



The Scottish Educational Journal



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# The Time is Now

EIS Campaign stands up for education

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**National Rally on 6 March**

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Feb 2010  
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## Why must our Children pay?

This month's SEJ focuses on the question that is at the heart of the new EIS campaign to fight education funding cuts – Why must our Children pay? The EIS is asking why children and young people must be made to pay for mistakes that were not of their making. Why school budgets must be slashed to pay for the worst excesses of global financial institutions more concerned with their bonus structures than the stability of national finances. And why politicians should be allowed to create the impression that all public services – including education – are somehow fair-game for massive financial cuts that will cause serious, and long-lasting, damage to our schools, colleges and universities and disadvantage to the pupils and students that they serve.

As we highlight in this month's cover feature, the EIS is currently planning a long-term campaign to promote Scottish education and protect its funding and the service it provides to people of all ages. The first major event in this campaign will be a national March and Rally, set to be held in Glasgow on Saturday 6 March. This event aims to demonstrate the strength of support for Scottish education, and to send a clear message to both the Scottish and UK Governments that Scotland's teachers, lecturers, pupils, students and parents will not stand idly by while Scottish education comes under attack.

It is vitally important that as many people as possible turn out to make the March and Rally a great success, and to send a message that Scotland's politicians, and Scotland's media, cannot ignore. Already the campaign has attracted considerable publicity in the print and broadcast media, and has won the support of many parents and also politicians of various political persuasions.

But the campaign can only be a great success and achieve its aims with the support of EIS members. It is only by mobilising large numbers of teachers and lecturers, together with parents and others, that the March and Rally and the campaign itself can be a success. Already local associations are planning what they will do to support the campaign, and asking what they can do at both local and national level to help the campaign achieve its aims.

It is up to us all to do our part in support of the EIS campaign. The Why must our Children pay campaign is your campaign, and it is only with your involvement that we can hope to achieve our aim of promoting Scottish education and protecting the vital service that it provides for Scotland's young people.

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## The Time is Now!

Cover Story

**08**



## New Year Honours for EIS members



Norma Anne Watson

Image: Alan Richardson

A number of EIS members have been honoured in the Queen's New Year Honours list for services to education.

Former EIS President Norma-Anne Watson, also a former Convener of the General Teaching Council

for Scotland, has been awarded an OBE. Ms Watson is a former headteacher at Kirkhill Nursery School in West Lothian and has always been extremely active in the EIS at both local and national level.

A former long-serving member of the EIS national Council, Ms Watson also served as EIS National President and was a long-time vice-convener of the EIS Education Committee.

### A Football Odyssey: For the Fans By the Fans

Edited by Alex Alexandrou and Sean Fenelon

A Football Odyssey represents a new slant on football writing. It addresses the game through the eyes of ordinary supporters, including EIS contributors Hugh Paton and Ann Brand, and is co-edited by EIS LR project evaluator Alex Alexandrou.

If you want to glory in the whims and fancies of 20-year-old millionaires — or the sanitised accounts of the rise and rise of clubs funded by oil-billionaires or leveraged buy outs — then this isn't the book for you.

However, if you want to understand why the Jambos break their fans' hearts — or what it means to downsize your Uniteds — or how this game can shape and mirror lives — then you're in the right bit of the sport section. ●

A book that is truly of the fans, for the fans and, most importantly, by the fans.



Paperback ISBN  
978-1-84921-002-7  
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Published by  
Kennedy and Boyd  
[www.kennedyandboyd.co.uk](http://www.kennedyandboyd.co.uk)

Ms Watson currently serves as a Local Association Office Bearer with responsibility for Benevolence, and also serves on the EIS Board of Examiners and on the Appeals Committee.

Also honoured was long-time EIS Council member Marion Roy, formerly headteacher at Auchenback Primary School in East Renfrewshire. Ms Roy has a long history of active involvement with the EIS at local and national level, including serving as Treasurer at local association level and nationally on the EIS Disciplinary Committee and on the Board of Examiners. Ms Roy was awarded an MBE.

Other EIS members honoured included Jessie Wojciechowski, headteacher at East Plean Primary School in Stirling (OBE), Iain Prain, Vice-Principal at the Royal Blind School in Edinburgh (MBE), Norman Robertson, former curriculum leader in hospitality at Ayr College (MBE), and James Weir, lecturer at Forth Valley College (MBE).

The SEJ congratulates all of the EIS members on their well-deserved Honours. ●

### Support for Free School Meals campaign

The EIS has offered its support to a campaign by the Child Poverty Action Group (CPAG) Scotland which questions the proposals to scale back the agreed roll out of free school meals to all P1 to P3 pupils.



Ronnie Smith

Image: Alan Richardson

A letter has been sent to both the Scottish Government and COSLA, signed by supporters of the campaign including General Secretary Ronnie Smith on behalf of the EIS.

The letter states that a universal approach to free school meals in the early years of primary school plays a key role within wider anti-poverty, early years and health inequality ambitions and should remain of the highest priority.

The current economic situation is putting great pressures on family budgets. The roll out of free school meals to all P1 to P3 pupils is an important way in which Government in Scotland can help relieve those pressures, at the same time as ensuring all young children get a healthy meal in the middle of the school day.

Pilots dramatically demonstrated the additional benefit of a universal approach to achieving the policy goals of promoting take up of healthy school meals. Means testing too often fails to deliver to the poorest and targeting is too often not an efficient way of helping the neediest.

Whilst other healthy food initiatives such as free fruit and breakfast clubs are extremely welcome, they should not be conflated with, or replace, the clear commitment made to deliver universal free nutritious school lunches for all P1 to P3 pupils. ●

## Lead role for LTS confirmed by The Scottish Government

The Scottish Government has confirmed that Learning and Teaching Scotland (LTS) will continue to play a key role in education in Scotland.

The Government has set out a core remit for LTS, which builds on the organisation's track record in delivering education reform, including its key role in Curriculum for Excellence and the implementation of Glow in all 32 local authorities.

LTS will also have a number of generic core responsibilities which will ensure that the organisation's work contributes towards delivering the Scottish Government's strategic objectives

The core remit is:-

### Curriculum

to keep the curriculum 3 - 18 under review and provide advice and support, including quality assured resources, on the curriculum 3 - 18 to Ministers and the education system;

### Assessment

to provide advice and support to Ministers and the education system on assessment to support learning, with support from SQA as appropriate, and to work with SQA to ensure the availability of quality assured resources to support assessment;

### Glow and ICT in schools

to provide advice and support to Ministers and the education system on the use of ICT to support education, to establish and maintain technology standards for education, to ensure practitioners have easy online access to advice and support, including digital resources and to manage the provision of the national ICT infrastructure to support education, currently Glow, the LTS Online Service and the local authority Interconnect.

