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The Scottish
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Journal

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SEJ

Tackling Poverty Campaign

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**FREE
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Editor's Comment

Tackling Poverty, Improving Health

This month's SEJ cover welcomes the recent positive Scottish Government announcement that all pupils in primary 1 to 3 will soon qualify for free school meals. The EIS has campaigned actively on the issue of entitlement to free school meals as a means to reducing the impact of poverty, improving pupils' health and wellbeing, and removing the stigma that can sometimes be associated with free meal entitlement under the current, means-based system.

The EIS has worked closely with the Child Poverty Action Group, together with other partner organisations, to highlight the many benefits of free school meals including the educational gains such as improved concentration amongst pupils and a greater chance of maximising attainment. The EIS launched its new Child Poverty Campaign during the festive period, while highlighting the importance of the Scottish Government committing to implement the free meals in P1-P3 policy in Scotland following a similar move south of the border.

The Scottish Government duly delivered, announcing early in the year that funding would be allocated to local authorities to allow the introduction of free meals in P1-P3 from next year. During the debate at the Scottish Parliament that introduced this policy, the EIS and others were widely lauded for their campaigning work on this issue. While there is still much work to be done to tackle child poverty and reduce its impact on the life chances of young people across Scotland, it is important that we recognise and celebrate the commitment that is being shown to tackle the problem. You can read more about the EIS Child Poverty Campaign on pages 8-9 of this SEJ.

Celebrating International Women's Day

See our focus on pages 10-11 of this edition for details on the EIS celebration of International Women's Day. This year, the Equality Committee has organised a special event to celebrate the ways in which women have overcome the challenges that they face and the impact that they have in shaping society. The event will feature prominent performers from across Scotland, and will also include contributions from EIS members. Tickets for this event are free, so sign up today to ensure you don't miss out on what promises to be a hugely enjoyable evening.

Revised Pay & Conditions Ballot – Vote Now, Vote to Accept

The EIS ballot on the revised pay and conditions offer, agreed through the SNCT, is currently open and runs until Tuesday 4 March. Don't miss your chance to vote in this important ballot. The EIS Salaries Committee, Executive and Council urge you to Vote To Accept the new package, which includes significant improvements and additional protections on working conditions. All members eligible to vote should now have received their ballot paper via email or post. See our focus on pages 16-17 for more details on the improved package, or visit www.eis.org.uk/ballot

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SNCT Ballot
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Vote to Accept

All articles and letters in the SEJ represent the views of the individual authors and do not necessarily represent the EIS view or EIS policy. To be considered for publication, all letters and unsolicited articles must be accompanied by a full name and address. The Editor's decision on publication is final, and the Editor reserves the right to edit all submissions.

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SEJ Cover photo - St Cuthbert's Primary pupil Melissa enjoys a healthy school meal. Picture - Margaret McAveety.



EIS COUNCIL NEWS...

COUNCIL BACKS IMPROVED PAY & CONDITIONS OFFER

Agrees to ballot members with recommendation to accept new package

The first meeting of EIS Council in 2014 was dominated by debate over the new pay and conditions package that had previously been agreed by the extended joint chairs of the SNCT. The EIS Salaries Committee had already considered the revised package, and had agreed – with no votes against – to recommend acceptance of the package and to call for a ballot of members with a recommendation to accept. Following a lengthy debate, Council overwhelmingly voted to back the Salaries Committee recommendation, while rejecting an amendment in the name of **Annie McCrae** (Edinburgh) that had called for Council to disapprove the Salaries Committee decision and to instead move to a ballot with a recommendation to reject.

Tom Tracey (Salaries Convener) Spoke in support of the recommendation to accept, highlighting that negotiations were at an end. “both the employers’ side and the Scottish Government were extremely clear that there was no further room for movement on any element within the revised package. If we reject this package, there will be no more talks – we will be in dispute. This is most definitely their final offer.”

Annie McCrae (Edinburgh) Moving her Motion to recommend rejection, said, “We need to be cautious and not just rush to grab the 1% pay increases for this year and next. The coupling of pay and conditions, together with a derisory 1% pay offer, make this package unacceptable. We need to challenge pay restraint, we need to reject this package, and we need to move to industrial action.”

Steven Caniffi (East Renfrewshire) Seconding the Motion, said, “This debate is about whether or not we should recommend this package to members. I don’t think there is such a significant improvement that we can now recommend this new package to our members.”

John Dennis (Dumfries & Galloway) Spoke in opposition to proposed amendment – “The negotiators have done as well as they possibly could in discussions on the new package. If I am realistic, as a Local Association Secretary, there is not enthusiasm in schools for industrial action at this time on pay.”

Alan Munro (East Renfrewshire) Spoke in support of the Salaries Committee position, arguing, “This is about taking a view on this package and giving a clear lead to our members. 70% of our members did not vote in the last ballot – our members are not up for a fight on this issue. Even if the pay rise is unsatisfactory, our members would still want to receive it as the only offer that can realistically be achieved. We should be singing the praises of our negotiators for removing all the McCormac threats during negotiations. COSLA have not got what they wanted, and we need to recognise and celebrate that.”



“the revised package was the best that could be achieved through negotiation”

Tom Tracey (Salaries Convener)

Helen Connor (North Lanarkshire and Salaries Vice Convener) highlighted the success during negotiations on the proposed conditions changes – “McCormac, when it came out, had 37 recommendations. Through negotiation, we have whittled this down to 3 recommendations, which have been significantly amended and watered down. We have negotiated a stronger package, with the addition of firm guarantees on jobs, much stricter limits on the notion of flexibility, and absolute clarity that teachers will not do the work of others such as administrative duties. 1% on pay may be derisory, but our members are waiting for it, and they are waiting for their backdated payment.”

Sonia Kordiak (Midlothian) Spoke in support of the recommendation to accept, saying “I genuinely believe that it is a much improved package and I hope that our members will vote for it. Our negotiators have managed, from a weak position, to somehow negotiate an improved package that delivers better protection for our members. It would be a disaster if we reject this package.”

Allan Crosbie (Edinburgh) “I will vote in favour of the new package. The new list of professional duties is stronger even than the current list of teachers’ duties in Annex E. Our negotiators have been very clever

SNCT Ballot
Pay & Conditions 2014
Vote to Accept



“We need to be cautious and not just rush to grab the 1% pay increases for this year and next”

Annie McCrae (Edinburgh)

in delivering this strong statement. We need to unite, dig in, and accept the gains that we have made.”

Susan Quinn Ex-President (Glasgow)
“I have moved position since the last package. We have gained ground since the last ballot. I believe that the gains address my fears over possible threats in the previous package. The move from 5 days down to 2 days on the short-term supply pay is a huge step forward. We have come a long way and now we need to move forward and support the recommendation of the Salaries Committee.”

Jack Barnett (Aberdeenshire)
Highlighted another positive if the package was implemented – “Agreement on this package would also confirm the agreed salary conservation for former Chartered Teachers – rejection of the package would put this protection under very real threat.”

Hugh Donnelly (Glasgow) added, “Of course, I am not happy with the 1% on pay, and I am clear that we will need to pursue a restorative pay award in the near future, but I don’t think that we have the enthusiasm amongst our membership to embark on industrial action at this time.”

Summing up some of the positives of the new package, Mr Tracey said “We have achieved a clear statement with protections on teachers’ duties, clear safeguards on flexibility, and a stronger role for Local Negotiating Committees. I believe our members are now looking to us for guidance on how to vote, and I also strongly believe



“COSLA have not got what they wanted, and we need to recognise and celebrate that”

Alan Munro (East Renfrewshire)

that this is the best offer that can be achieved through negotiation.”

President Phil Jackson then called a vote on the proposals, with the position of the Salaries Committee winning overwhelmingly on a show of hands. As a result, the EIS will now move ahead with a ballot of members with a recommendation to vote to accept the new package.

See feature on pp16-17 of this SEJ for information on the ballot, and for more details on the key elements of the improved package on pay and conditions.



“The move from 5 days down to 2 days on the short-term supply pay is a huge step forward”

Susan Quinn, Ex-President



LACHLAN BRADLEY RETIRES

President Phil Jackson paid tribute to long-serving EIS Area Officer Lachlan Bradley, who was set to retire shortly after January’s meeting of EIS Council. Council members gave warm applause for Lachlan’s long and valuable service of the EIS.

Lachlan Bradley was appointed Field Officer to the EIS in 1986 and retires having provided almost 27 years of service to the Institute and serving four General Secretaries, John Pollock, Jim Martin, Ronnie Smith and Larry Flanagan.

Prior to joining the staff of the EIS Lachlan was Local Association Secretary for Ayrshire. He provided sterling service to the Local Association during the industrial action in the 1984-5 period when schools in George Younger’s Ayr constituency were targeted.

As Field Officer Lachlan covered most of the West of Scotland and in 1996 following EIS restructuring Lachlan became Area Officer based in the EIS Offices in Clairmont Gardens in Glasgow.

Lachlan Bradley supported many thousands of members over the years. While he had a reputation for being blunt in defending members he also, in a quiet way, extended many kindnesses to those he supported on an individual basis.

His colleagues in the Area Office Team, Senior Officials, LA Secretaries and College branch secretaries all benefitted from Lachlan’s years of experience and wise counsel. After a well-deserved break Lachlan will provide a short period of work for the EIS to assist transitional arrangements.

NEWS...



EIS WELCOMES SCOTTISH GOVERNMENT'S FREE SCHOOL MEALS COMMITMENT

The EIS has welcomed the commitment by the Scottish Government to provide free school meals to all children in primary 1 to 3. The EIS believes that free access to healthy and nutritious school meals is essential to help reduce the impact of poverty on children's educational attainment and to create, for all pupils, the foundation for successful educational experiences.

Commenting on the decision, EIS General Secretary Larry Flanagan said, "The EIS is committed to campaigning for action to reduce the impact of poverty on children's educational experience and

their life chances. This news, therefore, that the Scottish Government will commit to the provision of free school meals for all children in primaries 1, 2 and 3 is very welcome. This is an important and significant step and the Scottish Government is to be congratulated on taking this action. Poverty is the greatest barrier to educational attainment, and so it is essential that we continue to combat child poverty to ensure that all young people have a fair chance to achieve their potential."

