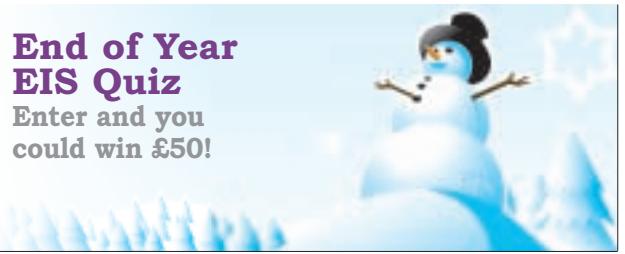


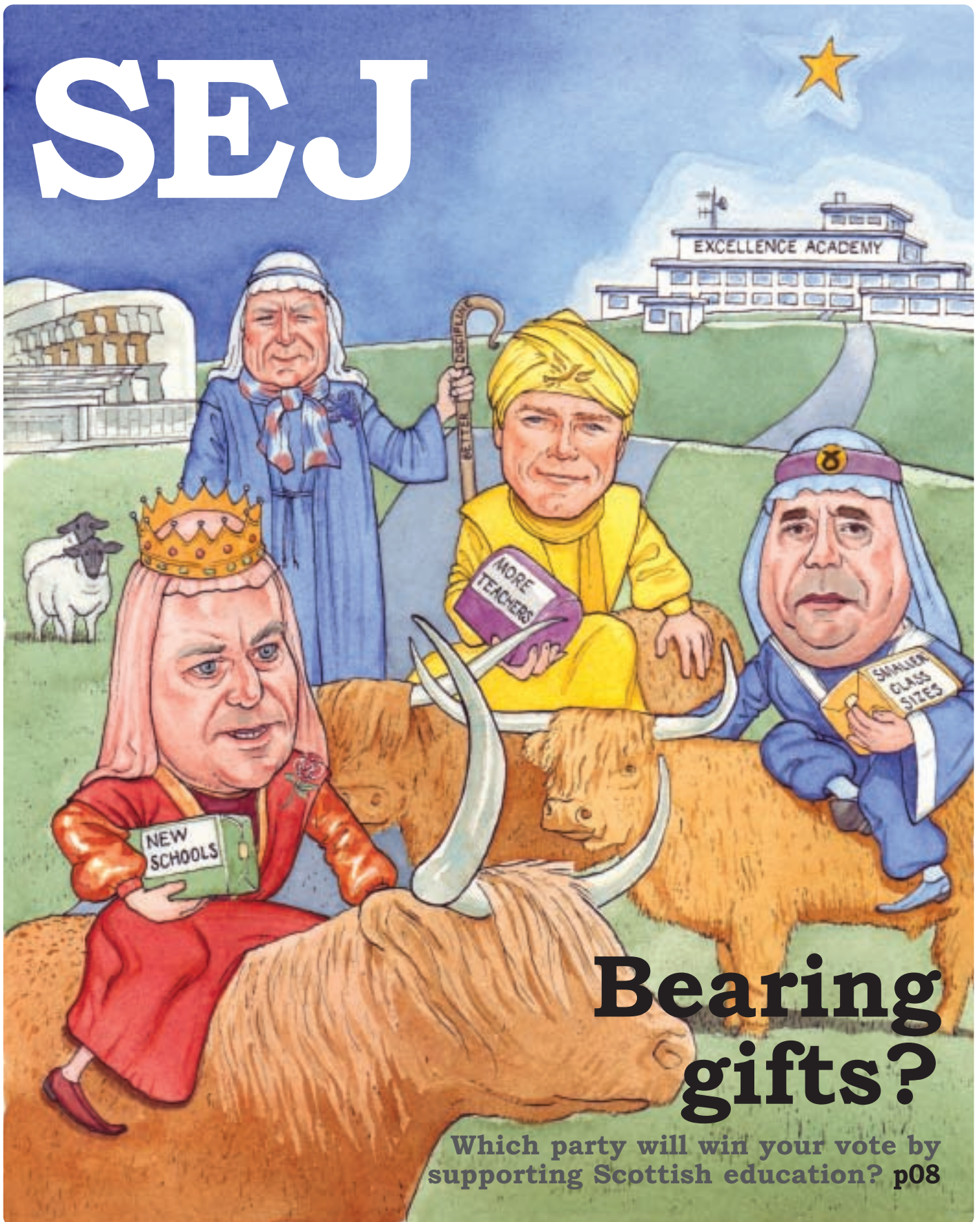
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SEJ



Bearing gifts?

Which party will win your vote by
supporting Scottish education? p08

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Beware of politicians bearing gifts?

As we move towards Scotland's parliamentary elections in May, politicians will have a lot to say about education. Education is the biggest devolved area of responsibility for Holyrood and will be an important issue in what promises to be an extremely close election race. All of the political parties know that education is an area of major interest to the people of Scotland, and that the right policies in support of Scottish education will be a vote winner.

Of course, the EIS itself has a few ideas about the best way forward for Scottish education and we won't be shy about sharing them. The EIS is already planning its own "Vote for Education" campaign in the run up to the elections, which will highlight some of the key issues facing Scottish education today.

As part of the campaign, the EIS will be presenting a petition to the Scottish Parliament which will call for further commitments on reducing Scotland's class sizes. Class size is a vital issue which underpins many of the educational improvements that we hope to see delivered for Scotland. A petition form is enclosed in this edition of the SEJ, and all members are encouraged to collect as many signatures as possible from colleagues, parents and the wider public.

In addition to petitioning and campaigning, the EIS will also produce its own Manifesto for Education which will highlight some of the major issues which the next Scottish Parliament must face. Class size reductions will obviously be a key issue, as will the issue of tackling pupil indiscipline. The right to a quality nursery education with qualified teachers for all 3 and 4 year olds will also be highlighted, as will the need to level the educational playing field and afford enhanced status to Further Education.

In this issue of the SEJ, we also look at some major educational programmes that are already underway. The development of a Curriculum for Excellence, moves to improve the recognition of pupils' wider achievements, and the Scottish Executive's new drive to Celebrate Success in schools are all highlighted in our cover feature focus.

Scottish education already has much to be proud of, but, if we are truly to deliver a world-leading education system for the 21st century, then Scotland's political leaders need to do more to support Scotland's schools, colleges and universities and those who teach in them.

Peter Peacock

The recent resignation due to ill-health of Peter Peacock as Scotland's education minister is noted with sadness by the SEJ. Mr Peacock was an outstanding minister, who was committed to Scottish education and who valued teaching professionals and actively sought out their opinions on the way forward. Mr Peacock can be proud of all that he achieved as Scotland's education minister. The SEJ wishes Mr Peacock a quick return to health and all the best for the future. We also welcome his successor, Hugh Henry, to his new ministerial post but recognise that he has a very difficult act to follow. ■

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Election issues

Education will be a priority on 3 May

Photo: Alan Richardson



“Progress is being made towards making the Scottish education system one of the best in the world, but more still needs to be done.”

Ronnie Smith,
EIS General Secretary

As we look ahead to the Scottish Parliamentary elections on 3 May next year, the EIS will be embarking on a major campaign to ensure that education remains at the forefront throughout the election process and into the next Parliament.

The first strands of the EIS “Vote for Education” campaign are already underway. The EIS Manifesto for Education is currently in development and will be published in the new year. Included in this SEJ is a form for you to collect signatures from colleagues, parents and the wider public in support of the EIS campaign to cut class sizes (see below). It is vital that we collect as many signatures as possible, as these will form a petition to the Scottish Parliament and a high level of support will send a very strong message to Scotland’s politicians: class sizes must continue to be reduced.

Progress is being made towards making the Scottish education system one of the best in the world, but more still needs to be done. Substantial investment has meant new or refurbished schools in many areas. The curriculum is being updated to reflect the needs of children in the 21st Century. So what of the next four years? Key EIS priorities to be highlighted during the campaign include the following:

Class Sizes

Every child deserves as much time as possible with the teacher.

That is why it is important that class sizes in the future are reduced in all levels and at all stages. We strongly welcome the commitment that by 2007 the class size would be reduced in primary 1 and in secondary 1 and 2 in English and Maths. We believe that in the next Parliament we must go further than that.

Pupil Discipline

Pupil indiscipline is probably the biggest concern today in Scottish schools for parents, teachers and pupils themselves. Much has been achieved in the four years of the present Parliament. Recent research has shown that although overall the problems are not getting worse there is as yet little sign of improvement. More work needs to be done to ensure that every teacher, child



Sign up for smaller class sizes

The EIS has launched a petition to urge the Scottish Parliament to introduce further significant class size reductions in Scottish schools. The EIS is clear that a reduction in class sizes is vital if Scottish education is to continue to improve. Smaller classes are a must if modern teaching methods, which are increasingly focussed on individual learning objectives for pupils, are to be successfully implemented in our schools.

It is vital that we receive a strong response to the Class Sizes petition, to send a clear message to Scotland’s politicians that Class Sizes must be reduced.

Every EIS member is encouraged to collect as many signatures as possible from colleagues, parents and the wider public. If every EIS member can fill just one petition form with signatures, we will send a loud message that Holyrood won’t be able to ignore: Scotland’s pupils deserve the best; class sizes must be reduced.

Further campaign materials will be sent to all schools in the EIS Bulletin, and all petition forms must be returned by 23 February 2007. The EIS Class Sizes Campaign is vital to the future of Scottish education, and it needs your support. Do all that you can to support the campaign – sign up for smaller class sizes now. ■

Enclosed with this edition of the SEJ is a copy of the EIS Class Sizes Campaign petition form.

EIS PETITION TO REDUCE SCOTTISH CLASS SIZES		
NAME	ADDRESS	POST CODE

and parent is involved and supported in strategies to improve pupil discipline.

Nursery Education

Every pupil deserves the best start in life and all research evidence points to nursery education, with qualified nursery teachers, being one of the best ways of ensuring a good start for young children. Yet at the same time the number of teachers employed in nursery education is declining. The EIS is asking each of the political parties to make a commitment to seek to stop this decline and recognise the important part that nursery teachers play in pre-five education.

Further Education

The EIS will continue its campaign calling for a level playing field for further education. A return to national bargaining, professional registration for FE lecturers, and a move towards more equitable funding for FE colleges and fair pay and conditions for FE staff will continue to play a key part in the EIS campaign.

Our biggest ambition is for the young people of Scotland – that they have a new Parliament and a new Executive which has at its heart an aspiration to achieve one of the best education systems in the world. ■

**- Ronnie Smith,
EIS General Secretary**

Watch out for campaign materials to support the EIS Vote for Education campaign in your establishment over the coming months, and see future editions of the SEJ and the EIS Bulletin for further details on the campaign and what you can do to help.

Cardonald College ‘Wears it Pink’ for charity



Jacqueline Farrell and Mary Cox on Wear it Pink Day.

Staff and students from Cardonald College donned all that was pink recently to take part in a fundraising campaign for Breast Cancer.

