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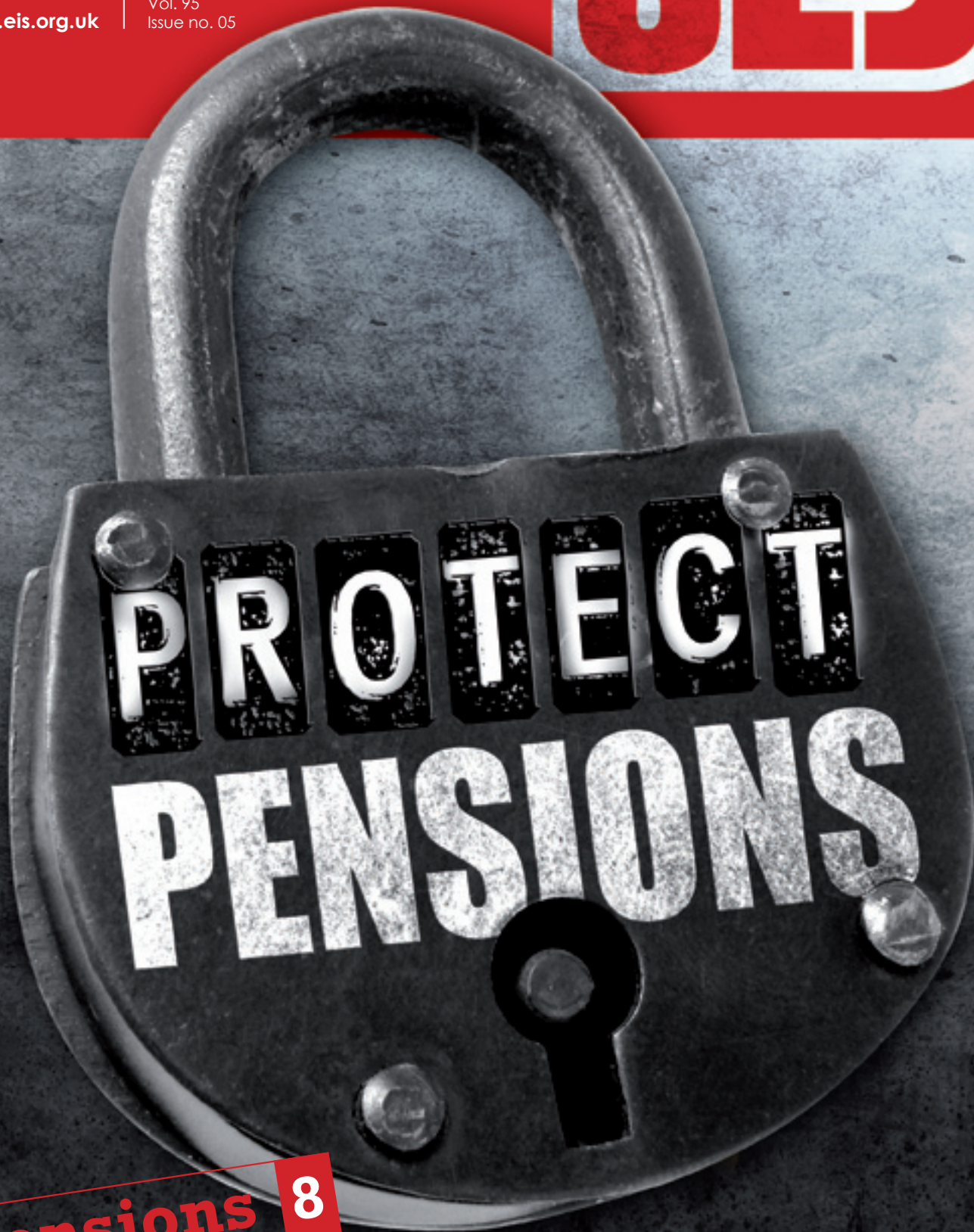
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**SEJ**



**Pensions  
Action**

**8**

**14. McCormac**

**16. GTCS Elections**

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# Facing the challenges ahead

**Sadly, this first edition of the SEJ for the new academic year is not filled with good news.**

**As we all know, these are very difficult times for Scottish education and we do not have our troubles to seek.**

In this edition, we focus on two of the most significant challenges that the Scottish teaching profession has faced for many years – the Government's plans on pensions and the response to the McCormac Review of teacher employment.

The threat to pensions is hugely significant, and would have a negative financial impact for every teacher and lecturer in the country – past, present and future. Those in retirement will see their pension pay-outs cut, those currently working face working longer, paying larger contributions and receiving less in the end. And it is young teachers and lecturers, those just starting out on their careers or who are still in teacher education, who would be hit the hardest. The pensions issue is not just a threat to those who are post-career or approaching the end of their career – it is a threat to every single teaching professional in Scotland.

That is why the EIS has opened a formal statutory ballot on strike action in protest at the Government's planned changes to your pension. We are asking you to vote "Yes" for strike action in defence of your pension and your standard of living. It is simply unacceptable, at a time when public sector pay is frozen and the cost of living is soaring, for the Government to attempt to impose pension changes that will make every single Scottish teaching professional even worse off.

Ballot papers have already been sent out to every EIS member who is eligible to vote in the strike ballot. If you are eligible for membership of the Scottish Teachers' Superannuation Scheme (STSS) or the Local Government Pension Scheme Scotland (LGPSS) your pension is at risk and you are eligible to vote in the EIS ballot. If you have not received your ballot paper, please contact us urgently to ensure that you can vote in this vital ballot. A strong turnout and an overwhelming Yes vote for strike action is essential to send a clear message to Government.

But it is not just on pensions that we are threatened. The McCormac Review of Teacher Employment has now published its report. While it has, thankfully, not accepted the worst of the anti-teacher and anti-education slash and burn proposals advocated by COSLA, the Review Report does open up a whole host of new potential threats to Scottish education and for Scottish teachers.

At this point, the McCormac Report is essentially only a list of recommendations to the Scottish Government. What is important is the negotiations and potential future agreement that will arise from discussions of the Report. The EIS has made clear, and the Scottish Government has agreed, that all discussions relating to teachers' terms and conditions must be through the Scottish Negotiating Committee for Teachers (SNCT).

There are many issues of concern to be addressed, including McCormac's recommendations on changes to teachers' working arrangements, duties and responsibilities. The EIS has arranged a Special General Meeting (SGM) for November to allow members to have their say on the McCormac Report and the EIS response to its recommendations.

As ever, the EIS will work to protect the interests of its members in the face of all threats to the teaching profession. While others may be happy to sit on their hands or to snipe from the sidelines, the EIS is taking strong and positive action to protect the interests of its members and the interests of Scottish education.

The EIS is your union, led by members and run for the benefit of members. It is by all of Scotland's teachers and lecturers working together, through a strong and united EIS, that we can best protect Scottish education and the pensions and employment rights of all teaching professionals. Please ensure that you play your part, starting by casting your vote for strike action in the pensions ballot.

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## EIS opens formal strike ballot to **fight pension changes**

**The EIS has formally opened a ballot of members on strike action over proposed changes to teachers' pensions.**

All teachers, lecturers and associated professionals who are EIS members and eligible for membership of the Scottish Teachers' Superannuation Scheme (STSS) or the Local Government Pension Scheme Scotland (LGPSS) are eligible to vote in the ballot.

Current plans are for strike action to commence in November, as the EIS continues to work with fellow public sector unions to protect members' pensions.

See the cover feature on pp 8-13 of this SEJ for more information on the ballot and strike plans.

As this is a statutory ballot, this is being carried out by **mail only** with no option to vote online. If you have not received your ballot paper, please contact **ballot@eis.org.uk** urgently with details of your name, address, membership number and establishment.



**McCormac Review Published – Special General Meeting will address EIS concerns**

The McCormac Review of Teacher Employment has published its report, which will now pass to the Scottish Negotiating Committee for Teachers (SNCT) for discussion and negotiation on any changes to teachers' terms and conditions of employment.

The EIS will hold a Special General Meeting (SGM) on Saturday 12 November to discuss the issues arising from McCormac and to formulate EIS policy regarding its recommendations.

Commenting on the publication of the Report, EIS General Secretary Ronnie Smith said, "It will be important for all the key

stakeholders – the Scottish Government, local authority employers and the teachers' unions to absorb, debate and reflect upon the report and its recommendations. The key test of this report is the extent to which teachers will feel that it offers a better working environment. For its part, the EIS will seek to promote an extensive and deep engagement by its members in a considered debate, culminating in a Special General Meeting."

Mr Smith added, "We expect the process to move towards a proper tripartite negotiation within the framework of the national bargaining forum, the Scottish Negotiating Committee for Teachers, and in an appropriate forum in respect of matters outwith the scope of the SNCT."

He warned, "The initial overall impression is that the report weakens key contractual protections introduced in the 2001 Agreement and strengthens managerialist, as opposed to collegiate, approaches. Under the guise of 'flexibility' even greater burdens and controls are proposed for teachers who will have to rely on the benevolence of the Headteacher to spare them from excessive workload. The proposal to remove Annex E of teachers' contractual arrangements is made without recommendation as to how routine administrative duties will be delivered in the future."