Mr Flanagan added, "Health and wellbeing is also a central theme of

Curriculum for Excellence, so today's announcement on free school meals for young children is important for many reasons. In addition to helping to reduce the impact of poverty, it will ensure that all children have access to a healthy and nutritious meal during the school day. Research evidence and the recent pilot programmes make clear that this is an initiative which will bring real benefits for pupils' health, will aid their concentration during the long school day, and will support their ability to reach their full potential as learners. It should be seen as a universal entitlement which invests in the long term well-being and success of Scotland's children."

- See related feature on pp8-9 for more on the EIS Child Poverty Campaign

CALL FOR FIRM COMMITMENT TO ANTI-RACIST EDUCATION IN SCHOOLS

The EIS has called for anti-racist education to be made a requirement in all Scottish Schools. The EIS has carried out an evaluation of current anti-racist education provision in schools across Scotland, and was disappointed to find that a large number of Local Authorities have no specific anti-racist education policies. Of the 24 Local Authorities (out of 32) who responded to the EIS enquiry, only 4 had a dedicated anti-racism education policy, while 3 more had policies that made some reference to anti-racist education. 17 of the responding authorities had no specific policy covering anti-racist education. The EIS believes this should be addressed as a matter of priority.

EIS General Secretary Larry Flanagan said "The EIS Equality Committee was genuinely surprised at the inconsistent approaches to anti-racist education that have been adopted across the country. While some authorities have well-developed policies, others have no specific anti-racist education policy or consider this area of work within other existing strategies, such as anti-bullying policy. The EIS believes that anti-racist education should permeate the curriculum in all learning

establishments and should be seen as a fundamental part of the learning and teaching process. Young people in schools must grow up learning that we are all part of a multi-ethnic society and it is essential that all schools provide education on this topic in order to develop positive values and behaviour."

Mr Flanagan continued, "Scotland is a multi-ethnic country with a sizeable migrant population, and it is extremely important that all pupils are taught the importance of valuing all members of society as part of their citizenship education. With the worrying rise of the far-right in some parts of the UK, together with the ideologically-driven demonisation of many migrant groups by some politicians and certain sections of the tabloid press, it is essential that we take appropriate steps to educate all our young people on anti-racism while highlighting the cultural value of the diverse ethnic mix that exists throughout Scotland. The EIS continues to work in partnership with organisations such as Show Racism the Red Card to support schools in their anti-racist work, but it is clear that more needs to be done in many Local Authority areas to embed this in all schools."

STRIKE ACTION IN FE AND HE

EIS Lecturers in both Further and Higher Education were set to engage in strike action, shortly after this SEJ went to press.

Members in EIS-ULA were set to strike as part of a continuing joint union programme of industrial action in pursuit of a fair pay rise for 2013-14. EIS-ULA members previously took strike action last year as part of this joint union campaign.

At the same time, EIS-FELA members in Edinburgh College were also set to strike in pursuit of their pay claim. Members in the college voted overwhelmingly in favour of a programme of strike action, following an offer on pay and conditions for staff in the college, which was formed as the result of the merger of several colleges as part of the Scottish Government regionalisation programme.

See the EIS website for news and updates on disputes in both FE and HE.





EIS DONATES £10,000 TO FUND SUPPORTING PHILIPPINES TYPHOON VICTIMS

The EIS has agreed to donate £10,000 to an Education International (EI) appeal to support education communities in the Philippines that have been affected by typhoon Haiyan / Yolanda. The donation to the EI solidarity fund was agreed by the main national body of the EIS, and details of the fund are also being circulated to each of the 32 EIS

Local Associations across Scotland to invite additional contributions. The EIS allocates a percentage of subscription income each year to help fund international development projects that support education across the globe.

EI's six national affiliate education unions in the Philippines have been assessing the needs of teachers and children in the worst affected areas. Entire cities were flattened, tens of thousands of people have been left homeless, children have been made orphans, the livelihoods of countless households have been destroyed, and schools and public services have been damaged.

**Education International's
Solidarity account number:**
ING Bank, Avenue Marnix, 24
B-1000 Brussels – BELGIUM
IBAN: BE05 3101 0061 7075
Account : 310-1006170-75
SWIFT: BBRUBEBB

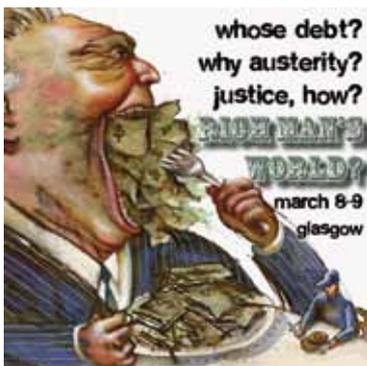
EIS JOINS THE CALL FOR SCOTLAND TO BE A NATION OF DEBT JUSTICE

For many years, the EIS has joined with other unions, NGOs, faith groups and local councils in the Jubilee Scotland coalition, campaigning for an end to unjust global debts. Many of you will have worn a white band or marched through Edinburgh as part of the Make Poverty History Campaign, and fought together for its central aims of trade, aid and debt justice.

These aims remain clear for everyone seeking a fairer world and, although progress was made as a result of the action taken by people across the UK, unjust global debt continues to keep millions around the world in poverty.

Many of the debts owed to the UK can be classed as 'unjust' – loans given to dictators, used for human rights abuses, lost in corruption, or simply loans which, if repaid, will cause human suffering in countries of severe poverty.

Scotland can play a significant part in the global fight for debt justice, both by putting pressure on the UK to cancel unjust debts, and by promoting the concept of debt justice internationally. Jubilee Scotland is calling for Scotland to be a nation of debt justice by asking individuals, groups and organisations to sign our Debt Justice Pledge. The EIS national body has already signed this pledge, and Local associations and individuals can also sign the pledge – do so at www.jubileescotland.org.uk/sign-debt-justice-pledge



The EIS is also supporting Jubilee Scotland's work to empower people across Scotland to understand the global economy and take action for change. Rich Man's World? Campaigning against the status quo of crisis and cuts will be a two day conference in Glasgow on March 8/9. On Saturday 8th we'll be examining all things economics – looking at where debt comes from, whether austerity really is the only option and how we can achieve economic justice. It will be suitable for everyone whether you read the Financial Times every morning or find yourself drifting off at the mere mention of 'quantitative easing'! On Sunday we'll be looking at how to put this learning into action with skills workshops and campaign planning.

The whole weekend is completely free with basic accommodation provided and travel and childcare subsidies available. We hope EIS members will join us for what should be an inspiring and motivating weekend. Book your free place here: bit.ly/bookrichmansworld.

EIS NATIONAL HEADTEACHERS' CONFERENCE

Friday 2 May 2014



The EIS is organising another major conference aimed at Headteacher and Depute Headteacher members on Friday 2 May 2014 in the Edinburgh Grosvenor Hilton Hotel (next to the Haymarket Station).

The conference will concentrate on the introduction of Curriculum for Excellence and the associated new assessment regime and will examine, in detail, some of the problems being faced by schools across Scotland.

The morning of the conference will start with a keynote address by **Ewan Aitken** (former Councillor, Church of Scotland Minister and COSLA Education Spokesperson). This will be followed by a number of workshop sessions dealing with matters associated with the new curriculum including:

- **Assessment**
- **Moderation**
- **Funding Cuts**
- **Workload**

In the afternoon there will be a question time session on the theme of the new curriculum and assessment arrangements and the panel will comprise:

- **Janet Brown** (Chief Executive) SQA
- **Larry Flanagan** (General Secretary) EIS
- **Bill Maxwell** (Chief Executive) Education Scotland
- **Ken Muir** (Chief Executive) GTCS

The conference is free to all EIS Headteacher and Depute Headteacher members and the EIS will reimburse travelling costs. Lunch will also be provided.

If you would like to attend this important conference please register on the EIS website

www.eis.org.uk



CHILD POVERTY CAMPAIGN

Whether you see poverty as being a state where people have scarcely enough to survive or as circumstances where people have significantly less than is needed for maintaining a standard of living regarded by society as normal, the effect that it has on children is unmistakable, unwarranted and indefensible.

In Scotland, 220,000 (or more than 1 in 5) children are living in poverty (after housing costs). Furthermore, at least 50,000 more children will be living in poverty by 2020.

CHILDREN GROWING UP IN POVERTY IN SCOTLAND:

Miss out on the things that many other children take for granted.

- 61% of parents living in poverty said they had cut back on food; 14% of children living in poverty said they lacked a warm winter coat and 19% of children living in poverty said they were missing out on going on school trips.

Are less likely to reach their potential at school or nursery

- By three years old, children from deprived backgrounds are already 9 months behind the average development and 'school readiness'.
- By six years of age, initially low-achieving children from more advantaged homes will tend to outperform initially high-achieving children from less advantaged homes.
- By P7, the gap in reading attainment levels between pupils living in poverty and their peers is 22%, and the attainment gap in maths is 15%.
- By S2 only half as many pupils from deprived backgrounds are reaching expected levels of reading as their classmates and a mere 17% of disadvantaged pupils are reaching the expected level in maths, half of the average.

Are more likely to experience lower health outcomes

- Children living in low-income households are nearly 3 times more likely to suffer mental health problems than their more affluent peers.

Are less likely to reach their potential in adult life

- In 2010/11, 1 in 5 school leavers from deprived areas of Scotland went straight into unemployment upon leaving school - compared to an average of only 1 in 10.
- In deprived areas of Scotland 11% of pupils leave school without any qualifications as against 3% for the rest of Scotland

Source: Save the Children March 2013



WE ARE TOLD THE
ECONOMY IS RECOVERING
YET FOOD BANKS
PROLIFERATE

OUR CAMPAIGN

The aims of the Child Poverty Campaign are driven by resolutions passed at the AGM and Council. Last year's 'Impact of Poverty on Education' conference also provided a focus for activities with participants providing a clear strategic direction. The recommendations can be classified as follows;

AWARENESS RAISING

The campaign will raise awareness of the consequences of inequality in society and highlight poverty and inequality issues, specifically in relation to the impact on learning and teaching in Scottish education establishments and young people's health and well-being.