Over 200 people from the College took part in the drive by wearing anything and everything that was pink – from clothing to cowboy hats, feather boas and many other weird and wonderful concoctions.

Leading EIS activist John Cassidy, Charities Convener of Cardonald College, organised and joined in with the festivities of the day, and he was delighted to see so many take part.

He said: “I was thrilled at the fantastic support our Wear it Pink day received from both staff and students.

“Cardonald College endeavours to do as much as possible for charity, with Cancer Research as our nominated charity for 2006. We thought the ‘Wear it Pink’ day would be a great day to raise funds and it certainly was – over £300 has been raised so far but

we expect the final tally to amount to a little more.

“May I extend my gratitude to all students and staff who got involved because their participation really does make a difference.”

The College also recently celebrated the launch of its brand new Children’s Centre and Skills Centre, which was opened by TV presenter and UNICEF UK Ambassador for Scotland, Kaye Adams.

Guests at the launch event were also invited to join in with the ‘Wear it Pink’ day by purchasing a pink ribbon made by students of the College.

Cardonald College supports a range of charities throughout the year. ■

“Cardonald College endeavours to do as much as possible for charity, with Cancer Research as our nominated charity for 2006.”

John Cassidy,
Charity Convener
Cardonald College

Council Elections 2007/2008

Members interested in standing for election to Council for 2007/2008 should follow the procedures described below:

- (1) Members employed in the schools sector should contact their Local Association Secretary to obtain the required nomination form.
- (2) Members employed in the Further or Higher Education sector should contact their Branch Secretary to obtain the required nomination form.

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

Completed nomination forms, irrespective of sector, must be sent DIRECTLY to the General Secretary of the Institute at 46 Moray Place, Edinburgh EH3 6BH to be in his hands by the closing date of 1 February 2007.

Any members having difficulty in obtaining a nomination form are asked to contact the Membership Department on 0131 220 2268 or email lbuchart@eis.org.uk before Wednesday 17 January 2007.

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Putting heads together: Bernard McLeary meets with General Secretary Ronnie Smith, Vice-President Kirsty Devaney and President Peter Quigley.

Photography: Mark Jackson

New LTS management team visits Moray Place

The Chief Executive of Learning and Teaching Scotland, Bernard McLeary, and his new management team recently visited EIS HQ in Edinburgh to highlight the new structure at LTS and to discuss a number of key educational issues, including a Curriculum for Excellence and the new Scottish Schools Digital Network, which has now been renamed Glow. ■

Donaldson's 'Hand Pict' for TV Documentary

Life behind the scenes at Donaldson's College, and the challenges faced by Deaf pupils and those with communications difficulties, is set to be the subject of a new BBC Scotland documentary. As the historic school prepares to move from its flagship location in Edinburgh's West End to brand new bespoke premises in Linlithgow, a film crew from Edinburgh-based Hand Pict Productions will chart the school's progress over the next 14 - 18 months.

The film will provide a glimpse of what life is like for a deaf person in a hearing world; the very different culture, their specialist needs and, in particular, the deaf community's own language - British Sign Language (BSL). In addition, the film will show how the building, designed 150 years ago by Sir William Henry Playfair, is no longer relevant to modern teaching methods and highlight the advantages the new purpose-built premises will bring.

Hand Pict producer and director, George Cathro, has a very personal interest in making the documentary and says: "I first became aware of the work Donaldson's does when I was at

school myself and we spent a day at the College as deaf pupils. Even at a very young age I was struck by just how different things are for people who are deaf, and how little understood they often are. Years later, I was on a bus alongside a group of Donaldson's pupils who were signing and laughing and communicating in their own way. I felt like an outsider, a stranger in their world, because I had no idea of what they were saying. It really is a completely different language, but a very effective one for those who speak it and I realised the importance of helping the wider public to understand and appreciate the issues these children and young people face."

Currently the Hand Pict team are liaising with the school's management team, the specialist teaching staff, parents and the pupils themselves on the content and approach to be taken. As well as filming the content of the documentary, the crews will work with the pupils on the production of a video diary showing the students' perspective on what it is like to live with the TV cameras.

Janice MacNeill, principal of Donaldson's College, said: "This is a wonderful opportunity to showcase the work that we do here. Few people who visit the school fail to be moved by the challenges our students face while at the same time appreciating the importance of the specialist education, care and attention that each and every pupil receives. With the move to Linlithgow late next year, we have the opportunity to extend our resources to a much wider catchment and to position ourselves as a truly national centre of excellence."

BBC Scotland will air the documentary early in 2008. ■

"I realised the importance of helping the wider public to understand and appreciate the issues these children and young people face."

George Cathro, producer and director



Tackling misuse of camera and video phones in schools



The EIS will issue new guidance to all schools on appropriate methods of combating the misuse of camera and video phones in schools, following the approval of a new policy paper by EIS Council.

Introducing the paper to Council, Employment Relations convener Alana Ross (Glasgow) said, "The misuse of mobile phones in schools, particularly camera and video phones, is a growing problem for teachers. We hope that this policy will assist Representatives in schools as they discuss appropriate school policies on this issue with their management team."

Recent highly publicised incidences of misuse of camera and video phones in schools – for example, the use of phone pictures to embarrass pupils or teachers or in cases of bullying and 'happy-slapping' - have highlighted the growing problem and the lack of clear national guidance on the issue. EIS Council recently resolved to examine the issue, and the Employment Relations committee was charged with the task of

producing up to date and relevant guidance for schools.

The EIS guidance document highlights that, while local authorities and schools should already have policies on the use of mobile phones in place, it is important that existing policies are reviewed to take account of advancing technology.

The policy also states that, while the banning of all mobile phones or mobile phones with a video function from schools might appear attractive, such a move could have difficulty in gaining parental support.

The EIS advice also recommends that school policies should be explicit about the rights of staff to confiscate mobile phones where inappropriate use occurs, and that staff should be fully consulted and involved in the formulation of the school's policy.

Copies of the guidance paper will now be sent to all schools, and further details will be published in the next edition of the SEJ for the information of individual members.

Success for Lecturers at James Watt College

Vice-President Kirsty Devaney (EIS-FELA) told Council that the lecturers at James Watt College had achieved a significant success in their long-running struggle against planned redundancies and the imposition of new terms and conditions. Happily, the campaign has now paid major dividends. As Ms Devaney explained,

"The members at James Watt College should be commended, for standing up against the management's planned redundancies, and for achieving a straight, no strings, pay settlement of 2.4% over 16 months".

Opposing dawn raids

The EIS will further develop its equalities policies to highlight strong opposition to the use of dawn raids in the forced deportation of unsuccessful asylum seekers resident in Scotland, and will publicise its opposition in order to highlight this practice and the huge amount of distress it causes to those concerned, their friends and families.

Commenting on the call to develop further policy in this issue, May Ferries (Glasgow) said, "This is a good example of members in schools using the union's democratic processes to bring their concerns to a national level. Scottish society at large shares many of these concerns, and even the First Minister has expressed his unease at the use of dawn raids in Scotland."

John Cassidy (EIS-FELA) also spoke in support, highlighting that this was also a serious concern in Scotland's colleges, while Margaret Anderson (Argyll & Bute) and Esther Stevenson (Shetland) explained that this was no longer just a central-belt and urban issue, as the scourge of dawn raids and the forced repatriation of refugees had also become an issue in their own communities. ■

Surjit Singh Chhokar remembered

"As President of the EIS, I am very proud to be representing over 59,000 Scottish teachers and lecturers at this unveiling of the bust of Surjit Singh Chhokar this evening."

Peter Quigley, was speaking at the recent Memorial Ceremony held in Glasgow for Surjit Singh Chhokar, murdered in Lanarkshire in 1998.

At that ceremony, speakers from the STUC, the FBU, and Unison, as well as the Police, Solicitors, and friends of the Chhokar family paid tribute to the Chhokar family

and to the Campaign for Justice waged by the Chhokar family following the murder of their son, Surjit Singh.

Mr Quigley said "The EIS will be continuing our work in support of Multi-Culturalism in Scottish society and in opposition to the racism that brought about this terrible tragedy.

He added "I know what young people from various ethnic backgrounds, like Surjit Singh contributed to me as a Teacher.

I am also pleased to be speaking here as a neighbour of the Singh

family. Like Surjit Singh I grew up in Wishaw and Lanarkshire and must have shared similar experiences to the family during Surjit Singh's early life: visiting Rosebank, Kirkfield Bank, New Lanark, as well as spending time in the library in Kennilworth Avenue, Wishaw.

My family were able to engage in all these things freely and it is of vital importance that families from other ethnic backgrounds including the Chhokars should be able to experience Lanarkshire and Scotland free from fear." ■

“...there must be no return to the mid 20th century when pupils were separated out into junior and senior secondary schools on the grounds that their needs were different...”

George MacBride, EIS Education Convener

Par Excellence?

Will Scotland's programme of curricular change meet the needs of our young people?

As we begin to look ahead to the Scottish Parliamentary Elections, the SEJ will focus on the key education issues that the next Parliament must address. Over the next eight pages, we look at some major educational programmes currently underway, and look ahead to some challenges which still must be faced. Here, EIS Education Convener George MacBride writes on the developments around A Curriculum for Excellence, and describes how this programme of curricular change will have implications for teachers and pupils.

Two significant publications this year have marked key stages in the implementation of A Curriculum for Excellence.

Earlier this year *A Curriculum for Excellence: Progress and Proposals* outlined some of the main developments in the Programme. Most importantly, through engagement with education authorities, schools and teachers, the Programme Board had received a number of clear messages which the document articulated. The first of these is very welcome to every teacher in the country: learning and teaching are at the heart of an effective curriculum. The second clear message is also welcome: the whole school and every teacher in it has responsibility for developing the four capacities for every pupil. These messages led the Programme Board to recognise that we have to go beyond the traditional boundaries of curriculum discussion and think not only about curriculum areas and subjects but also about interdisciplinary projects and about opportunities to foster pupils' personal achievements. We have to think seriously about the ethos and life of the school as one of the main influences on learning.

More recently, in early November, *Building the Curriculum 1* was published. This provides a rationale for each of the eight curriculum areas applicable to all stages from 3 to 18. This document outlines the contributions to be made to every child's learning across all four of the purposes of education by each of these areas. Again the message is clear: curriculum is not simply about content, it is about teaching.

To ensure that all pupils develop the four capacities and a full range of capabilities, teachers will be able to deploy a wide range of approaches to teaching and learning; they will have greater freedom to decide on teaching methods that are creative, effective and fulfilling for them and their pupils.

Progression

Work is now underway to develop more detailed statements of outcomes for each area. There will be considerable simplification in comparison with 5-14 Guidelines; in particular the number of levels and the number of strands are reduced. Writing teams have been given very clear specifications which will ensure that outcomes are not simply statements of assessable outcomes but rather direct attention towards teaching and learning. These outcomes will be expressed in pupil friendly language as 'I can ...' and 'I have ...' statements, the former referring to what the pupil has learned, the latter to pupil experience.