See feature on p14 of this edition of the SEJ for more on the EIS view on McCormac.





## Teacher Unity - EIS and fellow Teacher Unions sign partnership agreement

The EIS has joined with fellow Trade unions representing 375,000 teachers across the UK in launching an historic partnership. The unions representing teachers in Scotland, England and Wales, and Northern Ireland have agreed to work in partnership to the benefit of teachers in the respective countries. Despite the differing education systems many of the challenges teachers face are the same and this partnership will enable the EIS and its fellow unions to address these more effectively and allow members to benefit from support from the appropriate union should they move between the countries of the UK.

The teacher unions signed up to the agreement are the EIS, the Irish National Teachers' Organisation (INTO), the National Union of Teachers (NUT) and the Ulster Teachers' Union (UTU). The four unions agreed to work as partners in close co-operation, campaigning together where appropriate, and promoting shared trade union values.

Comments from each of the partner unions are published below.

### Ronnie Smith, General Secretary, EIS

"The EIS is pleased to re-affirm its long-standing special relationship with our partner unions, the INTO, NUT and UTU – and to formalise it in this Partnership Agreement. The Agreement strengthens each Partner by facilitating both the sharing of information and ideas and also joint campaigning on issues that cut across the different education systems within the UK. At the same time each union retains its independence and ability to focus its work on the education system specific to its respective jurisdiction."

### Sheila Nunan, General Secretary, INTO

"This agreement will strengthen existing links and co-operation between the four unions and will be of great benefit to teachers. By working more closely together all of the unions will be better placed to meet the significant challenges facing teachers today. I warmly welcome this timely development which is another step to unite teachers in making progress on issues of common concern."

### Christine Blower, General Secretary, NUT

"I am pleased that our close ties with sister unions in the UK has been made stronger by this agreement and I am looking forward to working together on the many common challenges we face as unions committed to publicly funded and publicly accountable education provision."

### Avril Hall-Callaghan, General Secretary, UTU

"Many young people from Northern Ireland travel to colleges elsewhere to obtain their third level qualifications. This historic partnership agreement ensures that no matter what career path they choose to follow within teaching they are covered automatically by one of "The Big Four" unions."

"These four unions have always worked very closely together, so the partnership agreement launched today cements the transfer arrangements for teachers who move from one region to another. I am delighted that this represents a further step towards teacher unity."

## Thousands march to put people first

A large delegation of EIS members joined fellow trade unionists together with members of faith, equality, anti-poverty and campaign organisations on the STUC People First March and Rally on 1st October in Glasgow.

Marching under the banner of our own 'Why Must our Children Pay?' campaign, EIS members joined the demonstration which went from Glasgow Green to Kelvingrove Park where thousands assembled to hear speeches and music before attending a range of fringe events held in places of worship, student unions, public buildings and hotels in the vicinity of the park. The event also featured a specific initiative to raise funds for the Disasters Emergency Committee appeal created to help those hit by famine in Africa.

Sponsoring and supporting organisations for the event were very diverse, but have in common the aim of working together to:

- challenge poverty levels and campaign for redistribution of wealth across Scotland and the UK
- campaign to protect those hardest hit by service and benefit cuts
- help to build and reconnect Scotland's communities.

Many thanks to all the EIS members, their families and friends who turned out in support of the campaign.



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# EIS Council News

## **Pensions ballot and McCormac dominate at Council**

The first EIS Council meeting of the new session was dominated by the two biggest issues of the moment – the threat to public sector pensions and the implications of the McCormac Review of teacher employment.

It is now likely that the first day of strike action will take place on Wednesday 30 November, Council members were told, as part of joint trade union action which is set to take place across the UK on that date.

Vice President Susan Quinn told Council, “The 30th of November date is probably not the most perfect from our point of view, given that it is St Andrew’s day and that some local authorities will be taking this day as a holiday. However, this is the day that has been chosen for the TUC joint campaign and it is important that all strike action is co-ordinated as much as possible. Ballot papers and publicity materials have already

been sent out, and we will be campaigning for as large a turnout as possible from all eligible members.”

In response to a question from John Dennis (Dumfries & Galloway) assurance was given that members in those areas due to be on holiday were still eligible to vote on strike action, and that no further ballot would be required for possible additional days of strike action as part of an on-going campaign on pensions.

In response to a related Motion from Penny Gower (EIS-FELA President), David Drever (Convener of Strategy Sub-Committee) outlined the advanced plans that were already in place to support member turnout in the pensions ballot, and the wide range of publicity materials that were being prepared, including online publicity materials and a pension calculator, letters and emails to members, information leaflets and posters for noticeboards, together with the major focus in this edition of the SEJ.

See the cover feature on pp 8 – 13 of this SEJ for more on the EIS strike ballot on pensions.

## **McCormac Review and EIS Special General Meeting**

Vice President Susan Quinn outlined plans for the EIS Special General Meeting (SGM) to Council. The SGM, which will be held on Saturday 12 November in Edinburgh, will consider motions in response to the McCormac Review of teacher employment.

The McCormac Review has now been received by the Scottish Negotiating Committee for Teachers (SNCT) and will be considered by the SNCT over the coming months.

Council members were told that the date of Saturday 12 November was the earliest practical date for the SGM to be held, taking into account the October holiday period and the requirement to arrange special meetings of both the Salaries and Executive Committees as well as the full EIS Council prior to the SGM.

See feature on pp 14-15 of this SEJ for more on the McCormac Review and the SGM.

## **Education Matters**

Education Convener Larry Flanagan updated members on the latest developments on CfE and the work of the Management Board. See feature on p19 of this SEJ for more information.

Mr Flanagan also spoke of the upcoming elections to the General Teaching Council for Scotland, and their increasing importance to teachers. “Given the important role that the GTCS will play in the future, partly due to agendas that are being foisted upon them by others, it is ever more important that EIS member candidates are returned to help shape the future work of an independent GTCS”, said Mr Flanagan.



### **EIS member GTCS Candidates**

See pp 16-17 and flyer insert for more on the EIS and the GTCS elections.





Susan Quinn  
EIS Vice President



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**As teachers and lecturers joined other public sector workers on anti-cuts demos in Glasgow and Aberdeen, EIS Vice President Susan Quinn addressed the Aberdeen rally.**

In her speech, Ms Quinn warned that teachers must stand together to face the many threats which are ahead:

“It is clear that the UK and Scottish Governments are determined to hold to the myth that public sector pay and pensions are unaffordable and contribute to the rapid increase in the deficit. So we have seen

pay freezes imposed from Westminster and perpetuated by Holyrood as the way forward, whilst in the same breath they propose to take more from us for our pensions, over a longer period of time for less benefit at the end.

If you believe it unfair that we should pay more, whilst working longer for poorer pensions when we retire then you will be looking to join the industrial action planned by the TUC on the **30th November** this year. It is time to show we won't roll over and take these attacks without a fight.

As trade unions and the public we need to continue to encourage government to talk to us by showing them the error of their ways and by standing together to fight the mistakes being made. I look forward to seeing you all on the 30th November.”

Susan Quinn, EIS Vice President

**St Andrew's Day March and Rally**

Equalities Convener Bill Ramsay advised members of Council that this year's St Andrew's Day Anti-Racist March and Rally will be held on **Saturday 26th November in Glasgow**. Assembly will take place at 10.30am at St Andrew's in the Square.

**Equal rights for all parents**

Fair provision for parents who are receiving a child under a surrogacy arrangement, in line with existing Adoption Leave and Pay provisions, was the subject of a successful motion from Hugh Donnelly (Glasgow). Salaries Convener Dougie Mackie advised that the SNCT was already aware of this issue, and that all parties had expressed a willingness to address the current imbalance in relation to surrogacy.



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# WHY THE EIS IS ASKING YOU TO VOTE "YES" FOR STRIKE ACTION ON PENSIONS

**The EIS has opened a formal strike ballot of members on strike action over proposed changes to members' pensions. A decision taken by the EIS Executive committee gave the green light to the ballot of EIS members which will remain open throughout the month of October. Ballot papers were sent out to eligible members in late September, and the EIS is recommending to its members that they should vote in favour of strike action, with an initial strike set to take place in November.**

At the EIS Annual General Meeting in June, Scottish teaching professionals sent a clear message that their patience with attacks on their standard of living is exhausted. Teachers have drawn a line in the sand and sent a clear message to government – we are prepared to take firm action to fight damaging changes to our pensions. At a time of imposed pay freezes on public sector pay, coupled with soaring prices for food, fuel, clothing and transport, teaching professionals are not prepared to accept further erosion in their living standards.

For hard-pressed teachers, the prospect of paying more of their salary into a pension scheme with the promise of working longer and getting far less at the end just might be the straw that breaks the camel's back. The EIS sincerely hopes that the government is listening and changes course on pensions, but we must stand ready if they fail to do so. The EIS strike ballot is a warning that the government cannot afford to ignore – teachers and lecturers will strike on this issue if forced to do so.