There are a number of other areas that LTS will work with other partners, to ensure effective provision, including research and intelligence gathering, professional development and the sharing of good practice.

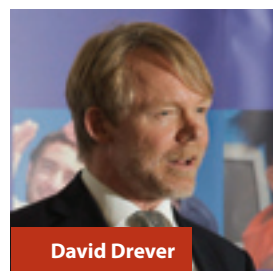
## Curriculum for Excellence Parent Toolkit

The partners delivering Curriculum for Excellence have developed a toolkit to help practitioners communicate with parents and carers around CfE.

The toolkit has been designed:

- in response to research on parents' needs: they want to hear from the school and the teacher who knows their child
- to share stories that start to give a real sense of the look and feel of CfE - moving on from the policy lines and guidance we've had to date
- to give simple messages to practitioners and material to support them in answering the simple and complex questions from parents
- to be an online resource in the main - a starter kit that can be built onto
- to provide information, photos and film resources that schools can repurpose, adapt and set in their own context for sharing with parents. ●

Further information is available from [www.ltscotland.org.uk](http://www.ltscotland.org.uk)



David Drever

Image: Mark Jackson

## David Drever elected as GTCS convener

EIS Past-President David Drever has been elected as Convener of the General Teaching Council for Scotland. As Convener, the most senior elected position within

the GTCS, Mr Drever will oversee the work of the Council and the various committees which have responsibility for issues such as Probation, Discipline, Standards and Professional Conduct.

Mr Drever is a long-serving EIS activist, member of EIS Council and served as EIS President for 2008-09. He is a teacher of English, and is currently Deputy Headteacher at Kirkwall Grammar School in Orkney.

Other EIS member elected to GTCS committees include Linda Fisher-Dougan (Convener, Professional Conduct Committee), Andrew McNeil (Convener, Exceptional Admissions Committee), Jason Fitzgerald (Vice-Convener, Education Committee), Carol Houston (Vice-Convener, Finance and General Purposes Committee), Aileen Barrie (Convener, Professional Standards Committee), and Karen Farrell (Convener, National Assessment Panel of Professional Standards Committee). ●

## GTCS - renewal of registration 2010-2011

The General Teaching Council for Scotland would like to remind all registered teachers that the current registration period comes to an end on 31st March 2010 and that the Annual Registration Fee will be payable for retention on the Register during the period commencing 1st April 2010. ●

Full details of the arrangements for payment of the fee are available on the GTCS website: [www.gtcs.org.uk](http://www.gtcs.org.uk)

## Change of name and/or address

If you have changed or are about to change your name and/or address, please send your up-to-date details in writing to the Teacher Registration Department, GTCS, Clerwood House, 96 Clermiston Road, Edinburgh EH12 6UT or email [registration@gtcs.org.uk](mailto:registration@gtcs.org.uk).

An up-to-date address is now a requirement for continuing registration. ●



## Snow More Cuts!

EIS HQ staff members Paul Benzie and Stuart Cunningham and temporary staff member Frost E Snowman offer their support to the EIS campaign which aims to put the freeze on education cutbacks. See cover story on page 8-9 plus a special 4 page pullout on pages 15-18 for more information on the EIS campaign.

## Chris Hoy challenges the public to take on the Monster for Maggie's Centres



Sir Chris Hoy is backing the Monster Bike & Hike, Maggie's Cancer Caring Centres' largest annual fundraising event, for the third year running. The three time Olympic gold medalist is encouraging people to take on a challenge for 2010 that will benefit their fitness and wellbeing while also supporting people living with cancer.



Sir Chris said: "Every year hundreds of people take part in the Monster Bike and Hike for Maggie's Centres, pushing themselves to the limit and beyond to reach their goals and raise hundreds of thousands of pounds for Maggie's. Make 2010 the year that you take on the challenge of the Monster Bike and Hike, and help people living with cancer."

Monster 2010 is the ultimate fundraising experience with participants completing a 30-mile cycle and then choosing to hike 8 (bronze), 22 (silver) or 43-miles (gold). The event takes place on the bank holiday weekend of May 1st and 2nd and takes in some of Scotland's most awe inspiring scenery, starting under the shadow of Ben Nevis in Fort William, along the Caledonian Canal and the Great Glen Way offering views of Loch Ness en route to Inverness.

2010 will be the seventh year of the Monster Bike and Hike, with over £3 million raised to date. Over 600 people have signed up to take part already and Maggie's Centres are hoping that the event will reach 1,000 participants for the first time.

Event Manager Georgina Bushell said: "Monster has allowed Maggie's to open new centres and to support tens of thousands of people on their journey through cancer. We would love to get 1,000 people signed up for Monster 2010, so if you or anyone you know is up for a challenge, send them the link to our website [www.maggiescentres.org/monster](http://www.maggiescentres.org/monster) where you can watch a film from the 2009 event."

Alan Law, who uses Maggie's Fife Centre, said: "In Maggie's I can actually explain the good days along with the not so good to like-

minded souls, who you know understand the emotions that come through living with cancer. Maggie's Centres are uniquely designed buildings on the outside but inside they are like a home. You are genuinely cared for supported and encouraged to be just who you are. The centres are safe places to find your best route to manage the illness and make the journey ahead much smoother."

To find out more about Maggie's and Monster 2010 visit [www.maggiescentres.org/monster](http://www.maggiescentres.org/monster) call **Claire Devlin** on **0845 602 6427** or e-mail [monster@maggiescentres.org](mailto:monster@maggiescentres.org)

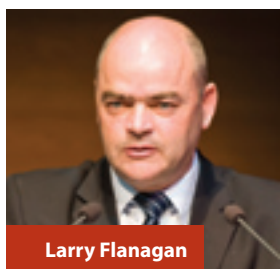
maggie's  
cancer caring centres

- Maggie's Centres offer a programme of practical, emotional and psychological support to people with cancer, their families, friends and carers. Maggie's support is free of charge and operates on a drop-in basis.
- There are currently five existing centres in Scotland – Edinburgh, Glasgow, Dundee, Inverness and Fife. With an interim service in Lanarkshire.
- Maggie's model of support empowers people to live with, through and beyond cancer.

## Council News

### Welcome and warning for new Assessment Framework

Commenting on the publication of Building the Curriculum 5, the new Assessment Framework and associated papers, EIS Education convener Larry Flanagan told Council that the "key focus" to the successful delivery of the new assessment arrangements would be the "CPD to support understanding of the new standards". Resources to support this would be crucial, he said.