Five levels have been proposed through which progression can be supported from age 3 to 15. These levels do not, categorically, imply testing at any fixed points. Within the description of the pupil's progress through the curriculum expectations will be described in terms of experiences as well as in terms of broad significant outcomes. The first of these levels will span the years from nursery education through to the end of primary 1. This is

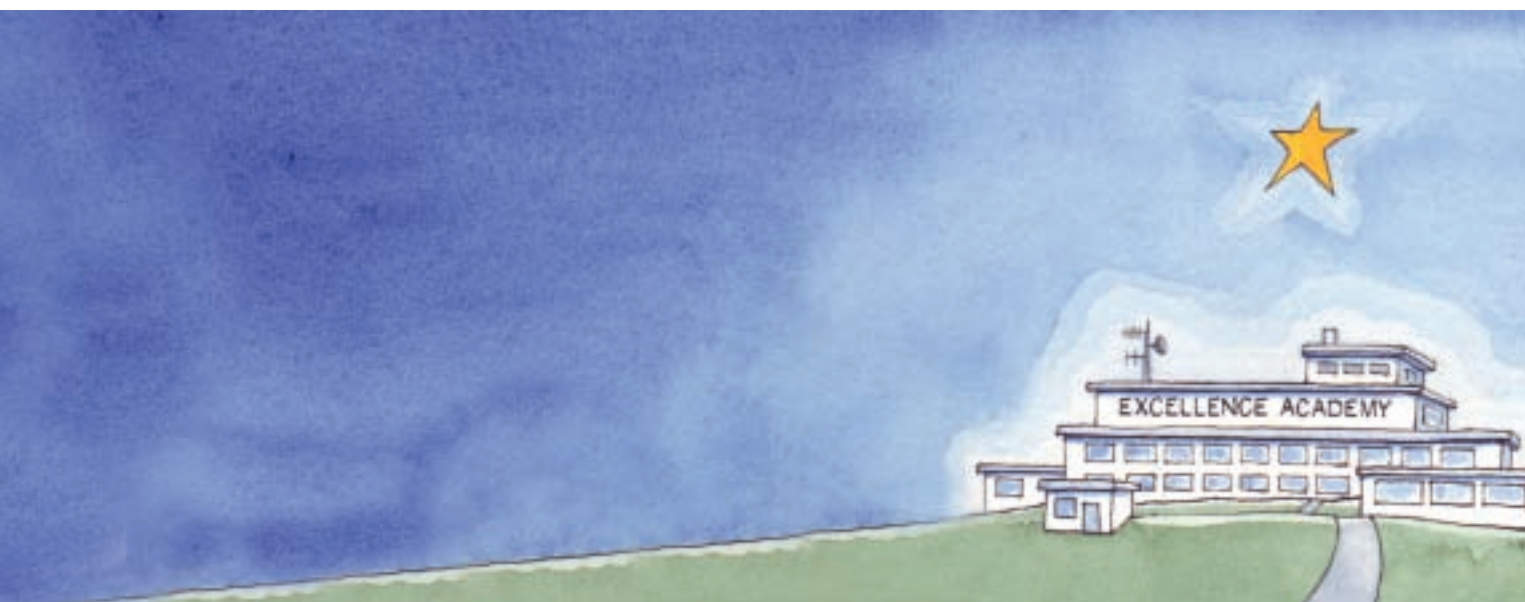
welcome to the EIS for two reasons: firstly many members have felt concerns that children were being moved on too quickly from the ethos and culture of early years provision; secondly it underlines the importance of the role of the qualified teacher in early years education, ensuring progression throughout this crucial period of a child's learning.

Teachers welcome the principle of personalisation and choice as they seek to meet the needs of individuals. However two points need to be considered here. Firstly there must be no return to the mid 20th century when pupils were separated out into junior and senior secondary schools on the grounds that their needs were different; there must be no return to this labelling and streaming which is the converse of personalisation. Rather teachers must continue to employ the principles and practice of formative assessment to determine and meet the needs of individual pupils. As they build on this they must be supported by the introduction of a maximum class size which permits pupils worthwhile opportunities for dialogue with their teacher about their learning.

Recognition of achievement

Work on curriculum architecture is underway. While many will consider that the major impacts of curriculum organisation are likely to be found in secondary schools, reflecting on the means of ensuring progression through learning experiences which promote all the outcomes will be an experience common to all sectors.

There are, of course, implications for assessment, qualifications and



certification; teachers will again welcome the commitment that these will support and be determined by learning rather than define or constrain it. The formal recognition of a range of achievement, beyond that traditionally defined as attainment, will be an important feature. For many teachers this will be a welcome recognition of the work that they and their pupils currently do and will promote the value of learning beyond that which can be organised into league tables of qualifications. There must be discussion on what kinds of achievement should be more formally recognised. While it may be relatively easy to recognise the possible roles of such provision as ASDAN or the Duke of Edinburgh Award, it may be more difficult, though of course just as worthwhile, to find ways of recognising the wider achievements of pupils as they take part in pupil councils or in school shows and as they lead their daily life within the school.

Qualifications

Discussions have begun concerning qualification and certification at SCQF levels 4 and 5: the overlap between Intermediate and Standard Grade is being examined in the light of the ministerial commitment to retain the best features of Standard Grade. This is a complex issue which raises issues regarding the extent to which we assess pupils in their last school years, the amount of energy which we devote to this, and the role of moderation in supporting teachers' judgements.

EIS members recognise that their employers, the 32 education authorities, have key roles to play

“Education authorities must move away from the mindset which uses aggregated 5-14 results and league tables as the prime means of quality assurance towards collegial approaches to improvement.”

George MacBride, EIS Education Convener



George MacBride, EIS Education Convener with LTS Chief Executive Bernard McLeary: partnership working will be key to the development of A Curriculum for Excellence.

Photo: Mark Jackson

in this development. They must avoid the temptation to prescribe detailed programmes of work to schools and teachers; rather they must support teachers and schools in the processes of professional reflection and support them in taking decisions on how they will work to meet the needs of their pupils. They must move away from the mindset which uses aggregated 5-14 results and league tables as the prime means of quality assurance towards collegial approaches to improvement. They must celebrate the creativity and commitment of their teachers as they take forward this work.

Staff development

The EIS will continue to discuss with bodies such as Learning and Teaching Scotland and Her Majesty's Inspectorate the means by which they can support these processes: through staff

development, through examples of good practice, through discussion papers, and through using quality indicators which recognise creativity and broad achievement.

The EIS welcomes the commitment of the Curriculum for Excellence team and the Programme Board to keep in close touch with teacher views through a range of mechanisms, including dialogue with teacher associations and interest groups, the Register of Interest, focus groups and a wide range of interactive staff development events. If there is to be real change in Scottish education then Scotland's teachers must be supported as they exercise their professional knowledge, skills and expertise to develop their practice to meet the needs of their pupils ever more effectively. ■

“I want to see all our pupils realising their full potential, being encouraged to aim high and always striving to get to the next level...”

Robert Brown, Deputy Minister for Education and Young People



celebrating success IN SCOTTISH SCHOOLS

Deputy Education Minister Robert Brown explains why the Scottish Executive has launched its Celebrating Success initiative, to encourage schools to take pride in their accomplishments and to highlight all types of achievement by pupils. The Celebrating Success pack, which is in all schools, has been designed to help schools plan activities to celebrate the many things which Scottish schools do well.

Robert Brown, Deputy Minister for Education and Young People



How often do you think about celebrating success? For most teachers, celebrating your pupils' achievements will be part of daily life. But I believe it is also right to tell the world about the truly excellent work going on in our classrooms every day.

Most of the young people in Scotland are well on their way to becoming the successful learners, confident individuals, effective contributors and responsible citizens we want them to be.

But too often media portrayals of hoodie-wearing hoodlums paint a different picture. Horror headlines tell parents about chaos in our classrooms and out-of-control youngsters. With people focusing on the negatives, many pupils find themselves tarnished by association and there is always the danger that this can become a self-fulfilling prophecy – leaving increasing numbers spiralling into poor behaviour.

I believe the time has come to work together to redress the balance - and that's where our Celebrating Success initiative comes in.

You've probably already heard of this, indeed many of you have already started your celebrations. Many schools used St Andrew's Day as an opportunity to celebrate the success of their pupils alongside celebrations of both Scottishness and cultural diversity.

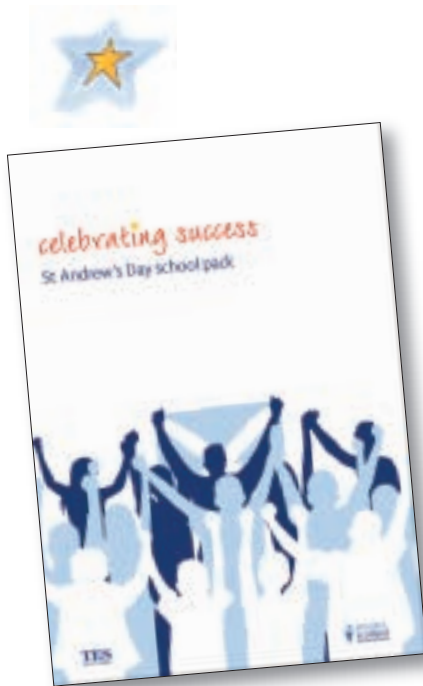
We've already seen fantastic and imaginative examples of whole school celebrations, from traditional events like ceilidhs, Highland games and

coffee mornings to festivals of cultural diversity and performances of music and dance for the local communities.

But it doesn't stop there. I am determined that we will keep showing Scotland the huge variety of good work going on in our schools at the same time as we keep encouraging our youngsters by showing them how well they are doing.

The challenge now is to maintain the momentum. We must think about how we continue to reward pupils for positive behaviour. I want to see all our pupils realising their full potential, being encouraged to aim high and always striving to get to the next level, hungry to score the goal that wins a football match or to play a star role in the school play.

Celebrating successes and recognising achievements can also help when it comes to dealing with some of the more challenging behaviour you may see in your classrooms. Sadly, some of our youngsters come from homes where constant criticism – or perhaps, worse still, apathy



– is the order of the day. These pupils' self-esteem is likely to be non-existent and this may manifest itself in difficult or negative behaviour.

There's no doubt that, for all pupils, a simple 'well done' can get the message across and boost their confidence. But we owe it to them to share their achievements with others – parents, peers, the local community, media - and make it harder for people to keep talking down the youth of today.

So what's next on your agenda for celebrating success? If you're looking for inspiration, we're putting stories and pictures of celebrations from around Scotland on our web site at www.scotland.gov.uk/Topics/Education/Schools/CelebratingSuccess

Don't forget to let us know how you are getting on and share your ideas – you can find out how to get in touch on the website. This is your chance to showcase everything that is excellent about your school.