The decision formally to ballot members on strike action has not been taken lightly. Scottish education and Scottish teaching professionals have taken a series of painful hits in recent years as the result of a financial crisis that was not of their making. Education budgets have been trimmed to the bone, and teachers have reluctantly accepted a pay freeze and changes to their terms and conditions which have saved the government £45 million this year alone. The message that is being sent by the EIS ballot is that teachers and lecturers have already taken more than their fair share of pain for the mistakes of the government and the banks, and we are not prepared to accept any more.

I would urge all members to back the call to action and to use their vote for strike action in the EIS ballot. The government's plans to force us to work longer, pay more, and receive less in their pension is a triple whammy which would come on top of all the cuts that we have already endured. At a time where the cost of living is soaring, the prospects of pension changes that would make every single Scottish teaching professional – past, present and future – significantly financially worse-off are simply unpalatable. Now is the time for us to make a stand in defence of our standard of living, back the EIS call to strike action, and prepare to fight the damaging pension changes that the government is attempting to force upon us all.

- **Ronnie Smith**, General Secretary



**Scottish teaching professionals sent a clear message that their patience with attacks on their standard of living is exhausted**





**Pay  
More**

The average member would contribute **50%** more to his/her pension

**Work  
Longer**

The Government plans to raise normal retirement age to **68**

**Get  
Less**

The Government's plans would cut members' pension income by up to **40%**

## FACTS & FIGURES

The Government concedes there is an average differential of 0.75 percentage points between RPI and CPI. Over 25 years, a teacher with a starting pension of £10,000 will be £35,850 worse off if CPI is 2% and RPI 2.75%. For a teacher on a pension of £15,000 the loss of income will be £53,780.

The Government has proposed increases in pension contributions for teaching professionals. The average increase will be from 6.4% to 9.6% - in other words, a 50% increase in the pension contributions you pay from your salary. The table below illustrates how this might apply

| Salary Range (£)  | Contribution Rate 2011-12 | Contribution Rate 2012-13 | Contribution Rate 2013-14 | Contribution Rate 2014-15 | %age increase over 3 years |
|-------------------|---------------------------|---------------------------|---------------------------|---------------------------|----------------------------|
| 18,000 - 29,999   | 6.4%                      | 7.0%                      | 7.6%                      | 7.9%                      | 23%                        |
| 30,000 - 39,999   | 6.4%                      | 7.6%                      | 8.8%                      | 9.6%                      | 50%                        |
| 40,000 - 74,999   | 6.4%                      | 7.9%                      | 9.3%                      | 10.0%                     | 56%                        |
| 75,000 - and over | 6.4%                      | 8.3%                      | 10.3%                     | 11.2%                     | 75%                        |

# PROTECT PENSION

**When Danny Alexander, Chief Secretary to the Treasury, announced on 19 July, that the overarching discussions between the Coalition Government and the TUC had made progress on pension contribution increases and the Hutton Report on the reform of public sector pensions, many will have wondered what had changed.**

A month before, the Chief Secretary had accused the National Union of Teachers and Association of Teachers and Lecturers of a “head in the sand” approach for opposing the Government’s determination to make teachers work longer and pay more for poorer pension provision.

In fact little real progress has been made. There is, perhaps, an exception that Local Government Pension Scheme discussions are to be considered separately. Local Government Schemes, which in Scotland encompass instrumental music teachers and some quality improvement officers and educational psychologists, are funded schemes and are generally in surplus, thereby disproving the government’s myth that public sector pensions create a “black hole” in the economy.

The TUC and Government will continue to hold discussions in the months ahead. At the same time there will be scheme specific discussions “to ensure a fuller understanding of the implications of reforms, before final conclusions are reached”.

In England and Wales there is currently a consultation for each scheme on the first stage of contribution increases, to deliver

on average an additional 3.2% over three years. Also, the Teachers’ Superannuation Working Party (TSWP) has commenced discussions on future scheme design. The EIS will participate in these discussions.

While both the overarching discussions and scheme specific discussions are important forums for unions to persuade the Government that its approach is ill considered, it should be absolutely clear to all teachers that these are purely discussions. The Government determines pensions policy and is not required to reach agreement on either contribution rates or scheme design.

In Scotland, pension regulations are determined by the Scottish Parliament. It is clear that Scottish Government, employers like COSLA and Scottish Unions have stated their strong opposition to the proposed increases in contribution rates. However, the position of the Scottish Government on the Hutton Report was summarised by John Swinney, Cabinet Secretary for Finance, Employment and Sustainable Growth, in his statement to Parliament on 22 June when he said: “Lord Hutton’s final report ..... made a number of further, more detailed recommendations about pension scheme design, costs and governance. We recognise

**The Government determines pensions policy and is not required to reach agreement on either contribution rates or scheme design.**

that a case had been made for further reform and that issue is not unique in Scotland. We shall not shirk consideration of that case, assessing it against our tests of affordability, sustainability and fairness. We will do so in full consultation ..... but we must do that while taking into account the real and immediate financial pressures faced by members of the public at this time”.

The Scottish Government has commenced discussion with trade unions. However, as Mr Swinney recognised in his speech to the Scottish Parliament, his scope to influence the teachers’ scheme is limited in two regards.

Firstly, any proposed change to the Scottish Teachers’ Superannuation Scheme (STSS)

requires Treasury approval. Secondly, the Treasury has made it clear to the Scottish Government that contribution increases will apply to schemes in Scotland and the increased contributions from the teachers and health service pension schemes in Scotland will generate an additional £230 million a year. If the changes are not applied, The Scottish Government will have to find that money elsewhere.

This suggests that the Scottish Government will either have to go along with the contribution increases and scheme redesign or find the money by cutting service delivery, which is likely to include cuts in conditions of service or workforce numbers. That is simply unacceptable to the EIS.

In the meantime, discussions continue at UK level through the Teachers’ Superannuation Working Party on contribution rates and scheme design. The Coalition Government wishes to protect the low paid and does not propose to increase contributions for those public sector workers who earn under £18,000. This may lead to a contribution rate of 7.9% in 2015 for those earning under £30,000, 9.4% for those between £30,000 and £40,000 and 10% for those earning between £40,000

and £75,000. All teachers in England and Wales, as in Scotland, currently pay 6.4% in contributions.

The EIS believes that the proposed contribution rate increases are not about the funding of the Scheme. The increases are simply a tax on teachers and other public sector workers to address the budget deficit. The proposal, however, serves another purpose, to increase the contributions platform for the reforms of schemes which the Coalition Government proposes to introduce from April 2015.

Ahead of the scheme specific discussion, the Treasury asked the Government Actuary’s Department to set out a scheme design which would incorporate the key



recommendations of the Hutton Report and deliver change with a defined cost ceiling. The GAD Scheme, the “reference scheme” is intended to be the basis for each scheme specific discussion.

The reference scheme sets out a number of scheme requirements, including:

- a **Career Average Revalued Earnings (CARE) pension scheme**
- **an accrual rate, to be determined centrally, to ensure that “the pension individuals receive at normal pension age would be broadly as generous for low and middle income earners as it is now”**
- a **normal pension age linked to the State Pension Age**
- **pension in payment and in deferment will be indexed by CPI**
- **average member contributions should be assumed to be 3.2% above their current level**

**The detail of pension scheme design can be daunting and the Coalition Government’s intentions are not altogether clear, particularly in relation to low and middle income workers. However, scheme members who may be described as low and middle income will realise that the Government will require them to work to the State Pension Age, which is likely to rise to 68.**

It has been estimated that the Government can deliver their promise by setting an accrual rate at around 1/75. The accrual rate is the amount by which pension grows annually. Currently, the pension of teachers across the UK accrues on 1/80 basis (but with 3/80 guaranteed lump sum) for those who have a Normal Pension Age of 60 or on 1/60 basis for those who have a Normal Pension Age of 65.

Higher earners have the prospect of increased contributions, about 50% more than they currently contribute, a longer working life and, if the accrual rate is 1/75, a significantly reduced pension in retirement.

The Coalition Government has sought to argue that the changes in life expectancy require costs to be managed. That argument requires to be challenged strongly. Lord Hutton’s interim report made it clear that the cost to the economy of current arrangements will fall from 1.9% of Gross Domestic Product (GDP) to 1.4% by 2059-60. This is due to the impact of reforms agreed between Government,

employers and unions in 2006-2007. As part of those reforms a “cap and share” mechanism was agreed. This allowed for sharing the cost of future scheme improvements between employers and employees and, if scheme valuations indicated specific cost pressures arising from longevity, employee contributions could rise. However, scheme valuations for the Scottish Teachers’ Pension Scheme and Teachers’ Pension Scheme which should have taken place have been held back. Instead, the Government has introduced a change to the discount rate to be used in valuations. The discount rate is a means of calculating the Treasury’s liabilities for today’s workforce when they become tomorrow’s pensioners. The change in the discount rate may require an increase in contribution rates of around 3%. However, the decision of the Government to suspend scheme valuations means that the Government has set its face against letting the public know that the 2006/07 reforms did deliver savings and has provided an effective mechanism against cost pressures arising from increased longevity. The decision of the Coalition Government to delay scheme valuations makes it clear to teachers that the intent is largely political and is part of a strategy to attack those who work in the public sector and their pensions. To seek to impose increases in contributions when inflation is running at 5% and wages are frozen is a political attack which requires a clear, unequivocal trade union response.