To achieve this, in addition to traditional EIS channels of communication, a series of video podcasts will be made available to members. The first podcast will be included in this month's e-bulletin. In addition, members will be encouraged to utilise Twitter to access issues relevant to the campaign and to be aware of the complementary work being undertaken by our partners.

ACTION AT A LOCAL LEVEL

Short on-line surveys will allow members to feedback their experiences of how poverty manifests itself in schools. The

questions within the surveys will try to elicit the extent and the effect of poverty on pupils and also try to identify school and local authority responses to counteract the negative effect of poverty on educational attainment and achievement and on a child's health and wellbeing.

Individuals and Local Associations will be encouraged and supported in identifying opportunities to promote the aims of the campaign, including making representation to local councillors.

ACTION AT A NATIONAL LEVEL

A notable recent success has been the Scottish Government's acceptance of our request for universal provision of school meals from Primary 1 to Primary 3. This campaign issue featured prominently in the Institute's Christmas/New Year press campaign, with coverage from a number of news agencies including the BBC, Herald Scotland and The Scotsman. This complemented our ongoing work with partner organisations, Child Poverty Action Group, STUC & others which involved lobbying relevant Ministers, including the First Minister himself. In a recent e-bulletin, members were also encouraged to write to their MSP on this issue.

However, there is a need to build on this significant development and look to influence political thinking in relation



to Scottish Government's Child Poverty Action Plan, the implementation of welfare reforms within Scotland and debate surrounding key Independence themes. Continuing recent EIS discussions with MSPs, a dialogue with the political parties will be maintained. Members will also be encouraged to contact their MSP using an e-mailed standard letter.

GET INVOLVED

It is clear that poverty levels will increase over the next decade and it is important that support can be provided for those experiencing poverty.

There should be no doubt about the impact of poverty on children's lives - it goes beyond financial income and a lack of basic needs related to health, education, play and social interaction. The children suffer.

It is hoped that you will respond to the opportunities that will enable you to give your own perspective and experiences of poverty in educational establishments with a view to influencing Scottish political leaders.

CHALLENGING POVERTY



The United Kingdom is one of the richest and also one of the most unequal countries in the world. We are told the economy is recovering yet food banks proliferate. Indeed, some food banks are now advising donors that it would be helpful to give some food that does not require cooking as many recipients cannot afford to pay for the energy to do so.

Poverty in today's Britain is as much the scourge of an increasing number of low paid working poor as well as the jobless, the infirm and the old.

Messages that the poor are undeserving are as old as poverty itself. However, today these messages are multiplied and amplified and reflected back upon those in poverty by our multimedia society.

Living in poverty has always been a major generator of stress. However, today's poor, living in an increasingly unequal society, are exposed to new forms of stress and stigma.

Poverty can make children hungry, cold and stressed and therefore less able to learn. Teachers understand this fact, yet some who fund education or comment on education seem not to.

For these and other reasons, the EIS recognises that poverty is often a barrier to effective teaching and learning. This is why campaigning to challenge perceptions of poverty, to challenge the causes of poverty and crucially to explain the impact of relative inequality is important.

Bill Ramsay
Convener, Equality Committee



International Women's Day

8 March 2014 'Women Rising'

The EIS is proud to maintain its commitment to commemorating International Women's Day. On the evening of Saturday 8th March, in Adelaide's in Glasgow, we have organised a special event entitled 'Women Rising', headlined by Kim Edgar. The event will celebrate, through music and verse, the way in which women have overcome challenges within Scottish society and the impact that they have made in shaping that society.

Jimmy Ross, Findlay Allison and Gillian Frame will perform for the first half of the evening, providing a historical perspective on the notable successes of women in the face of adversity, whether it be the experiences of striking female workers in the Neilston thread mills or Mary Barbour's influence on the Red Clydeside movement.

Jimmy founded the Tradition Folk Club in Glasgow and over the years has accumulated a wealth of experience in performing and writing music. Recently, he has focussed his attention on creating a series of presentations involving song, words and pictures on a variety of social themes.

Findlay is a Senior Tutor at Glasgow Fiddle Workshop and has been heavily involved in music in a variety of contexts, playing fiddle, guitar, mandolin and ukulele. They will be accompanied by Gillian, a fiddler, who won the inaugural Young Scottish Traditional Musician Award and has since gone on to graduate from The Royal Conservatoire of Scotland with a BA (Scottish Music) Honours degree.

The second half of the evening will feature Kim Edgar and Fiona Liddell and provide a more contemporary view of the challenges that women face.

Kim Edgar, also a former teacher, will perform songs from her two much critically acclaimed solo albums - *The Ornate Lie* (2012) and *Butterflies and Broken Glass* (2008). Kim's songs reflect her classical piano background, and her interest in feminism and social history. She has appeared on *Later With Jools Holland* (BBC 2) and also performed with bandmate Karine Polwart for HRH The Queen at the opening of the Scottish Parliament's fourth session in July 2011. She has attracted five

star reviews for her recorded work and live performances;

"one of Scotland's undiscovered gems" (Daily Record)

"Edgar's original songs are often very moving, literate, allusive and expressively sung - and destined to travel far beyond their Scottish genesis." ***** Scotland On Sunday

Fiona Liddell is a 20 year old acoustic singer songwriter from Glasgow. After starting to write and perform her songs at a young age, she is currently studying a BA Honours in Popular Music course. Fiona balances her solo work, focussing on her new EP, with gigging in and around Edinburgh with her band, Ekobirds.

Contributions in the form of music and prose, from a selection of EIS members will also feature in the event.

'Women Rising' begins at 6.30 pm and will conclude at approximately 10pm. Drinks and canapés will be provided.



Kim Edgar



Findlay Allison



Jimmy Ross



Fiona Liddell

Venue

Adelaides
Bath Street
Glasgow

Times

Doors open 6.30pm and will
conclude at approximately 10pm
Drinks and canapés
will be provided.

All EIS members are welcome and tickets are free

Tickets will be allocated on a first come basis, so please do not delay in applying.
To register interest in attending this prestigious event please contact
Sheila Harris (sharris@eis.org.uk 0131 225 6244)

Teachers Looking to SQA for Improved Support on National Exams



A survey of teachers across Scotland - carried out by the EIS - has highlighted that serious concerns remain over the level of practical support that has been provided to assist teachers in preparing pupils to sit the new National exams.

The EIS asked each of its 32 Local Associations to report on concerns that have been raised in schools, in order to gain a national perspective on the progress of the new National qualifications courses. While teachers are continuing to work hard to ensure that pupils are not disadvantaged by being the first to sit the new qualifications, a number of significant concerns have emerged across the country. These concerns must be addressed to ensure that the introduction of the new qualifications runs smoothly, and also ensure that all pupils have the opportunity to perform to their potential under the new system.

Commenting, EIS General Secretary Larry Flanagan said, "We are witnessing an unprecedented level of concern from our members in schools about SQA, the Scottish Qualifications Authority. Over 80 percent

of our Local Associations have contacted us directly about a range of issues: lack of clarity around procedures, inadequate support being offered, assessment overload, excessive verification demands, and poor exemplification of standards."

He continued, "The concerns cover most of the subject areas with particular emphasis on English, Maths, Computing, Physics, Chemistry and Biology."

"Teacher anger and frustration is palpable. We are seeing motions come through from schools criticising what is perceived as 'the failure of the SQA to deliver a coherent and workable Senior Phase of the CfE programme'."

"The EIS has raised these issues with SQA and we appreciate that it is working hard to address concerns but the simple fact is that we are now halfway through the school session, literally weeks away from the first diet of exams, and there are still too many challenges in the system."

"One of the areas of difficulty is that schools have little explanation of the changed philosophy behind the new CfE National

Unit Assessments and virtually no time to assimilate the subsequent changes in their teaching and learning approaches. When the EIS called for a delay to the introduction of these new qualifications, SQA supported pushing ahead with the current timetable and whilst it will claim to have met its target milestones, there simply hasn't been sufficient time for schools to implement these changes as effectively as they would have wished."

"The new arrangements were supposed to reduce the assessment burden for both students and teachers, allowing more time for learning, but the opposite seems to be the case with some students being on an assessment treadmill. This isn't the CfE that schools were promised."

"A particular issue for schools is that the workload demands on staff to deliver these qualifications are excessive. If this is to be addressed, other areas of development must be set aside to allow the singular focus to be ensuring success for the current S4 cohort of students, who have been in the front line of this development for four years."

Comments received from EIS Local Associations

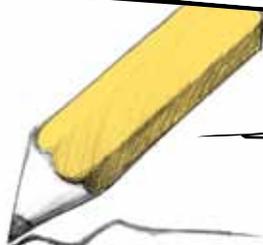
Information that would identify individual schools or Local Authorities has been removed, as the intention of the survey is to highlight national issues.

Specific concerns were raised in the following subjects:

- Art & Design
- Biology
- Chemistry
- Computing Science
- English
- Geography
- History
- Maths
- Modern Languages
- Modern Studies
- Physics
- Science

"There are significant concerns with the lack of material (e.g. exemplars) from the SQA, late changes to courses and assessment advice, and the poor quality of some of the material. The biggest concern is about the time, particularly in relation to assessments, reassessments and local moderation/verification."

"There have been a wide variety of opinions. Many feel that the centrally produced materials are not up to the task, or need significant alterations to make them usable. Everyone is complaining about workload. There is considerable concern over marking levels, and integrity."





“The concerns I am hearing from members are that few of the materials available from the SQA would constitute an off the shelf package ready to deliver courses. Schools have been developing teaching materials from early on last year, well ahead of anything on offer from the SQA. I can’t imagine what it would be like in a school trying to develop these materials now with the new Higher looming on the horizon. Chaotic and stressful are words that spring to mind. A second issue is the large number of SQA “guideline” documents that members are trying to trawl through. Many of these are frequently changed and it is difficult to know if the document members are working from is the current version. There is a real workload issue here.”

“I am a Higher marker... This is an anxious and stressful time for teachers and pupils. My colleagues have ‘had their say’ on the SQA website but is anybody listening?”

