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SEJ



Santa's little helpers?

**Will Government's budget deal with
Councils deliver on class sizes? p8**

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The Educational Institute of Scotland

Comment



Goodwill to all and smaller class sizes for some?

As autumn turned to winter, the issue of lowering class sizes again became a political hot potato. At Holyrood, politicians of all parties went on the attack over plans to cut class sizes, the limits to be set, the financial costs involved and the intended period for implementing the planned changes.

The EIS is encouraged that the issue of class sizes continues to prompt debate at both a local and a national level, but is concerned that this issue is now becoming something of a political football. In the run up to the Scottish elections, each of Scotland's major political parties put lowering class sizes at the centre of their education policies, as they battled to promise the smallest classes and to win the hearts and minds of Scotland's parents and teachers.

With the broad pre-election consensus of the need to cut class sizes, it is troubling that now, post-election, our representatives at both local authority and Parliamentary level are apparently struggling to move the issue forward on a collaborative basis. Surely, if there is any one issue on which our politicians should be able to work together constructively, it is cutting class sizes. Having promised the people of Scotland that smaller class sizes were a common goal, it is incumbent on all of our elected representatives to work together towards delivery.

We must also guard against a piecemeal approach to class size reductions – there can be no postcode lottery on class size. While some local authorities may wish to assist in delivering the government's promises on class sizes, others have been dragging their feet or, even worse, have openly questioned the value of the planned reductions. While some of this may be political mischief-making, or an attempt to lever additional funding from the Scottish Government to pay for the additional teachers and resources required, the risks of authority variations on class sizes are clear. Experience – such as the issue of the employment of nursery teachers – has shown us that only through national guidelines or legislation can we ensure that all young people in our schools benefit from the same opportunities.

Reducing class sizes, and the improvements this will bring in terms of raising attainment and improving discipline, is too important an issue to be left to chance. Scotland's politicians have made promises to the people of Scotland that class sizes will be reduced. Now they must recommit themselves to working together, unencumbered by party political concerns, to make good on their pre-election commitments. Scotland's pupils, parents and teachers deserve nothing less.

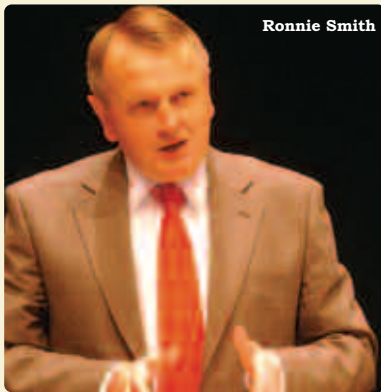
Season's greetings from the EIS

The EIS wishes all of its members all the best for the festive season, and a healthy and happy New Year. Particular thanks must be paid to all those members, from establishment level to Local Association and through national EIS bodies, who give so much to the EIS. Your work on behalf of your colleagues and for Scottish education is invaluable and greatly appreciated by everyone associated with the EIS. ■

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Outcome agreements could lead to 'postcode lottery' on class sizes, warns EIS

While welcoming the Scottish Government's recent affirmation of its commitment to cut class sizes to a maximum of 18 in Primaries 1 to 3, the EIS has expressed reservations at the use of "outcome agreements" to deliver on this promise.



Ronnie Smith

Commenting on John Swinney's budget announcement of a 'Concordat' with local government, EIS General Secretary Ronnie Smith said, "We see the risk of a postcode lottery where the size of class in which a child is placed is down to an accident of political geography. In a small country like Scotland with a coherent national school education system, all pupils should enjoy the same protection from oversized classes, wherever they live."

Mr Smith warned against relying on sometimes reluctant local authorities to carry out the Government's policy promises on class sizes. He said, "The last Labour government fell back on an advisory Departmental Circular to Local Authorities to

implement its promise of a maximum of 20 pupils in each S1/2 English and Maths class from last August. Our own survey of 195 secondary schools reveals that 22% (1,400) of S1/2 Maths and English classes are above the level promised. This demonstrates the need for a more robust mechanism to drive through the changes needed."

"In a small country like Scotland with a coherent national school education system, all pupils should enjoy the same protection from oversized classes, wherever they live."

Mr Smith said, "There is a strong public and parental consensus for class size cuts, as evidenced by our petition to the Scottish Parliament which attracted almost 80,000 signatures. All the main parties promised radical class size reductions in the run-up to the May local government and Scottish Parliament elections. The politicians should now work together with all stakeholders to move this issue forward, rather than relying on a series of bi-lateral government/local authority deals."

Mr Smith said that the EIS would examine carefully the detail and enforceability of these outcome agreements. He concluded, "Teachers, parents and the public will judge this government – as they judged its predecessor – on the extent to which, over the period up to the end of this Parliament, their class size promises have come to pass. The real test will be delivery in our classrooms of the clear and unqualified Manifesto promise that 'We will reduce class sizes in Primary 1, 2 and 3 to eighteen pupils or less'.

Council Elections 2008/2009

Members interested in standing for election to Council for 2008/2009 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 2008**.

Any members having difficulty in obtaining a nomination form are asked to contact the Membership Department on 0131 220 2268 or email lbutchart@eis.org.uk before Thursday 17 January 2008.



MPs in Schools Resources available

The MPs in Schools Scotland resource pack is the Hansard Society's latest citizenship publication. It is a handbook and CD-Rom available in English and Gaelic which provides information and resources for teachers, pupils and Scottish MPs on how to get the most out of an MP's visit to a school.

It was piloted in schools throughout Scotland with the help of Katy Clark MP (Scottish Labour), David Mundell MP (Scottish Conservatives), Jo Swinson MP (Scottish Liberal Democrats), and Angus MacNeil MP (Scottish National Party).

Packed with facts, figures, games, case-studies and suggestions for activities, this a useful citizenship resource for both primary and secondary schools which are looking to obtain a greater general understanding of the UK Parliament. And it's free. You can order it from hansard.scotland@hansard.lse.ac.uk or ring **Angela Wrapson on 0131 550 3797.**

This project was piloted and produced with the support of The Scotland Office, The Electoral Commission, Learning and Teaching Scotland, and the Parliamentary Education Service. The resource is sponsored by Standard Life.

New Area Officer in Glasgow Office

Frank Healy, the long-time Local Association Secretary for East Dunbartonshire, has been appointed as a new EIS Area Officer, working from the EIS Glasgow Office. Frank fills the vacancy created with the recent retirement of long-serving Area Officer Norrie Bissell.



Frank Healy

Frank will now support members in the following: Local Associations: East Renfrewshire, Glasgow, Orkney, Western Isles.

FELA Colleges:

Anniesland, Cardonald, Central, Glasgow Metropolitan, Glasgow Nautical Studies, John Wheatley, Langside, Lews Castle, North Glasgow, Orkney, Stow.

Fellow Glasgow-based Area Officer Lachlan Bradley will now move over to support the following: Local Associations: Argyll & Bute, East Dunbartonshire, Inverclyde, Renfrewshire, West Dunbartonshire

FELA Colleges: Clydebank, James Watt, Reid Kerr.

Chartered Teachers make the Grade

The latest group of University of Paisley M.Ed Chartered Teachers graduated in November. EIS members graduating included, Hugh Donnelly, Kathleen Cotter, William Jamieson, Helen Dickie, Alan McClurg, Myra Hamilton, Pauline McAdam, Mary Child, Richard Foote, James Mathew, John McIntosh, Margaret Dempster, Christine McGregor, Caroline Harper and Valerie Mulholland.

There are currently several hundred teachers undertaking the Chartered Teacher Programme at the University of Paisley. Out of this number over forty have reached the dissertation/work based project stage of the Programme.

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 new fully Chartered Teachers. The Chartered Teacher programme is a scheme which is continuing to bring 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."

Ian Smith, Dean of the University of Paisley's School of Education (on right of photo), commented: "We are delighted to celebrate the success of our latest group of graduates who have completed our M.Ed. (Advanced Professional Studies) Chartered Teacher programme. The University joins with its external partners in emphasising the recognition which this Chartered Teacher award gives to the professional development and contribution of such highly-skilled, dedicated teachers in Scotland's classrooms."



There are currently several hundred teachers undertaking the Chartered Teacher Programme at the University of Paisley.

Young Film Critic of the Year Awards 2007

Three young Scots film buffs have triumphed in a national competition organised as part of National Schools Film Week.

Film Education is the unique link between education and the UK film industry. It facilitates the study and use of film and cinema across the curriculum creating, developing and sustaining a literate audience through the understanding and enjoyment of film. Film Education shows a wide range of films to children across the UK supporting a variety of subjects across the curriculum. Additional resources, support

materials and training enable teachers to use film in the most effective way in the classroom.

Film Education is delighted to announce that this year's Young Film Critics of the Year are:

Young Film Critic of the Year (15-19)

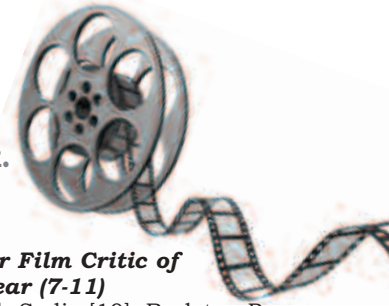
David Gray [16], Shenley Brook End School, Milton Keynes, Die Hard 4.0

Sensory Impaired Category:
Dilara Earle [16], George Heriot's School, Edinburgh, Two Days in Paris

Young Film Critic of the Year (11-15)

Shani Freeke [13], Dunottar School, Reigate, Pan's Labyrinth

Sensory Impaired Category
Dorri Johnston [14], International School of Aberdeen, Night at the Museum



Junior Film Critic of the Year (7-11)

Sabeeh Sadiq [10], Rudston Prep School, Rotherham, Harry Potter and the Order of the Phoenix
Sensory Impaired Category:
Angus Morton [10], Bearsden Primary School, Scotland, Casino Royale

Mini Film Fan (3-7)

Adam Milward, Mary Eton Primary School, Clevedon, Hoodwinked

The winner of each age category receives a Yamaha Theatre System as well as a Promethean Interactive Whiteboard for their school.

Any budding young critics who would like to enter the competition next year should visit www.youngfilmcritic.org for more details.



Wester Hailes Education Centre triumphs in SSLA Awards

Below: Pupils Nicolle Moran, Robyn Livingston and Cher Collins show off the school's SSLA Award

The winner of this year's Scottish Support for Learning Association (SSLA) Good Practice Award was Wester Hailes Education Centre in Edinburgh, which was recognised for a broad-ranging and innovative Maths programme designed by Christine Karacaoglu (Maths) and Liz Smith (Support for Learning). The EIS has a strong commitment to the work of SSLA and to the annual awards.