**Drew Morrice**, EIS Assistant Secretary



**The EIS believes that strike action is necessary now.**

**Only strike action, will serve notice on politicians that they should pay heed to what we are saying and recognise that they should work with, and not against, public sector unions.**

# PENSIONS INDUSTRIAL ACTION BALLOT KEY QUESTIONS



## What is this Ballot about?

The EIS is balloting members on industrial action in response to the Government's plans to make major changes to teachers' and lecturers' pensions.

## Is this an indicative or statutory ballot?

This is a statutory ballot, which is a formal ballot on industrial action.

## What am I being asked to vote for?

You are being asked to indicate your willingness to take industrial action in defence of your pension.

## Is the EIS making a recommendation on this ballot?

Yes, the EIS is recommending that you vote "Yes" for industrial action.

## What form will industrial action take?

Industrial action can take many forms, but the intention of the EIS is to take strike action.

## When would the strike take place?

A definite date has yet to be set, but it is likely that an initial day of strike action would take place in November.

I've never taken strike action before, what is involved? Strike action involves removing your labour by refusing to work on the day in question.

Can my employer sack me for taking strike action? If your employer dismisses you for taking part in a legal strike, this would be unfair dismissal and the EIS would support you.

## Who is eligible to vote in this ballot?

All EIS members who are eligible to be members of the Scottish Teachers' Superannuation Scheme (STSS) or the Local Government Pension Scheme Scotland (LGPSS) can vote in this ballot.

I'm not eligible to be in either of those schemes. Would I be expected to take industrial action? No. Only those eligible to be members of the STSS or the LGPSS are being balloted, and only those members are being asked to support industrial action.

I'm a long way from retirement, does this really concern me? Yes. The planned changes will have a negative financial impact on every scheme member. The younger you are the greater the financial impact will be.

When will I receive my Ballot Papers? Ballot papers were sent by post to all eligible members in late September.

What do I do if I haven't received my ballot papers? Contact us as soon as possible at [ballot@eis.org.uk](mailto:ballot@eis.org.uk) stating your name, EIS membership number, address and name of your establishment.

Can I vote online? No. As this is a formal statutory ballot, the law does not currently allow for online voting. All votes must be cast by post on the appropriate ballot paper.

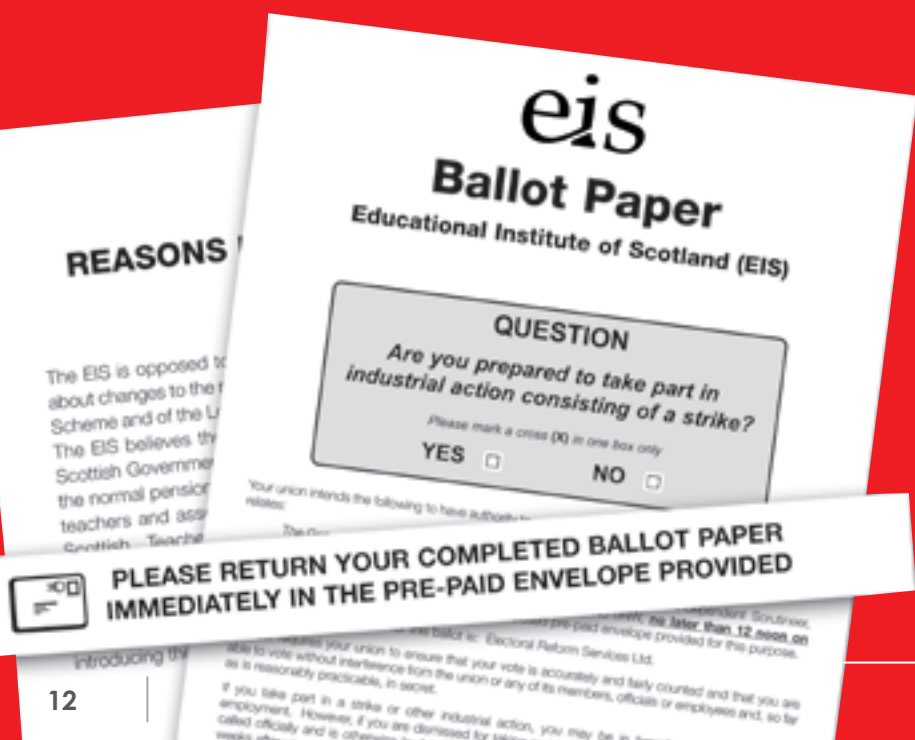
When does the ballot close? The ballot closes on Thursday 3 November. All ballot papers must be received on or before this date.

When will the result of the ballot be announced? The result will be announced as soon as possible after all ballot papers are counted and verified.

## How do I find out more information?

Visit the EIS website for the most up-to-date information, or speak to your EIS Representative, Branch Secretary or Local Association.

[www.eis.org.uk](http://www.eis.org.uk)





# JUMPING THROUGH HOOPS

**As the EIS opens its Pensions Ballot, Assistant Secretary Ken Wimbor explains the legal complexities surrounding industrial action and highlights the many statutory obligations that any trade union planning to strike must meet.**

The EIS is one of 25 national Trade Unions which is affiliated to the United Campaign to Repeal the Anti-Trade Union Laws which campaigns against the draconian Trade Union Legislation which was introduced between 1979 and 1995. The United Campaign seeks to replace the anti-trade union legislation with a framework of positive rights for trade unions and for trade union members.

When it comes to organising industrial action the law is so complex and convoluted that it can be almost impossible to comply absolutely with every detail and many trade unions have fallen foul of the legislation. Employers (and others) have successfully secured interdicts (injunctions) against unions and, in many cases, it is small errors or inaccuracies which have persuaded the courts that the industrial action which had been contemplated should not proceed.

The limited right to take industrial action in this country arises from statutory immunity from action (i.e. legal liability) which would otherwise allow employers or anyone else affected (directly or indirectly) by the industrial action to sue the union concerned. Any failure of the trade union to comply with the rigorous requirements of the legislation can result in this immunity being lost. It is, therefore open to the employer (or other person or party affected

by the industrial action) to seek either to secure an interdict (injunction) in the courts to prevent the industrial action from happening. Alternatively, the employer (or other party) could wait for the industrial action to take place and then to sue the union for damages, up to a maximum of £250,000.

In order to maintain statutory immunity the trade union concerned must:

- Ensure that a valid trade union dispute exists. This would normally involve disputes related to pay, conditions, duties of employment, suspension, termination and negotiating machinery.
- Give all employers involved at least 7 days notice of the intention to conduct a ballot. This must include information such as the workplace, category of employees and total number of employees in each category and workplace. The employers are also entitled to receive a copy of the ballot paper to be used.
- The ballot itself should be open for a minimum of seven days (if first class post is being used) or fourteen days (if second class post is being used).
- The following words must appear on the ballot paper:

“If you take part in a strike or other industrial action, you may be in breach of your contract of employment. However, if you are dismissed for taking part in strike or other industrial action which is called officially and is otherwise lawful, the dismissal will be unfair if it takes place fewer than *twelve* weeks after you started taking part in the action, and depending on the circumstances may be unfair if it takes place later.”

- If more than 50 members are to be balloted the union must appoint a “qualified person” to act as a scrutineer for the ballot.

- As soon as possible after holding an industrial action ballot the union must inform all those entitled to vote and the employers of the number of votes cast and the number voting YES and NO.
- The trade union must give a minimum of seven days notice of the start of any period of continuous industrial action or the first day of discontinuous action. The union must also again include information regarding workplace, category of employee and total numbers in both.
- The industrial action must start within four weeks of the date of the ballot (i.e. the last day on which votes could be cast in the ballot).
- There are also very strict rules in place with regard to picketing which must be lawful, undertaken in furtherance of a trade dispute and carried out by persons attending at or near their own place of work.

The above represents only a brief outline of the statutory provisions in place in this country to regulate trade unions and the use of industrial action. These provisions are regarded as some of the most burdensome and convoluted provisions to exist in any of the democratic countries of the world.

The right of trade unions to organise and the right to bargain collectively was first passed by International Labour Organisation (Convention 98) way back in 1949. Trade unions enjoy relatively few legal rights in this country. Significant state interference in the operation and day to day running of our trade unions remains a stark reality.

As we move towards industrial action on pensions hoops will have to be jumped through to stay on the right side of the law.

