliet Johnston primary children are about two to three years ahead of Ghana's state average, while measured against British tests, the children are six months to a year behind the UK national average. The workshops were a big success.

Over the years the school has faced many obstacles – the constant need for funds to run the school, the roof blowing off twice due to severe storms, computers destroyed due to mice nesting in them or the generator crashing, water scarcity in dry seasons, and a minibus accident caused by another vehicle (luckily none of the children were seriously hurt). But the school's biggest challenge remains transport.

The aim of the school is to educate as many bright children from the outlying poorest villages as it can, and it has a huge catchment area. Until September 2010, the school had to rely on two clapped out minibuses to transport the children which were constantly breaking down. Covering such considerable distances and coping with such harsh, pot-holed terrain, each bus took well over four hours a day to transport the children to and from the school. This was very expensive both in terms of petrol and vehicle maintenance costs.

Since September 2010, however, the children are now allowed to board the free state school buses which has cut our costs and are collected by a brand new Juliet Johnston bus at several designated stops. Half of this brand new bus has been made possible by Muthill Primary's fantastic 'Jumping Bus Appeal'. They raised almost £7,500 – half the cost of the bus. Muthill Primary is a tiny school and such an achievement is incredible. Help Tafo Trust can't thank them enough.

Given that the school has had to overcome so many obstacles over the years, reaching its first graduating year has been a real milestone. Everybody at Juliet Johnston School and Help Tafo Trust would like to thank everybody who has helped them along the way – and helped achieve the school's first graduating year's results. Juliet Johnston School came first of all the private schools and fifth of the 87 schools in its local education district.

Finally, the rest of the bus has been paid for by a loan. If any school is interested to run a fundraiser towards the rest of the cost of the bus or sponsor a child, please contact basiljoh@yahoo.co.uk. You may also be interested to view our new website at www.helpatafotrust.co.uk. Built by Dougie Trueman, a teacher at Banchory Academy, the Trust is extremely grateful to him.

Supporting teachers and lecturers in need



Eric Baillie convener of the Employment Relations Committee explains the work of the Benevolent Fund.

While the work that the EIS carries out in support of members on issues such as pay, conditions and employment is well known, the work carried out through the EIS Benevolent Fund often takes place behind the scenes. The Fund, which is financed through a percentage of subscription income together with donations and bequests, offers support to members who are facing particularly difficult personal circumstances.

The EIS has a well deserved reputation for the quality of support and services provided to individual members. Some of that work is generally well known among members; for example, advice and representation in grievance and disciplinary procedures, and insurance benefits for loss of personal effects and malicious damage to motor vehicles at the place of work.

However, less widely known, and generally unheralded, is the operation of the EIS Benevolent Fund. The Fund is held and managed at national level and is used "to provide relief in cases of necessity to members, to former members and to widows or other dependants of members or former members." Members are eligible for assistance from the Fund if they have been in ordinary membership for at least a year immediately preceding the date of an application.

The prevailing economic situation and the political decisions associated with that cast up the spectre of serious and distressing financial situations befalling large numbers of individuals and families in this country. Even for a generally well remunerated profession, some teachers and their families will not be immune from those consequences. It is not difficult to envisage these circumstances occasioning future applications to the Fund. However, even in more ordinary times "necessity" can arise from a range of circumstances afflicting members and/or their spouse or partner. Most commonly these are protracted ill health, long term absence from work from a significant accident, relationship breakdown and emerging responsibilities for dependants, all of which can also be accompanied by an over-committed financial situation from undertakings entered into in "better times". It is when hard times come calling in these ways that the EIS can be in a position to offer some help.

The Benevolent Fund itself draws its funding from three main sources: firstly, a percentage of the total of members' national annual membership subscriptions is allocated to the Fund (this can be varied but has been set at 1½% for a considerable number of years); secondly, income from investment of the Fund's capital resources; and thirdly, donations.

Donations come mostly from EIS Local Associations and have in recent years averaged around £30,000 in total annually. These donations have been, and will continue to be, critical to the Fund having the capacity to assist members meaningfully. Donations do also come on occasion from individuals and one such recent donation is very worthy of mention. In March 2010 a sum of over £115,000 was received into the Fund from the legacy of the late

Mr James Robertson, formerly of Thornhill, Dumfriesshire. Mr Robertson was a long standing and active member of the EIS who worked in Kinross, Aberdeen, Banffshire, Keith and finally Skye, where he was Chairperson of the Local Association. His remarkable gesture of support to the Fund, and through it to all EIS members, is deserving of our deep gratitude.