The course is run by the maths department in collaboration with the SfL department. The aims of the course include:

- To improve numeracy which can lead to success in other subjects and help students in the real world.
- To provide a bridge to Intermediate 1 (if desired).
- To improve the financial awareness of students.
- To encourage problem solving and working together.

The course leads to the award of a school certificate. It is aimed at

students who do not specifically need Intermediate 1 Maths for their intended careers, but who can benefit from the life skills provided in our course. Last years students went on to college to study such courses as Body Works and Beauty Therapy.

Support for Learning Teacher Liz Smith said, "Until 2 years ago I was also a Maths teacher here so we have a very good working relationship in the classroom which definitely helps us in our work with these students. In particular I deliver the Financial Awareness part of the course. We wanted this part of the course to be more wide ranging than the usual money work which students at these Maths levels experience so we look mainly at economic issues and go where the discussion takes us. We were fortunate to get some enterprise funding for materials because of this element and the problem solving."

Maths teacher Christine Karacaoglu adds, "We built a



course using a *Curriculum for Excellence* guidelines – one which is self contained or can be used as a bridge to Intermediate 1. The course is important for students who wish to improve their numeracy skills to aid success in other subjects – perhaps in college – or go into any employment."

Christine adds, "Many schools across Scotland have experienced similar problems with the unsuitability of Intermediate 1 for a small but significant cohort of students. People have already shown interest in our course and one Edinburgh school is already using an adapted form." The SEJ adds its congratulations to the team at Wester Hailes Education Centre on their success with their numeracy programme.

More EAL support needed throughout Scotland

The EIS will continue to raise the issue of the need to greatly improve English as an Additional Language (EAL) support across Scotland, Education Convener Larry Flanagan told November's meeting of EIS Council.

Mr Flanagan highlighted to Council that senior civil servant representatives of the Scottish Government had recently visited EIS HQ to meet members of the Education Committee to discuss the implications of the Additional Support for Learning (ASL) Act. The members of the Committee raised a number of issues, with particular focus on EAL issues.

The Committee had been especially keen to "highlight the urgent requirement for action to reduce the immediate

pressure on schools in relation to EAL, particularly in relation to the growing numbers of children of migrant workers being educated in our schools", said Mr Flanagan.

On this issue, the Scottish Government representatives indicated "that the ASL Act was the means by which demands for improved EAL provision should be raised, as this was clearly covered by the terms of the Act", said Mr Flanagan.

The Education Committee had also



Larry Flanagan: "urgent need for action" on EAL.

received assurances that the Scottish Government was well aware of the pressures being placed upon schools in relation to EAL teaching, and that the matter would be raised with Government Ministers through the appropriate channels.

The EIS will also raise with the Government the issue of seeking possible EU funding support for EAL

provision. This idea was raised by John Dennis (Dumfries & Galloway) who said that supporting the free movement of workers was a key part of the EU, which might potentially open up the possibility of funding support for the education of the children of migrant workers.

Success in dispute at Edinburgh's Telford College

In his report to Council, Vice-President David Drever lauded the success of EIS-FELA members at Edinburgh's Telford College in their recent campaign of industrial action. "There was a magnificent response from members in Telford College, and we must applaud their campaign which has led to the complete removal of the Protocol National agency from the college. This was an unqualified success, and a re-affirmation of the power of concerted collective trade-union action", said Mr Drever.

Resignation of EIS ex-President

Following the resignation of Peter Quigley as ex-President,

Council decided by a near two-to-one majority to note the resignation and to establish an ad-hoc panel of three past Presidents to investigate and decide upon complaints intimated by Mr Quigley in relation to the handling of his resignation. Council also decided to defer appointing a replacement to the post until the ad-hoc panel has completed its work.

Pay claim strategy agreed

Council gave its overwhelming support to the Pay claim strategy proposed by the Salaries committee, in advance of the meeting of the full Scottish Negotiating Committee for Teachers (SNCT) which was set to take place the following week.

Explaining the background to the narrative pay claim to be submitted, Salaries convener Malcolm Maciver told Council, "The purpose of the narrative pay claim is maintaining the integrity of previous pay settlements, in particular the 2001 *A Teaching Profession for the 21st Century* Agreement.

"We know that this is a difficult time for public sector unions, given the 2% target ceiling the UK Government has set for public sector salary increases. But there are also recruitment and retention issues which must come into play when discussing salaries, so our approach will remain that the 2001 Agreement established a salary benchmark which must be maintained".

“By any measure our campaign was spectacularly successful. All the major political parties agreed the importance of reducing class sizes”

David Drever

Class Sizes

The Next Stage of the



David Drever

EIS Vice-President David Drever, who represented the EIS on the national Class Sizes Working Party, offers his opinion of the next steps on the path to lower class sizes in Scotland’s schools. Mr Drever argues that the broad pre-election political consensus on the need to cut class sizes cannot become lost in party-political posturing and point-scoring. The Scottish Parliament, the Scottish Government and Scottish local authorities must all work together to deliver the smaller class sizes that pupils and teachers have the right to expect, says Mr Drever.

It wasn’t that long ago that EIS members were out in their High Streets and city centres collecting signatures calling for smaller class sizes. At the same time a national advertising campaign, utilising a range of media, pressed home the simple message that smaller class sizes are better for pupils. The focus of that strategy was the May parliamentary elections.

By any measure our campaign was spectacularly successful. All the major political parties agreed the importance of reducing class sizes, indeed Labour and the SNP vied with each other to pledge the biggest reductions. On any analysis Education, and crucially the issue of class size, was a major issue in the election. This was an important success for our tactics at this stage – but what has happened since then?

One of the first actions of the newly elected SNP government was to confirm their commitment to their election promise to reduce class sizes in Primary 1, 2 and 3 to eighteen. Fiona Hyslop, the new Cabinet Secretary for Education, announced the immediate recruitment of 300 new teachers at these stages as a first step. Equally importantly, the government made clear its view that smaller class sizes were vital to the improvement of teaching and learning in all our schools. At the same time the class size reductions – Primary One to a maximum of 25; S1 and S2 English and Maths to a maximum of 20 – were rolled out from August. There is no doubt that the political and educational landscape has changed

dramatically – and there are immense opportunities to build further real progress in this new situation.

It is important in these changed circumstances that we restate our campaign objective:

We want to see a phased reduction in all class sizes, from Primary 1 to S6, to an absolute maximum of twenty as a fixed upper limit. It is our belief that these reductions should be enshrined in a collective agreement, or at least Statute, and not devolved to Local Authority discretion.

Each element of this objective is important:

Why a phased reduction? We recognise that costs are not inconsiderable and that workforce planning is complex. Nevertheless a clear timetable set out in a series of stages can be linked to the savings gained from falling school populations over the coming years and can be matched to training and recruitment needs. A commitment to hold the workforce level at its current 53,000 in Primary and Secondary schools would deliver a commensurate fall in class sizes in the coming years.

Why an absolute maximum at every level? While we welcome the Government’s funding of the early years sector and acknowledge the benefits of early years intervention, we do not accept that there is a hierarchy of educational needs that is age related. Our pupils’ learning needs differ at each stage – a class of 31

P6 pupils poses different challenges to 29 S4 History pupils – but both are equally deserving of the benefits of smaller class size.

We object to the notion of ‘flexibility’ – an idea dreamed up by Headteachers’ organisations and accepted by the previous Scottish Executive without consultation. The idea that class sizes in English and Maths in S1/2 can be varied up to 29 is illogical and makes a nonsense of the original reduction pledge. Class maxima with a fixed upper ceiling has worked well since the 70s as a means of controlling class size – such arguments for ‘flexibility’ were lost years ago. Within an upper limit of 20 pupils Authorities can exercise flexible arrangements as appropriate – which is what happens at every other stage.

Why enshrine class size maxima in Statute? Government policy on this issue needs to have a national character and be seen to be implemented equitably and consistently throughout the country. We have no confidence that all 32 Local Authorities will meet their responsibilities through agreements that are voluntary. The national character of Scotland’s schools and pupils’ entitlement to quality education – regardless of postcode – is fundamental to the survival and success of our comprehensive schools. A national agreement, or Regulation, will avoid the creation of a patchwork of class maxima across Authorities.

It will be important to maintain the successes of our Class Size Campaign to date and to build on

Campaign

THE EIS:
CAMPAIGNING
TO CUT
CLASS SIZES

them. Already, as the political landscape changes, there are voices of doubt and criticism on the value of class size reduction. This is not surprising in view of the electoral centrality the issue has held. Wendy Alexander has queried the value of class size reductions in Parliament and Keir Bloomer – ex Director of Education, ex Chief Executive and now Education Consultant – has suggested that class size reduction does not necessarily lead to better attainment, rather quality of teaching is paramount, and much cheaper to fund.

Well...Firstly, it is hard not to see Labour's stance in opposition as being tactical oppositionism. After all it was a Labour Administration (with Lib Dem support) that brought about the first cut in class sizes in thirty years – and that was implemented just 4 months ago! Secondly, there have been many claims and counter claims on the value of class size reduction and the related research. For example, American research using a Cost Benefit Analysis model purports to show that the cost of class size reduction is excessive, given its benefits and that the money should be used elsewhere. This research has found favour amongst those who advocate unfettered market economies and stringent cuts in public services such as education. Nevertheless, and it bears repetition, the two most respected long term research studies – Tennessee STAR and London University CSPAR – have shown that class size and attainment are clearly linked.

The argument about class size versus teacher quality in determining success is a false debate. These two factors complement each other in determining success: there is no need to set them up as spurious alternatives. Of course we want the best quality of teaching in our classrooms, but that will be affected by the size of the classes our teachers have to face. This is the daily experience of the classroom, and it has been reinforced by what is happening

for the minority of teachers who are enjoying smaller classes than they had six months ago. We want this minority to become a majority.

As well as promoting attainment, class size reductions are key to tackling indiscipline and reducing exclusions from school as well as cutting early drop out rates. The individual attention and personalisation of the teaching and learning process is another strong imperative for reduction.

The case for smaller class sizes is clear to teachers; it has been accepted by the parents of the children we teach; and it has become part of a wider general consensus in the Scottish public. So far so good. The EIS, with the active support and participation of its members, will now need to

“The case for smaller class sizes is clear to teachers; it has been accepted by the parents of the children we teach; and it has become part of a wider general consensus in the Scottish public”

build on recent successes and win clear and concrete commitments for future class size reductions. We need a transparent timetable for future staged class size reductions and a programme of Regulation to enshrine these reductions in Statute.