# What now for teacher professionalism?



**The publication of the McCormac Review has raised many questions about the future professional status of Scotland's teachers. The review report makes a series of recommendations which will impact on many aspects of teachers' working lives, from the hours that they work, to the tasks they are expected to perform and the salary that they are paid for doing so. The EIS will hold a Special General Meeting in November to discuss a formal response to the McCormac Review. All proposed changes to teachers' terms and conditions – the most significant since the 21st Century Teaching Agreement that followed the McCrone Review – must be agreed through the formal negotiating forum the Scottish Negotiating Committee for Teachers (SNCT).**

## **EIS President, Alan Munro spoke to the TUC Congress on the day that the McCormac Review Report was published.**

In his speech, he warned of the difficult times ahead in the Scottish Negotiating Committee for Teachers (SNCT) where the post-McCormac negotiations will take place:

“Professor Gerry McCormac has delivered his Review Report, A Review of Teacher Employment, to the Cabinet Secretary for Education and Lifelong Learning. Every teacher in Scotland will pour over his report and question whether the Report offers the prospect of enhancing teacher professionalism or whether the stability secured in industrial relations in Scotland's schools in 2001, when teaching unions secured agreement with Scottish Ministers and employers on a pay and conditions package, is at an end.

A *Teaching Profession for the 21st century* was a landmark agreement; while the pay element has often attracted attention, the so called “pay bonanza” was largely a catching up exercise to bring Scottish teachers' salaries into line with graduate earnings across the economy. The reason the 2001 Agreement was such a significant agreement was that it was built upon an open negotiating machinery built upon trust.

That trust has largely evaporated. In commissioning this review, the Cabinet Secretary made no reference to the Scottish Negotiating Committee for Teachers

(SNCT), to teachers' unions or to employers. The terms of reference include “public expenditure issues and affordability”. The Cabinet Secretary took the decision that change was needed and in doing so he failed to discuss his decision with SNCT partners.

As we move forward from the Review there is unlikely to be a basis for teachers to trust COSLA, the organisation of employing local authorities in Scotland, to embrace genuine dialogue through the SNCT given that COSLA's submission to McCormac was cost driven, regressive and managerialist.

While McCormac has resisted the demand to cut costs by, for example, raising class contact time of teachers, there is a real concern that his desire of a flexible approach to working hours will threaten the stability provided in the current agreement.

McCormac raises significant concerns for the EIS in his Report by:

- disregarding teacher workload
- the proposed removal of Annex E which details what can be expected of teachers in routine administration
- replacing the duties list of teachers by reference to professional standards, developed by the regulating body for teachers (the GTCS)
- seeking to define hours “flexibly”
- using other non-teaching professionals to deliver part of the school curriculum
- the removal of Chartered Teacher status thereby forcing teachers to seek promotion for career advancement

The Report is clear that it is solely for the SNCT to consider alterations to the current Handbook setting our teachers' conditions of service. That is welcome. The retention of collective bargaining arrangements is, we believe, a prerequisite to proper workforce engagement. Despite the list of concerns we have it is important that Scottish Ministers and local authority employers recognise that change cannot be imposed but must be considered properly through the bargaining machinery.

We are entering a period of difficult negotiations compounded by difficult economic factors. This is a challenge for all public sector unions. While McCormac has recognised that the SNCT is the appropriate body to take forward changes, there is a serious concern that the Minister for Education and Lifelong Learning who showed a cavalier disregard for the bargaining machinery in setting up this Review and Scottish employers who have an out-dated managerialist approach to changes, will refuse to negotiate meaningfully. The industrial landscape for teachers in Scotland will be very bleak, as they are for all public sector unions. The immediate challenge will be to protect our bargaining machinery and our members from change imposed from above.”

# McCormac – what will the EIS do in response?

The outcome of the McCormac Review will be subject to full and detailed discussion within the EIS and a Special General Meeting (SGM), planned for Saturday 12 November, will determine the Institute's formal response.

The EIS welcomes the commitment in McCormac that decisions which relate to conditions of service shall be the property of the Scottish Negotiating Committee for Teachers (SNCT). The bargaining machinery established in the 2001 Agreement is crucial to the continuation of harmonious working relationships in Scotland.

**The EIS calls on the Scottish Government to ensure that there is full and genuine negotiation on any matters which lie outwith the scope of the SNCT.**

## Areas of concern that the EIS will actively seek further discussions on include:

- The proposal that classes can be taught by other professionals  
The EIS has no objection to other professionals working with teachers (e.g. health professionals, sports coaches) but not replacing teachers. This is a step towards dilution of the professional standards of teachers.

- The removal of the Chartered Teacher Programme is a retrograde step  
With the GTCS Revised Standard and the SNCT Code of Practice, there was an opportunity for CTs to provide a more coherent role. Any view that all teachers can deliver the Standard is simply a backdoor to raising expectation and demand at zero cost to employers. The Standard for CTs cannot be conflated with the Standard for Full Registration. There is also a clear breach of trust for those on the route as well as for those who have striven to be CTs.
- The planned removal of teachers' duties from the SNCT Handbook to be replaced by GTCS Code of Professional Standards  
This confuses contractual requirements with the demands of the regulatory body; it entrusts any subsequent changes to the GTCS and not to the SNCT; and it means that the GTCS will be the arbiter of employment matters. Further, the removal of the list of duties will simply mean these are implied in the contract, rather than explicitly stated.
- The proposed introduction of a flexible approach to teachers' hours is ill considered  
The report is not clear how this can be delivered and it is our view that the means of delivering this effectively, even if there was an appetite to do so, would depend on the type of clock watching approach that Professor McCormac is keen to avoid.
- The absence of clear recommendations on workload is regrettable  
The question of the demand on teachers and the management of time was crucial in the SNCT deciding not to implement the element in the 2001 Agreement regarding moving from three time zones to two. This desire to describe teachers' hours as class contact and time remaining disregards the requirement to control teachers' workload and the need to ensure that teachers have sufficient time to carry out demands linked to the pupils they teach.



# Bearing the Standard / **GTCS Elections**

**David Drever, Convener of the General Teaching Council for Scotland and a former EIS President, explains the important role played by teacher members of the GTCS. Elections to the new GTCS Council are to be held soon, and it is important that all members use their vote for EIS-endorsed candidates.**

These are difficult days for Scottish education with new teachers facing job uncertainty and the effect of this year's round of cuts still to make itself felt in our schools and colleges. Further changes are imminent in the light of the Donaldson recommendations earlier this year, and of course there is the recently published McCormac Review. In this context the work of the General Teaching Council for Scotland will be very important for the continuing health of our education system and the professional wellbeing of our teachers.

The GTCS is the regulatory body for the teaching profession in Scotland, and as such is responsible for maintaining and enhancing professional standards in schools and colleges; contributing to the development of a world class education

system in Scotland; and acting as an advocate for the teaching profession. These are tasks it has carried out since its inception in 1965, making it by far the eldest such body in the UK, and one of the first teaching councils in the world. The EIS has supported the GTCS since its inception and has encouraged its members to participate in the work of the Council, recognising it as a bulwark for the profession within wider Scottish society.

A new Thirteenth Council, due to take office in April next year, will see changes to structure and governance. Under Scottish Government decree it will become fully independent: a profession led, self-regulating body. It will be smaller than the 50 strong current Council, having 37 members, 19 of whom will be elected registered teachers; and 18 of whom will be appointed and nominated members representing educational stakeholders in Scotland and the public interest. The teacher majority, a current feature of the GTCS, has been enshrined in the new structures, and the election process will take place in November and December. Changes to governance in the Thirteenth Council will mean a separation of adjudication and policy formation functions to ensure compliance with European Human Rights legislation. This will see a Council member on all hearing panels, supported by other panellists, both registered teachers and lay members, who will be drawn from a pool of about 50 Adjudicating Panel members, appointed after an open recruitment campaign.

As the gatekeeper of professional standards and an advocate for the profession within wider Scottish civil society, the GTCS has a unique role in representing all registered teachers and the diverse stakeholder interests in Scottish Education. It is a


tribute to the inclusivity of the GTCS's work that hitherto there has been a general consensus on the direction of travel in Scottish education.

However, there are times when potential threats to professional standards have required a response from the GTCS. For example Council expressed concern earlier this year over the planned increase in teaching allocation in the Teaching Induction Scheme for the coming year, seeing in this a possible threat to the achievement of the required professional standard for probationer teachers. Elsewhere the GTCS expressed its concern over the planned reduction of the Primary teaching week by the use of non teachers in Renfrewshire. In this instance, following protests by parents and the threat of industrial action by teachers, the plans were withdrawn.

There will no doubt be further challenges ahead. The McCormac Review is being sharply debated and will be the subject of tripartite consideration between Government, employers and unions inside the SNCT. Where the Review's proposals relate to core GTCS functions, then we will be vigilant in engaging with all parties to ensure that the highest standards of teacher professionalism prevail.