I know how good our schools are. I know that our best teachers are among the best teachers in the world. And I know that the majority of our pupils are talented, hard-working individuals who deserve credit not criticism.

So celebrating success is a worthwhile habit to form. There are benefits for you, your pupils and the whole school community. Better behaviour, improved learning and enhanced motivation – it's a win-win situation! ■

To find out more and to apply, please see www.lcd.org.uk/gtp/ or email scotland@lcd.org.uk



Link Community Development

In 2006, 12 EIS members joined Link Community Development's Global Teachers Programme and spent five weeks in Africa.

Link Community Development now invites Scottish teachers and head teachers to apply for a place on the Global Teachers Programme in 2007.

The Global Teachers Programme offers teachers and headteachers a challenging, rewarding and motivating professional and personal development experience. Their involvement lasts 15 months, centred around a five week placement in Summer 2007 in Malawi. On placement Global Teachers are based with one of LCD's project schools to share

skills and expertise with peers in areas of school leadership, management and teaching practice. LCD provides the Global Teachers with comprehensive training and support before, during and after the placement. This is carefully designed so that all beneficiary groups – the participants, their placement schools, their own Scottish schools and the wider education sector – can extract maximum benefit from the programme in accordance with their own education and development priorities. ■

Scottish Teachers' Superannuation Scheme (STSS) Annual Benefit Statements (to 31 March 2006)

The Scottish Public Pensions Agency (SPPA) are in the process of distributing annual benefit statements. For those in full time employment this will be done through your employer. This will also be the case for part timers where the SPPA has no home address. All other part timers should receive the benefit statement at their home address. If you work for one of the following employers you will not receive an updated statement as they failed to submit annual returns by the deadline specified.

Glasgow City Council
South Lanarkshire Council
Orkney Island Council
Western Isles Council
Falkirk Council

Lews Castle College
Gaelic College
South Lanarkshire College
Edinburgh's Telford College
Dundee High School

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The SPPA can only provide statements when information is provided by employers. Those who have not received a statement may wish to write to their employer expressing their disappointment at the late return of information to the SPPA. The EIS, nationally, will also raise the matter directly with the employers concerned. ■

“Things like good attendance, special effort in class and activities in the areas of citizenship, enterprise and creativity are all important aspects of achievement.”

Graham Donaldson,
Her Majesty's Senior Chief Inspector of Education



Briefly

Her Majesty's Senior Chief Inspector of Education, Graham Donaldson, reflects exclusively for the SEJ on what schools are doing to develop and recognise learners' achievements in a broad range of areas and how HMIE inspects and reports on all aspects of achievement.

Promoting wider achievement

Schools are increasingly recognising the need to promote the wider achievements of learners as part of their all-round development.

In inspections, we are frequently asked about the weighting given to these wider achievements in our evaluations. Sometimes, the question is posed in ways which seem to see attainment and wider achievement as alternatives. They are not. Each young person needs to grow and learn in a rounded way and to have learning valued and recognised in forms that meet their personal needs and the needs of society more generally.

Schools employ a wide variety of approaches to help pupils acquire and apply knowledge and develop skills, attitudes and values.

We have the formal learning which takes place in curriculum areas, subjects and interdisciplinary projects and studies. Schools also use opportunities such as work experience and residential visits to outdoor centres. The importance of what we traditionally call “extra-curricular activities” must also not be underestimated.

These activities are an essential part of the ethos and life of the school as a community and offer opportunity for personal achievement.

Too often, they are not taken up by as many pupils as we would wish and a key challenge for the future is to involve all young people in the benefits of these less formal but very valuable ways of learning.

Of course, pupils' experiences outside school also contribute to their achievement.

These experiences may take place within the family and community – but where learners have poor opportunities outwith school, community learning and development (CLD) settings and voluntary organisations can play an important role. In these settings, young people have opportunities to learn important core skills such as communication, working with others, and problem solving and to develop their self-confidence and self-esteem.

So what sort of things are schools doing to develop achievement in its broadest sense?

Of course, they provide opportunities for pupils to obtain formal qualifications from the Scottish Qualifications Authority, and increasingly from other awarding bodies such as the Award Scheme Development and Accreditation Network (ASDAN).

“Each young person needs to grow and learn in a rounded way and to have learning valued and recognised in forms that meet their personal needs and the needs of society more generally.”

Graham Donaldson, Her Majesty's Senior Chief Inspector of Education



“Schools also encourage pupils to attempt some previously untried task or engage in some new pursuit.”

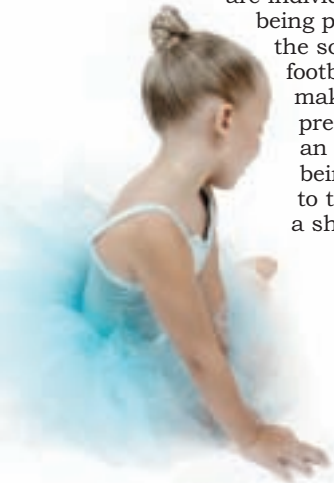
Pupils can take part in outdoor activities and have them recognised through The Duke of Edinburgh Award Scheme or they may develop skills in playing a musical instrument and gain a certificate through the RMB/RSAMD.

Individual pupils may win an event at a national championship or be selected to represent the country or their local region in a sport or an activity such as debating.

Things like good attendance, special effort in class and activities in the areas of citizenship, enterprise and creativity are all important aspects of achievement and many schools recognise these achievements by celebrating them at assemblies, awarding certificates or giving ‘pupil of the week’ awards.

Schools also encourage pupils to attempt some previously untried task or engage in some new pursuit. Examples could be as many and as varied as there are individuals –

- being picked for the school football team, making a presentation at an assembly or being chosen to take part in a show.



The following extracts from two recent HMIE reports provide examples of what inspectors have written about pupils’ broader achievements.

Secondary school report

“A large number of pupils benefited from supported study, Easter study school, university summer school and the Greater opportunity of Access and Learning with Schools initiative (GOALS).

Through the school’s “Citizenship in Action” programme, S6 pupils were involved in mentoring S1 pupils, paired reading and learning, as well as working in the school’s associated primaries. These activities helped pupils develop their organisational and leadership skills.”

Primary school report

“Pupils were given opportunities to make decisions within the pupil council and Eco School Committee.

The school’s positive approach to behaviour management had contributed to raising pupils’ self-esteem and their motivation to succeed.

The school choir had achieved success in the Glasgow Music Festival. By P7, those who played clarsach had reached a level of skill to participate in a national competition.”

In inspections, we shall continue to evaluate how well schools succeed in raising the attainment of all pupils. Any reduction in our collective expectations about attainment would almost certainly be particularly at the expense of the most vulnerable young people.

At the same time, we shall continue to develop our approaches to evaluating and reporting on wider achievement. We want schools to be able to tell us about the opportunities they provide for learners to achieve across a broad range of areas. We also want to know how many learners are taking up these opportunities and how they are benefiting from them. How are schools ensuring success and achievement for all? Has the school consulted learners about the opportunities provided? Who has a conversation with each learner about his or her wider achievement? Who encourages our looked after children to achieve more widely?

As *A Curriculum for Excellence* takes root, our collective understanding about how best to develop the capacities of our young people and about appropriate recognition of their achievements will grow. Creative thinking by staff in schools will be central to that development. The challenge facing us all is to develop ways of valuing and recognising what matters. Inspections will respond to and learn from good practice as we see it in schools across Scotland and in turn ensure that such developments are fed into local and national thinking. ■



Briefly

David Drever takes a look at the current situation on class sizes and argues why further reductions are needed.

The case for smaller class sizes

The continuing need to reduce Scotland's class sizes for educational reasons will continue to be a key feature of EIS policy in the run up to the Scottish Parliamentary elections in May next year. While some progress has been made in reducing class sizes in the early stages of primary schools, and in the first two years of secondary schools in Maths and English, much more needs to be done to bring class sizes down to a manageable level. The EIS will be pushing all political parties to make further commitments to bring down class sizes, though the EIS petition to parliament (see page 4 of this SEJ). David Drever, along with fellow EIS National Executive Member Helen Connor, represents the EIS on the Ministerial Class Sizes Working Group. Here David takes a look at the current situation on class sizes and explains how further reductions are needed to allow all pupils the opportunity to meet their full academic potential.

If there is one issue that is a focus for the key concerns facing teachers today, it is the case for smaller class sizes. A reduction in class size maxima will benefit teachers in both Primary and Secondary,

from P1 to S6; it will be equally welcome in the inner cities and the leafy suburbs; and it will be good for pupils right across the ability range.

Back in the early seventies a radical new Teachers' Contract delivered class maxima of 33, 30, and 20 for all classes at different stages. It came alongside significant salary increases and was the result of a huge campaign that rocked the then Labour Government. There is no doubt that the capping of class



size with agreed contractual maxima gave a major boost to the quality of teaching and learning in Scottish schools all these years ago.

Times change

So what has changed since then? Schools are very different places in 2006 and Scottish Education has changed markedly. The learning process for pupils is now held as important as the teaching that complements it. With the recognition of different learning styles teachers now deploy a range of methodologies: direct interactive teaching; group work; peer tutoring and ICT. Central to the teaching/learning process is the power of formative assessment as a teaching tool. We welcome these developments that put the child at the heart of the learning process, but we insist that large class sizes are an obstruction to effective teaching. Scottish society has changed over the past thirty years also, and some of these changes are reflected in our schools. Pupil behaviour and the rising concern with ill discipline are important issues in both Primary and Secondary schools. Teachers know that large class sizes reduce their ability to meet the needs of challenging pupils, indeed they are often the source of the bad behaviour. The reforms of A Curriculum for Excellence will shape our work in the coming decade. Practical detail is scant as yet, but the emphasis will be on flexibility, choice and personalisation. The jury will be out until we have the detailed guidelines, but it is clear that the new framework will demand smaller class sizes to support effective learning.

The links between class size and issues such as effective teaching and learning, pupil behaviour and curriculum reform are not new – teachers have been aware of them for years. A quick look back over the EIS AGM motions of past years will show that union activists have known it as well. What has changed is that it is an issue whose time has come.



David Drever

“...we insist that large class sizes are an obstruction to effective teaching.”

The need for smaller class sizes is clear to every teacher but the success of our campaign will be dependent on making the case amongst the wider public, most of whom are parents, all of whom have experienced the classroom.



Teachers realise that if they are to deliver the first class, professional education service demanded of them, then they need to see the central obstruction to that – over sized classes – removed.

Good start

There are signs that the Scottish Executive acknowledges the case for smaller classes. The Partnership Agreement to reduce class sizes to 25 in P1 and 20 in English and Maths in S1/S2 in 2007 is a welcome start. It is certainly instructive to consider the circumstances under which the Scottish Executive made this policy change. The pledge was made at an election time at the height of political pressure and will be implemented just after the next Scottish election, again under the glare of the political spotlight. Following repeated calls from EIS AGMs for further reductions in class sizes throughout all schools and at all levels, Peter Peacock set up a Ministerial Working Group to investigate Staffing Resources and Class Sizes. The Group will report in autumn of next year and make recommendations about priorities beyond 2007. The EIS is represented on that group by Helen Connor and myself.