“Unit information from SQA was sent by email – had to be printed off by dept and copied – time consuming and expensive...Number of lengthy blanket emails from SQA to be ploughed through and often do not relate to your subject...We have not been informed of changes but are expected to frequently visit the very unfriendly SQA website...Depts have been left to devise all their courses internally – a massive workload. This work has been duplicated across many schools. The assessment is very cumbersome and takes much more time than previous.”

“How is it possible to teach so much content in only one academic year? Surely N4 & N5 have to be taught over 2 years to be done properly, in which case the BGE is being made a mockery of, and we are left with something very similar to S Grade.

“Exemplars are a bit of an issue. Folks are putting their heads down, developing their materials and courses and getting on with it as usual.”

The EIS has shared members’ comments directly with the SQA and Scottish Government, who have pledged to provide teachers with the support that is needed. If you have concerns, please share these with your Rep or LA Secretary to help inform future discussions with the SQA and Scottish Government.

EIS calls Glasgow Rally to Tackle Increasing Teacher Workload



As part of the EIS major Workload Campaign across Scotland, Glasgow EIS held a well-attended rally in late January which was open to all EIS members. The rally was an opportunity to raise issues and ask questions around the major drivers of workload including excessive planning, reporting, self-evaluation, and quality assurance. President Phil Jackson and General Secretary Larry Flanagan addressed the packed meeting of teachers at the Trades Hall in Glassford Street. Contributions were also made by a number of class teachers, who shared their own concerns about growing workload. A second major rally, to be held in Edinburgh shortly after this SEJ went to press, has already been organised with similar events currently being planned by other Local Associations across the country.



Addressing Workload

EIS President **Phil Jackson's** speech to the Glasgow Rally focused on teacher activism as a means to tackle excessive workload



We have been talking about workload for a long time. Finally, we are in a situation where there is a determination to do something about it. Mike Russell made the promise at our AGM in June. His words could not have been clearer.

The working group has concluded its work and it is somewhat ironic that the real work now begins, for to seriously tackle workload is going to require a real effort of will.

Every teacher in Scotland will get a copy of the report of the working group. But that is not enough - every teacher in

Scotland must read the report or at least know the key messages that are in it.

Mike Russell's words won't make the difference, the report of the working group won't, by itself, make the difference.

Government must take responsibility, they didn't listen to the voice of the professionals who argued for a delay in the new exams. The SQA must get their act together and fast. So must Education Scotland. They have had their chance. It is time for them to listen to us, listen and act. It is time for Local Authorities to do what is best for pupils, their parents and their teachers for a change. They haven't been doing it. They've had their own way for too long and look at the mess we're in, the way CfE has been handled is an absolute disgrace. The patience of the professionals who backed the principles of CfE is wearing thin.

It is everyone here today and every teacher in every school, however big or small, that will make the difference.

How? By saying NO. By saying I don't mind working hard, but I do mind wasting time on meaningless tasks and meaningless bureaucracy, I do mind being micromanaged by management in my own authority who think they

know best but keep asking for more bits of paper, for us to attend more courses of their choosing, for us to produce better and better results so they can finish higher up the league table.

COSLA too must sign up to our attack on needless bureaucracy, take responsibility for the impossible job that teaching has become, have due regard for their employees' health and welfare and, oh yes, their work life balance as well. Stop trying to score points, stop trying to be ahead of other Local Authorities and do what is right and what is doable in our present circumstances.

But it is at school level and at the level of every individual teacher that our Workload Campaign will stand or fall. It is not going to be easy. It is not easy to stand up to management making unreasonable demands of us. It is not easy to say NO. But it must be done.

We must build confidence among our members. The effects on our profession of the open all hours approach is corrosive.

We must become that activist teaching profession. As a first step we must see positive signs that, at last, something is being done about excessive bureaucracy. Words are just words, it is actions that count.

Collective Action is Key

EIS General Secretary **Larry Flanagan** told the Glasgow Rally that working together was the best way to cut bureaucracy



The aim of the EIS Workload Campaign is to achieve a real time reduction in the workload burden of members. Our campaign should highlight the increased workload associated with developments within CfE including the introduction of internal assessment as part of the new National Qualifications.

There is absolutely no doubt that one of the key drivers of excessive workload for teachers has been the under resourcing of CfE - money and, more importantly, teacher time – the most important resource.

The CfE Board argued for a delay in introducing the new curriculum but they were a lone voice. One of the strongest voices against delay was the SQA. We all hope that this year's exam diet is a successful one for the young people in our classes, but CFE is built on the goodwill of teachers and our professionalism. But the well has run

dry - the current level of workload pressure associated with CfE cannot be sustained. It has to be controlled, and it has to be cut.

Our President, Phil Jackson, referred to the Tackling Bureaucracy Report – it is a useful document but we need to give effect to its recommendations or it is just another piece of paper. Certain areas demand attention at branch level – Working Time Agreements, need to be reviewed now and School Improvement Plans need to be reviewed now; Departmental Action Plans need to be reviewed now.

To be absolutely clear – as a result of the review, something needs to go to reduce workload – teachers need to stop attempting to do everything.

This is the clear message for all our members – because it is clear that everyone – HTs, DHTs, PTs and classroom teachers are locked in to a beast, which must be tamed. Improving work-life balance must be a key for all.

So what are the candidates for the chop? – It's a long list:

- **excessive forward planning**
- **cumbersome reporting formats**
- **tracking systems that have a life of their own**
- **audits of audits that either tell you what you already know or something you don't need to know**
- **e-profiles – such as On Track With Learning.**

I'm sure you can all add your own favourites to this list.

I would urge all teaching colleagues to collectively, as a branch, identify the issue and apply the cure. We have managed to get the report produced and it is there to be used.

I would like to make the point, however, don't expect anyone else to do this for us. If this piece of paper is to have any impact – we need to make it happen. The campaign slogan has been – Act Now, Act Together. We need urgency and collective action to avoid isolation.

This campaign has, in effect, two aims - primarily to reduce workload and also, as an opportunity to re-energise our branches, to assert our professional voice, to flex our strength as a trade union.

It was mentioned earlier that this is a campaign for all EIS members and all teachers but it is also for our pupils. The conditions in which we work are the conditions in which our children learn.

One of our campaign posters refers to Health and Well-being. It is a well-established fact that teaching is one of the most stressful jobs. Teachers who are exhausted by workload or stressed to the eyeballs by the excessive demands being made of them will not be as effective as they would wish.

As teachers, as professionals, we need to have control of our working lives so that we can control workload, so that we can focus on what is important – the learning experience for our pupils.

To do that colleagues; follow the exhortation – **Act Now, Act Together.** It is time to cut workload.



SNCT Ballot

Pay & Conditions 2014

Vote to **Accept**

Why we Recommend Acceptance of the Improved Offer

Tom Tracey, Salaries Convener



This is a proposed two year pay agreement from April 2013 - March 2015. At its meeting on 9 January the Salaries

Committee agreed that this was the best deal that we could achieve by negotiation.

The Salaries committee agreed, with no one voting against, that we should accept the package and there should be a yes recommendation to members in a ballot on the package.

It is important to remember that both the Scottish Government and COSLA were very clear that, as far as they are concerned, the negotiating process is at an end. We also need to be very clear if the package is rejected exactly what that will mean.

It will not simply mean that we would be rejecting the 1% pay offer for this and next year. We would also be rejecting the improvements that have been

achieved with regard to the concerns that members raised during the last ballot process. We would be rejecting the move from 5 days to 2 days for short term supply with its automatic 10% pay uplift. We would be rejecting a statement which says teachers WILL NOT be asked to undertake administrative and non-teaching duties generally carried out by support staff, and returning to the much more threatening statement for our members which says teachers should not ROUTINELY undertake these tasks.

We would be rejecting the enhanced scrutiny role for LNCTs, and the role of the SNCT as a court of appeal in any dispute, with regard to any proposed changes to teachers working hours and working week in individual establishments.

We would be rejecting the statement in the Code of Practice on Working Hours, Working Week which quite clearly says that any flexible approach should be part of a school's annual working time discussions and not used to deal with short term cover situations.

We would be rejecting the last part of the statement on Teacher

Professionalism which states that both the Scottish Government and COSLA are committed to the principle of maintaining teacher numbers.

Our negotiators have achieved a great deal on behalf of EIS members. They have managed to sweep away all of the worst proposals from the McCormac Report. This has meant that there have only been 2 areas of concern i.e. flexibility in working hours, working week and what duties teachers should not be carrying out and these concerns have been addressed in the revised package.

Please remember, the negotiating process is at an end. A rejection of the package will not lead to any new negotiations. We will be in dispute and will need to prepare for industrial action. If we do this and cannot guarantee the support of our membership, then we move into a very exposed position. Our negotiators have achieved protections for our members. Rejection will mean these protections are gone and we will be in a dispute situation with no guarantee of success coming from it.

**Use Your Vote - Vote by post or online
by the deadline of 4 March 2014**

**Need more information?
visit www.eis.org.uk**

The New Offer - the Details

Following rejection by members of the SNCT post McCormac Negotiated Outcome, the EIS returned to the negotiating table seeking improvements, clarifications and new agreements. A significant number of these have been achieved and you are being urged by EIS Council to vote to accept the revised SNCT package.

What's the same?

The pay offer remains at 1% plus 1%, with the 2013/14 agreement backdated. No-one at Council felt that this was an adequate rise and it is clear that we need to prepare for a future battle around a restorative pay claim. However, it was felt that given public sector pay policy at this time, and with 1% being accepted or imposed on all other public sector unions, the chance of the EIS alone being able to achieve a breakthrough was extremely limited. The offer retains pay protection for those on the Chartered Teachers' pay scale.

What's changed?

The definition of short term supply has been cut further, now reduced from 5 days down to 2. Making progress on this issue has been a key demand of the EIS and whilst full restoration remains our aim, this is significant progress.

"Teachers will not be asked to carry out the work of support staff." Concern had been expressed in the last ballot that the replacement statement for Annex E was less rigorous than the previous wording. The emboldened statement clearly offers a much stronger statement than the

former 'will not routinely carry out' and specifically addresses the fears raised over the threat to support staff jobs.