Each Local Association has a Correspondent specifically appointed to assist with and to consider prospective applications from members in that area. Members in Further and Higher Education should contact their Branch Secretary. Applicants seeking financial assistance are provided by the Correspondent with a standard form and are required to complete that to provide substantial but necessary information on their financial circumstances in order that an assessment of "necessity" can be made. This would normally be done in conjunction with a home visit by the Correspondent and is all undertaken in strictest confidence. Completed eligible applications are submitted for consideration to the Employment Relations Committee.

Typically grants are awarded for general financial support or for specific purposes (eg house adaptations or special equipment occasioned by disability or degenerative disease) but also on occasion for "comfort" purposes, particularly for elderly applicants with limited means. In recent years there have been on average around 80 grants awarded in each year, significantly exceeding £100,000 in total annually.

The maximum grant available to any applicant in a financial year is necessarily limited and is not on a scale to be likely of itself to resolve serious financial difficulty but the letters of thanks and appreciation from members are testimony to the impact, even in terms of morale or temporary relief, which the financial uplift of a grant can have. It is deeply gratifying for this aspect of the work of the EIS to be able to stand alongside the other more typical trade union services and support offered. It is profoundly to be hoped that through maintenance of its income streams the Fund continues to be capable of offering assistance of this kind to members whenever misfortune creates the "necessity".

Members who wish to make an application to the Benevolent Fund (for assistance) should in the first instance contact their Local Association Secretary or Branch Secretary to establish the name and contact information for their Local Association Benevolent Fund Correspondent. www.eis.org.uk

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Sudoku

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

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 October 10 Sudoku solution

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



CROSSWORD

Crossword 63

Answers to crossword no. 62

Across

- 1 Water-resistant, 10 Avert,
- 11 Reiterate, 12 Terrace,
- 13 Halberd, 14 Yours,
- 16 Recondite, 19 Pistachio,
- 20 Scalp, 22 Sennits,
- 25 Soldier, 27 Intensive,
- 28 Scare, 29 Elder statesmen.

Down

- 2 Age-groups, 3 Extra,
- 4 Rare-earth, 5 Swish,
- 6 Swellings, 7 Abate, 8 Treadle,
- 9 Earthy, 15 Stationer,
- 17 Crow's-nest, 18 Inanimate,
- 19 Passive, 21 Porker, 23 Noted,
- 24 Swift, 26 Lists.

1		2		3		4		5		6		7		8
9								10						
11				12		13		14				15		
16				17		18				19				20
21		22				23						24		
25				26				27		28				
29						30		31		32				
33										34				

Work out and win

A £30 book token is the prize in the SEJ cryptic crossword. Send your completed entry to SEJ, 46 Moray Place, Edinburgh, EH3 6BH by Friday 11 February 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 _____

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

Clues

Across

- 1 Heliotrope skylark provided annoying content (5)
- 4 Bill and Ben were both men, not the weed (9)
- 9 Kenneth innervated the slimmer version (7)
- 10 Restraint found in Elgin or another place (3-4)
- 11 Tarry fibres primarily on a keel under merchantman (5)
- 13 Alternative swallows the different one (5)
- 15 Sounds surprised to stretch out eg food (3)
- 16 Primarily raid a male ruminant (3)
- 17 Unfasten pun in crossword (5)
- 19 Provide the necessary electronic remark (5)
- 21 The fashionable secured metal block (5)
- 23 Trace out to respond (5)

- 24 Misery is me! (3)
- 25 Small rabbit tied up at back of head (3)
- 26 I bail out excuse (5)
- 28 Until we meet again, a French god (5)
- 29 Hard in one type of beach (7)
- 31 Literally the act of entering Ressaldar (7)
- 33 Accord not confused Government policy (9)
- 34 Landed estate, Roman perhaps (5)

Down

- 1 Mixture in pan for French Royal Institute (3-6)
- 2 I'm stuck, compound adhesive (7)
- 3 Within sight of any onlooker (3)
- 4 Do without what green light means (5)
- 5 International Labour

- 6 Agree to resolve keen interest (5)
- 7 Nouveau riche perhaps equal with small goddess (7)
- 8 Stressed in the past and the future maybe! (5)
- 12 Climb a horse on the hill (5)
- 14 Red colour used to strengthen nails and hair internally (5)
- 18 Religious sect from Paris perhaps (5)
- 19 Sundry bye, wide or no ball (5)
- 20 Indication of future approach before thin line (9)