Reporting progress

In June of this year the Working Group issued an Interim Report that gives a factual account of its work to date. This Report makes for rather dry reading but does contain important pointers for the future. It sets Scottish class sizes in an international context that highlights our unenviable position: in Primary schools in Europe, only England and Ireland have a larger average class size. Statistics contain more variables in Secondary schools, but in European Maths classes of 15 year olds, only Scotland, Slovakia, France and the Czech Republic had an average size of more than 23 pupils. Elsewhere the Interim Report gives a comprehensive review of Class Size research that was prepared by the Scottish Council for Research in Education (SCRE). This looked at UK and international studies on the effects of class sizes. Much of the authoritative studies – particularly

the Student Teacher Achievement Ratio (STAR) project in Tennessee, and the Class Size and Pupil Ratio study of the London University Institute of Education – are clear that class size makes a difference. However the review concludes equivocally by acknowledging that attainment is a complex picture affected by a range of factors. An academic review of multiple research projects cannot, indeed dare not, be conclusive in a politically contested arena such as the class size debate. However the experiential evidence of teachers is overwhelmingly conclusive: there is hardly a classroom teacher, headteacher, university education lecturer or Local Authority manager who has spent time in a classroom that will not confirm from experience that smaller class sizes result in better teaching and learning. Finally the Report offers scenarios for future additional spending, concluding that class size reduction would require long term planning and would be expensive. However the Report refused to make recommendations at this stage, effectively postponing crucial decisions until after the 2007 Scottish Parliamentary Election.

This prospect lends greater urgency to the EIS campaign to reduce class sizes. At this time, in the run up to council and parliamentary elections, education issues are recognised as being high priority amongst voters, and are accorded serious respect by our politicians. The need for smaller class sizes is clear to every teacher but the success of our campaign will be dependent on making the case amongst the wider public, most of whom are parents, all of whom have experienced the classroom.

Future decisions on class size policy will be taken by the newly elected Scottish Executive of 2007. Our campaigning work in the coming months will play an important part in that decision making process. ■

Your class size campaign petition form is enclosed in this SEJ. See news item on page 4 for further details.

End of year quiz

Feel clever?

Greetings. It hardly seems a year since the 2005 quiz graced this publication. As 2006 draws to a close, and the repeats begin to stack up on TV, get your pens and paper ready for the 2006 version.

The first all-correct entry drawn from the proverbial hat (ok, ok...it's actually a cardboard box) will receive £50 in gift vouchers. Enjoy, and good luck!

Section 1

2006 – Were you paying attention?

- The world's first probe to which planet was launched on 19 January 2006?
- The 2006 Winter Olympics opened in which city on 10 February 2006?
- What came into effect in Scotland on March 26 2006?
- The largest train station in Europe opened on 26 May 2006 in which European city?
- What was the name of the monster-like band who earned the most points ever given in Eurovision Song Contest's 51 year history in May?
- In the FIFA 2006 World Cup two teams had their 23 squad members drawn entirely from that country's domestic league. One was Saudi Arabia. Name the other country.
- Which film, on 7 July 2006, set box-office records for the largest opening day gross, the largest single day gross, and the largest Friday gross of all time?
- Who temporarily relinquished power to his brother before surgery on 31 July 2006?
- To which post was Mr Ban Ki-moon of South Korea appointed on 11 October 2006?
- On 7 November 2006, which band which has not toured for 15 years announced a 14 date European Tour schedule for 2007 including two UK dates at Twickenham and Old Trafford?

Answer sheet EIS End of year quiz

WIN
£50!

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

Name: _____ phone: _____
 Address: _____ email: _____
 Post code: _____ **GOOD LUCK!**

Entry deadline Wednesday 10 January 2007

Send entry to: **Festive Quiz**,
 SEJ, 46 Moray Place, Edinburgh EH3 6BH

Employees of the EIS and their families are not eligible to enter this competition. Quiz compiled by *Tantalus*

Section 2

Song Lyrics

Below is a list containing lyrics selected from famous (or not so famous) songs. Identify the artist and the song containing each lyric.

1. "All the teachers in the pub
Passing round the ready-rub
Trying not to think of when
The lunch-time bell will
ring again"
2. "It's a traffic jam when you're
already late
It's a no-smoking sign on
your cigarette break
It's like ten thousand spoons
when all you need is a knife"
3. "I look around but it's you
I can't replace
I feel so cold and I long for
your embrace"
4. "Oh baby you're the only
thing in this whole world
That's pure and good and
right"
5. "She says we've got to hold
on to what we've got
'cause it doesn't make
a difference if we make
it or not"
6. "I looked out this morning
and the sun was gone
Turned on some music
to start my day"
7. "Here I lie
In a lost and lonely part
of town
Held in time
In a world of tears
I slowly drown"
8. "A built-in remedy for
Khrushchev and Kennedy
At anytime an invitation you
can't decline."
9. "Somewhere deep inside
you must know I miss you
But what can I say rules
must be obeyed"
10. "But you've become somebody
else, round everyone else
You're watching your back,
like you can't relax"

Section 3

1906 Trivia

1. Who was the first American
to be awarded the Nobel
Peace Prize in 1906?
2. Which General Secretary of
the Communist Party of the
Soviet Union was born in
Ukraine in 1906?

3. Which Italian Football
Club was formed on
3 December 1906?
(a) Juventus
(b) Internazionale
(c) Torino
(d) Piacenza
4. Which British car and
aero-engine manufacturing
company was founded on
15 March 1906?
5. Who became the UK Prime
Minister immediately following
the General Election on
13 February 1906?
6. What became a worldwide
standard when it was
included in the second
International Radiotelegraphic
Convention, which was signed
on November 3 1906?
7. Who was born on 13 April
1906 and went on to write
novels, poems and plays
including *Waiting for Godot*?
8. Symphony No 6 in A minor
was performed for the first
time on May 27 1906 in
Essen. Who composed this
piece of music and conducted
the orchestra at its first
performance?
9. The San Francisco
Earthquake occurred in
which month in 1906?
(a) February
(b) April
(c) September
(d) October
10. Which actor was born in
St Petersburg, Russia on
3 July 1906 and starred
in many films including
Rebecca (1940), *All About
Eve* (1950) and *A Shot in
the Dark* (1964)?

Section 4

Horses for Courses

1. Who wrote the novel
The Horse Whisperer?
2. Who directed and starred
opposite Kristin Scott Thomas
in the Hollywood adaptation
of the novel?
3. Who recorded the song
A Horse with No Name?
4. Who played the English
aristocrat in the film
A Man called Horse?
5. What was the name of the
horse which Audrey Hepburn
cheered to victory in the film
My Fair Lady?

6. In *Fawlty Towers*, what was
the name of the horse given to
Basil Fawlty which was tipped
to win in the 3 o'clock at
Exeter in the episode
Communication Problems?
7. Name five horse racing
venues in Scotland.
8. In which play by Shakespeare
would you find the following
line? "*A horse, a horse, my
kingdom for a horse*"
9. Name the three horses
in George Orwell's novel
Animal Farm.
10. Released in 1976, which
band's only hit single
was *They Shoot Horses,
Don't They*?

Section 5

And finally...

1. What is the State Capital
of California?
2. Who ran 7 marathons in 7
continents in 7 days in 2003?
3. Whose autobiography
is entitled *Long Walk
to Freedom*?
4. What do the letters "TT"
stand for in "The Isle of Man
TT Race"?
5. *The Persistence of Memory*
is a famous painting by
which artist?
6. What was the name of the
first spin-off series from
Doctor Who which made
its debut on BBC Three
in October 2006?
7. What voting system will be
used in the Scottish local
government elections in
May 2007?
8. What is the colour of the
Central Line on the London
Underground map?
9. Whose primary
contribution
to psychology was
a "hierarchy of
needs" which is
usually presented
as a pyramid?
10. Which car,
replacing the
Sierra in
Europe and
the *Telstar*
in Asia, was
launched in
March 1993 and
was elected Car
of the Year in 1994?

All white on the night

Why dream of a white Christmas when you can serve one? Turkey traditionalists will no doubt have their favoured recipe for the festive season, but here we present some a completely white Christmas dinner. Different, yes – but we think delicious.

White bean soup

Serves 4

3x 450g cans of broad beans
1 medium onion
up to 1 pint of milk
salt
white peppercorns

First, remove the skins from the broad beans. Each bean should easily pop out of the skin. Discard the skins, and place the beans in a bowl for now.

In a covered pan, gently sweat the onions in a little oil for about 5 minutes, but do not allow to burn. Then add the beans and just cover with boiling water. Simmer for about 10 minutes, until soft. Season with the salt and ground peppercorns. Then blend the mixture, adding sufficient milk to make it smooth and soup-like. Bring back up to a warm temperature and serve immediately.

Christmas Cod

When cooking with cod, it is important to choose it from sustainable sources. Line-caught cod is available in some supermarkets, and others stock organically-farmed cod from Shetland.

for the cod

4 fillets of cod
12 small potatoes,
peeled and halved
butter
juice of two lemons
dried or fresh chervil
16 small tomatoes, quartered
20 olives, stoned

for the sauce

2 shallots, finely chopped
handful of mixed herbs
white-wine vinegar
500g creme fraiche

Place the potatoes in a pan of cold water and bring to the boil until tender. Drain and keep aside. Heat the oven to 180 degrees.

In a large non-stick, oven-proof frying pan, fry the cod in 1 tablespoon of oil and 1 tablespoon of butter. You will need to fry for about three minutes each side. Then add the cooked potatoes, olives, tomatoes, lemon juice and chervil, and place in the oven, uncovered, for 6-8 minutes.

Now prepare the sauce. In a pan, add 4 tablespoons vinegar and 4 tablespoons water to the shallots and herbs. Reduce until there is just a tablespoon or so of liquid. Pass this through a sieve into a bowl, and add the creme fraiche. Gently heat the mixture but under no circumstances allow it to boil. If it separates, remove from the heat immediately and whisk an ice-cube into the mixture.

Serve immediately.

Lemon sorbet

The sorbet should be made the day before. The weak and very young should not eat uncooked egg, so use the powdered egg whites in these circumstances.

the juice of four lemons
1 teaspoon of very fine lemon zest
160g caster sugar
350ml water
2 egg whites or equivalent
powdered egg white
fresh mint, to serve

Gently heat the sugar, water and lemon zest in a pan until the sugar has dissolved. Add the lemon juice and allow to cool.

Then place in a shallow metal dish and freeze. After two hours, fork briskly. After another two hours, fork again. This time, whip the egg whites until firm (but not stiff) and fold into the freezing mixture. If you are using powdered egg, simply whisk it into the sorbet.