Additional safeguards agreed regarding potential flexibility – The draft code of practice has been amended to strengthen the role of both the LNCT and the SNCT in overseeing any school based agreements and to make clear that preparation and correction time remains as part of the national conditions of service. Specific reference is made to any agreed flexibility being planned as part of Working Time Agreement discussions and not being available on an ad-hoc basis for short term supply cover.

What's new?

A new statement on teacher professionalism has been created to clarify certain areas and to set out key new agreements:

Agreement on protecting teacher jobs. The new professional statement, for the first time ever, contains a SNCT agreement around the principle of maintaining teacher numbers in line with pupil rolls i.e. a framework for protecting teacher jobs.

Workload agreement. The statement also contains agreement that excessive workload has to be considered within the definition of teacher professionalism and commits the SNCT to tackling this issue.

What else?

McCormac finished! The agreement concludes negotiations on the McCormac Report. This report was a managerialist attack on teachers' conditions of service. Through the SNCT its worst excesses have been thwarted: for example - an end to time and place - **rejected**; primary colleagues being responsible for their

classes even when they are not teaching them - **rejected**; complete flexibility on the school week - **rejected**. This agreement concludes negotiations on McCormac – any attempted resurrection of any of its recommendations would be rebuffed by the teachers' side as an act of bad faith on the part of employers.

Chartered Teachers' pay scale

protected. The unilateral action of the Cabinet Secretary ended the Chartered Teacher programme but through negotiation the current pay scale was protected during the discussions. Acceptance of the package confirms this protection moving forward.

What next?

The Ballot. In the ballot you are being asked to either accept the package or indicate a willingness to support industrial action, up to and including strike action.

If members vote to accept the package it will be agreed through the SNCT. The pay award will be implemented with a back payment due for the April 2013 increase. Improvements to supply rates would begin on April 1st 2014 and other changes would take effect from August 2014.

In the event of a rejection we will be in a dispute situation. This means that industrial action will be required to pursue the dispute. The majority view of Council was that members would be reluctant to support significant levels of industrial action at this time, on this issue. If members vote to reject the package, however, the EIS would seek to pursue that option – you decide.

Revised and Improved SNCT package on Pay and Conditions for Teachers and Associated Professionals 2013-15

You are being urged by EIS Council to vote to accept the revised SNCT package:

- Pay offer agreed at 1% (2013/14) plus 1% (2014/15)
- Definition of short term supply cut from 5 days down to 2
- Improved protection from administrative duties
- Additional national and local safeguards agreed re: potential flexibility
- A new statement on teacher professionalism, including:
 - ✓ Agreement on protecting teacher jobs.
 - ✓ Agreement on teacher workload.
- McCormac finished
- Chartered Teachers' pay scale protected



Pensions Update

Scottish Teachers Superannuation Scheme



Drew Morrice
EIS Assistant Secretary

Despite lengthy discussions through the Scottish Teachers' Pension Scheme Negotiating Group, HM Treasury has refused to accept a proposal which would allow teachers who would choose to retire at 65 rather than the State Pension Age which is now the statutory retirement age for teachers to have a limited actuarial hit on their pensions. HMT has stated this could only be done if the accrual rate (i.e. the amount pension grows annually) was set above 1/60 and the indexation rate (the amount built into a pension pot for inflation) was altered downwards.

These proposals were unacceptable to the EIS. Scottish Government therefore decided that it would consult on the scheme design previously

imposed by the Coalition Government on teachers in England and Wales. (Details can be found at www.sppa.gov.uk Click on "Teachers" and "Consultations"). The consultation will close on 16 February 2014. The EIS response to this is on our website but this is largely a technical document.

There was better news for our members in the Local Government Scheme. Agreement has been reached on a new local government scheme. (Details can be found at www.sppa.gov.uk. Click on "Local Government", "Advisory Group", "SLOGPAG Heads of Agreement").

Despite the failure to achieve agreement on principal matters in the STPSNG, discussions continue on the details of the scheme and on future scheme governance.

During discussions on scheme design the EIS secured a meeting with John Swinney and Mike Russell to address our

concerns that many teachers who are outwith transitional protection faced a shift in their retirement age from 50 to the state pension age (likely to be 66, 67 or 68). We secured a working group to consider early release mechanisms, outwith pension scheme regulations, to address an ageing profession through effective workforce planning.

Finally, Scottish Government has also consulted on contribution increases for 2014-2015 on the same tiered bands as is proposed in England and Wales. Members will recall that these increases, spread over 3 years, are purely and simply a tax grab and have little to do with managing scheme costs. The EIS response to the consultation can be found on our website.



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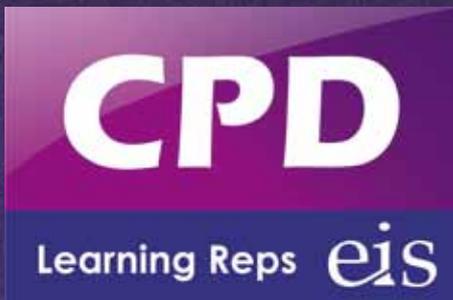
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Leadership for Learning

The Accidental Journey of EIS Teacher Learning Reps from Non-Activist to Teacher Leader

For the past decade I have had the privilege of observing, researching and reporting on the activities and rise to prominence of the EIS Learning Representatives. Over the years, I have produced a number of evaluations, reports, books and articles that have covered every aspect of their work. This has in part raised their profile within and outwith Scotland to the degree that they are now regarded as the role model for teacher Learning Reps in other nations notably Canada and the USA.

The fascinating aspect of the Learning Reps is that they are unpaid lay volunteers who have become involved with the CPD agenda in Scotland, not out of personal advancement and motivation, but because of their passion for meaningful CPD and to genuinely help their colleagues.

A key element of their success has been the constant presence and support of the National CPD and Learning Rep Co-ordinator, who has helped raise the profile of the Learning Reps. Notably, this has been in the form of developing an ongoing strategy centred on devising and delivering highly successful and well attended CPD events that have increased colleagues awareness of CPD most appropriate for them and related issues such as well-being.

My latest publication written in conjunction with Dr Sue Swaffield and Professor John MacBeath from the University of Cambridge reports on the next stage of their learning journey that charts their growth into teacher leaders using the Leadership for Learning (LfL) principles to explain how they have achieved this.

We highlight that many of the first two cohorts of teacher Learning Reps were non-activists who were happy to pay their subscriptions and get on with the job of being excellent classroom teachers. However, the “21st Century Agreement,” the introduction of Chartered Teacher status and the increasing significance placed on CPD changed

that, to the extent that into the EIS came a new breed of activist imbued with a sense of purpose in relation to the development and growth of themselves and their colleagues through CPD.

In the chapter, which is part of an edited collection entitled Teacher Leadership and Professional Development, we report on two of the Learning Reps who we argue have become accidental leaders. We show that both became involved within the EIS and subsequently became accredited Learning Reps through their passion for lifelong learning. This manifested itself in their engagement with CPD through studying for a master’s degree and seeking and achieving Chartered Teacher status. They have both remained classroom teachers but that is only part of their individual stories.

“Teachers are, and have first and foremost trained, to be classroom teachers but they should be allowed to be leaders”

This is significant as when the Learning Reps first came on the scene they were met with ambivalence by fellow members and suspicion by their CPD counterparts in local authorities. The former not understanding their role, which was to give impartial advice and guidance on CPD and the latter, fearful (mistakenly, as it turned out) that the Learning Reps would undermine them and they would lose their jobs.

However, through their enthusiasm, sheer perseverance and commitment, the two Learning Reps and their fellow Learning Reps have stuck to their task with admirable fortitude, to the extent they have become an indispensable element of both the EIS and the Scottish education system. From being non-activists, they have become acknowledged experts in the field of CPD and along with their fellow Learning Reps regularly work with key stakeholders such as the Scottish Government, Her Majesty’s Inspectorate of Education and local authorities. Many have become coaches and mentors of their colleagues in schools as they are uniquely placed in terms of their

skills and knowledge to encourage and support their colleagues. The two Learning Reps we feature hold major positions within the EIS, one as President of their Local Association and the other elected to serve on the General Teaching Council for Scotland. However, they are not content to rest on their laurels and they want to continue to support colleagues improve their classroom practice and have more say within schools. This is aptly summed up by one of our Learning Reps who states:

“If teachers are to be trained to such a high level and to be professional they need to have the opportunity to be leaders in the classroom. Teachers are, and have first and foremost trained, to be classroom teachers but they should be allowed to be leaders... they should have a voice within the school and this should benefit the pupils

first and foremost and colleagues.”

This can be regarded not only as a statement of intent but also throwing down the gauntlet to the Scottish Government

as to how to raise the profile and stature of teachers and ensure the profession as a whole is accorded the respect and status it deserves and has earned.

As the late Madiba stated in his autobiography, Long Walk to Freedom:

Education is the great engine of personal development...it is what we make out of what we have, not what we are given, that separates one person from another.

Never a truer word said or written when it comes to the EIS Learning Reps.



Dr Alex Alexandrou
Independent Learning Rep Evaluator

EIS Scottish Union Learning Project

The EIS was successful in making a bid to the Scottish Union Learning Fund for a Digital Skills project which started on 1 April 2013 and will finish on 31 March 2014. The training provided within the Project was Social Media and Smartboard. The demand for the training sessions was very high with a large number of members being held on a reserve list in case any places became available.

Two very popular sessions were held in Glasgow and Edinburgh on Social Media. This training provided information on various aspects of Social Media and how to use these appropriately. The evaluations from the members who attended were very positive.

Training has also been provided on Smartboards – one session has been held in Glasgow and an additional two sessions will run in February/March in Glasgow and Edinburgh. The evaluations from the first training session

in Glasgow were again very positive with participants stating that they will now be able to use Smartboard in their classroom much more effectively.

The EIS has made several successful bids to Scottish Union Learning in recent years which have funded some of the very popular and informative CPD events. Scottish Union Learning is funded by the Scottish Government and by ESF. The funding is there to address skills gaps in the workforce and to encourage partnership working with employers. Scottish Union Learning do an excellent job in promoting learning and have been very successful in encouraging people to undertake initial and on-going learning.