In the coming months we will be developing our campaign work. The Class Size Petition with 80,000 signatories has been passed to the Parliament's Education Committee and we look forward to discussing the demands set out therein. The Class Sizes Working Party, set up by the previous Scottish Executive has now published its final report. We await keenly the new Government's response to it. Real gains have been made, and with renewed campaigning there is the prospect of continuing success. ■

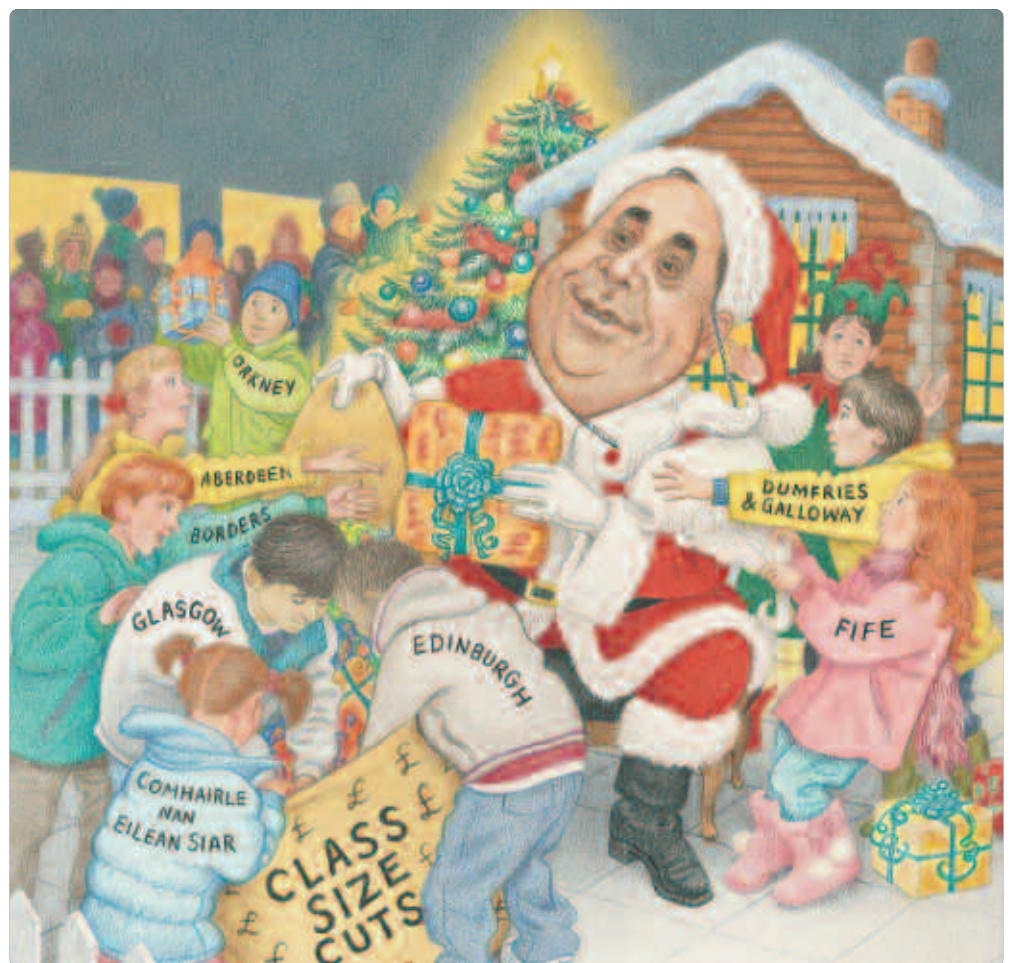


Illustration by Susan Scott

Show Racism the Red Card



2007/08 competition launched

For the 6th successive year, the EIS has teamed up with the charity Show Racism the Red Card to run an arts competition for Scottish schools. Details have already been sent to all schools, and entry forms are also being sent to all schools via the EIS Bulletin. Here, the SEJ looks back at some of the winners from last year's competition, and highlights the key facts about this year's competition which we hope will be the biggest and best so far.

The EIS/Show Racism the Red Card schools' art competition is open to all schools in Scotland and has been designed to assist pupils and teachers at all stages to consider the issues of racial discrimination and ways of combating intolerance. Pupils and teachers are asked to make use of the special Show Racism the Red Card DVD/video and resource pack, which has been sent to all Scottish schools thanks to funding support from the Scottish Government's One Scotland campaign, and then produce a piece of work, such as a painting or poem, on an anti-racist theme. If you do not have a copy of the DVD/video and resource pack please contact Show Racism the Red Card on 0141 332 8566 or e-mail info@theredcardscotland.org for a copy.

This year's competition has the theme 'Welcoming New Scots – Challenging Racism – Celebrating Diversity' and is aimed at broadening the anti-racist message to include the new Scots from Accession countries who have come to live and work in Scotland. There are different categories for pupils of different age groups, and there are major prizes available for the winning pupils and their schools. The competition runs until Friday 13 February 2008, with the prize-giving scheduled to take place at a special event at Scotland's national stadium and future Commonwealth Games venue, Hampden Park, in March 2008.

Entry categories:

Primary 1-4 Artwork
Primary 1-4 Poetry
Primary 5-7 Artwork
Primary 5-7 Poetry
Secondary Artwork
Secondary Poetry

Entry Criteria

Only one entry per category per school will be accepted (i.e. Primary schools can send in a maximum of 4 entries: 1 from primary 1-4 artwork, 1 from primary 1-4 poetry, 1 from primary 5-7 artwork and 1 from primary 5-7 poetry) Multiple entries in the same category will not be accepted.

If you do not have an entry form these can be requested from the EIS by e-mailing abrand@eis.org.uk or by calling Ann Brand on 0131 225 6244.

School Prizes:

National 1st prize winner: **£1000**
Category winner 1st prize: **£750**
Category winner 2nd prize: **£400**
Category winner 3rd prize: **£100**

Pupil Prizes include:

- VIP days out to Scottish Premier League clubs
 - Signed SPL club shirts
 - Signed SPL club balls
 - Tickets for SPL matches
- ...and more.

ENTRY FORMS WERE SENT TO ALL SCHOOLS IN THE NOVEMBER/ DECEMBER EDITION OF THE EIS REPRESENTATIVES' BULLETIN. YOU CAN ALSO REGISTER ONLINE OR BY CALLING THE EIS EDUCATION & EQUALITIES DEPT ON 0131 225 6244.

Remember – the closing date for entries is 13 February 2008.

My Show Racism the Red Card experience

Michael Darroch, a former pupil at St Joseph's primary school in Helensburgh and a category winner in last year's schools' competition, explains why he got involved in the Show Racism the Red Card competition and describes some of his experiences as one of last year's winners.

Earlier in 2007 when I was in P7 of St Joseph's Primary School in Helensburgh, my class was encouraged to enter a competition designed to discourage racism, especially in the football world. My teacher asked us to either design a poster or write a poem. My teacher explained that the winners would receive a football-related prize and a cash prize for the school. Being a huge football fanatic, this was encouragement enough for me and I decided to give designing a poster a go.

A few weeks later my head teacher received a letter from Billy Singh, from Show Racism the Red Card informing her that I had won first place in the Poster Category for my age group. I was gobsmacked! She informed me that I would be going to Hampden Park, Glasgow to attend the prizegiving ceremony where I would receive a cheque for £750 for school equipment and a personal prize for myself. I was told that there would be SPL footballers attending the prizegiving and I would get the

The art of tackling racism through education

Liz Mackenzie, a teacher of RME, and Lesley Mahon, Depute Head teacher, from Greenock Academy explain how the school has used the Show Racism the Red Card competition to complement teaching and learning across a range of curricular areas. The school has been very successful in its entries to the competition over the years, including the national first-prize winning entry from pupil Fiona MacGregor last year.

Participation in the Show Racism the Red Card competition has become firmly embedded in the 2nd year Religious and Moral Education curriculum at Greenock Academy.

Preparation for the competition begins at least six weeks before submission as part of a course unit on the moral issue of Prejudice and Discrimination. Focusing on the types and causes of prejudices, in particular the link between stereotype, prejudice and

discrimination, pupils are encouraged to examine how prejudices, especially racism, develop and the effect they have on other people.

Using the Show Racism the Red Card video resource is a useful way of reinforcing the learning about root causes, types of racism and solutions to the problem which encourages pupils to fully reflect on the issue before embarking on an anti-racist campaign.

In last year's entry by Arman Hussain and Stuart MacKenzie, it can be seen how ignorance, a root cause of racism, was used as their main theme as they developed their ideas to create an astounding message that ignorance is no excuse for racism. An ostrich with its head in the sand was used as a powerful symbol of ignorance, with the imagery of Martin Luther King in the background to capture the whole essence of both boys' clear and profound understanding of the nature of racism.

Approximately one hundred and fifty S2 pupils have participated in the competition over the last two years and their commitment, enthusiasm and motivation throughout the project is overwhelming. When asked to comment about their achievement Arman said, "It was amazing when I found out that we had won the competition. I was a bit nervous going out in front of all those people but it felt great and I had a great day," and Stuart added, "We had a brilliant day at Hampden and I'm really happy that our message won as there's no point to racism. All it does is cause hurt and pain."

Participating in Show Racism the Red Card is an ideal opportunity to work on a cross-curricular theme between the departments of Religious and Moral Education and Art as six to eight semi-finalists are selected from across all the S2 entries and the pupils are given the advice and the opportunity to develop the quality of their artwork.

At the same time, the English Department created opportunities for S3 pupils to respond to the theme of racism by producing a variety of poems. A clear winner emerged in school in the person of Fiona MacGregor who produced a most thought-provoking and moving poem entitled 'The Wall'. Clearly the judges agreed as Fiona's poem was voted the outright winner in the National competition. Fiona said "It was very exciting when it was announced that I was the national winner – I couldn't believe it. The day at Hampden was really great!" ■



"It was very exciting when it was announced that I was the national winner – I couldn't believe it. The day at Hampden was really great!"

Fiona MacGregor



opportunity to meet them too.

On the day of the prizegiving I was so excited to be going to the national stadium. There were several winners from the different categories and age groups in attendance and we were all presented with our own prizes. I was given a signed Falkirk football shirt and 20 tickets to a Celtic game (my favourite team), a trophy and a certificate. They have pride of place in my bedroom along with a photograph and autograph of Alex McLeish, our national team's manager!