Now leave to freeze for 6 hours or overnight. Serve with fresh mint and a sliver of lemon.

To drink

If you start now, you can have your own home-made creme de menthe to drink by Hogmanay. Take one large bunch of fresh mint leaves, and add them to a jar. Top up two-thirds with a decent vodka. Seal, and leave on a windowsill for ten days to two weeks, shaking regularly. Now make a sugar syrup by boiling two parts of sugar to one part of water, and leaving to cool.

At this point, remove the mint leaves, and fill the remaining third of the jar with the sugar syrup. (You can add about six drops of green food colouring if you desire.) Leave to mature as long as possible before drinking – neat, but in moderation. ■



Financial Advice for Retired or Retiring Members

Retirement can be a time of change and uncertainty. Your income and outgoings will change dramatically, as will your needs and objectives.

If you are approaching retirement you may need advice on the best way to put your savings to work or, if you have already retired, you may want someone to check that you have done the right thing with your investments.

Lump Sum and Investment Advice

When you retire you receive a tax free lump sum from the superannuation scheme equal to 3 x your annual pension. We can help by offering independent advice on a number of ways to invest this lump sum to provide you with an additional regular income. In many cases you can still access your capital if you need to and even retain potential growth on your investment!

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

In addition to this, many of you will have savings or investments such as ISAs, PEPs, Bonds etc. that might not be suitable any more given your change in circumstances.

It is important to review these investments and we can offer independent advice on restructuring your existing portfolio, or even on improving on the low rates of return from some Bank and Building Society accounts.

For further information on Investments or Inheritance Tax Planning call us now on 0141 332 8004 and an EIS Independent Financial Adviser can discuss your requirements further.

Inheritance Tax

One of the greatest concerns for many of our members is Inheritance Tax, currently charged at 40% and applicable to all estates valued over £285,000*.

This may seem like a high figure but, bearing in mind that property values - which have risen sharply in recent years - are included in the estate, as well as savings, investments and life insurance, many members exceed this tax bracket without realising it.

With good advice and sound financial planning it is possible to reduce or even wipe out any tax liability your estate may have.



Flying Chartered

25 new chartered teacher graduates from University of Paisley

25 Scottish teachers have become the latest fully qualified Chartered Teachers to graduate from the University of Paisley. The 25 graduates successfully completed the Chartered Teacher programme which is run by a partnership led by the University of Paisley and the EIS, together with Learning & Teaching Scotland, Argyll & Bute Council and South Ayrshire Council.

Commenting on the graduation of the new Chartered Teachers, EIS General Secretary Ronnie Smith said, "This is a proud day for everyone involved with the Chartered Teacher programme in Scotland, but particularly for our 25 new fully Chartered Teachers. To date, they are the largest group of teachers to graduate from a Scottish University as part of the

Chartered Teacher programme - a scheme which is bringing benefits to thousands of teachers, as well as pupils and schools, across Scotland. The Chartered Teacher scheme allows experienced teachers to continue to enhance their skills while remaining in the classroom so that pupils can benefit from the highest quality of teaching

and the great experience that these teachers bring."

In excess of two hundred teachers from across the country are studying Chartered Teacher modules with the University of Paisley. The number of Chartered Teachers in schools is set to rise dramatically in the coming years, as more and more experienced classroom teachers reach the standard for Chartered Status through accreditation of prior learning, prior experiential learning and postgraduate study on University based programmes. ■



The 25 graduates from the Paisley CT programme were: Dawn Anderson, Kathleen Cowie, Kit Crozier, Frances Diver, Karen Farrell, Kathleen Gallagher, Elaine Gray, Derek Griffin, Peter Hynd, Heather Johnston, John Leitch, Katy McKean, Ruth Millican, Sarah Moar, Sadhvi Mohan, Helen Morrison, Susan Ronnie, Neil Roxburgh, Charlie Stringer, Lorraine Shepherd, Gracie Summers, David Thomson, Carolyn Todd, Lorna Webster, Fiona Whyte. Also shown are University Chancellor Sir Robert Smith, Principal Professor Seamus McDaid and Dean of the School of Education Ian Smith.

Photo: Alan Wylie

Promoting CPD in Perth

EIS Learning Rep for Perth & Kinross, Patricia Duncan, discusses local CPD opportunities with teachers at a recent EIS/local authority event in Perth. Joining Patricia were Rosa Murray from GTCS and Leila Holm (University of Aberdeen) - both EIS members - to discuss the growing CPD opportunities now available to teachers in all parts of Scotland.



Patricia Duncan



Rosa Murray (left) and Leila Holm

Photos: Mark Jackson

Learning Rep's life

I am the Multi-Establishment Learning Representative for Dumfries and Galloway. It takes about as long to say it as it does to commute to work! Not only that but I am also School rep and Treasurer of my Local Association. Keeps me from getting bored, that's for sure.

In the year or so I have been the LR in the south west I have spent a lot of my time in improving my own knowledge and understanding of the CPD scene in Scotland. The LR website has proved very useful in keeping me, and the other LR's, up to date with developments.

My role is to inform, advise and support members in taking up the opportunities that CPD offers and to continue to support them throughout their studies. It seems that teachers are quite reluctant to come forward and seek such assistance but, I am assured, that it takes time to change the culture of self sufficiency.

I was very fortunate that my local authority was very keen to get me involved in the CPD scene locally.

"...CPD opportunities in Dumfries and Galloway are readily available and well organised."

John L Thomson, LR,
Langholm Academy

Time off for my duties was arranged very easily and I was immediately invited to serve on CPD steering and coordinators committees and worked with the group which organised last year's CPD conference for all secondary teachers. I keep in fairly close touch with the authority CPD department with whom I have a very good working relationship. The asked me recently to speak to the Chartered Teacher (CT) network group about my role.

Despite all that, and the fact that CPD opportunities in Dumfries and Galloway are readily available and well organised (with an online catalogue, booking system and CPD portfolio for staff use), I have been surprised to note the low numbers of teachers who are taking up the challenge of CT. We have around 10 CTs within the authority and another 40 or so who are at various stages in their studies.

On 24th January 2007 the EIS and D&G Council are organising a joint CPD event to take place in Dumfries. The intention is to highlight the various opportunities available to staff such as CT,

Professional Recognition etc. We have arranged some excellent speakers who are very well informed in the field. Walter Humes is Research Professor in Education at University of Paisley and Rosa Murray is the Professional Officer (CPD) with GTCS. I have heard both of them speak recently and would recommend them to all teachers. We also will hear from two CTs from our local schools who will tell us of their first hand experiences of the program. Gillian Brydson (Education Officer CPD) will be giving the authority view and I will also be there to emphasise the EIS commitment to helping teachers to make the most of training opportunities. I would advise any teacher in the south west who is thinking of furthering their career (or even improving their pension!) to come along to the meeting where, if your questions or problems are not addressed by the speakers, you will be able to ask questions and get straight answers. ■

John L Thomson
Langholm Academy
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National Occupational Networks Educational Psychologists, Headteachers, Music Instructors and Quality Improvement Officers.

National Occupational Networks operate to represent certain members who are part of an occupational group within the EIS who have distinctive interests and who may not be represented in other structures within the Institute. These groups operate on behalf of four categories of members – Educational Psychologists, Headteachers, Music Instructors and Quality Improvement Officers.

Networks operate to offer a forum for such members, to keep the main body of the EIS advised of developments in these areas and to allow proper

assistance to be offered to these members in matters which affect them. Occupational Networks discuss matters of specific interest to these categories of members and the results of their discussions are passed to Executive Committee or local associations to form part of the normal process of policy consideration.

New elections to the Networks are now underway, and EIS Representatives are asked to ensure that their headteacher (where a member) and any other relevant

members in their establishment are made aware of these elections and have the opportunity to nominate themselves for election.

Applications are invited from members in these categories to serve as the representative of their local association area on the national Network for their category. One Network representative is elected for each local association area and members may nominate themselves. The period of office is three years and Networks normally meet on around two occasions each year.

Nomination forms are available from Local Association Secretaries and from the Organisation Department at EIS Headquarters and should be sent to Local Association Secretaries to arrive no later than **15 December 2006**.

eis

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Spotting signs of Meningitis

A recent survey has revealed that parents rely on teachers to educate their children about meningitis – a life-threatening disease that parents fear most, according to a Department of Health study.

Less than half of parents with children of school age questioned by a research company were confident that their under 16s were aware of the signs and symptoms of meningitis, despite an overwhelming 97 per cent of parents saying they think it is important for their children to learn about disease and how to prevent it.

To help teachers educate children about disease, the Meningitis Trust has developed a website www.meningitis-learning.org

Designed specifically for teachers to help support lesson planning and delivery, the website features downloadable lesson plans, worksheets, and whiteboard presentations and can also be used as an interactive tool during lessons.

To make learning fun for younger children, Monty the duck will guide pupils through the world of micro-organisms where they will meet good and bad bacteria and see the effect they can have on our bodies, including how bad bacteria can cause infection and how antibiotics can fight it. For older children the website uses quizzes and animations to help children learn more about meningitis and the effect it can have on people's lives.

Philip Kirby, Chief Executive for the Meningitis Trust said: *"Meningitis and meningococcal septicaemia (blood poisoning) can affect anyone at any time and can kill within hours.*

"Survivors can be left with severe, disabling after-effects, including brain damage, deafness and, where septicaemia has occurred, limb loss."

Children are particularly susceptible to meningitis and every year there are at least 1500 reported cases in under 16s, although experts estimate that there are actually twice as many cases in UK.

The Meningitis Trust has developed the website to raise awareness of the signs and symptoms amongst teaching professionals and children. The website also includes a section for parents to increase their understanding of the disease as research has shown that parents fear meningitis more than any other disease.

The website has been funded by organisations including The James Tudor Foundation and The Barbara Ward Children's Foundation.

As the UK's leading meningitis charity, the Meningitis Trust is working towards a world that is free from meningitis and meningococcal septicaemia (blood poisoning) and where those affected receive quality care and support for life. The charity aims to raise awareness of meningitis and septicaemia through an education and training programme and offers practical support for life to people coping with the devastating after-effects. The Meningitis Trust is a registered charity which relies almost entirely on donations to continue its work.

About the Meningitis Trust

The Meningitis Trust is the UK's leading meningitis charity, raising awareness of meningitis and septicaemia through an education and training programme and offering practical support for life to people coping with the devastating after-effects.

Specifically, the Meningitis Trust provides support through the following services:

- a 24-hour helpline led by specially trained nurses offering information and support in over 100 languages - 0800 028 18 28
- free professional counselling
- a home visiting service
- financial grants to fund special equipment; respite care; therapeutic activities; special training; travel and accommodation costs; and much more.



Monty the Duck: "Meet me at www.meningitis-learning.org"

About the James Tudor Foundation

The Foundation makes grants for charitable purposes, across six programme areas.