Larry Flanagan

"The EIS welcomes the recognition of the need for more funding"

Mr Flanagan said that "These changes to assessment would place greater emphasis on teachers' own professional judgment of pupils' progress and remove the narrow, target-driven testing agenda of the past". Speaking after the meeting, Mr Flanagan said "It is extremely important that proper support and moderation facilities are available in all schools, and this will have considerable resource implications at both school and local authority level. The EIS welcomes the recognition of the need for more funding in this area and the Scottish Government's pledge to make additional funding available to support future development."

Mr Flanagan continued, "The changes will also require a change in the mind-set at local authority level, and local authorities will have to accept that the narrow testing agenda and use of standardised tests will play no part in the new assessment arrangements."

He added, "While publication of the new Assessment document marks an important step on the journey to CfE, much more still needs to be done in terms of funding and resources to allow schools to deliver the promise of CfE. In these times of reduced budgets, falling teacher numbers and rising class sizes, the Scottish Government and local authorities must deliver significant additional funding if schools are to make a success of such an ambitious programme of curricular improvement." ●

### EIS website refreshed

As part of the ongoing process to enhance electronic communications with members, the EIS website is currently being redeveloped to make it more accessible, easier to navigate and more user friendly.

This process is already underway, and will continue over the coming months as new functionality and content continue to be added as part of the site development. Take a look at the early improvements to the EIS website at [www.eis.org.uk](http://www.eis.org.uk)

You can also now follow the EIS on Facebook (via "Educational Institute of Scotland" page) and on Twitter (via "EIS union" page). Sign up to receive the latest updates from the EIS straight to your email inbox or mobile phone. ●

### Council continues planning "Why must our Children Pay?" campaign

January's meeting of Council was dominated by continued planning for the EIS campaign to fight budget cuts and protect education funding – now based around the theme of "Why must our Children pay?"

A special afternoon session of Council was dedicated to planning details for the co-ordination of the campaign at both local and national levels. EIS President Helen Connor advised Council members that publicity materials were already in all education establishments, and that a dedicated website was being created, linked from the EIS website, to keep members updated on plans for the campaign and for the national March and Rally in Glasgow on Saturday 6 March. ●

### Case Handling Protocol

The EIS protocol on case handling will be reviewed as the result of a successful motion to Council by John Cassidy (EIS FELA). The EIS protocol covers the way in which EIS representatives support members in grievance and disciplinary processes. There needed to be some updating to reflect in particular changes in FE arrangements, Mr Cassidy told Council. ●

### EIS networks

#### Last chance to seek nomination

The EIS operates a number of networks for members with specific interests, and the nomination process for members wishing to join a network is currently under way.

The networks which are currently seeking applications for membership are:

- Young members network (for teachers under the age of 30)
- Headteachers and depute headteachers
- Quality Improvement Officers
- Educational Psychologists
- Additional Support Needs
- Music Instructors / Instrumental Music Teachers

The final date for receipt of nominations to these networks is Friday 5 March. Any member interested in seeking nomination to one of these networks should contact their Local Association Secretary for the appropriate application form. ●



### Billfest A Night for Bill

7pm  
Sun 7 March 2010  
Old Fruitmarket  
Candleriggs Glasgow

Family, friends and comrades of Bill Speirs have organised a special night to celebrate and commemorate Bill's life and work to which you are cordially invited.

An all star cast will provide comedy, music, performance and poetry reflecting Bill's many and diverse interests. More details can be found online.

Tickets cost £20 each and tables seating ten persons can be reserved for £200

You can reserve your seat/table by visiting [www.billspeirs.com](http://www.billspeirs.com) where you can also share your memories of Bill. Or phone Jaki Speirs on **0141 445 8856**

All proceeds will go to the charities designated by Bill, detailed online.

The event is supported by Musicians Union, Scottish Ethical Events, Workers Beer Company, National Union of Journalists and Scottish TUC. We are grateful for the use of Old Fruitmarket [www.billspeirs.com](http://www.billspeirs.com) info@[billspeirs.com](http://billspeirs.com)

# Why must our Children pay?

The EIS has launched a major campaign for 2010, based around the question "Why must our Children pay"? The aim of the campaign is to promote and protect Scottish education and to ensure that schools, colleges and universities continue to receive adequate funding in the face of planned public sector funding cuts. The campaign will argue that Scotland's young people should not be forced to pay the price for an economic downturn that is not of their making.

The EIS has launched a major campaign for 2010 to promote the cause of Scottish education and protect the funding of schools and colleges. The focus of the campaign is "Why must our Children pay?" and will argue that Scotland's pupils and students should not be forced to pay for the mistakes of others by having their education damaged due to budget cutting. A key event in the campaign is a major demonstration to be held in Glasgow on Saturday 6 March 2010.

The 'Why must our Children pay?' campaign has been launched to promote Scottish education



and to ensure that our young people do not see their education suffer as a result of mistakes made by others. The bleak financial position that the country currently finds itself in was not caused by our schools or colleges or by our young people. We want to send a strong message to Government at every level that our children and young people must not be forced to pay the price for the cavalier behaviour of others that led to this recession.

It is absolutely vital that the front-line public services, in particular education, are protected during these difficult economic times. It is in times like these that we need to encourage more young people to stay longer in education and training. That is because there are so few jobs available in a very weak jobs market, but also because the new jobs – when they come – will demand higher level skills and qualifications. It is the countries which invest in education and training that will reap the harvest and successfully make the transition to new worlds of work and economic prosperity. Education is an investment in the future of our country, and the Government must ensure that our education system is properly supported and adequately resourced in the difficult years ahead.

The threat to education funding is very real. Already, over the past year, we have seen very significant cuts in education budgets and classroom resources right across the country. We now have almost 2,500 fewer teachers in our classrooms than was the case just two years ago. This is forcing schools to place pupils in larger classes, with less teaching time for each pupil

" The campaign has been launched to ensure that our young people do not see their education suffer as a result of mistakes made by others. "





## COVER STORY

as a result. Support staff numbers are also falling, removing a vital layer of support for teachers and placing an even greater administrative burden on teachers which then has a negative impact on teaching, preparation and correction time. Even basic classroom resources such as books, paper, pencils and photocopying of worksheets are becoming increasingly scarce. All of this at a time when Scotland is undergoing a significant programme of curricular change through the *Curriculum for Excellence*. But, without proper funding, resources and support for schools, progress on the *Curriculum for Excellence* will be put at risk.