Several months later I received a phone call informing me that, if I wanted, I could be a mascot for Thierry Henry at the Rangers v Barcelona Champions League game at Ibrox, as a representative of the Show Racism the Red Card. The following day my Dad took me to Ibrox where we would watch the game after I had escorted Thierry Henry on to the pitch. I started to become a bit nervous as I met the other mascots and we were told what to expect but it was nothing compared to what I was about to experience. As I stood in the tunnel waiting for Henry to come I was surprised how relatively quiet it was as there were 50,000 people above me. There was tension in the air

as a lot of people rushed about and then at the other side of the tunnel I caught sight of Xavi (pronounced Chavy) a star player of Barcelona FC. My stomach lurched as the rest of the team and the Rangers players closely followed and then I saw my star man, Thierry Henry. He walked right up to me and held my hand and I felt faint. In the short time we had we said hello to each other and then I wished him good luck as we walked out of the tunnel. I turned my head and looked behind me and saw the giants of football that I had only ever seen on television before, I couldn't quite believe I was there.

The noise as we came out of the tunnel was deafening, I can't believe that footballers deal with that every time they play. It was a moment I will never forget.

My family and friends, as far away as Italy and Bahrain, saw me on the television and Internet. I would definitely recommend other schools to enter because it's a great experience and even if you don't win you'll have great fun doing it.

Michael Darroch
Aged 11

My Hero:
a thrill for young
Thierry as he
meets Michael

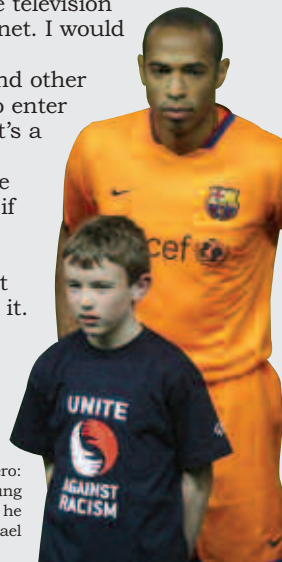


photo: Lynne Cameron, Rangers FC



"Participating in Show Racism the Red Card is an ideal opportunity to work on a cross-curricular theme between the departments of Religious and Moral Education."

On target against substance abuse



John Dennis, EIS Local Association Secretary for Dumfries & Galloway, explains how the Association became involved with First Base, an agency which aims to support the victims of substance abuse. As part of their work, First Base runs a football team for youngsters whose lives have been blighted by the scourge of drug abuse. Now, with support from the EIS Local Association, the First Base Dynamos are going from strength to strength and providing a positive outlet for youngsters to battle back from the pain of substance abuse.

“7% of 15-25 year olds in Dumfries have a known heroin problem.”

Dumfries & Galloway Local Association recently heard Mark Frankland, the co-ordinator of the First Base Agency in Dumfries, outline the scale of the drugs problem in Dumfries and some of the initiatives the agency has undertaken to attack this curse.

He told us how 7% of 15-25 year olds in Dumfries have a known heroin problem. The next worst area in Scotland has only 3.5% of this age group known to be addicted.

1,000 of the 580,000 registered addicts in the UK live in Dumfries. It's a growing problem.

The average cost of buying cut heroin to an addict is £40 per day. To fund that habit each one has to commit daily up to £400 worth of thefts of property or cash.

This market in misery for the faceless drug barons in Dumfries alone is worth £45,000 per day. Most addicts start out because of peer pressure, but those who get hooked typically do so to escape the pain of traumatic childhood experiences – often sexual abuse.

Mark talked of the failed “War on drugs” and revealed the alarming statistics that maintaining the average addict costs the taxpayer

£25,000 per year (£50,000 if they have children) and that 80% of our exploding prison population are addicts.

Mark stressed the need for prevention through education programmes as the success rate for “cures” (i.e. getting people off drugs permanently) is low due to chronic underfunding and ridiculously long waiting lists.

The First Base Agency produces education packs and offers speakers for Social Education classes for schools in Dumfries & Galloway. Mark Frankland himself has written two novels for teenagers dealing with drugs



exclusion from other local teams. Many are likely to be in contact with addicts and pushers. A condition of remaining part of the squad is that they remain clear of drugs and alcohol. There is also a strict “no train – no play” policy.

The First Base Agency also works with the families of those suffering with drug dependency. These are so often society’s forgotten people whose lives are blighted by a loved one’s addiction. Frankland paints a frightening picture of how the drugs crisis threatens all of our futures. “Statistics suggest that a sickening 70% of children who grow up in households where heroin addiction holds sway will go on to become heroin addicts themselves. It is the most vicious of cycles and if we do not find a way of breaking it, the catastrophe will only deepen. Already the government is trying to find thousands of extra foster carers to look after children removed from lives blighted by addiction. Where on earth will the money come from? Chaotic, drug dependent families spawn chaotic, unmanageable children. Many are taken into care at

“Statistics suggest that a sickening 70% of children who grow up in households where heroin addiction holds sway will go on to become heroin addicts themselves.

Mark Frankland

huge expense only to become addicts themselves once they are dropped into the hostel system at 16. Many of these citizens go on to cost the state over a million pounds each. The battle to break this cycle will largely be fought in the classrooms and yet charities like First Base are being starved of funding. It is hard to identify any greater social problem and yet there is little support for those trying to make a difference. The £2000 we were awarded by the EIS was a huge boost. If only the Council and Government were similarly supportive.”

Dumfries and Galloway Local Association will keep in touch with the First Base Agency and has no hesitation in recommending their educational anti-drugs programmes to anyone seeking more effective ways of putting forward the anti drugs message in schools and colleges.

You can contact First Base Agency: by post at 6 Buccleuch Street, Dumfries DG1 2AH; by phone at 01387 279680; by email to mark@thecull.co.uk . Or visit their website: www.first-base.org ■

“Roads to Down“ and “Stoppage Time” which are available for schools free of charge. Contact the First Base Agency for details of how to order them. (Sample copies are available).

D&G Local Association Executive Committee was very impressed by the case Mark made and voted to donate £2,000 to First Base to assist with its educational programmes.

Part of the money has gone to buy new strips for First Base Dynamos FC (pictured along with D&G EIS Executive members John Dennis, John McMillan and Jane McSherry) whose kit now sports the EIS logo.

Dynamos are coached by professional coaches from Gretna FC under their community programme. The squad comprises Under 17 boys, many of whom have seen their behaviour lead to their

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Overwhelming support for EIS Political Fund



Ronnie Smith

EIS members have voted overwhelmingly to renew the EIS Political Fund. The Political Fund, funded by a monthly levy of EIS members, was established in 1987 and renewed in 1997 following a ballot. Now, with members again voting to retain the Fund, the EIS can continue its vital campaigning work for at least the next 10 years.

Commenting on the overwhelming vote in support of retaining the Political Fund, EIS General Secretary Ronnie Smith said, "The EIS is a campaigning union, and this overwhelming vote in favour of retaining the Political Fund is a vital step in ensuring that we can continue our work in this important field."

Mr Smith added, "While the EIS will always be a trade union first and foremost, with the primary aim of protecting our members, we are also a professional association with a commitment to campaign for, promote and defend education in the political arena. The retention of the political fund sends a clear message that our members wish us to continue this vital work."

"A political fund is not about affiliation to any political party", emphasised Mr Smith. "The EIS has always been, and will continue to be, completely politically independent and free of party political affiliation. But what this decision does secure is the ability of the EIS to continue to campaign for Scottish education, its teachers, lecturers, pupils and students."

Notice of result of Political Fund Review Ballot



The result of the 2007 Political Fund Review Ballot as reported by the Independent Scrutineers, Electoral Reform Services, on 12 October 2007 was as follows:

- **Total number of voting papers distributed – 59,229**
- **Number of voting papers returned as undelivered – 195**
- **Total number of voting papers returned – 20,203**
- **Number of spoiled voting papers – 9**
- **Total number of valid voting papers counted – 20,194**
- **Number of voting in favour of the retention of the Political Fund – 17,880 (88.5%)**
- **Number voting against the retention of the Political Fund – 2,314 (11.5%)**

Note: Any member wishing a copy of the full Independent Scrutineer's Report should request this, in writing, from the General Secretary, the Educational Institute of Scotland, 46 Moray Place, Edinburgh EH3 6BH. The Report will be provided free of charge.

Trade Union and Labour Relations Consolidation Act 1992
A resolution approving the furtherance of political objects within the meaning of the above Act as an object of the EIS has been adopted by a ballot under the 1992 Act. Any payments in the furtherance of any of these objects will be made out of a separate fund, the Political Fund of the Institute. However, every member of the Institute has a right to be exempt from contributing to that fund. A Form of Exemption Notice can be obtained by, or on behalf of, any member either by application at, or by post from, the Headquarters of the EIS or from the Secretary of the Local Association or Self Governing Association to which the member belongs or from the Assistant Certification Officer for Trade Unions and Employers' Associations (Scotland), 69A George Street, Edinburgh EH2 2JG.

The Form of Exemption Notice, when filled in, or a written request in a form to the like effect, should be sent to the General Secretary of the Institute, 46 Moray Place, Edinburgh EH3 6BH.

Working Together for Better Understanding

The Gwen Mayor Trust recently announced its awards for 2007/08. Eleven schools from across Scotland have been successful with amounts ranging from £150 to £750 being awarded. A total of £4089 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 Hecklegirth primary school in Annan, Dumfries & Galloway. As is the case in many schools across the country, Hecklegirth primary is witnessing the impact of economic migration into Scotland, with an ever-increasing number of pupils for whom English is not their first language now present in the classroom. The school's aim of using a creative approach to integrating Polish and Scottish pupils through music greatly impressed the Gwen Mayor trustees, who agreed to fully fund the project costs.

Explaining the background to the school's project, headteacher John Thin said, "At a recent function in Yorkshire, I was captivated by a group of primary children using Belleplates. These are durable and lightweight handbell type musical instruments that children play in sequence. The Belleplates have coloured handles and the notes can be represented in colours so that the children have only to follow a coloured sequence in order to make music. The results were very pleasing and the



Belleplates, to be purchased with Gwen Mayor Trust support, will be used to help cultural integration at Hecklegirth primary school

children's enjoyment was obvious to everyone there."

"Our school would like to introduce Belleplates to integrate Polish and Scottish musical activities in a meaningful way. Belleplates uniquely involve pupils in visual, auditory and kinaesthetic learning. Pupils would work together in learning about each other's musical traditions and culture. They could also devise their own sound pattern for a particular word or phrase or create sound effects on a theme leading to a sound picture which could accompany expressive movement. The possibilities are endless."

"This kind of creativity emphasises how much music and the arts can transcend national and political borders. Parents, families and friends would then be invited to see the pupils perform at regular times throughout the school year which would encourage greater integration within the school and local community."

Mr Thin adds, "In the spirit of the Gwen Mayor Trust, I am sure that this Belleplates project would greatly enrich the learning and meet the needs of individual pupils – both Polish and Scottish – in a safe and caring environment."