Vote for your EIS  
member candidate  
in the forthcoming  
GTCS Elections

eis

GTCS Elections 2011/12

# FRED FORRESTER 1935 - 2011

## Former Deputy General Secretary of the EIS

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## Obituary

**Fred Forrester, who died on August 13 at the age of 76, will be well remembered by many EIS members as the Institute's Deputy General Secretary from the years 1992 to 2000. Fred worked for the EIS for 33 years, having originally being appointed as an Assistant Secretary in 1967.**



Born in Glasgow, Fred attended Bankhead Primary School and then Victoria Drive Secondary School. On leaving school at the age of 15, he joined the health department of Glasgow Corporation as a clerk. He resumed his education at night school, where he gained the Highers which allowed him to win a place at Glasgow University to study English Language and Literature.

Following his graduation with an Honours Degree, he entered teacher education and successfully completed post-graduate teacher training at Jordanhill and, concurrently, the Diploma in Education at Glasgow University.

Fred went on to work in two Glasgow schools as an English teacher, before being appointed as a lecturer in English and General Studies at Coatbridge Technical College.

Having joined the EIS as a member in 1962, Fred quickly became active and rose rapidly to prominence within the Institute before his appointment as a full-time Official at EIS headquarters in 1967.

After cutting his official teeth on Organisational matters where he was renowned for his grasp of and attention to detail, Fred moved on to handling Education policy and served the EIS for many years in this role continuing after his elevation to Depute General Secretary in 1992.

The 1970s and 1980s were a time of great change and huge challenge for Scottish education, and Fred's knowledge and skills of education and professional matters were put to good use during this time.

Following his appointment as Deputy General Secretary in 1992, Fred was frequently in demand as a commentator on educational issues in both the press and broadcast media. He met these challenges with great relish and enthusiasm and, following his retirement from EIS work in 2000, he continued to offer both written and spoken comment on a wide range of education and employment issues. General Secretary Ronnie Smith said, "Fred was a highly committed, hard-working and productive colleague. He was fearless in taking on the most difficult issues and always a free spirit, ready to 'think outside the box'."

In addition to his educational and trade union work, Fred had a keen and active interest in politics. In a group of Glasgow

University students that included the likes of John Smith and Donald Dewar, Fred became secretary of the university's Labour Club.

He stood for election to Parliament three times – once in Perth and East Perth, and twice in Glasgow Cathcart. It was in 1966, having narrowly failed to unseat the popular Tory Teddy Taylor on two occasions, that he gave up his political ambitions.

A keen cyclist throughout his life, Fred rode extensively in Scotland and throughout Europe and acquired an encyclopaedic knowledge of Scottish geography, roads and cycle routes. This was put to good use in his legendary notes of travel directions written for EIS members and staff travelling to venues all over Scotland.

He is survived by his second wife Carole, his daughter Angela and son Paul from his first marriage.

- Brian Cooper

# Curriculum for Excellence



**workload**

**resourcing**

**pace of implementation**

**Larry Flanagan**  
EIS Education Convener *Speaks on CfE*

**“Curriculum for Excellence continues to dominate the work of the Union’s Education Committee, with several AGM resolutions articulating ongoing concerns around workload, resourcing, and pace of implementation.**

Members are reminded that existing policy and advice about utilising School Improvement Planning and Working Time Agreements remain in force.

There was a call, also, for a ballot on industrial action regarding further development work – an area undefined in the motion but which would certainly encompass the proposed new qualifications in the senior phase. An industrial action strategy paper on a ‘work-to-contract’ campaign has been developed already and is available if required.

Colleagues will be aware that the Executive, which takes the lead on such matters, has decided to ballot members on strike action over pensions. This issue has been

prioritised by the union and consideration of industrial action in the several other areas that AGM discussed will be revisited by the Executive Committee following the outcome of the current ballot.

Acting on AGM decisions, however, we have made further representations directly to Mike Russell, Cabinet Secretary for Education, on the timetable for the introduction of the new qualifications. Unfortunately, although acknowledging the serious nature of our concerns, he remains more persuaded by bodies such as ADES (Association of Directors of Education), and indeed the majority of the CfE Management Board, which argues that a delay in the current timeline would cause a loss of momentum in Secondary implementation.

Some concessions have been made around the potential use of Intermediate exams as alternatives to National 4 and 5 in 2013/14, and a detailed paper on this has been issued by the CfE Board, but the very ‘exceptional’ nature of the exemptions permitted make it unlikely that many departments will be able to avail themselves of this option. Where departments do feel they will be unable to be ready for target date, however, they should certainly articulate that concern.

Meanwhile SQA has recently published Unit specifications for units at National 4 and 5 and has invited comment on these by the deadline of October 31st. The papers offer

a more detailed indication of how new the new courses might shape up and members are urged to comment on them, if they can. We have pressed SQA to make hard copies available to schools as the lesson from the Experiences and Outcomes consultations was that teachers clearly prefer working with paper copies and are more likely to be able to access documents in this form.

More generally we have been able to establish that the additional £3million which was secured for supporting understanding of the assessment standards has been repeated this financial year and each local authority has been notified of its allocation. Monitoring is in place to ensure that this money is spent on supporting teachers’ professional development and not simply used to substitute for cuts in education spending.

Although the National Assessment Resource has been further populated with exemplification, assessment and reporting continue to be key areas of concern for teachers in what is already proving to be a challenging year.

The Education Committee will continue to keep CfE under review and convey EIS policy to the CfE Management Board and Scottish Government. Feedback from schools, both in terms of problems and successes, is invaluable and most welcome.”

# Glasgow's Garnetbank Primary School wins £1,500 for their Appetite for Action

## **Garnetbank Primary School in Glasgow has won a £1,500 award for their green fingers as part of UK charity Global Action Plan's Appetite for Action Competition**

The school, based in central Glasgow, went above and beyond in its Get Growing challenge, which encourages pupils to grow their own food and helps them understand where their food comes from. As part of the Get Growing challenge, Garnetbank Primary School

The school has also reached level 5 of the RHS Gardening for Schools campaign, won the Appetite for Action school of the week competition back in April, and also won the Blue Peter sensory garden competition in 2010.

Garnetbank Pupil Support Assistant Heather Little said of the school's achievement: "From Primary 2 to Primary 7, all of our students work hard at making our garden look attractive, and they are keen to grow food and encourage wildlife in the garden. They have worked very hard chitting and planting potatoes to take part in Appetite for Action's Get Growing challenge."


Global Action Plan CEO Trewin Restorick commented: "Garnetbank Primary School are showing us all how we can use all the available space we have to grow our own fruit and vegetables and how a garden can become a food hub for the local community. With rising food and fuel prices it's great that these pupils are learning where their food comes from."


Global Action Plan is the UK's leading environmental behaviour change organisation and, since 1993, has helped schools, communities and businesses reduce their carbon footprint to positively impact on the environment and climate change. Global Action Plan consistently

achieves significant environmental and financial savings in the UK by empowering people to take action on energy, waste, water and transport. Global Action Plan is the only charity in the UK to be supported by the United Nations Environment Programme.


[www.globalactionplan.org.uk](http://www.globalactionplan.org.uk)


Appetite for Action is an online teaching resource for primary schools in the UK and Ireland that helps schools tackle food waste, sustainability and climate change. Developed with teachers, the website offers schools access to free resources, from lesson plans and fact sheets to activity ideas and films. The programme helps pupils reduce the amount of food they throw away, grow their own fruit and vegetables, and understand where their food comes from.

 Held a sunflower growing competition to see who could grow the tallest flowers in upper and lower schools – the teachers even held their own competition.

 Grew plants from seeds beginning with each letter and arranged them in an alphabet arc to help dyslexic pupils practice the alphabet.

 Hosted a garden club open afternoon with a representative from RHS Scotland to show off their garden to the local community. They held a plant sale, a cake sale, a raffle and a seed planting demonstration.

 Pupils from Primary 2 planted enough wheat to make a loaf of bread.

 Gave away garden equipment that they won in a competition to the local community.



# EIS Learning Representative Course

**A very successful pilot on-line LR Introductory Course which attracted participation by a large number of EIS members ended before the summer break.**

The course was designed specifically for EIS members who wished to find out more about becoming an EIS Learning Representative. It was developed in partnership with TUC Education in Scotland, through the auspices of Harry Cunningham, TUC Education and Training Officer in Scotland.

The course was delivered by Gus Grubb and Mark Pollit, tutors at Stow College and lasted for six weeks. Issues covered included union involvement, barriers to learning and equality. This course was of great benefit in helping participants prepare

for the EIS Learning Representative course which is provided through the University of the West of Scotland and commenced on 26 September 2011.

The feedback from the participants was extremely positive both in terms of content and support received from tutors. The next intake for this course will be in early February 2012 but anyone wishing to participate should register as soon as possible. To register or to receive further information please contact Lyn McClintock, EIS LR Co-ordinator by email: [lmcclintock@eis.org.uk](mailto:lmcclintock@eis.org.uk) or telephone 0131 225 6244.