The Digital Skills project is the first one the EIS has undertaken which is around Digital Participation which ties into the Scottish Government Strategy, 'Scotland's Digital Future'. This Strategy encourages the education system to embrace digital technologies. It is becoming more important that teachers have basic digital skills if they are to demonstrate and teach these within their classes.



Further information

Lyn McClintock

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Professional Update and You Event

Around 160 teachers and lecturers attended a Professional Update Information Event held in West Dunbartonshire on 16 January 2014. The event was held at Clydebank High School and was organised by the local EIS West Dunbartonshire Learning Reps Ann Fisher and Jim Moore.

Ken Muir, Chief Executive of GTCS, gave a detailed presentation on Professional Update and how it will affect everyone who is registered with GTCS. Ken said that this gives an opportunity for teachers to take responsibility for their own CPD. They will have an entitlement to a system of supportive Professional Review and Development (PRD) and this process confirms that teachers are maintaining the high standards required. PRD should not just be a meeting, it is a supportive process and careful preparation is required. He stressed that Professional Update is not linked in any way to competency and that there are separate procedures to deal with this if it should arise, although a very small number of teachers ever face a competency issue.

Ken also encouraged teachers to register for a My GTCS account where they can place all their details on-line. He said that there is a section on the GTCS website dedicated to providing information about Professional Update, including frequently asked questions

www.gtcs.org.uk/professional-update/professional-update.aspx

An important feature of all the Professional Update events the EIS has organised over the last few months has been the presentations by Larry Flanagan, EIS General Secretary, who gives the union's national perspective on this important topic. Larry attended this event too and spoke about the potential opportunities which Professional Update may offer but also stressed the need for the proper resources to be in place otherwise the process cannot work.

Jim Moore, one of the EIS West Dunbartonshire Learning Reps, talked about the support he and his colleague Ann Fisher can offer teachers in terms of their CPD which is crucial to Professional Update. They can give advice and guidance on the most suitable CPD for the individual teacher and also on how teachers can keep their CPD record up-to-date. The contact details for the Learning Reps are: afisher@eis-learnrep.org.uk and jmoore@eis-learnrep.org.uk

Matthew Boyle, CPD Manager for West Dunbartonshire Council, spoke about moving away from counting hours of CPD and moving towards larger planning. He also mentioned the Teachmeets which are being organised.

Stewart Paterson, EIS West Dunbartonshire Local Association Secretary, referred to the challenges in relation to supply teachers in the PRD process.

The evaluations from the event are very positive.

CPD Events in your area

Edinburgh, Health and Wellbeing Event: Friday 28 February 2014 at the Edinburgh Training Centre, 16 St Mary's Street, Edinburgh EH1 1SU. 1.30pm to 4pm. A buffet lunch will be provided from 1pm.

Clackmannanshire and Stirling, Professional Update: Saturday 8 March 2014. The event will feature keynote presentations by Ken Muir, Chief Executive of GTC(S) and Larry Flanagan, EIS General Secretary.

Glasgow, Professional Update – Making It Real: This event aims to ensure staff have the information they need to engage confidently with the Professional Update process. Date: Saturday May 10 2014 at STUC, 8.45am – 1.30pm

Aberdeen, Professional Update Event: A Professional Update Event in the University of Aberdeen on Saturday 17 May 2014 from 9 am to 1 pm. The keynote speakers will be Ken Muir, Chief Executive of GTC(S), and Kay Barnett, Convener of the EIS National Education Committee.

Check out the EIS website for upcoming events in your area.

www.eis.org.uk
(Details will appear in the Events section)

Enhancing Learning Through Film



Jane Fletcher, Director of Education for education Charity FILMCLUB, describes the work of the organisation and explains how teachers can use its free film resources to support education across a wide range of curricular areas.



“It’s brilliant how teachers are using movies to engage kids with the world. Through it children will be exposed to different worlds, new cultures and the limitless possibilities life has to offer. I made up my mind what I wanted to do when I was a young school kid - perhaps FILMCLUB will inspire children to decide what they want to do.” Actor, Ewan McGregor.

To help young people develop the knowledge, skills and attributes needed to succeed in learning, work and life - the key aim of the Curriculum for Excellence - educators must use all the tools at their disposal. One such tool is film. Film is accessible and appealing to all, regardless of ability, yet unlike art, music and drama it has never to date featured prominently in education. Now, however, teachers can make full use of this excellent resource through FILMCLUB, an education charity which provides free access to thousands of films and educational resources and which, since August 2013, has become widely available to state schools throughout Scotland.

The initiative was founded in 2008 by Scottish educationalist Lindsay Mackie and filmmaker Beeban Kidron (whose films include recent documentary *InRealLife*, about the impact of technology on young people) and is already running in 7,000 schools in England, Wales and Northern Ireland. It invites schools to watch, discuss and review classic and popular films from all round the world and over 100 years of cinema with a choice of over 4000 DVD titles, available free to members via the website. Films, arranged by topics designed to appeal to young people, cover everything from The Holocaust, Slavery and The Environment to Sport, Pets and Internet Safety; many are accompanied by related teaching resources to further encourage discussion, debate, critical analysis and review writing.

Cardinal Newman High School in North Lanarkshire was one of the first schools in Scotland to set up a film club - the club now has over 300 members - 25% of all pupils. Teacher Michael Crawford says the scheme has already delivered significant academic and social benefits, and lends itself perfectly to supporting the Curriculum for Excellence:

“The school is located on the outskirts of Glasgow in an area of high social deprivation and for many of our

mute who has quite literally found her voice since joining FILMCLUB.

There is no doubt that the initiative has encouraged pupils to become actively engaged and motivated in their learning. From developing IT skills by navigating the website, writing reviews to be read by other members and engaging with themes highlighted in the films like bullying - to clearing up after a screening and interviewing filmmakers at the Edinburgh Film Festival, our film club has helped pupils to become successful learners, confident individuals, effective contributors and responsible citizens. Without question this scheme directly supports all four capacities encapsulated in the Curriculum for Excellence.”

There is no doubt that the initiative has encouraged pupils to become actively engaged and motivated in their learning

members FILMCLUB represents their only opportunity to watch films on the big screen. We have pupils from all year groups including those who are less academic and have some challenging behaviour; they have embraced the opportunity to attend this club and their behaviour in class has improved as a result. Our greatest success has been with an elective

One of the most valuable features of school film clubs is the role they can play in supporting literacy - particularly here in Scotland, where film is acknowledged to be a text and where every teacher is responsible for literacy. Analysing and reviewing films are popular activities in FILMCLUB and the charity offers a number of free resources to facilitate the process, including downloadable review writing guides for





primary and secondary, a 'From Watching to Writing', resource to motivate reluctant writers, the ability for teachers to monitor pupils' individual progress, and regular 'Reviewer of the Week' prizes. Also on offer are recommended selections of films adapted from books and plays including Shakespeare, and associated teaching guides to generate increased interest in the written texts and support the study of English at primary, secondary and through Nationals and Highers.

"Our film club has contributed greatly to enhancing the literacy and critical analysis skills of our pupils with many contributing regularly to the film review section of the website and reaping the benefits in the classroom - our reviews have been so successful that we have recently added a second club to support those pupils who wish to engage with writing reviews on the website. In addition our English department has taken the opportunity to request a variety of films and resources from FILMCLUB for their curriculum to enhance their pupils' experience of reading books such as 'To Kill a Mocking Bird'," says Michael Crawford.

Across a range of subjects including history, geography, modern languages, science and citizenship teachers can find interesting ideas for engaging and inspiring young people through film. All resources feature hand-picked films linked to a particular theme accompanied

by synopses, discussion questions, teachers' notes and recommended activities; some relate to calendar events such as Climate Week, Shakespeare Week or Black History Month.

Film clubs aren't only about film watching, critical thinking and reviewing - resources are also available to help teachers and their pupils explore filmmaking, including filmmaking guides for primary and secondary, and guides relating to pre-production, camera, lighting, sound and editing. As well as offering an outlet for

Our film club has contributed greatly to enhancing the literacy and critical analysis skills of our pupils

creativity these activities foster teamwork, communication skills, understanding of narrative and development of technical skills, all of which support the Curriculum For Excellence.

Another key element is the 'Behind The Scenes' programme, which enables members to interact with filmmakers, gain an understanding of how films are made and learn about careers in the industry first hand through monthly live webcasts, red-carpet interviews and Q&A sessions which other Filmclubbers have taken part in. For the most committed and enthusiastic members there is the opportunity to join a scheme within FILMCLUB where they are able to get under the skin of the film industry and pose questions from the perspective of young people to some of its biggest stars. They receive training in interviewing skills, writing effective reviews and programming for their club themselves - ensuring that young people's voice and opinion is at the heart of the organisation. Teachers say these opportunities, which their students wouldn't normally have access to, are invaluable.

"There's a fantastic website with lots of interviews with filmmakers and

actors, and behind the scenes videos to help make the world of film more accessible." Alison Üstün, film club leader at Harlaw Academy, Aberdeen.

"Experiences such as interviewing film cast and crew on various red carpets, participating in webcasts shared within the FILMCLUB community and attending training events, have undoubtedly increased these youngsters' confidence and broadened their perspectives on their place as individuals within a wider society." Elaine Cox, PT Support for Learning, English Teacher and film club leader at St Ninians High School in Giffnock.

The organisation hopes to welcome many more Scottish schools and is

in the process of developing a bespoke education plan for Scotland with input from experts in Scottish culture and education. It's clear from schools already involved that this innovative free scheme dovetails perfectly with the Curriculum for Excellence while providing a rare chance for teachers and their students to share, discover and enjoy film as never before.



On February 5th 2014 FILMCLUB became part of a new charity Into Film, whose mission is to put film at the heart of young people's learning and cultural experiences. Its film clubs provide access to thousands of FREE films and resources for learning through film and about film, incorporating film watching, making and understanding.

To set up a free film club

visit www.filmclub.org,
email support@filmclub.org
or call 0207 288 4520.