Scotland's teachers and lecturers will take to the streets of Glasgow on 6 March as the first step in a sustained campaign

to promote Scottish education and to ensure that our young people receive the best opportunity to reach their potential. We hope that others – especially parents, students and other education workers - will join us in this campaign to defend our schools and colleges and all that they can offer to young people and our country as a whole. The stakes are high - education is the foundation of everything that our young people and our country will achieve in the future. We hope that everyone will agree that investing in our children and young people is the best investment we can make, and we urge everyone with an interest in Scottish education to get behind the 'Why must our Children pay?' campaign to ensure that our young people continue to receive the high-quality educational experience that they deserve. ●

See centre page pull-out or visit [www.eis.org.uk](http://www.eis.org.uk) for more information on the EIS campaign.



Join the Rally on  
**6 March in Glasgow.**

Contact your Local EIS rep or Secretary for further information on local arrangements.





## Play On

### EIS launches Charter for children's right to learn music

As the impact of local authority budget cuts continues to be felt across the country, the EIS has launched a Charter for Instrumental Music Instruction to promote the important role of music in education.

The new Charter will be sent to every school in Scotland to support the vital work of Instrumental Music Teachers across Scotland. As local authorities across Scotland struggle to balance their budgets, it is vital that core music education services are maintained in schools. The new EIS Charter highlights the value of music education to pupils, and calls for proper support and funding for its provision in all schools.

Commenting on the launch of the Charter, EIS General Secretary Ronnie Smith said, "The EIS believes that every child should have the right to learn to play a music instrument and to develop their ability to sing. Developing an understanding of music is beneficial to pupils in many ways, and can have a profound effect on the personal and social development of children. Through instrumental music instruction, pupils can learn how to work both as an individual and as part of a larger group. This can have a positive effect on their social skills and on their self-confidence and overall personal development. Learning to make music allows pupils to take pride in their accomplishments and provides them with skills that will be applicable to many other areas of their everyday lives both now and in the future."

Scotland has produced many great musicians through the years, who have gone on to perform at all levels in a diverse range of musical genres. Many have spoken of the major impact

that instrumental music tuition in schools had on their lives and their careers. It is vital that we do everything we can to maintain Scotland's rich musical heritage and that the funding is secured to ensure that qualified instrumental music teachers are an integral part of our children's music education.

Music education embeds the four capacities at the centre of the *Curriculum for Excellence* throughout its structures. Music education allows pupils to develop as Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors. The lessons learned through music education and instrumental instruction can be applied in many other areas of a child's education, as well as in many aspects of their lives outside of school. It is extremely important that the Scottish Government and local authorities commit to properly funding the further development of instrumental music teaching across Scotland, so that all young people have an equal opportunity to learn about music and develop their own personal skills. The EIS believes that every child, no matter where they live, should have an equal right to receive proper music education that can nurture their own particular musical talents.

"We believe that every child, no matter where they live, should have an equal right to receive proper music education"

It is also important that instrumental music teachers should receive the same level of support and continuing professional development opportunities that class teachers already have access to. Professional registration for all instrumental music teachers with the teachers' professional body, the General Teaching Council for Scotland (GTCS), would acknowledge the status of instrumental music teachers and help to encourage continuing high standards in all music education settings across Scotland. Scotland's pupils deserve the best opportunities that we can provide, and a high-quality music education service, led by professional instrumental music teachers, is a key development where the benefits for pupils are significant and long-lasting. ●

#### Tommy Smith

"The important work Scotland's instrumental music teachers do in our schools is profoundly central to the infrastructure of our educational evolution and continued success throughout the world."



## COVER STORY

“ From the womb to the grave we crave music. Music is the primary source of communication crossing all boundaries. Music teaches us everything we need to survive in life as we pass through this world - please do not cut this lifeline. ”

**Dame Evelyn Glennie OBE**

World renowned percussionist/music ambassador



Image: James Callaghan

# MUSIC

EIS Charter for Instrumental Music



2010 / eis  
The Educational  
Institute of Scotland

# EIS Charter for Instrumental Music

## What they are saying

“The Charter for Instrumental Music is a landmark publication for the EIS. I believe that every child has the right to learn to play a musical instrument and to develop their ability to sing. The Charter sets out the extraordinary work now going on in schools in Scotland and argues that it is work that must be developed into the future.”

**Ronnie Smith**  
EIS General Secretary

“Instrumental music lessons contribute very significantly to the social and educational development of our pupils. Instructors do not only teach pupils to play and appreciate music; they provide pupils of all abilities with enjoyable opportunities to work individually or as part of a group; and they motivate them to perform to a high standard in different contexts. This helps pupils to have fun, to take pride in their achievements, to gain in confidence and, of course, to learn skills which will be of great value to them throughout their lives.”

**Tony Finn**  
Chief Executive, GTC Scotland

“I am passionate about our profession and about Scotland’s rich musical history. I am in no doubt that this journey to secure and promote the development of Instrumental Music provision will be warmly welcomed by all in education.”

**Graeme Barclay**  
Convener EIS Music Instructors’ Network

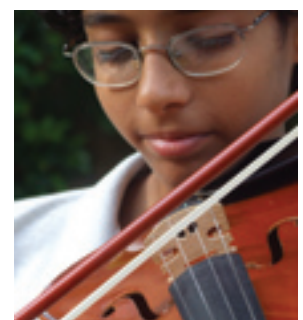
“At school I was non-academic, I failed in most subjects. I realised, when I was in secondary education, that having regular guitar lessons and access to the music department meant a world opened up for me which was non-discriminatory, enjoyable, something that fitted me like Cinderella’s slipper.

“For children to have access to learning a musical instrument in school had proved vital to me. I am living proof of how learning a musical instrument in school can lay a new positive path to follow through education.

“Today, my children have both discovered a real sense of ‘belonging to a culture’ because they were both encouraged to join in with the music department in their new Scottish school when we moved home from London to Scotland seven years ago. You have my full gratitude and support for maintaining the teaching of music in schools. It’s a gift which returns even greater and surprising gifts in the future.”

**Eddi Reader**

Musician



# MUSIC

## Instrumental Music Instruction | Key Facts

Instrumental music teachers are highly skilled and qualified professionals who deliver the highest standards of instrumental tuition in the Scottish education system. There are over 750 dedicated instrumental music teachers who deliver a structured and varied programme of study which allows pupils the opportunity to learn a musical instrument.