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 organisations, including trade unions, and many individuals have contributed to the fund. All primary schools in Scotland are eligible to apply for Gwen Mayor Trust funding. See SEJ Vol.90, Issue 2 for further details on the work of the Gwen Mayor Trust.

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

Gwen Mayor Trust: Successful Applications 2007/2008

Amount	Total Cost of Project	School	Project
400	1500	Earlston Primary School, Berwickshire	Arts and cultural project. 165 pupils, whole school
300	500	Kilcreggan Primary School, Argyll & Bute	Musical and cultural project. 99 pupils
569	569	Hecklegirth Primary, Dumfries & Galloway	Musical and cultural project 194 pupils, P1-P7
400	700	Thornhill Primary School, Stirling	Drama and cultural project. 74 pupils, whole school
200	350	Balmerino Primary School Newport on Tay, Fife	Drama and Musical project. 58 pupils, P1-P7
150	150	Marchburn Infant School Aberdeen	Arts and community project. 20 nursery pupils
250	1500	Kilmaron Special Needs School, Cupar	Environmental and social project. P1-S6 special needs
750	970	Loch Duich Primary School Kyle of Lochalsh	Environmental and social project. 21 pupils, P1-P7
250	1200	Dunrobin Primary School Airdrie, North Lanarkshire	Environmental and social project. 302 pupils, P1-P7
400	600-700	Crookston Castle Primary School, Pollok, Glasgow	Music and community project. 15 pupils, upper primary
420	1600	Tiree School Isle of Tiree, Argyll & Bute	Crafts and community project. Whole school.

Total number of successful applications = 11 Total amount awarded = £4089



Gwen Mayor

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Gwen Mayor Trust

End of year quiz

Greetings. It is that time of year again – the bumper EIS End of Year Quiz. As 2007 makes way for 2008, get your pens and paper ready for the 2007 version packed with annoying teasers, the glaringly obvious and the downright obscure. Once again a £50 prize will be awarded to the first correct entry drawn from our monster postbag. Send your entry form below to **QUIZ COMPETITION, SEJ, 46 Moray Place, Edinburgh, EH3 6BH.** All entries should be received by **FRIDAY 11 JANUARY 2008.** Enjoy.

SECTION 1

2007 – Were you paying attention?

1. Which two countries joined the European Union on 1 January 2007?
2. Who won the Oscar for best actor in a leading role for the film *The Last King of Scotland* at the 79th Academy Awards ceremony in February?
3. What was visible over the eastern Americas, Europe, Africa, and western Asia on 3 March 2007?
4. On 18 April 2007 which two European countries were chosen by UEFA to be the hosts of the 2012 European Football Championships?
5. The SNP became the largest single Holyrood party following the elections on 3 May 2007. How many seats did the SNP win?
6. Who rode his first ever Epsom Derby winner, *Authorised*, on 2 June 2007?
7. Who was elected to replace John Prescott as Labour's deputy leader on 24 June 2007?
8. What took place in Australia, the United States, Germany, South Africa, the United Kingdom, Brazil, Japan and China on 7 July 2007?

9. Which worldwide youth movement comprising 38 million members in 216 countries celebrated its 100th anniversary on 1 August 2007?
10. Which two American Football teams contested the first regular season NFL game to be played outside North America at Wembley Stadium on 28 October 2007?

SECTION 2

Song Lyrics

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

1. "Well, you can tell by the way I use my walk,
I'm a woman's man: no time to talk."
2. "The Sweeney's doing ninety
cos they've got the word to go,
they get a gang of villains
in a shed up at Heathrow."
3. "Let it never be said, the
romance is dead
Cos there's so little else
occupying my head."
4. "Friday night and the
lights are low
looking out for the place to go."
5. "You said that you'd
never been
But all the things that
you've seen
Will slowly fade away"
6. "Loneliness is a crowded room
Full of open hearts turned
to stone
All together all alone"
7. "Some say that we are players
some say that we are pawns
but we've been making money
since the day that we were
born"
8. "When the day is long and
the night,
the night is yours alone".
9. "Yesterday was easy
Happiness came and went
I got the movie script
but I don't know what it
meant"
10. "This is torture this is pain
it feels like I'm gonna go
insane"

SECTION 3

1907 Trivia

1. Working as a janitor at a department store in Canton, Ohio, what did James Murray Spangler invent in 1907?
2. Who was awarded the Nobel Prize in Literature, making him the first English language writer to receive the prize, and its youngest-ever recipient?
3. In which city was there a general strike in 1907, organised by radical trade unionist Jim Larkin, when workers united to demand trade union recognition and decent working conditions?
4. What was the name of the inventor of the jet engine who was born in Coventry on 1 June 1907?
5. Best known for his Piano Concerto in A minor, which composer and pianist died in the autumn of 1907, aged 64, after a long period of illness?



- The Casa Milà, designed by the Catalan architect Antoni Gaudí and located in Barcelona, was completed in 1907. By what name, taken from the Catalan for 'The Quarry', is the building better known?
- Born in 1907, who later went on to win Olympic medals for swimming and later starred as both Tarzan and Flash Gordon?
- Who was Emperor of Austria in 1907?
- (And again), born on 13 May 1907, who would later go on write the novel Rebecca and the short story The Birds?
- Which state was established as the 46th state of the Union in the USA in November 1907?
- In what year was the last English army in France defeated at Castillon thereby bringing to an end the Hundred Years' War?
- Which singer left Haircut 100 and went on to pursue a solo career with the albums North Of A Miracle, Postcards from Home and Tangled?
- Whose portrait appears on the US hundred-dollar bill?
- Which popular board game contains exactly 100 tiles?
- One Hundred Years of Solitude (in Spanish: Cien años de soledad) is a novel by which Nobel Prize winning novelist?
- Who was appointed to the Stewardship of the Chiltern Hundreds on 27 June 2007?
- What does 100 miles convert to in kilometres?

SECTION 4 One Hundred Not Out

- Which horse won the 1967 Grand National at odds of 100/1?
- A Leyland number is a number of the form $xy + yx$, where x and y are natural numbers with $1 < x \leq y$. What two numbers when substituted into this formula give you the answer 100?
- In the Periodic Table of Elements, which element has the atomic number 100?

SECTION 5 And finally...

- What does a batologist study?
- Who is the lead vocalist with the band Red Hot Chili Peppers?
- Who is the Speaker of the United States House of Representatives?
- In which country do football teams compete for the Copa del Rey?

- Which two countries joined the EEC at the same time as the UK in 1973?
- What ingredient is used to flavour Amaretto biscuits and Amaretto liqueur?
- Which Comedy by Shakespeare opens with the following lines?
"If music be the food of love, play on, Give me excess of it; that surfeiting, The appetite may sicken, and so die."
- What line on the London Underground would you use if you wished to travel to Heathrow Airport?
- Abba's last number 1 hit in the UK was Super Trouper. What is a Super Trouper?
- From which French region does claret come from?



Answer sheet EIS End of year quiz

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

Name: _____ phone: _____ email: _____
Address: _____ postcode: _____

Employees of the EIS and their families are not eligible to win the £50 prize

University of Paisley Partnership Chartered Teacher Programme

in partnership with the EIS

The University of Paisley wishes to invite applications for the programme's next cohort beginning in February 2008.

The University of Paisley's innovative online delivery offers a flexible study route to fit with work and other commitments. Applications are now being considered for:

> **REFLECTIVE PRACTICE:
CRITICAL SELF-
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MODULE 1)**

Commences 4 February 2008.
Cost – £600 **EIS members are eligible for a 15% discount and staged payments over the course of the module are possible.** This is the same cost as in 2003! Note: A two-week induction period for enrolled students commences Monday 21 January 2008.

For details of content and scheduling of other core modules visit

www.paisley.ac.uk/schoolsdepts/education/cpd/PgCertCT.asp

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PORTFOLIO INCLUDES:**

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- Environmental Issues
- Mentoring & Peer Networking
- Health Promotion & Schools
- eLearning, eTeaching & eAssessment
- Developing Cognitive Flexibility

For details of full range, content and scheduling visit

www.paisley.ac.uk/schoolsdepts/education/cpd/PgDiploma.asp

> **APL/APEL CLAIMS**

Teachers who have joined other Chartered Teacher programmes and successfully completed Module 1 but now wish to switch to the University of Paisley online environment for subsequent modules or to submit APL/APEL claims are also welcome to commence study with the University of Paisley in February.

Claims can be made for up to six modules.

For details of cost and an outline of the process visit

www.paisley.ac.uk/schoolsdepts/education/cpd/APL.asp

"The ethos at the University of Paisley is second to none and this is from one who has studied with other CT Providers. I applaud you all from support staff to tutors and course supervisors. My experience has been a wonderful and truly enlightening experience"



To request a copy of our *Chartered Teacher* Information Pack and/or an application form, please contact our CPD Development Officer, Linda Lafferty direct via email at linda.lafferty@paisley.ac.uk

Note: Please make the subject line of your email quite clear with regard to your request Or visit

<http://www.paisley.ac.uk/schoolsdepts/education/cpd/CTPathway.asp>

"The course was both enjoyable and challenging. Tutor support was fast and supportive, giving encouragement where required without adding undue pressure"

**DEADLINE FOR THE RETURN OF COMPLETED
APPLICATION FORMS IS FRIDAY 14 DECEMBER 2007**

Teachers urged to make use of free audio books for children with dyslexia

Teachers are being encouraged to help dyslexic children gain access to a wide range of literature following the relaunch of a charity audio books service.

Calibre Audio Library – the audio books charity – is relaunching its free service for children with dyslexia four years after new copyright legislation forced the charity to suspend it.

In 2003, Calibre stopped enrolling children with dyslexia on its regular service for blind and visually-impaired children because the new Copyright (Visually Impaired Persons) Act did not permit recordings for this group. At that point, Calibre had 600 visually-impaired and 200 dyslexic children enrolled on its service and at one point Calibre was forced to turn down an average of two applications from children with dyslexia every day.

The service is being reinstated because upgrades to Calibre's computer system mean that it is possible to identify titles that cannot be loaned to members with dyslexia. The advent of books on MP3 format disks also means that the charity is able to bear the costs of postage.

Elizabeth Twining, publicity and fundraising manager, says: "The testimony we get from teachers and parents is that audio books are simply vital in giving children a love of books as well as a great deal of fun. Reading large print or Braille is hard work and very tiring for children with poor sight or dyslexia. The physical effort involved can be very demotivating.

"Audio books give children access to literature that they might otherwise miss out on altogether and the fun they get often encourages them to work harder at developing their reading skills. Children can develop their reading skills if they listen while trying to follow the print – this helps dyslexic children in particular."