- 22 Plant the posh scotsman (7)
- 24 Bad winter I entered a competition by post (5-2)
- 25 Fundamental computer language as easy as ABC is (5)
- 26 Great in times past but showed aggression (5)
- 27 Fool in stupid iota from developing (5)
- 30 Target to finish the ned (3)
- 32 He sounds like he's used for training (3)

Crossword winner

Congratulations to Carol Rhodes, Kinghorn who was the winner of SEJ cryptic crossword no 62. Carol receives a £30 book token.

Letters to the editor

Lack of jobs for new teachers

Dear Editor

I read Mr Smith's article, 'Lack of opportunity for new teachers is damaging education' (Vol. 94 Issue 5), with great interest as I am one of those teachers. I agreed with all that Mr Smith had to say, but I feel that I must point out that the biggest problem for teachers in my position is that councils have a very strange way of filling posts. The biggest problem with getting a teaching post is getting an interview in the first place. The process of compiling a short list is done in a variety of ways, many of which are entirely discriminatory resulting in teachers not being given the opportunity to sell themselves as would happen in an interview in the 'real world'. All I am asking for is an opportunity to put my enthusiasm for teaching into practice; if I am interviewed and then am not successful, fair enough, but to not even start out on a level playing field is highly frustrating. Surely our union should be looking into the recruitment processes of our councils, not just taking the councils word that the practices are above board.

Name and address supplied

Dear Editor

In Ronnie Smith's article 'Lack of opportunity for new teachers is damaging education' (SEJ Vol 94. Issue 5) he refers to the difficulties faced by 'our brightest young teachers' and 'enthusiastic young teachers'. I'd just like to point out that as a newly-qualified teacher aged 49, I am also facing difficulties in finding a teaching post. The assumption that all newly-qualified teachers are 'young' only adds to these difficulties.

Yours.

Name and address supplied.

Anti - Fascism appeal

Dear editor

I wish to protest against the donation of £1000 of EIS funds to the United Against Fascism appeal. I believe the decision to donate funds to this or similar appeals is establishing an unwelcome precedent involving as it does opposition to a British political party and the focus on issues of racialism best left to others to debate.

I contend too that this cash gift sits uneasily with the AGM decision not to support the outlawry of teachers based on their membership of political parties or groups deemed racist; on the grounds that freedom of thought and association is the foundation of a liberal democracy and that this principle should be fundamental to our union too.

I support a number of causes with my money. Others will support different causes that we may not agree with. Some of these causes connect with our profession, but I would consider it wrong in principle and divisive in practice to solicit support for them from my union.

Any supporters of UaF could give as much as they chose to this campaign and I fully support their right to do so.

Glenn Telfer, Edinburgh

Editor's note – The decision to donate to the UAF appeal, was a decision taken by the national EIS Council following a debate and a free vote.



Degrees Fur Sale

New Labour sayed evrybiddie shood get the chance tae go tae Uni
 Noo the Coalishun say thurs no' enuf money
 Bit whit did Vince Cable say afore the Elecshun
 "If ye want tae increase Tuition Fees don't look in ma directshun"
 Then oot comes a Report fae Lord Broon
 Ye ken him, he wis the boss o' BP thit hid tae staun doon
 He claims Unis shood decide each course's fee
 Noo Vince Cable says "that's aw right wae me"
 Persunally ah think it's a bliddy disgrace
 How thae kin ignore whit thae sayed in the first place
 Broon says thae kin pey it back wae a Graduate Tax
 Tae come up wae ideas like that is ignorin' the facts
 His he no' seen how unemployment is steadily risin'
 An' that Students ur no' prepared tae take oan mair debt is hardly surprisin'
 So faur its oonly Englin' an' Wales thit ur sufferin this pain
 Bit if thae try it in Scotland we'll send thum hame tae think again.

John Cassidy
 Glasgow

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

Please write to:

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F: 0131 220 3151 E: sej@eis.org.uk

Please note that to be considered for publication, letters sent must include a full postal address.

All opinions expressed in letters and articles are those of the individual authors and do not necessarily reflect EIS policy.



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

Telephone number: Home Work

When is the best time to contact you?

Morning Afternoon Evening Mobile

SEJ 10/10



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