### What Instrumental Instruction delivers:

- Curriculum based learning on a wide variety of musical instruments and in voice
- Teaching in each of the four capacities as outlined in *The Curriculum for Excellence*:
  - Successful Learners
  - Confident Individuals
  - Responsible Citizens
  - Effective Contributors
- A structured course of study that is suited to each pupil's individual ability
- Preparation for examinations delivered by the Scottish Qualifications Authority (SQA) and other external examination bodies
- A wide range of extra-curricular activities which allow each pupil to participate fully and to realise their full potential
- Invaluable lifelong learning and social skills
- An appreciation of aesthetic and cultural values
- The opportunity for pupils to perform locally, nationally and internationally showcasing the range of musical talent present within Scottish education.

### The future for pupils in Scottish Schools:

Entitlement – the right for every school aged child to receive instrumental music provision in a musical instrument or in voice

- Developing the Service – develop further instrumental music provision so that provision in Scotland is on a par with the rest of the world
- Standard of provision – maintain and enhance the standards of provision in all parts of Scotland to ensure that all pupils can achieve their full potential, regardless of their geographical location
- Equality of opportunity for all – every child should have a right to access appropriate provision regardless of gender, race or disability.

### The future for instrumental teachers:

- GTCS Registration – registration as an instrumental music teacher. This would acknowledge the status of instrumental teachers and give parity with classroom teacher colleagues
- Continuing Professional Development – access to the highest quality CPD in order to enhance the quality of instrumental teaching throughout Scotland
- Pay & Conditions – maintain a clear link with the pay & conditions of service of qualified classroom teachers
- SQA – entitlement of instrumental teachers to be involved in the assessment/examination of the performing element of present and future SQA music examinations.

### As instrumental music teachers we call for:

- Government funding to allow the teaching of instrumental music to develop in all parts of Scotland
- Local Authority provision of instrumental music teaching to develop and meet the needs of youngsters in all schools
- CPD for instrumental music teachers to reflect a changing curriculum
- Training and development for instrumental music teachers to allow access for pupils with disabilities
- Research to be undertaken to investigate the value for pupils of instrumental music teaching.



## CPD Round-up

The SEJ rounds up the latest developments in Continuing Professional Development, and highlights some forthcoming events from across the country.

### Become an EIS learning representative

EIS Learning Representatives (LRs) are making a huge difference to the professional and personal lives of teachers and lecturers by giving information, advice and support to colleagues on CPD opportunities. There are two types of LR - multi-establishment and establishment based (colleges and schools).

Multi-establishment LRs work across a number of schools within their local authority area and are trained to postgraduate level. The course is on-line through the University of the West of Scotland, and takes approximately three months to complete.

Establishment based LRs give advice and assistance to colleagues only within their own institution and are trained to undergraduate level. This course is also on-line through the University of the West of Scotland and takes approximately three months to complete. The course fees for both courses are met by the EIS. Although the courses are on-line additional support is provided to trainee LRs - each trainee is allocated a mentor, who is a current accredited LR, to give support throughout the course. There is also an Induction Day held prior to the course commencing where the trainees meet their mentor, find out more about the course timetable and get "hands on" experience of using the on-line Blackboard system.

The next intake for the LR courses is September 2010 - if you wish to receive an Information Pack please contact Lyn McClintock, LR Administrator [lmcclintock@eis.org.uk](mailto:lmcclintock@eis.org.uk)  
Tel: **0131 225 6244**

### Joint CPD events

The number of joint CPD events being held is growing - these are being held with both Local Authorities and within individual FE colleges throughout Scotland.

The events, which are being held as part of the Scotland Union Learning Fund (SULF) Project, are being evaluated and it is clear that they are having a significant impact on the promotion and uptake of CPD. Undertaking CPD is having an impact on teachers both on a professional and personal level. EIS LRs attend the events and are available to inform and advise colleagues on CPD opportunities. LRs are also able to give on-going support to colleagues who are undertaking CPD.

### University of Aberdeen / EIS Partnership events – Health & Wellbeing

The University of Aberdeen, in partnership with the EIS, continues to hold CPD events under the banner of *Curriculum for Excellence*, each with a particular focus.

The next scheduled event will be held on 15 May 2010 on the issue of Health and Wellbeing.

Further information will be available from the Professional Learning and Development Centre at the University of Aberdeen by Tel: **01224 274562** or visit [www.abdn.ac.uk/pldc](http://www.abdn.ac.uk/pldc) ●

### CPD Announcements

A CPD event focusing on "Leading Learning" was held in North Lanarkshire on 3 October 2009 and included various presentations on Leadership by Larry Flanagan, EIS Education Committee Convener; Fiona Pate, HMIE. North Lanarkshire head teachers provided a school perspective- early years, primary and secondary and there were also Group Activities. The event proved to be very popular and evaluations indicated that the event was very well-received and that there is definitely a demand for this type of event.

As a consequence of this demand another CPD event will be held in North Lanarkshire in May 2010. If you are interested in attending and wish further information please contact EIS North Lanarkshire LR, Stephen McCrossan: [smccrossan@eis-learnrep.org.uk](mailto:smccrossan@eis-learnrep.org.uk)

Other upcoming CPD events are scheduled to take place in East Renfrewshire, East/West Dunbartonshire, Orkney (2 March), Renfrewshire (16 March), Fife, Edinburgh, Motherwell College (8 February), John Wheatley College (11 February). Other events are being organised and full details of all CPD events will appear in the SEJ, the CPD events section of the EIS website and promotional material will also be distributed. If you have any queries on upcoming CPD events please contact either the LR for the local authority area or college LR.

Their contact details can be found on the EIS LR website on the main EIS website: [www.eis.org.uk](http://www.eis.org.uk)





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# NATIONAL MARCH & RALLY

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A dark blue silhouette of a crowd of people with their arms raised, holding a large banner that reads "BE THERE!" in white capital letters.

**BE THERE!**

# 6 March 2010

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**Kelvingrove Park | Glasgow**

**Assemble 10.30AM**

**March 11.00AM**

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Visit [www.eis.org.uk](http://www.eis.org.uk) for more information

**Why  
must **OUR**  
Children  
pay ?**

**INVEST IN THEIR  
EDUCATION**





Visit [www.eis.org.uk](http://www.eis.org.uk) for more information



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# WHY MUST OUR CHILDREN PAY?

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Huge Government borrowing to rescue failing banks has led to threats to impose savage cuts in public services, including education, in the coming year.

Already cuts are taking place in local council education budgets.