- Palliative care
- Medical research
- Health education, awards and scholarship
- The direct relief of sickness
- The UK independent healthcare sector
- The fulfilment of our charitable objects by other means

For more information contact Rod Shaw on 0117 9858715 or email: rod.shaw@jamestudor.org.uk

About the Barbara Ward Children's Foundation

Inaugurated with a generous donation from Barbara Ward in 2001, the objectives of the BWCF are to carry out charitable purposes anywhere in the world, particularly in relation to disadvantaged children. By June 2006 the BWCF had made grants of well over £2 million to various projects in more than 80 different charity organizations. Whilst many of these projects are in England, the charity is also supporting disadvantaged children in Scotland, Northern Ireland, Russia, Kosovo, Malawi, Cameroon, Barbados, Kenya, and Nepal. The children's project at Meningitis Trust is a classic example of the type of project that the BWCF is most pleased to support.

For more information call Brian Walters on 020 7222 7040 or email bwcf@rlb-lw.com or go to www.BWCF.org.uk

For more information on the Meningitis Trust, visit their website at www.meningitis-trust.org

John Cairney Memorial Road Relay Race

Respected Times Educational Supplement Scotland journalist, teacher and long time EIS activist, John Cairney sadly passed away last year. A former PE teacher, John was extremely active in promoting health, fitness and wellbeing for young people. He was also active in his local athletics club, the famous Shettleston Harriers club. Here, John's Glasgow EIS colleague John Mackay reports on the first ever John Cairney Memorial Road Relay Race, which has been established by the Shettleston Harriers with support from Glasgow EIS Local Association.

On a wet, windswept day the inaugural John Cairney Memorial Relay Races took place at Glasgow Green on the 15th November. Over fifty teams took part in a four person road relay around Glasgow's oldest public park. Each young athlete was given a leg of one mile to run, with four (two S1 and two S2) in each team. There was a separate boys' relay followed by the girls' teams, in total over 200 competitors.

John was an active member of the EIS for all his teaching life. He served on a number of key EIS committees and was a well known activist in the Glasgow branch. His main passion in life was fitness and he would have been pleased to know young secondary pupils were taking part in a race in his memory. It is fitting that the EIS are championing a health drive in younger people. John was a keen road runner and was an active member of his local East End of Glasgow athletic club, Shettleston Harriers. His club organised the event with generous sponsorship from the EIS and the Glasgow Commonwealth bid team for 2014. The event has hopefully raised awareness of the young people of Glasgow's ambitious bid to host the second largest games in existence. Every young athlete was given a Glasgow Commonwealth Games Bid for 2014 pin badge as a souvenir of this event.

John was working on the club's centenary book when he was diagnosed with cancer. This book '100 Years of Shettleston Harriers-An East End Odyssey' is a remarkable account of the history of the club and is unequalled in any other athletics clubs anywhere in the UK. This book is available via the club website www.shettlestonharriers.org.uk

Sadly, John passed away in April of 2005 after a long battle with illness. He had been a member of the club since the late 70s. Originally from Baillieston, John latterly lived in Muirhead and retired from Secondary Education where he worked as Principal PE Teacher in All Saints Secondary, Glasgow. He then pursued a second career as a Journalist. He was also a member of the General Teaching Council of Scotland.

John's literary talents saw him in print in such publications as 'The Times Education Supplement', 'The Herald' and the 'East End Independent'. He helped raise the profile of Shettleston Harriers with regular weekly reports on every athletic event and also contributed to the greater educational debate in Scottish Education.

Jack Barnett, Ex-President, who made the trip from Fraserburgh and Willie Hart, Glasgow Secretary represented the EIS, standing for two hours in continuous rain. Helen Cairney, John's wife presented the Girls' winning trophy while Jack presented the Boys' trophy. A number of John's ex-colleagues and other family members were in attendance. Hutcheson's Grammar school won both the boys' and girls' events. Both races were closely contested and the atrocious weather did not seem to dampen the enthusiasm of the young athletes. It is hoped some of these young athletes will be inspired to participate in more regular exercise or maybe even to take up the sport of athletics. Shettleston Harriers are planning to host this memorial event annually. ■



John Cairney

"His main passion in life was fitness and he would have been pleased to know young secondary pupils were taking part in a race in his memory."

John Mackay,
EIS colleague of
John Cairney.



Raining champions:
Pupils battle the elements (below), while former EIS presidents Jack Barnett and Willie Hart try to keep the prizes dry.



If you would like the club's centenary book '100 years of Shettleston Harriers-An East End Odyssey' please see www.shettlestonharriers.org.uk

Sandy French

Journalist and editor of the Scottish Educational Journal

Born 8 August 1922 Died 2 October 2006

Sandy French, who died on 2 October, was a central figure in the EIS for much of the 1970s and 1980s. He was employed originally as a full-time journalist to work with Raymond Thomasson, then Depute General Secretary of the EIS and also editor of the Scottish Educational Journal. Later Sandy himself became editor. These were years of transition for the EIS and the evolution in the format and content of the SEJ over this period reflected the many changes.

In the early 1970s, the EIS, not yet a fully fledged trade union, saw itself still very much a professional body with a plethora of committees and ad hoc groups, national and local, which discussed often at length and in considerable detail all aspects of educational policy and schooling. These issues were well aired in the SEJ.

By the later 1970s and on into the 1980s, during the period of Sandy's editorship, the EIS was changing rapidly to becoming much more a body with a political and campaigning focus. Teachers looked increasingly to the SEJ, which at that time was published monthly, for information on the progress of campaigns and also for a clear leadership message and direction. This period of transition led inevitably to tensions and the EIS activist base reflected the political divisions of the time, both between and within political parties.

It was Sandy's responsibility to give due weight to the decisions of the EIS Executive, to the lead of the General Secretary for much of that period, John Pollock, and also

to the process of debate itself among the many voices making themselves heard within the EIS. This was a difficult balance to achieve and it took someone of Sandy's considerable journalistic skill, coupled with political nous, to ensure that the SEJ at all times gave fair representation to these disparate voices. And if any activist (or for that matter EIS official) felt that he or she was misrepresented in the columns of the SEJ they were not slow to take their complaint to Sandy. It is a measure of the fair mindedness and integrity of the man that most accepted that Sandy's representation of what had been said was a fair and reasonable record, even if, viewed in cold print, what had been said in the heat of debate reflected less flatteringly on the speaker.

Sandy was frequently lobbied by many in education whose personal priority seemed at times to be an aspiration to see their name in print. If they had been rejected by the Scotsman, Herald, Daily Record and TESS, then perhaps the SEJ might publish what they had to say. Sandy had little time for the "prima donnas" of the Scottish political and educational scene looking to see their by-line attached to whatever was the live educational topic of the day - and they knew it.

At heart Sandy was a gifted journalist of considerable integrity who recorded what had happened and what was said. He left policy making and direction to others - but was doggedly determined that no faction within the EIS would dictate the content of the SEJ.

In the early days of the SEJ the paper was to a large extent the journal of record for most of what

happened in education. By the 1970s that terrain was mostly occupied by TESS complemented by considerable educational coverage in daily broadsheets - and even some tabloids. There was still an element of rivalry in recording the major decision making events of the EIS calendar, such as the decisions of the Executive, Council and the AGM in June. But it was a friendly rivalry and Sandy worked well with, and gained the respect of, other education journalists of the period.

He had worked for many years in Africa, in particular as Chief Reporter on the Tanganyika Standard. When he returned to Scotland, Sandy returned to work on the Bulletin where he had worked previously and later in the Glasgow office of the Scotsman. In 1968 he set up the first course of journalism in Scotland in what is now Napier University.



Sandy had little time for the "prima donnas" of the Scottish political and educational scene...

Sandy was born in Aberdeen but moved at the age of seven to Glasgow. Much of his secondary education was in Coatbridge Secondary. After Army service in the Royal Artillery he returned to Glasgow University to complete an MA degree in French. He followed his father's footsteps into journalism starting as a sub-editor in the Glasgow Herald, his father's old paper, before moving on to the Bulletin.

For much of his later life Sandy experienced ill-health and this dogged his years with the EIS prior to his retirement in 1986. Colleagues from those years remember a warm personality with a sharp wit who was particularly generous and supportive to young officers and staff starting out in a career in the EIS. He retained his EIS links after he retired, partly through his attendance at EIS AGMs for many years along with his wife Maureen. He continued to take a great interest in the affairs of the EIS and commented (with critical insight) on the Scottish Educational Journal through its various changes.

More recently he was greatly affected by the tragic death of his daughter-in-law Lesley on a hill walking expedition of Glencoe in 2002.

Sandy's many friends in the EIS remember him with great admiration and affection. We send our condolences to his wife Maureen, son John and his grandchildren Kirsty, Robert and David. ■

Gwen Mayor Trust

Successful Applications 2006/2007

The Gwen Mayor Trust recently announced its awards for 2006/07. Eleven schools from across Scotland have been successful with amounts ranging from £210 to £500 being awarded. A total of £3760 has been awarded from the Trust fund this year.

One of the projects to be awarded funding from the Gwen Mayor Trust this year is at Struthers primary school in Troon, South Ayrshire. The school is currently preparing for its festive show, which will be a performance of the musical Scrooge by P6s and P7s.

Headteacher June Beesley explained, "Our aim is to give the children the opportunity to be involved in the planning, preparation and delivery of the show. We hope to encourage the wider achievements of the children and raise the self-esteem of some who find numeracy and literacy difficult. The children will also be involved in the production of the sets and costumes."

"We are holding extra-curricular rehearsals for the children throughout the winter term. This will culminate in a performance in our associated church hall in Troon on the

evening of December 20th. The audience will include parents and friends of the children taking part and also residents from the church sheltered homes. We also hope to take the show out into the community by staging a performance at one of the town's care homes to allow some of the folks who are housebound to enjoy the show and join with us in celebrating the festive season."

"The funding awarded from the Gwen Mayor Trust will make a big difference for the school, and will help pay for the extra curricular aspects of the performance and for buses to and from the care home to allow the pupils to share their show with the community," added Ms Beesley. ■



Christmas yet to come: Struthers pupils working hard at rehearsals.

Photo: Alan Wylie

The table below gives details of the level of funding awarded to each of the successful projects this year.