Students, including those who successfully completed the LR introductory Course, at the Induction Day held at the University of the West of Scotland

If you want further information about EIS Learning Representatives or to find out how you can become an EIS Learning Representative contact Lyn McClintock, EIS LR Co-ordinator.

email: [lmcclintock@eis.org.uk](mailto:lmcclintock@eis.org.uk)  
telephone: 0131 225 6244

## joint CPD event

Another successful joint CPD event organised by Karen Farrell (EIS Learning Representative) and Clackmannanshire Council (represented by Raymond Young) held on Saturday 17 September. The keynote speaker was Ollie Bray who made a well-received presentation on Curriculum for Excellence.



Karen Farrell Ollie Bray Raymond Young

If you want to find out more about CPD opportunities contact your EIS Learning Representative for information, guidance and support, go to [www.eis.org.uk](http://www.eis.org.uk) where you can find the contact details for the EIS Learning Representative for your area.



# Mergers: An Acquisition Or A Disaster?

**Scottish Further Education is in a turmoil induced by mergers, reorganisation and vicious funding cuts. Last year's grant reduction cost 1,000 jobs. There was a belief that such punishment would not, and could not, be repeated this year. In fact funding is to fall over the next three years by 13.5%. Add to this inflation and the result can be imagined.**

Yet the government plan for the sector is entitled *Putting Learners at the Centre*. How can this noble intention be squared with such deep cuts? The answer seems to be mergers. Official documents declare 'evidence from recent mergers shows money can be saved and service to students sustained and improved by the creation of larger efficient colleges.' The letter of Education Secretary, Mike Russell, to the Funding Council repeats the mantra again and again, calling for 'the most efficient arrangements for delivery of provision in regional groupings, including mergers, and college/university collaborations and mergers'.

This is not about *Putting Learners at the Centre* but Holyrood's budget-cutting agenda. That itself arises from Cameron and Osborne's push to reduce the deficit (occasioned by the banks) to placate international finance and credit rating agencies. Perhaps a more honest title

for the new policy would be *Putting Bond Markets at the Centre of Education*.

So government plans are interconnected. Along with cuts the entire governance system, which makes individual colleges semi-autonomous, is to be scrapped. That allows all 42 colleges to be organised into regional groupings. Finally, this permits the merging of most colleges over a three year period.

The issue of college structures is not the first item on the agenda of ordinary Further Education lecturers. We are there to provide a public service to our students, and our primary concern is to have the resources, the environment, and the systems, that enable us to deliver education. How a college is set up and runs only enters the equation to the extent that that assists or hinders delivery.

No-one pretends this is helped by the current structure, shaped under Thatcher with its unaccountable and undemocratic Management Boards and the EIS is not wedded to the status quo. However, because we genuinely put learners at the centre we consider all mergers on their educational merits. Alas, as the passages quoted above demonstrate, the government makes little pretence this is its prime motivation.

So, two key questions arise. Are mergers educationally sound, and do they actually save money? The evidence is not as promising as the government believes, for as one academic study has found: A quantitative analysis of the relationship between college size and performance shows that there is no evidence of a relationship between college size and success rates and no evidence of a relationship between college size and financial health. (L Payne, *The Evidence Base on College Size and Mergers in the Further Education Sector*)

Yet mergers are themselves disruptive. In a Westminster commissioned study of 19 mergers in England by the Centre for Education and Industry it was found the majority of colleges under-estimated the challenges involved, suffered substantial and sustained 'culture clashes', did not achieve better provision linked to merger or better outcomes, and suffered a dip in enrolments.

Scottish mergers seem no better and have not saved money. In 2005 six colleges were merged into three. At 14% of the total FE budget they still take exactly the same share of funding today as then. Ministers claim 'The creation of the Adam Smith and Forth Valley Colleges are good examples of where consolidation has brought benefits'. They remain strangely silent about the biggest of all mergers, the one that created City of Glasgow College. Perhaps this is because of the £384,000 golden goodbye given to one departing Principal, or because in its first year of operation the academic performance indicators are worse than the national average. This reinforces the impression that mergers have been bad for education, a point underlined by the fact that in Scotland's merged colleges, bureaucracy, measured by the number of cross college (ie. non-teaching) posts, has risen at three times the rate of the unmerged colleges.





With unprecedented levels of youth unemployment and grim economic prospects looming, now should not be the time for wrecking Further Education. Lecturers want our service improved and negative aspects such as undemocratic Boards or chaotic collective bargaining reformed. Slashing budgets and pretending that the impact is alleviated by ill-thought-out and precipitate mergers is not the solution. It is likely to kill the patient.

**Donny Gluckstein**  
EIS FELA Salaries Convener

## Are mergers educationally sound, and do they actually save money?



# Supporting Student Teachers



**In March 2011, the EIS seconded a Student Liaison Officer through the TUC Organising Academy, Drew Duffy. Since then, Drew has been busy getting to know students, lecturers, student associations, NUS (National Union of Students) and raising the EIS profile in Teacher Education Institutions (TEIs)**

Drew says "Since starting I have been working with students and the student associations to see what they would like the EIS to do for them as they progress through their course and career. One of the big things we hope to achieve is to have an EIS sponsored student teacher society in all TEIs. We have begun the process in the University of Glasgow and the University of Dundee, plus we have agreed to support the Education Society in the University of Aberdeen. Over the next 12 months we will provide the societies with merchandise to encourage students to join. We will be providing local guest speakers at meetings, training events, social events and start getting the seven TEIs talking to each other. We hope to have students at local and national AGMs to see how the EIS makes decisions. With the new academic year starting at each University, we hope to get the other four set up with a society soon and the EIS will help support each one. It's important that each one is student-run and student-led."

The SEJ is available online to all our student members. If you have any student teachers in your school on placement then please speak to them, ask them how they are getting on and encourage them to get involved with EIS by contacting Drew or looking at our new website. If you have any ideas on how we can support our student members then contact **Drew Duffy**

**dduffy@eis.org.uk**  
**www.eis.org.uk/students**



**Drew Duffy**  
EIS Student Organiser

## Plans for 2011/2012

With the new year now well and truly underway we must continue the work to raise the EIS profile and support our student members. We will continue to fight for our students at a national level and we will support each one at a local level both at university and when they are out on placement.

- > Raise awareness within our student members about the importance of the pensions campaign
- > Get a student teacher society in every University
- > Organise more university based events
- > Give student members a voice in EIS by working with the new EIS Young Members' Network
- > Increase our membership density both with students and probationers



visit: [www.eis.org.uk/students](http://www.eis.org.uk/students)  
to view the latest Student Threshold Magazine



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For all your CPD questions and information find your nearest Learning Rep online at [www.eis.org.uk](http://www.eis.org.uk)  
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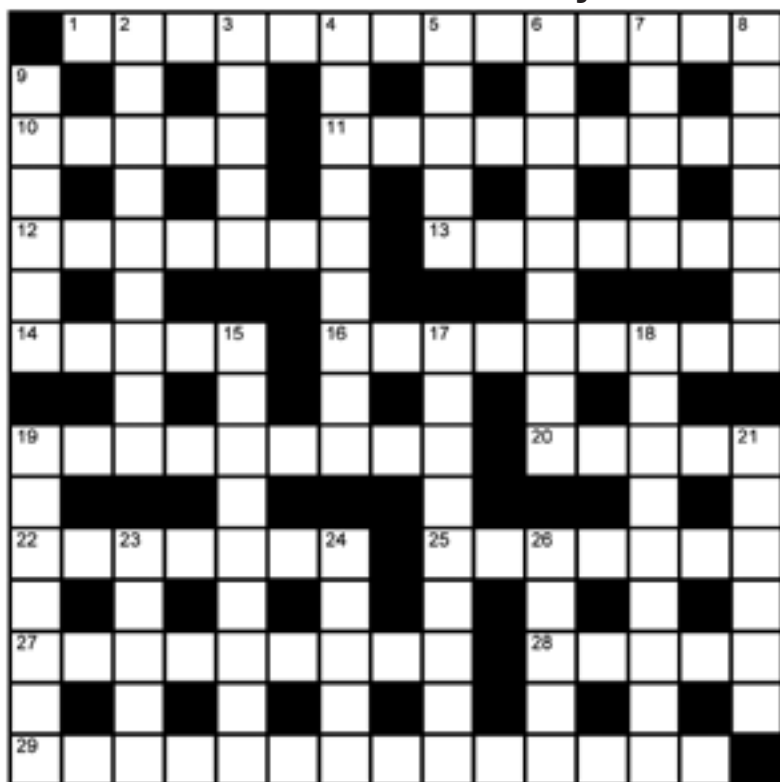
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# EIS Crossword 67

in conjunction with **HILTON WORLDWIDE**



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|  |
| Address  |
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|  |
|  |
| return to SEJ, 46 Moray Place, Edinburgh EH3 6BH |