- **2,500 fewer teachers in classrooms than 2 years ago**
- **teacher support numbers reduced**
- **books, paper and photocopying materials reduced**
- **decision to cut the number of students to train to become teachers**

## In the future this will mean

- teacher shortages
- increased class sizes
- impact on teaching and learning, including the new *Curriculum for Excellence*
- a cut in equipment (including computers) and materials in schools
- Reduction in specialist provision, e.g. classroom assistants, learning support and music instructors.
- Fewer opportunities in further and higher education

**In international comparisons, Scottish education and schools perform well. Less investment in education will have an impact on schools, teachers and on young people.**



Make your views known.

Support the March and Rally in Glasgow on **Saturday 6 March 2010.**

# Be There

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



# Supporting with insight

The SEJ speaks to Learning Support Teacher Mary Findlay, who has overcome many challenges to become an inspiration to both pupils and colleagues at Braeview Academy in Dundee.

I am a Learning Support Teacher at Braeview Academy in Dundee. I help pupils with a variety of additional needs, in small groups or in full classes. It could be numeracy or literacy problems, dyslexia or problems processing information.

I also help children on the autism spectrum or with other emotional and behavioural difficulties. And I teach the Alternative Curriculum – which involves lots of practical activities like hill walks, community work, planning charity events and organising trips to exhibitions.

I have retinitis pigmentosa (RP). Every generation in my family is likely to have it. My father, who was also a teacher, had it. Mine is a slow progressive form that results in increased tunnel vision. I have 30 per cent of the normal visual field at this stage. So things can very suddenly arrive in my visual field. I also had premature cataracts and have had lenses replaced in both eyes.

I always wanted to be a teacher. But after university I didn't get a training place at first so I tried other careers. I entered the Civil Service on fast-track training as an executive officer. My visual field was a bit wider then. Then I became a committee clerk in local government before taking a career break to have my children.

I trained to be a teacher in 2000 and taught English for five years and I've been at Braeview Academy as a Learning Support teacher for three years now. I've found it very rewarding. Certain situations were daunting at first. You're not always in an environment you're familiar with, but you cope.

In my last school I helped run the debating club and two of my kids won a national competition and got a trip to Florida. I also ran a creative writing group and the pupils got lots of poetry and short stories published.

One or two pupils are aware of my sight loss. If they notice something I can't see they'll ask and I'll tell them I have restricted vision. All of my colleagues know. There's real camaraderie and they do strive to put themselves in my shoes. I think some are actually quite in awe that I do all the things I do.

I'm studying to become a Chartered Teacher. It's challenging. You have to know where you're going with your career. I don't

want to become an administrator. I want to remain a hands-on teacher. I've always liked teaching all abilities.

RNIB Scotland did an assessment of the workplace for me and I got a laptop, a large monitor, ZoomText, a stand with cameras for close up and magnifying/scanning, a Victor stream portable talking book/MP3 player with electronic voice/text recognition, a handheld magnifier and a digital memo-pad. Access to Work also pays for a taxi to take me to and from the school.

Was I pessimistic about my chances of succeeding as a teacher? No, because my father had been a principal teacher and was a very good role model. He retired at 55 but could have gone on working longer if he'd had the support I've had. And I want to be a good role model for my daughter who has a severe form of RP.

You do tend to wonder at first, will anyone take me on? But it's not eyesight that matters, it's insight. If you have sight loss you're still a certain type of personality. I was always very enthusiastic.

People with sight loss probably work harder to try to compensate for their limited vision. They'll use other faculties and are more aware of how they interact with others. They're likely to have very developed communication skills that will enrich their work practice and help any organisation or business to flourish.

Brenda Hadcroft, head-teacher at Braeview Academy, said: "Mary is a remarkable lady whose clear aim is to support our children. It is very easy to forget that she herself has difficulties that would defeat most of us. Most of the staff didn't know about her sight problem at first. Now we do all know, she is a daily inspiration.

"Mary contributes as much as others in her team, and more in some ways, as she must have to work harder at it. She does, of course, need support, but she repays that many times over by the work she does, and the many skills and years of experience which she brings to work every day and which would be lost without her." ●

"It's not eyesight that matters, it's insight."



# Teacher training cuts threaten support for new teachers

In our continuing look at the implications of education budget cuts, the SEJ examines the impact of reductions in trainee teacher numbers on Scottish education. The Government's decision to scale back numbers of trainee teachers could cause serious and long-lasting damage to Scottish education.

The EIS has warned that cuts to University teacher education provision will have a damaging impact on the teacher induction scheme in schools across Scotland. The Scottish Government has recently decided to cut back on the number of new teachers being trained, which will compound the current problem of a falling number of teachers in Scottish schools. The reduction in student teacher numbers will also lead to cutbacks in University education staffing, and in a loss of visiting tutor support for student teachers in schools.

Scotland's teacher induction scheme, introduced as part of the landmark 21st Century Teachers' Agreement in 2001, is world-renowned and provides a guaranteed year of practical school-based experience for all new teachers following their graduation from our teacher education institutions. The induction scheme is invaluable, both for new teachers themselves and also for Scottish education which benefits from the continuing, properly supported, introduction of new teachers to the profession. So it is a matter of serious concern that the success of the induction scheme is now being threatened by the knock-on effect of deep cutbacks in teacher education provision and the loss of many university education lecturers who provide such valuable support to student teachers.

The radical cuts in the number of new teachers being trained is bad news for Scottish education, both at school and university level. These cuts are hitting the budgets of teacher education departments in universities, and forcing them to reduce their numbers of lecturing staff. This will lead to a loss

of expertise in the teacher education institutions, and raises questions over capacity when the number of trainee teachers rises inevitably over the next few years, since around one-third of experienced classroom teachers are scheduled to retire within a few years. Cutting back on the number of trainee teachers and the number of university education lecturers is remarkably short-sighted, and runs the risk of creating a massive problem in a few years' time.

The impact of the cuts is being felt in schools too, with less university tutor support available for student teachers on placement in schools. Experienced teachers in schools will always do their very best to support student or probationer colleagues, but their own existing workload commitments mean that they cannot be expected to pick up additional responsibilities to compensate for the loss of university tutor support.

" [The Government's] focus should be on stimulating demand for new teachers, not cutting the supply. "



Ronnie Smith

Commenting, EIS General Secretary Ronnie Smith said, "The Scottish Government has adopted the easy answer to the problem of lack of job opportunities for new teachers by slashing the future student intakes. But their focus should be on stimulating demand for new teachers, not cutting the supply. Local authorities have been allowed to shrink the teaching force by almost 2,500 over the past two years and the prospects for the coming year are even worse."