Turning the Tables

FE and National Bargaining

The four members of the EIS-FELA Executive who sit on the National Bargaining Development Group provide an overview of the planned return to national bargaining for colleges. Following a long wait, and a long period of discussions, the return of a national framework for negotiating college pay and conditions now looks to be drawing ever closer.

and Unite), college management and the Scottish Government have been meeting to devise something new. The remit the group set itself was not to propose this or that pay level, or particular conditions, but a mechanism whereby such matters could be negotiated. The NBDG has now completed its work and put forward a mechanism for approval by the various stakeholders.

people on it - 7 from the EIS and 5 in total from the support unions. Secondly, the mechanism recognises academic staff and support staff sides may wish to conduct separate negotiations on occupational specific matters if they choose to. For example, while maximum class contact is an important item for lecturers, on the support side the plethora of different roles and the variety of job titles that operate make prolonged discussions on harmonisation inevitable. If either academic or support staff unions want to negotiate and settle such issues separately the mechanism enables them to do so.

The employers' side and the support unions side have already stated that they agree to the NBDG output paper. FELA has firm policy that any return to national bargaining must be discussed by a national conference and put to ballot to decide if it is acceptable to the membership. This is the process we will undertake in March at the EIS Annual Conference.

However, this can only be the first step. National bargaining is a means to an end. It is not the end in itself. As successive conference motions have made clear, our agenda is: 'national bargaining without detriment'. We want to end the inequities in Scottish FE, and no academic staff should suffer a deterioration in pay or conditions as a result.

The employers' side will also have an agenda. This will be largely driven by the declining value of funding from the Scottish Government. So we should have no illusions that the coming negotiations will be straightforward. But if the EIS-FELA conference and ballot back the bargaining structure proposed, then for the first time in many years it will be easier to act in a united fashion, and bring the collective weight of the membership to bear.

- EIS-FELA Negotiating Group on National Bargaining (Penny Gower, John Kelly, Jim O'Donovan, Donny Gluckstein)



for the first time in many years it will be easier to act in a united fashion

Two decades ago national bargaining came to an end in Scottish Further Education. This was at a time when FE was being taken out of Local Authority control and handed to unaccountable and unelected Boards and Principals (with the honourable exception of the elected lecturer and support staff reps). This system was called incorporation.

At the time management held a gun to the EIS's head, saying that unless we agreed to poorer conditions, fewer holidays and more contact hours, we would lose national bargaining entirely. The members decided that, on balance, protection of conditions, holidays and our class contact maximum was the most important thing. But we never gave up our belief that lecturers from Shetland to the Borders, Dumfries to Dundee do fundamentally the same job, and deserve the same decent pay and conditions.

How times have changed! Incorporation is now a discredited relic of the past, and so is the failed model of industrial relations that went with it. So over the past year the National Bargaining Development Group, comprised of representatives from the EIS, support staff unions (Unison, GMB

The EIS approach was based on the following principles:

1) that our union represents the democratic view of lecturers who provide an effective, professional education service, and who deserve fair pay and conditions in return

2) that any negotiating mechanism must therefore allow the EIS to formulate and pursue this goal

3) that based on the old union motto 'unity is strength' we wish to work closely with our fellow support staff unionists to obtain the best deal from management for everyone who works in FE

4) that we do not seek to dictate how to do this to the support staff unions, nor do we expect them to dictate to us.

The EIS-FELA Executive met on Friday, 17 January to discuss the NBDG proposal and is recommending it. We did so because we believe the proposed mechanism largely meets the above aims.

Firstly, reflecting the overall sizes of the various unions in Scottish FE, the union side in negotiations will have 12





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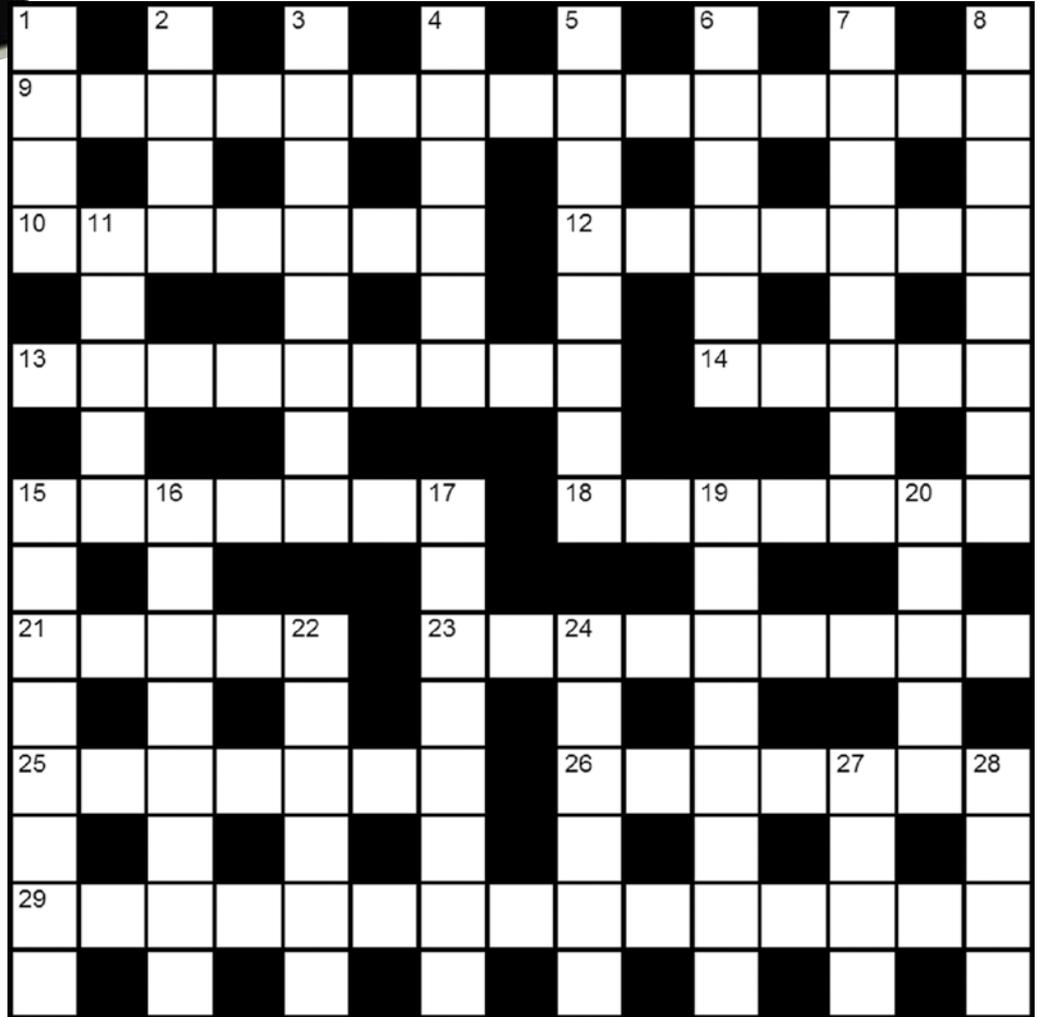
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The first all correct entry picked at random will win. Details of the winner, together with the solution to this month's puzzle will be published in the next edition of the SEJ. Employees of the EIS and their families are not eligible to take part in this competition.



across

- 9 Differential exponential cube is entirely acceptable (15)
- 10 Certificate of qualification given to short tactful person (7)
- 12 Dog, arrow, tip could be all three (7)
- 13 Many surprisingly cut lesson (9)
- 14 Not under direct guidance, elbow starts to remind one (5)
- 15 Bureau right sergeant, say! (7)
- 18 Seems in place to deliver divine retribution (7)
- 21 Kit out French team with electronic epigram (5)
- 23 Wet, mint with the hole, is game however (5-4)
- 25 At 30,000 feet we can disappear into it! (4,3)
- 26 Agonising row needing internal toenail surgery (7)
- 29 Dangerous game with eastern european at the wheel (7,8)

down

- 1 Incur developed milk product (4)
- 2 Soak endlessly, extruding dampness initially (4)
- 3 Socratic puzzle? (8)
- 4 Narcotic found in scallop I ate greedily (6)
- 5 Stops on an organ pipe plays sad piano (8)
- 6 Flag officer perhaps! (6)
- 7 Outflows at sea? (3-5)
- 8 Elf arses around bravely (8)
- 11 Archchamberlain officially gives shelter to billiard shot! (2-3)
- 15 On top of true composition for preliminary piece of music (8)
- 16 Illness with match on street is softest and clearest (sorry) (8)
- 17 To do with Flight arm, Irish included electrical maintenance (8)
- 19 Glove found on tropical plant (8)
- 20 Licit relationship by marriage (2-3)
- 22 Clan leader dressed in tartan was cool under pressure (6)
- 24 Fashion professional from the Rialto (6)
- 27 Construction together placed internally (4)
- 28 He's bound to be on the telly at Christmas (4)

Crossword 78 answers:

Across: 1 Sewer, 4 Alcoholic, 9 Arbutus, 10 Whereby, 11 Adieu, 13 Tibia, 15 IOU, 16 Lug, 17 Force, 19 Niece, 21 Wight, 23 Cadge, 24 Sir, 25 Bra, 26 Roost, 28 Youth, 29 Veiling, 31 Ravioli, 33 Lorgnette, 34 Effie

Down: 1 Scapa Flow, 2 Webbing, 3 Rat, 4 Asset, 5 Caw, 6 Hyena, 7 Lee tide, 8 Coypu, 12 Unfit, 14 Bleed, 18 Recto, 19 Needy, 20 Earth wire, 22 Glacier, 24 Shut-off, 25 Bevel, 26 Reign, 27 Throe, 30 Got, 32 Vie





Authority Imposition

Dear Editor,

It was with great interest that I read your article on the "decision on new higher opt out welcomed" in the SEJ Dec 2013 vol 97, issue no 06, page 5.

Our authority has imposed the new higher into schools, this is in spite of a chemistry network of teachers recommending postponing this change for a year.

I would welcome your thoughts and comments on the matter.

Regards,
Name and Address Supplied

Authority - wide imposition is contrary to the Scottish Government guidance and should be challenged via the local machinery. Some EIS Local Associations have already successfully challenged and overturned similar decisions at local level.

You should speak to your school Rep or LA Secretary in the first instance.

- Editor

Getting Active

Nick@thebhoynick@EISUnion (tweet)

I'm a primary teacher in Glasgow. My school does not have a union rep. Could you point me in the direction of how to become rep?