The move has been welcome by one parent in particular, award-winning children's writer Roy Apps, whose son Joel has dyslexia.

"Since being back in mainstream at our local comprehensive school, Joel has been able to access audio CDs from his school library, use his laptop, use software such as Dragon and ClaroRead screen

reader," says Roy, author of the Fang Gang series of books.

"With the help of his English teacher he has begun to write stories again. His stories are informed by the extraordinary breadth of reading he has been able to achieve only through Calibre Audio Library. Although, as a person with dyslexia, he is also allowed to borrow tapes and CDs from the county library service free of charge, the range of material stocked by libraries is very limited."

Joel Apps says: "Being a member of Calibre and receiving MP3s of fiction has given me enormous pleasure. Without them I would have been unable to access these books."

Calibre Audio Library's Young Calibre section provides 1,700 books for children, including Philip Pullman's His Dark Material trilogy, the entire seven books of the Chronicles of Narnia, several Paddington stories, and classics such as JD Salinger's The Catcher in the Rye.

Elizabeth Twining says: "We are delighted that people with dyslexia can now use our service again. We're only sorry that there are some

titles they cannot borrow for copyright reasons. As members of the Right to Read Alliance, we are campaigning for equal access for all print disabled people."

Teachers or parents with any enquiries about the Young Calibre generally or the new dyslexia service specifically should contact 01296 432 339 or log on to the website www.calibre.org.uk

About Calibre Audio Library

Calibre Audio Library is a registered UK charity, set up in 1974 as Calibre Cassette Library. We feel passionately that having poor sight or other difficulties should not act as barriers to the pleasures of reading.

We lend audio books to around 20,000 members across the UK, the Republic of Ireland and other EU countries. Our members range in age from five to 105 and we offer a wide choice of unabridged books for all ages and all tastes.

Right to Read Alliance

The Right to Read Alliance was set up by the RNIB to campaign for books to be provided in formats accessible to blind and visually-impaired "at the same time at the same price" as print books. ■



"Audio books give children access to literature that they might otherwise miss out on altogether"

"Being a member of Calibre and receiving MP3s of fiction has given me enormous pleasure. Without them I would have been unable to access these books."
Joel Apps

Dyslexia

5 weeks in Malawi

The diary of a

This year, with EIS support, 17 teachers and head teachers from Caithness to Kelso joined the Global Teachers Programme spending 5 weeks sharing skills and expertise with teachers in Malawi. The initiative supports the wider work of Link Community Development (LCD) in Malawi to improve education, and provides a challenging opportunity for Scottish teachers to provide valuable professional support and training while gaining an insight into life in Africa.

In 2008, the EIS will continue to offer support to member Global Teachers. Head teacher and EIS member, Maureen Miller, Keiss Primary School, Highland, shares notes from her diary highlighting what it's really like to live and work in rural Malawi.

Arrival

We arrived in Malawi at midday on Saturday 2nd July, all 17 of us intrepid Scottish teachers about to embark on an experience of a lifetime.

For me it all began with my

welcome ceremony which was quite overwhelming – eighteen village headmen were present along with the group headman, representatives from the Malawian Congress Party, and various committees. All speeches mentioned how no one had really believed that a Global Teacher from Scotland would come to their community and how pleased they were to see me. The group village headman offered me a plot of land to build a house on so I would stay for longer!

It's the end of the first week and I now feel very much at home with my host family and village life. My days have fallen into a pattern of

waking with the crow of the cockerel and the smell of wood smoke drifting into my room. As I begin to stir my host mother wakes me, usually about 6.15 to announce that my bath is ready in my outside bathroom under the banana tree. After I have bathed and dressed, breakfast arrives. This has varied between porridge made with maize flour and ground-nuts, boiled mashed potatoes, beans, rice, nsima and bread – always accompanied by a large cup of tea.

This week the teachers from my placement school have been very attentive and have arrived at my house about 6.45 to escort me on

"I can see that there is a great need for development opportunities for the teachers I have been working with. I have found them to be very aware of the poverty of their professional circumstances, and deterred from making improvements due to the enormity of the challenges they face."



Maureen and some of the village headmen

Global Teacher

the short five minute walk to school. My work in school this week has been spent observing lessons and discussing feedback with the teachers, including the challenges that face them daily, and meeting some of the school committees and village headmen.

From a professional point of view, I can see that there is a great need for development opportunities for the teachers I have been working with. I have found them to be very aware of the poverty of their professional circumstances, and deterred from making improvements due to the enormity of the challenges they face. The challenge for me in the short time I am to be here is to try to encourage my colleagues to see that if they are open to new ideas they can make changes that will improve the teaching and learning environment for themselves and for their pupils, and to accept that change takes time.

Compared to life in Malawi and in Malawian schools, life in Scottish schools is lived out at a frenetic pace, and I can see that my expectations of what is going to be achievable will have to be tempered by a greater understanding of how time is viewed in Malawi.

Settling in

What an interesting weekend my first weekend has been. On Friday, which was a school holiday, I got an insight into village life on a tour with my hosts. Saturday's trip to Ntengawagwa market on the Mozambique border was one of the highlights of my whole experience in Malawi. Accompanied by the head teacher and two of our teaching colleagues we set off to the market. I came to realise that the Malawian concept of distance, like their concept of time, is not as it is in Scotland. The journey which was going to last about two hours, took nearly four hours - on the back of a bicycle with no suspension! My seat was the carrier on the back of the bicycle, made of metal and generally used for carrying

firewood, bags of maize, pigs, sacks of flour and sometimes Malawian women, or very occasionally Scottish teachers! I was very grateful for the padding provided by my very thick Keiss School fleece!

Over the last two weeks I feel I have developed a good working relationship in school and with the head teacher. By Wednesday I had observed all classes and felt the time was right to have a preliminary meeting with the head teacher to agree the developments I feel I can support during my placement. It was a good meeting and though there were sensitive issues for the head teacher to address, he didn't disagree with any of my points and agreed the agenda for a full staff meeting to discuss these issues the following day.

The other staff were generally in favour of the developments which I have highlighted following my observations, although there were a few comments made about extra work.

Discussions and observations this week have highlighted for me the gulf that exists between the training Scottish teachers receive and our imaginative and creative classroom practice, and that of our colleagues in Malawi. I believe that with a background understanding of Malawian education, there is an ongoing need for Scottish teachers and others to share our expertise with our Malawian colleagues.

Fun & games

After the evening meal on most evenings this week I have spent time playing the games I brought with my hosts and some of the children from the village - who are now all 'Snap' experts! Most of the villagers now know about my camera and everywhere I go people are asking to have their photograph taken, the results are always met with great

"My days have fallen into a pattern of waking with the crow of the cockerel and the smell of wood smoke drifting into my room."



Maureen's host mother Mrs Kamphinga

"The group village headman offered me a plot of land to build a house on so I would stay for longer!"

The transport to Ntengawagwa Market on the Mozambique border



shrieks of delight. I continue to find the language difficult. My attempts at Chichewa are often met with great laughter. I have not figured out yet whether they laugh because I don't quite get the Chichewa right or because they are so delighted at getting it right! Either way I don't find it offensive, as they are such friendly and welcoming people.

This has been a busy week at school with a number of agreed developments beginning to take place, as well as one day being given over to the celebrations for the National Day of Education. My workshops on early reading and phonics, and formative assessment were met with varying degrees of interest and enthusiasm. The day I spent with the head teacher going over record keeping and administration has proved to be useful. He has identified that there is a need for his practice in this area to be much sharper. The school start time has been changed to 8.15 to take account of the fact that many children were not turning up for school at 7.15, because it is so cold during these winter months. Another development that staff agreed to, was that a shelter belt be built for one of the classes that is taught outside. It is good to see some of the developments planned and discussed with the staff taking shape.

Taking stock

Life at home continues to be very

good and I now feel very much at home in this community. When I return home in the evening, having been on one of the many visits to different village headmen, I now recognise the way home when I see the sun setting behind the Nsalanyama Mountains. It has been such a privilege to have been part of this family for the past four weeks. I have been looked after so well by both my family and the villagers, it seems to have been a matter of honour that their Global Teacher has enjoyed their support and protection which I most certainly have.

This last week at school has flown by and suddenly there is not enough time left to complete all the work I want to do. The head teacher visited me at home and we had a good informal discussion about developments for Namikango School. He has been so open to my suggestions and very supportive of what I have initiated. I do hope he will have the success for his school that he deserves. We have discussed the need for forward planning for the school not only on a long term basis but also on a daily and weekly basis as I can see that he usually tends to react to situations and really needs to be more proactive in his approach. I had a meeting with the Primary Education Adviser (who plays a support role to the school) this week at last. It was very worthwhile with a number of action points agreed with the adviser and the head teacher to ensure continued support of my initiatives. My maths workshop on mental strategies challenged a number of the teachers as far as their own mental agility was concerned but I felt there had been a good response when I asked if they each would adopt at least three new strategies to implement with their pupils. Two of the teachers asked me to observe them trying these out the next day.

Reflecting at the end of this week about the head teacher and his reactive approach to management, I can see when I return to my own school that there are aspects of my management practice where I should take my own advice!

Saying goodbye

Leaving my host family was much more emotional than I expected it to be, especially saying goodbye to Maria and Lucia – the two girls who had carried my bag to school each

“I am now very strongly aware of the high level of training, skills, expertise and adaptability of Scottish teachers that we and others take for granted.”

day. The parting ceremony at school included many speeches of thanks, gifts and prayers for my safe return to Scotland. Later when I was leaving the village many children and villagers appeared as if from nowhere. After many hugs and ‘Goodbyes’ I was on my way home finding it hard to believe that my time here was over.

The two nights rest and relaxation on the shores of Lake Malawi was a welcome break before the last day of evaluation meetings and our departure. Reflecting on the past five weeks I am now very strongly aware of the high level of training, skills, expertise and adaptability of Scottish teachers that we and others take for granted.

As far as the impact of my visit to Namikango School and its community is concerned I do believe that the fact that a Global Teacher from Scotland came to live with them and work in their community for five weeks gave the whole community a tremendous psychological boost. It also raised the profile of Namikango School both locally

and in the wider community as well as highlighting the importance of education to the future prosperity of their community. I am sure the school will benefit from the continued support and training offered by LCD.