The Scottish Government should re-commit to maintaining teacher numbers at 53,000 and guarantee an appropriate national staffing standard across all schools. Scotland needs more teachers in order to make progress on class sizes and create the time and space for teachers to progress on the *Curriculum for Excellence*. We simply cannot afford to discard teachers or the skills of the teacher educators working in our universities. ●

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**The radical cuts in the number of new teachers being trained is bad news for Scottish education, both at school and university level. These cuts are hitting the budgets of teacher education departments in universities, and forcing them to reduce their numbers of lecturing staff.**

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**Iain Pollock:** North and South Lanarkshire, Clackmannanshire, Falkirk, Stirling, Glasgow

**If you would like to arrange to speak to your EIS-FS consultant, please tel: 0141 332 8004, or Email: enquiries@eisfs.co.uk**



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**Tel: 0141 332 2887**

# What colour should our schools be?

The SEJ examines why the Scottish Government must ensure that all new schools are environmentally sound, and encourage all schools to work towards Eco-School status.

The EIS has called for the Scottish Government's flagship school-building programme, the Scottish Futures Trust, to ensure that its long-awaited new school building programme delivers quality, environmentally sound, new schools which will be suited to the educational requirements of tomorrow's teachers and pupils.

Many schools are already active in promoting environmental awareness amongst pupils, but there is a great deal more that can be done at both local authority and governmental level to make our schools greener and more environmentally-sound. It is essential that, whenever a school is rebuilt or refurbished, that proper steps are taken to ensure that the facilities are as ecologically sound as possible. Once the Scottish Futures Trust finally starts to deliver much-needed new school buildings, it must place a great degree of emphasis on constructing modern buildings which are well suited to modern learning and teaching methods, but which are also extremely environmentally friendly.

The building or refurbishment of schools is an ideal time to take advantage of environmentally-sound advances in engineering, technology and construction. Since many of our existing schools were built, there have been huge advances in terms of more efficient heating and ventilation systems, better natural insulation for maintaining comfortable temperatures without the need for mechanical assistance, and other advances such as improvements in water and energy efficiency, as well as the development of highly-efficient solar panels, wind turbines and heat sinks for the generation and storage of cleaner energy. These are the types of advances that we should be looking to integrate into as many school buildings as possible.

" The building or refurbishment of schools is an ideal time to take advantage of environmentally-sound advances in engineering, technology and construction. "

Many schools are working very hard towards Eco-schools status, and doing all that they can in terms of recycling, enhancing their biodiversity, growing more of their own food using organic methods to cut down on food miles and environmental impact, and encouraging less polluting and healthier methods of transport such as walking or cycling to and from school. One prominent standard-bearer for Eco-schools is Portobello High School, which has achieved a remarkable amount in working to become more environmentally sound – so much so that it is the first Secondary School in Scotland to be awarded permanent Eco-school Green Flag status, the highest award under the international Eco-school programme. There are over 900 schools in Scotland which have received at least one Green Flag, which is a great achievement, but we need to do much more to encourage the thousands of other schools across the country to work towards similar goals.

The EIS itself is working towards becoming more environmentally friendly by limiting the amount of paper it uses, by printing on paper stock from sustainable sources using more environmentally-friendly printing machines, and with mailings, including this SEJ, sent in envelopes from sustainable sources or in bio-degradable mail wraps. We are also currently reviewing how we communicate with teachers and lecturers, and working on redeveloping our website and electronic communications in the hope of promoting more online communications which should reduce further our reliance on paper-based communication in the future. We know that teacher and lecturers, as well as pupils and students, are well aware of environmentally and ecological issues. By offering improved support to education institutions, the EIS hopes that learners and teachers, local authorities and the Scottish Government can continue to deliver more environmentally-sound, greener schools which will benefit us all and the world we live in for years to come. ●

For more information on the Eco-Schools programme, visit [www.ecoschoolsscotland.org](http://www.ecoschoolsscotland.org)



# Portobello High School

## Flying the Flag

Portobello High School is the first secondary school in Scotland to receive permanent Eco School Green Flag status. Here, Caroline Falconer describes the school's ongoing environmental work.

Portobello High School has become the first secondary school in Scotland to achieve the prestigious Eco Schools Green Flag status for the fourth time, achieving permanent Eco School status.

The coveted Green Flag is awarded to schools who exhibit proactive environmental work covering topics such as water, health and wellbeing, waste management, litter, transport, school grounds, biodiversity and energy.

The school has also put in place a bike cage which facilitates for the parking of more than 50 bikes on a daily basis and encourages staff and pupils to cycle to school.

The latest projects have involved S1 pupils completing a partial waste audit, calculating the waste in the school. S3 Biology have also been involved in designing the new Biodiversity Garden, which was completed by a team of pupils and staff in June 2008. The now well established garden is home to bees, butterflies, ladybirds and even a frog!



The work undertaken by pupils and teachers at Portobello High School to integrate sustainable development issues into the curriculum has earned them their fourth Green Flag.

Pupils and teachers in all departments at Portobello High have integrated sustainable development issues into the curriculum and this work has earned the school their fourth Green Flag. For example, work in Maths lessons and Craft Design & Technology, where S3 pupils have built a fence around their biodiversity garden, made from recycled material.

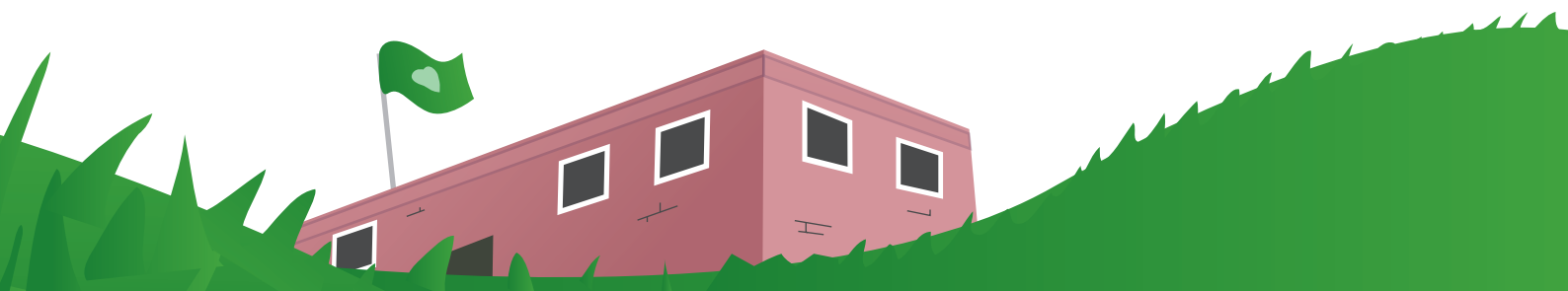
The school also ran a design competition for their new Eco Code - (the school's environmental charter) and have doubled the size of their allotment. This allotment allows pupils to grow organic produce which is then used in healthy recipes prepared during Home Economics classes. This provides a link between the school's Eco Schools work and health promotion initiatives.