**Across**

- 1 For instance the EIS tries to have one in every school (14)
- 10 Steam-clean the pavements perhaps! (5)
- 11 Permit I share out awkwardly (9)
- 12 Blond zero sounds like an ancient king (7)
- 13 Alcoholic shake takes in uneven shortage of water (7)
- 14 Blackcurrant drink in street was worn on the waist (5)
- 16 Dressing down conversationally (7-2)
- 19 If I'd deign to become honourable (9)
- 20 Precise former piece of legislation (5)
- 22 Mania so bad, I lost my sense of smell (7)
- 25 Admires explosive weapon (4,3)
- 27 Italian grandee thought of quite highly (9)
- 28 In the church the man emits a sound (5)
- 29 Feigns likening disturbed dream of falling (7,7)

**Down**

- 2 Etching caught Cheng raving about (9)
- 3 Could be a dance from Burma? (5)
- 4 A junction in Bologna perhaps! (9)
- 5 Celebrated as no other tired entertainer did primarily (5)
- 6 Say sorry for sepia mixture round trunk (9)
- 7 Sweet frost makes me utter a tune by the sound of it (5)
- 8 To do with current affairs? (7)
- 9 Assumes a party for Principal Teachers (6)
- 15 One of three leaders in Rome (9)
- 17 Reportedly, put on weight and become magnetic (9)
- 18 Degree removes you soundly from degree event (9)
- 19 Ancient Hindu Gods had arms flailing (7)
- 21 Get out of the way a tree is falling (6)
- 23 Heart, instrument and paper for example (5)
- 24 Imitating the sound of a bell (5)
- 26 Start doing under constant aristocratic leverage could be Edinburgh, York or Wales (5)

**Send your completed entry to SEJ, 46 Moray Place, Edinburgh EH3 6BH by Friday 4 November 2011.**

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.



# PRIZE

\*Competition terms & Conditions:

Prize includes a two-night weekend break for two people (staying either a Friday and Saturday or a Saturday and Sunday) at the Hilton Blackpool Hotel.



Dinner included on the first evening. Prize is based on two adults sharing a standard twin room or double room. The prize must be booked in advance and must be taken before 30th April 2012. Stay dates subject to availability and blackout dates. Cash alternative not available.

**Crossword 66 / Answers**

**Across:** 1 Filling stations, 9 Glutei, 10 Possible, 11 Diastema, 14 Enmesh, 17 Private sector, 20 Electric chair, 23 Deduct, 25 Cellular, 28 Rigorism, 29 Ribald, 30 Portmanteau word.

**Down:** 2 Inlaid, 3 Lotus, 4 Noise, 5 Sepia, 6 Abscess, 7 Idiom, 8 Shepherds, 12 Taint, 13 Miami, 15 Ester, 16 Speed trap, 17 Plead, 18 Emcee, 19 E-mail, 21 Retsina, 22 Pallor, 24 U-boat, 25 Comet, 26 Larva, 27 Unbow



# Classifieds

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## Sudoku...

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

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

The Editor welcomes your letters but reserves the right to edit them. Please write to: The SEJ Editor, 46 Moray Place, Edinburgh, EH3 6BH F: 0131 220 3151 E:[sej@eis.org.uk](mailto:sej@eis.org.uk) Please note that to be considered for publication, letters sent must include a full postal address. All opinions expressed in letters and articles are those of the individual authors and do not necessarily reflect EIS policy.





## Confused Report

**I have just read the McCormac report in its entirety and agree broadly with the EIS conclusion it is 'only good in parts'. As someone who has researched and had published 75 reports, with one being co-authored, from my former RAF days, I found the report to be simply confused in its objective. First it hinted at social deprivation then later we are told that Scotland has one of the highest teacher-pupil contact ratios in the OECD countries? However, the reason I decided to send you this letter is that the Report was simply too inwards looking.**

In the eleven years I have been teaching, my 3 subjects in technology have never been influenced by developments in the wider world. As I have said to my colleagues a number of times 'we teach in perfect isolation' from the real world. The suggestion is that teachers will now become more collegiate and inter-school aware under this report and by using the mantra of CfE, but that's not addressing the problem that our education system has never been 'joined up' with the wider commercial / business world. In effect, there is no 'feedback loop' to allow our system to change as our society changes. The report hints at this but never gives any detail as to how teaching could incorporate these changes. Finally, the report did mention most CPD being of little use and I, for one, am still awaiting a technology update course, but there again after 11 years I am a patient man.

Yours etc,  
*Gordon Bain.*  
Elgin

## McCormac critiqued by McCrone

**Well the Dr Beeching of the education world, aka Professor McCormac, has delivered what most of us feared and many of us expected. He appears to want do for teaching and education what Dr Beeching wanted to do to the railways - take a wrecking ball to them.**

If we let him get his way education and teaching are set for a dark age that none of us have seen before. Improvements and developments of the past 30 - 40 years will be swept away and replaced with direction, control and lost professionalism. Along with this there will be a 'teacher tax' for us all to pay through extra pension contributions and year on year pay freezes.

I heard Professor McCormac himself claim that his Report was not intended to save money. How could you? Are you so naive?

It is dangerous to single out items in his Report because that might give the impression that other parts are acceptable when it is the whole package and its attitude and philosophy that are completely wrong, but I feel I must comment on some recommendations.

His report opens the door or perhaps sets the framework for systematic bullying through, 'greater mobility', removal of Annex E, unlimited CPD time, reaccreditation and, most dangerous of all, complete removal of any mention of teachers' duties from our conditions of service which he wants replaced with a set of minimum standards. If your face doesn't fit, or if you have the temerity to question what is going on then there are any number of opportunities to sort you out, or get you out. What price collegiality in McCormac world?

I laughed at the recommendation on access to high quality CPD for supply teachers. For start there might not be too many supply teachers in McCormac world and CPD opportunities have already collapsed as Councils cut courses and costs.

Ironically the area where high quality CPD has been available is for study towards Chartered Teacher, which teachers have self-funded, but Professor McCormac wants to scrap CT and close down the route

for experienced teachers to build skills and progress careers without moving to management.

You might feel that I am taking McCormac very personally. Well I am. In Recent years I have been able to use the flexibility that my conditions of service provide to balance work and very demanding family commitments. I have been able to work at a time and place of my choosing, I knew when I needed to be in school and when I could deal with my other commitments. I have been able to stay in work and manage family care commitments.

Now Professor McCormac wants to drive me, and other people in my circumstances, out of teaching by turning the clock back 40 years and ending class contact limits in any week, and, on what might prove rare occasions when I don't have a class, forcing me to stay in school. I would never be able to plan or meet my commitments in McCormac world.

Although Professor McCormac claims his Report is not about saving money, the changes to the working week are all about saving money and having teachers in school available for cover instead of bringing in subject specialists on supply to allow education to proceed as normal.

We have seen 10 years of success and stability and throughout these years we have seen modern conditions of service that take into account home working, balancing work and family life and personal responsibility for teachers which Professor McCormac, and any forward thinking employer, should have embraced. Instead I was left with the impression he yearns for the good old days of the 1960's where uncertificated teachers roamed our schools and class sizes and teacher contact hours were largely unrestricted.

Tearing up teachers' conditions of service would put the education of children at risk as well as infuriating many, many teachers. If Professor McCormac wanted to do something useful then he should have focussed on the funding crisis, instead of kicking teachers.

Yours etc,  
*Ian McCrone*  
Paisley

# SGM

/ SATURDAY 12 NOVEMBER / 2011

# Local News

## Aberdeenshire Retirements

Aberdeenshire LA lost two of its longest serving school reps - George Stewart of Mintlaw Academy and Rhoda Barbour of Aboyne primary who both retired this summer. The Local Association arranged



Pat Flanagan Rhoda Barbour

presentations at their respective schools to award them both Honorary Life Membership in recognition of their contribution to the EIS as well as some gifts which may not last quite so long.

George recalled how he became involved early in his career after Arthur Lennox, Annie's Uncle, came to school to sort out some problems; George was impressed and has been a rep ever since. He also offered advice to his young successor to "always listen to what the members are saying".

Rhoda was a rep in Fife for 10 years and became the rep in Aboyne primary when it was her and one other EIS member. After 16 years as rep, she leaves with all 23 teachers at the school members of the Institute. Her advice was equally sage: "The Institute will only ever ask members to take industrial action as a very last resort. If they do, my advice would be to support your union."

As outstanding reps, both had long put in place "succession planning" and as we say farewell to both, we also welcome two more of a the new generation of EIS reps.

**Pat Flanagan**  
EIS Aberdeenshire LA Secretary

### Ed Cameron (deceased)

Fife EIS were deeply saddened by the recent unexpected death of former LA President Ed Cameron. Ed served as President of Fife Local Association from 2005 to 2007. He was also a long serving delegate to EIS Council from Fife.

Ed always worked hard on behalf of members whether as chair of the teachers' side of Fife LNCT or school representative at Inverkeithing Primary.

Describe how you would contribute to the new National Qualifications.

Would you be able to shape the next generation of National Qualifications?

The Scottish Qualifications Authority is recruiting teaching professionals to join our new Appointee teams to develop and quality assure Course assessments for the new National Qualifications.

We have a number of opportunities in various roles including Principal Assessors, Item Writers and Item Checkers.

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