EIS representatives play a vital role in serving union members. All reps are volunteers and carry out duties on behalf of EIS, such as recruiting and supporting members, informing colleagues of latest news, and keeping records up to date. The role is so much more than this however, as it forms a vital part of our activist community, and an important connection between EIS and educational staff.

To get started, contact your Local Association Secretary (www.eis.org.uk/Contacts/LocalAssociation.htm) - in the case of Glasgow, please contact Hugh Donnelly on **0141 572 0550** or email glasgowla@eis.org.uk

- Editor



Honour for Retiring Rep

Anne Dyrлага receiving Honorary Life membership of the Institute from Aberdeenshire Secretary Pat Flanagan on the occasion of her retiral. Anne was an outstanding EIS rep at Markethill School, Turriff for some 20 years and all 23 members turned out for the presentation to show their appreciation.



Partnership Visit With UTU

EIS President Phil Jackson (2nd from right), pictured with Ulster Teachers Union (UTU) colleagues, including President Stephen McCord (centre) and NUT President Beth Davies (left) during a recent visit to Belfast.

Reluctantly Looking to Leave

Dear Editor,

I'm considering giving up working in teaching after 20 years of teaching middle and senior management. The reason for this decision is that I refuse to accept that a government in Scotland and the one in the UK are continuing to expect us to accept that it's okay to take continued deterioration in pay, pensions and conditions of service.

I worked in the private sector twenty years ago, still have considerable contacts and will be pursuing other career options as I am no longer willing to accept this situation. I know friends in the area, working in the commercial sector, who would not put up with this for a month, never mind 4-5 years!

It is sad that I'm even having to consider this option (one I never thought I'd have to consider) as I really have loved my career in education, but I feel that I'm being left with no other option. I had been willing to dedicate the rest of my career to teaching others but I feel that I've no other option but to look to other career paths, given the on-going situation. I have to ensure that the next 10-12 years of my career are quality earning years to make up for the lost earnings/pension that I am currently facing. This is the harsh financial reality of current government decision-making.

I'm one of the unfortunates who've been caught up in the NPA 60 debacle. Ultimately the government(s) are going to have to realise that market forces is a two-way street (especially in the parts of Scotland where we are in a teacher recruitment crisis, especially in STEM subjects), and I know I'm not alone in feeling I have to make this choice. In twenty years as a teacher, middle and senior manager, I've never seen a group of professionals so demoralised.

Regards,

Name and address supplied



On teacher's resilience

We hear a lot of talk about a child's resilience these days. This is a quality we want to nurture and develop in our children – it is an important part of their ability to cope with life, that capacity to come back from difficulties and challenges stronger than before.

After a long term – even at the start of a new one – you may be wondering about your resilience levels! A definition of resilience – applied particularly to metals and plastics – is “the length of time it takes for a material to return to its original form after being stressed.”

How long does it take you to get back to yourself after a tough term – or week – or even day? And do you still recognise yourself when you finally have to time to unwind?

A teacher found herself at the end of her tether last term, and shouting very loudly at a particular child at the end of class. This child had managed to get under her skin on an almost daily basis. Shouting was out of character for her; she was very upset and came to talk to us at Place2Be.

After the initial emotional self-questioning and guilt, she started to think a little more about what it was in the child that wound her up so. This was an 8 year old girl who could never do anything without checking out that it was right. It always had to be perfect. If it fell below, or more properly if she felt that her teacher's response was not perfect (i.e. fully committed to her as the centre of her attention), then she sulked. Later on, she would cause a bit of trouble. When that didn't get the desired response, she would start provoking other children. From perfect to obnoxious in one short hour.

This evoked something strongly in her teacher. What was it? That the child was always making an implicit criticism of her because she couldn't respond to her needs? In conversation, it became clear that this was deeper than that. This teacher had always tried to be the best she could be – perfect, by any other name. “Good-enough” would never have been good enough for her. Way back, this had been part of her own strategy for getting her parents attention. It had never worked. They were always too busy. She had too many siblings. In one short hour, she could go seamlessly from perfect to obnoxious.

All this came as a revelation to this teacher – that in fact the girl she was shouting at was someone very like her. She was shouting at herself. After talking this through, she sat quietly, looking very sad.

“What are you thinking?” she was asked.

“That I need to make friends with this little girl,” she said.

“How will you manage that given all the demands of the other children?”

“No. I mean with myself,” she said. “The 8 year old me. There isn't anyone else who can do it.”

It was this insight which returned her to herself – the time taken after a stressful situation – and in the long run improved her relationship with the child in her class.

Jonathan Wood - National Manager (Scotland) Place2Be

Place2Be is the leading UK provider of school-based mental health support, unlocking children's potential in the classroom - and beyond.

www.place2be.org.uk

- Got an issue you would like to see discussed? contact us via sej@eis.org.uk

Sudoku

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

The Great EIS End of Year Quiz 2013 ANSWERS

Section 1 2013 - Were you paying attention?

1. Skyfall
2. North Korea
3. Branslav Ivanović (accept Ivanovic)
4. Bonnie Tyler
5. Kezia Dugdale
6. Kenneth (Ken) Muir
7. Phil Mickelson
8. Tokyo, Istanbul and Madrid.
9. Grand Theft Auto V
10. Michael Moore

Section 2 Numeracy and Literacy

1. 98 centimetres
2. (c) Although polar bears look after their cubs, they're not animals that like living in groups out there in the Arctic.
3. 20
4. (d) omitted
5. 16:15
6. (b) enhance pupils' interest and skills and may lead to new initiatives with other departments.
7. 8650
8. (c) subsequently
9. £48
10. (a) The flood had destroyed all the carpets.

Section 3 Television

1. Central Perk
2. William Hartnell
3. The Office
4. Polly
5. Strictly Come Dancing
6. (c) Popstars: The Rivals
7. Captain Pugwash
8. The Penguin.
9. Who Wants to Be a Millionaire?
10. (b) Panorama

Section 4 The Lyrics Round

- Life is a Minestrone / 10 CC.
The Gambler / Kenny Rogers
Don't Stop / Fleetwood Mac
Never Gonna Give You Up / Rick Astley
Lady Madonna / The Beatles
Freebird / Lynyrd Skynyrd
Voulez Vous / Abba
Superstition / Stevie Wonder
Stayin' Alive / Bee Gees
Hung Up / Madonna

Section 5 And finally...

1. (d) being out of mobile phone contact.
2. Live and Let Die
3. Chocolate, vanilla, and strawberry
4. The Exxon Valdez
5. Australia
6. Benedictine
7. Alabama
8. Limited liability partnership
9. BBC. (British Broadcasting Corporation)
10. Nicolas Sarkozy



CHILDREN SAY THE FUNNIEST THINGS...

Your tweets

iMan4d @iman4d15 hrs
(Glasgow Teacher)

Q. "Is a sausage a fruit?" A. No.
Q2. "Is it a vegetable then?"

Hot Flush

It was a warm afternoon in class and I was fanning myself with the reading book while listening to a group read. One nice wee lassie noticed and said, "Miss you look a bit hot," I smiled and said I was. "Your face looks a bit red." She helpfully told me. I just grimaced a bit. She leaned over and whispered "Did you have wine at lunchtime? My mummy gets flushed when she drinks wine too!"

Over Active Maths

P1 teacher was off at an appointment and I got roped into her class while I had a student in mine who was towards the end of his stint.

The kids were bouncing about during active maths but one wee lad was standing with his hands in his pockets 'fiddling'. I asked him to take his hands out his pockets and come and play with the maths games. He shook his head. I gently tried to persuade him but no he said "I just want to play with my wee man!" I went into shock. Jaw hit the floor. Where was my training for this? While the milliseconds ticked away his little voice inquired if I would like to see his wee man. Quick as a flash....out his pocket....he produced a plastic toy soldier!!

I often wonder why, in my early 40s, I came into teaching. Laughs with colleagues help!

Carol Mason

Who's a clever boy

Teacher to P4 class after the Christmas break:

So, did you all have a good Christmas? What did Santa bring? etc

Ahmed (P4): Yes and No. I got a budgie but it got sucked up the Dyson.

Teacher: What? That's awful... (then quietly,) is it okay?

Ahmed: Aye. But it makes a funny whining sound and spits feathers on the floor now.

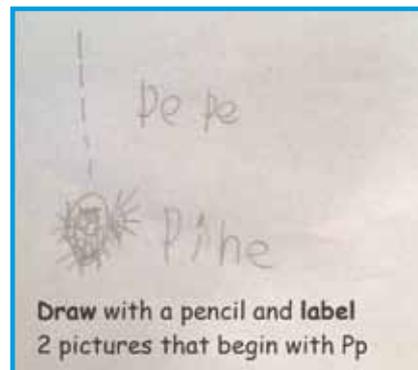
Christmas wishes

Chloe (P4): Did you have a good Christmas, Miss? What did he bring you?

Teacher: Oh, quite a few very nice things...

Chloe: What was wrong with the other things?

Carolyn Ritchie



Draw with a pencil and label 2 pictures that begin with Pp

Yikes! Sylvie's attempt at homework

Draw and label two things beginning with the letter "P"
...Pine and...pee pee???

Sigh. Could've been far worse, I guess!

Claire Keddie-Esposito

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AVIVA


A young person with autism isn't the same as a young person with autism.



Can you tell the differences between these two young people with autism? Possibly not, but at New Struan School we can. New Struan is run by Scottish Autism, Scotland's leading autism charity. It's designed for autism and purpose-built to provide the sort of specialist learning environment that mainstream education can't always deliver.

Here we use our 35 years of experience and specialist training to get to the core of an individual's autism. Our teachers have the expertise to reduce a pupil's anxieties and to break down barriers to learning.

Every young person at New Struan School has a Personalised Learning Plan. Places range from 52-week placements to day-only places and we work with young people from across Scotland.

To find out more visit www.newstruanschool.org/individual or you can contact Head Teacher Jasmine Miller for an initial chat on 01259 222000.

If you know a pupil with autism who might benefit from this unique learning environment, please get in touch. Places are limited, but for some young people going to New Struan School could be the only alternative to going nowhere at all.

Scottish
autism

newstruan school
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