As the visit was part of my plan to add a global dimension to the curriculum at Keiss Primary School when I get back to school, I anticipate using the experience to develop global citizenship through the Eco Schools

Programme as well as setting up a formal link with Namikango School. This work will also support the Partnership with Parents development project this year through our newly formed ‘Africa Group’, which includes staff, parents and pupils. Outwith my own school I have also shared my experiences with a dozen local schools as part of their staff development on citizenship awareness and I hope that through speaking to a number of local groups and organisations about my experiences I have heightened awareness of the work of LCD and the challenges that face our teaching colleagues in Malawi. ■

Maureen and the headteacher in discussion



My host family



Make your favourite supermarket suppers

Does everyone not harbour a secret, albeit slightly guilty, love of pre-prepared meals that you just have to heat up? With a bit of planning, you can recreate things at home that most people buy in the supermarket. Admittedly it's not as easy as heating the Heinz and recycling the empty can, but home-made tomato soup is terribly rewarding. And home-made pizzas are great for friends or for children, who love helping to make them.

Roast tomato soup

The natural sugars in tomatoes caramelise when heated in a little oil and absorb woody herbs like thyme, garlic and rosemary well. A little sea salt is needed to elevate the tomatoes. If you don't have cherry or plum tomatoes to hand, any plain old cooking tomatoes will do. Just add a teaspoon of brown sugar before you put them in the oven.

A word on stock: if you have time to simmer chicken bones with carrot-tops, leeks, onions and parsley leaves for four hours, please do. For the rest of us, supermarkets sell pouches of fresh stock, which tend to be very good but costly. Less good, but much better than a stock cube, is Marigold Swiss vegetable

bouillon powder – the one that comes in a green circular tub.

2 x 500g packets of the best cherry or small tomatoes you can find
2 plum tomatoes
½ red pepper, cut into three
1 head of garlic
a few strands of thyme or rosemary
up to 2 pints stock (the best you feel you can afford today)
olive oil
sea salt
crème fraîche, to serve

Pre-heat the oven to 180C. Place some olive oil in a large oven-proof dish or baking tray, and place the halved plum tomatoes in it. Cut the head of garlic horizontally across the middle, and add both halves to the dish.

Add the cherry or small tomatoes, the herbs you are using, and half a teaspoon of sea salt. Place the red pepper on top of the tomatoes. Bake for about 20 minutes. It doesn't matter if some of the skins turn dark, but don't let them burn.

Meanwhile, heat the stock according to the directions on the packet. Remove from the oven, and discard the two garlic halves. Empty the contents into a pan, and just cover with hot stock. Liquidise the soup, adding more stock if you think it is too thick. For a finer soup, strain it through a sieve. Serve with a teaspoon of crème fraîche and pepper if you wish.



Impress with pizza

If you've got a bread machine, life is easy for you. If not, learn to relax through the ancient art of kneading dough. Traditionally, pizza is fired in woodchip stoves at temperatures way above domestic ovens. A pizza stone – what a fabulous christmas present for your foodie friends – definitely makes a crisper base but isn't strictly necessary. You can replace the buckwheat flour with strong white, if you must.

Pizza base

450g strong white flour
50g buckwheat flour
1 teaspoon salt

1 packet of dried yeast (7g)
300 ml very warm water
dash of olive oil

Tomato sauce

1 tin of tomatoes
garlic
olive oil

If you have a bread machine, combine all the ingredients in the pan and run it on the "dough" setting, or equivalent.

To make by hand, combine the flours and yeast in the bowl. Add the hot water to a well in the centre of the bowl, and combine with a fork or knife. Once the dough has formed, add the salt and the oil, and knead on a floured board. Knead using your clenched fists, pushing the dough away from you over, folding it over, and pushing away again. After about 5-10 minutes of doing this, the pizza dough will form. Place it in a bowl, cover with oiled clingfilm, and leave in a warm

place to rise for an hour.

Pre-heat the oven to its very highest setting.

Now either take the dough out of the machine or the bowl, and knock it back, by gently punching it down. Place in a plastic food bag or large tub, and put in the fridge for 20 minutes.

Meanwhile, make the sauce by lightly frying the chopped garlic in the olive oil. Do not allow it to colour. Add the tomatoes, season, and reduce the heat. Leave to simmer for 15 – 20 minutes, making sure it doesn't catch.

Roll out some of the dough into a circle, and place on a pizza stone or oven tray. Spread the sauce on top, add your favourite toppings, and bake for 8-10 minutes.

A word on pizza toppings: if using mozzarella, add some chunks before the pizza goes in, and some after. Raw vegetables, cooked sausage, eggs, etc should go on before the oven. Cured meats, cooked vegetables and salad leaves should go on after it comes out (immediately before serving).



Christmas drinks

Find the usual festive port a bit too heavy? Try a Madeira instead. We recommend Blandy's Duke of Clarence (£10.49, Oddbins, and most independent wine shops). Rich, but not cloying because it is balanced by the natural acidity of Madeira. Excellent with soft cheese or christmas pudding.

Want something fizzy but wouldn't be seen dead with a bellini? Take a champagne flute and add just less than an inch of cranberry juice and a squeeze of lime juice. Fill up with champagne or sparkling wine. Garnish with a cranberry and a piece of orange zest.

People who don't drink alcohol might enjoy a Gentle Sea Breeze. Pour a mixture of equal measures of cranberry juice and pineapple juice into a glass filled with crushed ice. Garnish with mint leaves.



Promoting Coaching, Supporting Colleagues

The EIS is developing a policy on Coaching and Mentoring, which aims to advise members in schools of the implications for teacher professional development. Here, Hugh Donnelly, a member of the EIS Education Committee, Learning Representative and new Chartered Teacher, explains what is meant by the term Coaching and Mentoring and explains how it can impact on the work of teachers at all levels throughout Scotland.

Following the publication of *Ambitious Excellent Schools* (2004), the Scottish Executive provided funds for local authorities to create coaching and mentoring projects in schools to share ideas, create connections and develop learning across individual schools and authorities. The EIS welcomes the interest and investment in establishing and promoting coaching and mentoring initiatives in Scottish education. Coaching and mentoring has the potential to contribute significantly to improving learning and teaching in our schools and colleges.

The evaluations of these various projects across the country are generally positive which adds to a growing evidence base that coaching and mentoring does have much to offer schools in supporting improvement, and supporting teachers as part of their wider professional development. Certainly, as a result of this funding and other local initiatives, formal coaching and mentoring has hit the ground running across Scotland with various degrees of engagement and success.

What is coaching and mentoring? The development of mentoring and coaching is still at an early stage in Scottish Education despite being fairly well established in schools for probationers. Coaching and mentoring also features as part of the Scottish Qualification for Headship and in Project Leadership schemes. Over time coaching and mentoring may become intrinsic to professional development for all teachers.

However, clarity of purpose is important even if definitive



definitions may prove elusive. There is plenty of real mentoring and coaching practice developing in Scottish schools and important work being undertaken in our schools and universities such as Aberdeen, Glasgow and Paisley. A recognition of what a coaching and mentoring culture looks like,

and an understanding of what it can offer is important. It is a matter of priority that the Scottish educational community establish a working definition linked to illustrative examples of practice.

Teachers on the ground are well aware of the limitations, as well

as the potential, of these initiatives. It is also clear that there is no one template for coaching and mentoring. Any ambitions to establish coaching and mentoring as a permanent feature of professional development at a local or school level will depend on the capacity not only for leadership but also, crucially, a significant degree of collegiality based on high levels of trust, professional respect and parity of professional esteem. This is not a universal given across all local authorities and schools. Success will also depend on the ability of local authorities and schools to source the necessary investment in terms of time and money.

It is not disputed that, despite emerging good practice, there is still a lack of rigorous review and systematic evaluation of coaching and mentoring programmes in this area. Much of what we are learning about the impact on professional practice is self-reported. There is a long way to go in terms of developing evaluative approaches that help assess the precise impact on professional practice and the contribution to school improvement.

It is against this background that the EIS perceives the need to develop national policy in this area. Policy needs to be of practical use to local negotiators and school representatives in making sure that their professional voice is taken account of, and that the introduction of coaching and mentoring is not at the expense of professional autonomy. Indeed the EIS, along with most advocates of coaching and mentoring, would insist that critical reflection and self-evaluation lies at the heart of successful coaching and mentoring. But far too often, as we know, over-ambition and over-zealousness can often lead to poor implementation of otherwise promising initiatives.

It is absolutely crucial that coaching and mentoring does not become the single and dominant initiative which is promoted to



Hugh Donnelly

“The EIS supports a model of coaching and mentoring which is primarily about developing and enhancing collegiality, and developing leadership and professional confidence among teachers.”

Hugh Donnelly

the detriment of wider professional development priorities. Equally, we have to stress that coaching and mentoring presents opportunities for teachers and their students in developing key learning and teaching skills, and not simply a mechanism for

preparing individuals for promoted posts.

The EIS supports a model of coaching and mentoring which is primarily about developing and enhancing collegiality, and developing leadership and professional confidence among teachers – a model of coaching and mentoring primarily for, and by, teachers. The EIS would resist any unnecessary commercialisation of coaching and mentoring, and would question any need to import models from elsewhere which were not consistent with policy aims and principles.

The more powerful application of coaching and mentoring resides in opening up self-dialogue with regard to the values and purposes in the context of improved communication, collaboration and collegiality. It would be hoped that coaching and mentoring would help support

improvement in these areas which are often contested one way or another. Any EIS policy would support the practical application of coaching and mentoring where appropriate and necessary, and avoid any narrow pragmatism in imposing models which may undermine professional autonomy and collegiality. Coaching and mentoring is not about making judgements, creating dependency, imposing others’ agendas and initiatives nor confirming habit, routine or long-held prejudices.

Coaching and the EIS

In summary, the EIS recognises the importance and potential of coaching and mentoring initiatives. The EIS has an important role to play in the context of promoting a commitment to professional development and lifelong learning.

Coaching and mentoring is not a panacea but part of a wider solution. If coaching and / or mentoring can help develop a culture of improvement which is humane, sophisticated and intelligent then we should embrace the potential that it presents for pupils and teachers in making schools better places to learn and work.

The EIS recognises the potential benefits of coaching and mentoring which:

- Promotes individual and collaborative professional development at school level.
- Promotes critical reflection and self-evaluation
- Promotes professional dialogue
- Increases professional confidence.
- Improves pupil motivation and learning strategies.

It will be important that the EIS commits to study the evaluation of projects, and continues to monitor the introduction of coaching and mentoring initiatives at local level in order to ensure quality and effectiveness. ■

Defining Coaching and Mentoring

Generally speaking, a coach would tend to focus on skills and performance which involves feedback to the learner in order to promote self-reflection, self-evaluation and self-learning. The coach does not necessarily have more experience than the coachee and can take place between peers and staff at different levels.

A mentor would focus on capability and personal and professional growth perhaps at critical stages of their career such as probationers, NQT, early years teaching, Chartered Teacher, Principal Teacher, Senior Management and Head Teacher, in order to facilitate professional and career development. A mentor would undoubtedly use coaching skills as part of this quality relationship but would more than likely be a more experienced colleague familiar with the role, culture and context in which the mentoring applies.