Amount	School	Project
400	Kirklandpark Primary School Strathaven, Lanarkshire	Poetry Project to raise awareness of poetry and poetry writing
400	Newburgh Primary School Newburgh, Fife	Performance of The Wizard of Oz, May 2007. Cost of hall, hire of lighting, printing, costumes, copyright, and scenery.
300	Langlands School Glasgow	To hold an Open Day – Farewell Langlands Govan - to mark the relocation to a new campus in Pollok.
250	Iochdar Primary School South Uist	Performance of The Legend of Slim McBride and the Lost Tribe. Towards costs of workshops to rehearse and transport.
400	Earnhill Primary School Greenock	To produce a school show – towards cost of lighting, scenery, costumes etc
400	Stenhousemuir Primary School	To hire a professional dance artiste and percussionist to assist pupils to present an anniversary concert as part of the school's Golden Anniversary.
250	Struthers Primary School Troon, Ayrshire	To produce a Christmas musical – Scrooge. Costs include buses, lighting and sound.
350	Barcaldine Primary School By Oban, Argyll	Development of ground beside the school, eg music corner, wild life area.
300	Guildtown Primary School Guildtown, Perthshire	To develop playground, working with a local art school to produce murals for display in playground.
210	Campie Primary School Musselburgh, East Lothian	To create a large plaque promoting the ideas of healthy eating, and the schools link with a primary school in South Africa.
500	St Kevin's Primary School Sitehill, Glasgow	Towards costs of materials and workshop in mask and puppet making. School will make a large frame puppet theatre.
Total number of successful applications = 11		Total amount awarded = £3760

What is the Gwen Mayor Trust?

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

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

All primary schools in Scotland are eligible to apply for Gwen Mayor Trust funding. See the April 2006 edition of the SEJ (Vol.90, Issue 2) for further details on the work of the Gwen Mayor Trust.

Do you have a special project that needs funding?

All nursery and primary schools are eligible to apply to:

Gwen Mayor Trust, 46 Moray Place, Edinburgh EH3 6BH
T: 0131 225 6244 e: enquiries@eis.org.uk

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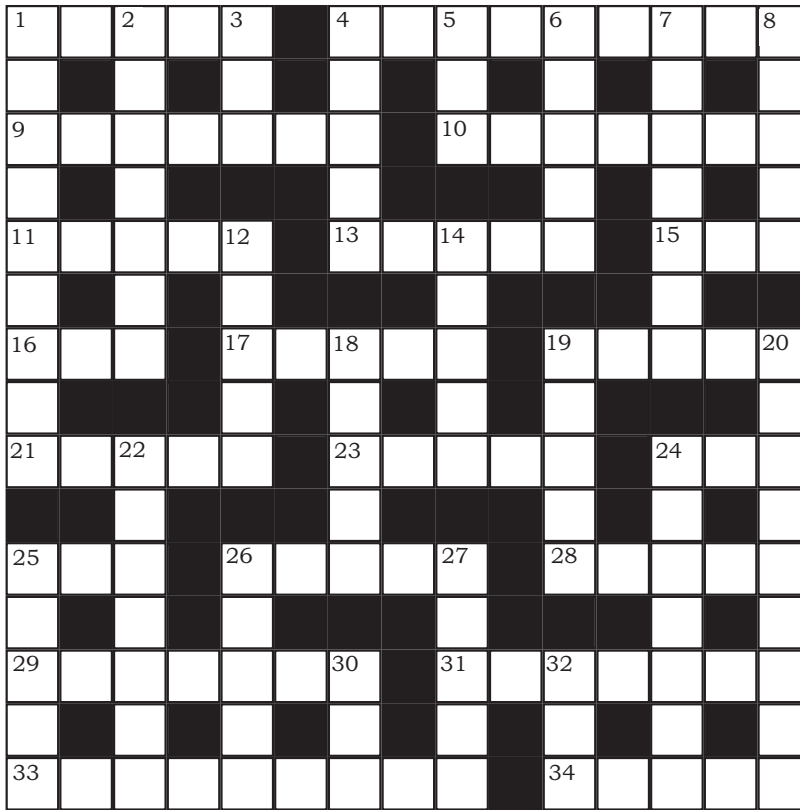
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Crossword 43



CLUES

Across

- 1** A hundred girl form? (5)
4 See scales develop non-stop activity (9)
9 Bad steps full of liquid maybe (7)
10 Blaspheme consumes intravenous flowing style (7)
11 Privileged group found in enamel items (5)
13 Climb height by untying laces (5)
15 A lump in ones throat perhaps (3)
16 Not a wee expression of sympathy by the sound of it but one of fear (3)
17 A sect organised by social class (5)
19 A game of black and white with nothing in between (5)
21 Diminutive NCO dressed in worsted uniform (5)
23 Well done, but really average version of beginners (5)
24 Small seed found in a peach tree? (3)
25 Bristle found in the lawn more often than not (3)
26 I see good ways of cutting off supplies (5)
28 Sense public relations as integral to the shopping expedition (5)
29 Move team in a manner of speaking (7)
31 Opposite of 29, less EIS confusion please! (7)
33 Keep easter egg apart (9)
34 Notice read on three occasions but always near nuptial service at the start (5)

Down

- 1** Climb every mountain using scab Clare (5-4)
2 Go on, take something to go with the curry reported, greed (7)
3 Such a depressing start (3)
4 Sounds like middle of apple or group of soldiers (5)
5 A reduced circle starts car backfiring (3)
6 Strange, bird nest differently constructed (5)
7 Take letter from pies let off (7)
8 Dues 'e paid for blue shoes maybe (5)
12 Compere from EEC me not like (5)
14 Could be near a stadium (5)
18 Tiger with dental problem or dance? (5)
19 Literally cuts of meat (5)
20 Do not model as much to make amorphous (9)
22 Water, shoes, scared and dogs (7)
24 Dose of medicinal mixture right inside (7)
25 Collect a weight by the sound of it (5)
26 European, eastern, was made to work for no pay (5)
27 Follow as part of golden suede shoes (5)
30 Are confused about the period of time involved (3)
32 Cry in a serious, obsequious way (3)

Answers to crossword no.42

Across: 1 Vandal 5 Bakelite
 9 Marsh gas 10 Righto
 11 Condensation 13 Soda
 14 Einstein 17 Firedamp 18 Meta
 20 Haber process 23 Sinter
 24 Employer 25 Analysis 26 Lie-ins.

Down: 2 Ajar 3 Desiccate 4 Ligand
 5 Bessemer process 6 Kerosene
 7 Light 8 Tattooists 12 Ionisation
 15 Tombstone 16 Car parks
 19 Teepol 21 Extol, 22 Neon

CROSSWORD WINNER –
 Congratulations to **Dr Christopher Aust** from Aberdeen who was the winner of SEJ cryptic crossword no 42. Dr Aust receives a £20 book token.

Work out and win

A £20 book token is the prize in the SEJ cryptic crossword. Send your completed entry to the SEJ Editor, 46 Moray Place, Edinburgh, EH3 6BH by **Friday, 12 January 2007**. The first all correct entry picked at random will win. Details of the winner, along with the solutions to this month's puzzle, will be published in the next SEJ. Employees of the EIS and their families are not eligible to participate in the competition.

Name:

Address:

.....

.....

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

Sudoku

supplied by: Sudokugenerator.com

To play: Complete the grid so that every row, column and every three-by-three box contains the digits 1 to 9. Just use the logic to solve - no maths required! Have fun!

Rating: MEDIUM

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

SEJ Oct 06 Sudoku solution

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

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e: kblackwell@eis.org.uk t: 0131 225 6244

Disclosing Disabilities: Help wanted

Dear Editor

The Disability Rights Commission has launched a Formal Investigation looking at the barriers faced by people with impairments and long-term health conditions in teaching, social work and nursing in England, Wales and Scotland.

As part of the Formal Investigation, researchers at University of Central Lancashire and the Social Care Workforce Research Unit, King's College London are asking teachers and trainee teachers about their experiences of informing their employer, training organisation or regulatory body about a disability or long-term health condition.

We want to find out why some teachers may be reluctant to reveal details about themselves and what the consequences of doing so might be. Are teachers aware of their rights under disability legislation? What are their views of the attitudes

and practices of the regulatory body? Have they experienced, or anticipated, negative or positive responses to disclosure? How can disclosure be promoted?

We want to talk in confidence both to those who have disclosed impairments and long-term health conditions and to those who have so far chosen not to disclose. We are particularly hoping to talk to teachers who have 'invisible' disabilities, such as heart disease, diabetes, depression and mental health problems, dyslexia, epilepsy and other types of impairment, but would be pleased to hear from any teacher with a disability.

If you would be interested in contributing to this research, please contact Julie Ridley at JRidley1@uclan.ac.uk or 01772 893402

Yours etc,
Professor Nicky Stanley, Professor Alan Hurst,
Professor Jill Manthorpe, Jessica Harris and
Julie Ridley.

EIS Stress counselling

Dear Editor

I am currently off work with "work-related stress". I was given the stress counselling number by your office and have used it. I wish to thank the EIS and, in particular, the counsellor to whom I spoke, for taking the time to listen and provide me with some help at this very difficult time. I am sure that I will be able to return to work in due course, but it does aid me knowing that I have the counselling service there when I need it.

Yours etc,
Name and address supplied

Crohn's Disease and teachers

Dear Editor,

I was very interested to read your article on The Care of Children with Colitis & Crohn's Disease (SEJ, October 06).

I am a Secondary school teacher who after a lengthy period of discomfort was eventually diagnosed with severe Colitis last year.

Readers of the article noted above will be aware as to how this condition manifests itself, namely; diarrhoea, severe abdominal pain, nausea, extreme tiredness, urgency to use the toilet, etc. However, I would like to draw attention to the fact that although it is of course right and proper that the needs of

children living with this condition are addressed appropriately, not least of all in allowing prolonged toilet breaks, it is extremely difficult to make this provision for members of staff in a school setting. This is especially true when it is a practical subject that is being taught and Health & Safety issues arise.

I have had the experience of finding it necessary to leave the classroom and leaving the students under the supervision of the Department Auxiliary and/or the school Learning Assistants. It was hardly a satisfactory situation and not least of all because there was a poor understanding of the nature of my condition.

Of course it is impossible to cover every eventuality due to the erratic nature of this condition, but I welcome any efforts to promote a greater understanding of what it is to live with Colitis & Crohn's disease as I believe I cannot be the only member of school staff to have experienced this.

I would only like to raise awareness of this situation from a staff perspective.

Yours etc,
Name and address supplied

Fulbright Exchanges

Dear Editor

SEJ readers may be interested to know that the closing date for Scottish applications to the Fulbright UK/US Teacher and Administrator exchange programme is 11 December. For further information please call 028 9024 8220 ext 226, email fulbright@britishcouncil.org or visit www.britishcouncil.org/learningfulbright.htm

Administered by the Education and Training Group of the British Council, in collaboration with the US Department of State, the Fulbright Teacher Exchange program offers teachers from Northern Ireland, England, Wales and Scotland a unique opportunity to trade places with an American teacher. Teachers can opt to spend six weeks, the autumn term or one full academic year teaching in the United States. Exchanges involve elementary and secondary schools (including kindergarten), and community colleges throughout the United States. Work-shadow opportunities are also available for Headteachers and senior managers and specialists in education.

Yours etc,
Mike Bignell,
The British Council

THE EDITOR welcomes your letters but reserves the right to edit them.

Please write to:

The SEJ Editor, 46 Moray Place, Edinburgh, EH3 6BH

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

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

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



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