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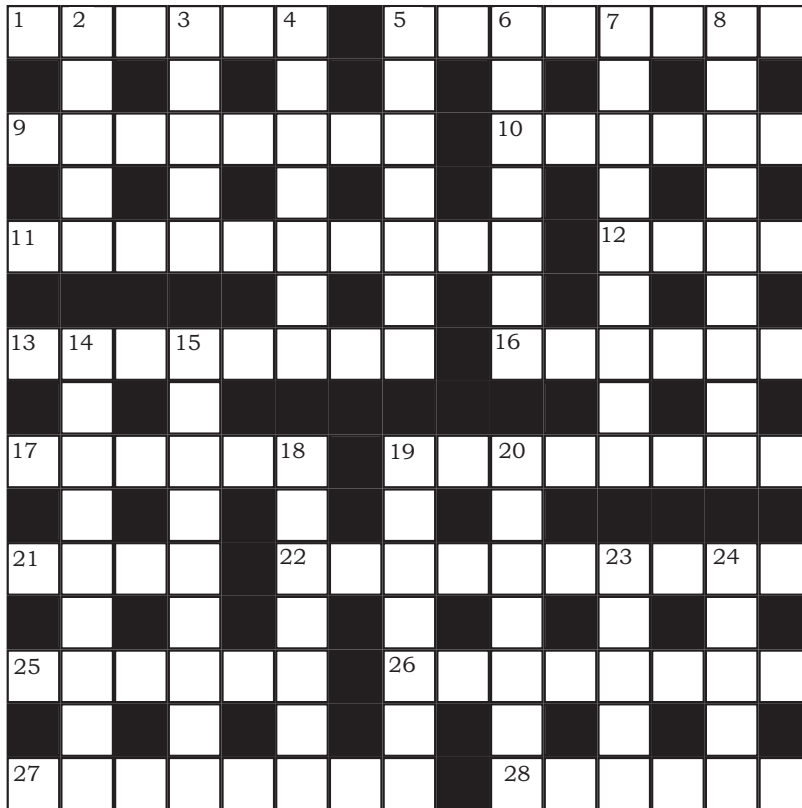
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Crossword 48



Answers to crossword no.47

Across: 1 Time-exposures, 8 Hand, 9 Palatinate, 10 Thimbu, 11 Overleap, 12 Cathedral, 14 Neck, 15 Vein, 16 Lymph node, 20 Snootier, 21 Unseat, 23 Parliament, 24 Germ, 25 Urinary system.

Down: 1 Trachea, 2 Madam, 3 Expound, 4 Pulmonary artery, 5 Setter, 6 Renal vein, 7 Set back, 13 Hoi polloi, 15 Vanuatu, 17 Poultry, 18 Diagram, 19 Cicada, 22 Sight.

CROSSWORD WINNER – Congratulations to **Phyllis Stokes**, Milton of Campsie, who was the winner of SEJ cryptic crossword no 47. Phyllis receives a £20 book token.

CLUES

Across

- 1 Hurts in a roundabout kind of way (6)
- 5 Spends time with halls and extracts (8)
- 9 Give directions to drug induced brave ones (8)
- 10 Severe, trenchant, regimented, inflexible, controlled and tight at the start (6)
- 11 An article perhaps! (10)
- 12 Tree, oil on hand as well (4)
- 13 Could end up ploughing hectares for a career (8)
- 16 Streets get older internally bit by bit (6)

- 17 Panama, Union serve as examples (6)
- 19 Primitive iPod in C60 format (8)
- 21 Invested all my money in a slot machine (4)
- 22 Archers act out parts of the radio programme (10)
- 25 Are shortly to be mine in watery environment (6)
- 26 Torn pies may produce body-building food (8)
- 27 Butchered seal found in the grass and was let go (8)
- 28 Primitive life form takes on revised version then waited perhaps (6)

Down

- 2 Paddle your own canoe, here? (5)
- 3 A nobody from Herman's Hermits (2-3)
- 4 It does happen in the east in the morning (7)
- 5 Spies us from the collective feline imagination (7)
- 6 Maintain sororal relations (7)
- 7 Rope a lane for jet maybe (9)
- 8 Former prison clinic was first class (9)
- 14 Tell me more, make it complicated (9)
- 15 Sectional erosion possible here (9)
- 18 I'm not telling you, again ! (7)
- 19 Applauded disc containing digitally remastered apple (7)
- 20 Cliff support kept in the dark (7)
- 23 Possessive determiner found in the irregular verb (5)
- 24 Anger managed within certain limits (5)

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 18 January 2008**. The first all correct entry picked at random will win. Details of the winner, along with the solutions to this month's puzzle, will be published in the next SEJ. Employees of the EIS and their families are not eligible to participate in the competition.

Name:.....

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

Sudoku

supplied by: Lovatts Publications

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/difficult

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



Sudoku

SEJ October 07 Sudoku solution

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

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The EIS Rules OK?

The EIS has much to be proud of after 160 years, says senior academic and education commentator Richard Willis

In 2005 Nelson Mandela and the then Chancellor Gordon Brown gave their support to the Make Poverty History Campaign and its launch led to a commitment by the EIS 'to bring every child in the world into school'.

This is a commendable objective and marks an important step forward to further international goals from an agenda restricted to the domestic context when the Institute began work on 18 September 1847. The strength of the EIS, the oldest and largest teachers' organisation in Scotland and now celebrating its 160th anniversary, has been to promote worthy professional and welfare concerns and these have been an integral part of policies from the days of Queen Victoria's reign.

The Institute's establishment was the product, in the nineteenth century, of the relationship between the English College of Preceptors, now known as the College of Teachers, and the EIS. The Preceptors had been founded in 1846 in Bloomsbury, London, by a group of private teachers to promote sound learning and to expand examinations in the theory and practice of education, particularly among the middle classes in England. The EIS modelled itself on the Preceptors and at its inaugural meeting, held in the Edinburgh's High School, declared that the overriding aim was to promote sound learning. The founding members, drawn from the elite of the Scottish teachers, the burgh schools and academy teachers in Glasgow and Edinburgh, hoped to co-operate with their English counterparts despite the on-going conflict between the laws of England and those of Scotland.

The setting up of the EIS was very much an expression and reflection of the poor pay, conditions, status of Scottish teachers, and standards of education generally. As in the

case of the College of Preceptors, the solution, derived from the success of other occupational groupings, such as doctors and lawyers, presented to the EIS was to emulate the practice of the other established professions. This campaign was warmly and enthusiastically received by Scottish teachers. The early emphasis was very much on the workings of national education and the 600 delegates meeting in Edinburgh in 1847 came from diverse backgrounds and cut across denominational and other spheres, with the largest single groups being Free Church teachers.

As well as rumblings within the EIS's internal structure, an outcome of the wider inner representation, there was evidence of conflict between the aims put forward by the Institute and external interests. The managers, for example, of the Scottish schools, were reluctant, to act in partnership with the EIS, especially as their financial profits were in danger of being reduced in the wake of pressure for higher wages and better conditions for teachers. The Church resented the potential absence of religious and spiritual influence on education.

The EIS in addition to wanting to improve the welfare of Scottish teachers generally also became committed to the ideal of a self-regulated teaching profession. The EIS also introduced degrees and remains the only trade union to offer such awards, and these powers were initially codified in the Royal Charter granted by Queen Victoria. The Institute's diplomas served as a form of

competition against the government certificates awarded by the Privy Council to successful pupil-teachers but opposition from the over-bearing control of central government at Westminster impeded progress. The Institute was denied the power to act as the single arbiter in Scotland to award the licence to teach and so the diplomas were not so highly respected. Thus the incentive to sit for the diplomas was limited and in subsequent years membership of the Institute considerably declined. By the 1870s, the EIS was still refused the right to be the official General Teaching Council for Scotland.

The House of Commons was reluctant to cede powers to Scottish teachers in the same way as the English teachers had been bullied by central government in the nineteenth and twentieth centuries. The EIS contributed, largely through the medium of its journal, to the debates surrounding the teachers' national registration issue in England and Wales. The Preceptors became pinned down in a protracted fight with the NUT, whilst the EIS forged ahead in its role as a trade union, and since the 1970s, the Institute has expanded its work to stretch out to the rest of Britain, and to affiliate with international trade union organisations, including the Trades Union Congress, the European Trade Union Committee for Education, and Education International.

The EIS very much embodies the unionism/professionalism debate in which adherence to unionism is seen as a way of

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devaluing professional behaviour, commitment and responsibility. The evidence is that members have not been that interested in the wider policies of their union and they have instead been preoccupied with salaries and conditions. The EIS has seemingly been an effective trade union and they can lay claims to the success of young people in Scotland who, when assessed by traditional methods and certification, now demonstrate higher standards of performance than at any time before. On the other hand, a criticism is that EIS officials in the past have been negative or

passive, choosing to 'live on the inside'. Such a view contrasts with the self-image of the radical activist battling against governments for rank and file members. And it was indeed the perceived failure of the EIS to promote the interests of secondary teachers, that led to the setting up of the Scottish Secondary Teachers' Association (SSTA) in 1946.

The EIS leaders have not held back in their aim to rule the General Teaching Council (Scotland) GTCS. It was indeed the experience of the GTCS that concerned the independent

“The scene is now set to brandish a new vision in continuing to lessen educational disadvantage, as well as improving teachers’ pay and conditions, promoting equality of opportunity and helping to reduce poverty”

hopefuls wanting to stand for election to the General Teaching Council (England) GTCE in 2000. They held that the GTCS, because of the union slates, was not the voice of teachers, but rather the mouthpiece of the EIS. Since the 1960s, union candidates were predominantly represented with the Institute commanding a substantial influence on the GTCS.

Today the EIS still wields significant power in Scottish education. The main emphasis, championed by the Institute, is of course on measures to improve educational opportunities in Scotland and to conduct investigations into such issues as poverty and of levels of deprivation in Scottish rural and urban areas.

Back in 1847 it was the lessons provided by an English corps of private teachers that paved the way for the establishment of the EIS. The latter has succeeded in pursuing worthy promotional and educational goals. The scene is now set to brandish a new vision in continuing to lessen educational disadvantage, as well as improving teachers’ pay and conditions, promoting equality of opportunity and helping to reduce poverty and to bring more opportunities to those in need. ■

*Richard Willis is a Senior Research Fellow at the Centre for Research in Education Policy and Professionalism, Roehampton University, and author of the book *The Struggle for the General Teaching Council*. (RoutledgeFalmer 2005)*

Article previously published by Times Education Supplement Scotland

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