S6 pupils have also been visiting local Standard Life offices, offering advice on saving energy in the workplace. Standard Life has also printed our recent "Sustainable Recipe Book", which offers recipes to help use up left-over food, as well as ideas for using produce from the allotment.

The Eco Schools in Edinburgh initiative ties in with other school-based campaigns such as Safer Routes to School, Health Promoting Schools, Enterprise in Education, Grounds for Awareness and Active Schools.

The programme also links well with *Curriculum for Excellence*, encouraging cross curricular, rich learning experiences.

**Caroline Falconer,**  
PT Geography and EIS member  
Eco Schools co-ordinator for Portobello High School



# Junior Road Safety Officers



safer  
scotland  
SCOTTISH GOVERNMENT



In the third of a series of articles highlighting developments in road safety education, the SEJ takes a look at the Junior Road Safety Officer (JRSO) scheme which encourages senior primary pupils to play an active part in promoting better road safety.

Thanks to collaborative efforts of teachers, adult helpers and road safety officers across Scotland, the JRSO (Junior Road Safety Officer) resource is now in its seventh year and going from strength to strength. Over 65% of primary schools currently use the resource, recruiting over 3,300 JRSOs with the help of around 1,500 adult helpers. The reach and magnitude of the programme is huge, and things have just got a whole lot better thanks to the redesign of the JRSO website.

The JRSOs themselves, and their adult helpers, played a significant role in the redevelopment of <http://jrso.com>. Their participation led to the site being injected with more vitality and colour, and its functionality being simplified, allowing children and other members of the community to easily navigate around the various platforms, enhancing what is already a popular road safety programme.

The JRSO scheme serves as a key tool in road safety education, incorporating cross-curricular themes through numerous *Curriculum for Excellence* learning experiences and outcomes, in curricular areas including Health and Wellbeing; Literacy; Physical Activity; Expressive Arts; Social Studies and ICT.

The effectiveness of the JRSO programme is highlighted by HM Inspectors, who have commented about its impact on children's learning experiences and development within the local community, in their reports. Alistair F Marquis, HM Chief Inspector of HM Inspectorate of Education said: "The JRSO scheme has the potential to deliver many aspects of *Curriculum for Excellence*. Inspectors readily acknowledge that through the JRSO scheme, children have the opportunity to become responsible citizens and effective contributors."

He also added: "Through the JRSO scheme, children are clearly improving their safety and wellbeing through raised road safety awareness, and are being helped to become confident individuals in their local and wider environment."

In addition to the *Curriculum for Excellence* benefits, one of the main draws of the JRSO programme is that it's flexible – there is no one set way to run a JRSO programme - it all depends on what best suits the needs of the school, which ensures it's simple to incorporate into the school timetable.

Although there is wide variation across the country, generally a minimum of two pupils from primary five, six or seven, are chosen as JRSOs at the beginning of the term, usually, though not exclusively, for a one-year period. Many schools are beginning to involve more pupils by having deputies or assistants working collaboratively to form a JRSO team.

The JRSOs are responsible for raising awareness of road safety issues both within their school and the local community, targeting pupils, teachers, parents and other members of the public through things such as competitions, notice boards and school plays. To achieve this, the JRSO resource encompasses active learning styles whereby pupils engage in teamwork; preparation and planning; enterprising activities, and interactive and technological engagement through the website. As HM Chief Inspector, Alistair F Marquis, points out: "The active learning observed by Inspectors through JRSO inspired activities is to be welcomed, as is the fun children have in pursuing such activities and raising their wider achievement. Inspectors are impressed with how the scheme empowers children to draw attention to road safety matters concerning their school community."

Comments from JRSOs reflect the Inspector's observations. JRSO Jamie, aged 10, recognises the importance of road safety for both fellow pupils as well as teachers and parents. He said: "It's good to know that you're doing your part. We (JRSOs) wanted to help the younger children in the school be more aware about staying safe on the road, and by using the website to get new ideas and sharing some of ours, we have been able to do this."

As the programme continues to develop, teachers are being reminded that JRSOs are generating a plethora of new ideas which are constantly being uploaded to the new website, while those yet to offer the programme will discover a range of engaging activities that will educate both schools and local communities on road safety issues. ●

"It's good to know that you're doing your part. We (JRSOs) wanted to help the younger children in the school be more aware about staying safe on the road"

## ROAD SAFETY



For more information on the JRSO resource visit <http://jrso.com> or contact Road Safety Scotland on **0131 472 9200** or at Heriot-Watt Research Park (North), Riccarton, Currie, Edinburgh, EH14 4AP

## Looking for a 'Break Time' abroad!

Teachers across Scotland are being challenged to take up their most demanding but rewarding career move yet as international development charity VSO Scotland rolls out its most ambitious Scottish recruitment campaign to date.

The reported reduction of approximately 1000 Scottish-based teaching posts (BBC Scotland News, 3 Sept '09) combined with recent recruitment drives to boost Scotland's supply of teachers has resulted in significantly more qualified teachers than available positions, providing a valuable opportunity for VSO Scotland.



The charity needs to recruit 100 teachers in the first three months of 2010 so that teachers can be assessed and matched to the best placement for their skills and experience. Teachers who apply after the 30th March can still volunteer

with VSO Scotland as the charity operates a rolling recruitment programme, but to guarantee a volunteer placement that starts in August or September 2010, teachers must apply in the first months of the year.

VSO Scotland is part of VSO (Voluntary Service Overseas), the world's leading independent international development charity that works through volunteers. VSO volunteers work in some of the world's poorest countries, helping to tackle poverty by sharing their professional skills. Scottish teachers who take up the VSO challenge will find themselves working with schools, colleges or ministries of education helping tens of thousands of children to get a better start in life by improving the quality of education and teaching practice in countries from Guyana to Nepal, Mongolia to Uganda.

For teachers currently in a post a volunteer placement is easier to arrange than ever before because a new career break scheme means Scottish teachers can take up to two years off to volunteer and return to their previous post. In addition, teachers and others in public sector employment will still receive pension contributions whilst volunteering, which is an added bonus.

Volunteering can also support a teacher's ability to deliver the new *Curriculum for Excellence*. A key component of the curriculum focuses on educating school children in Scotland about global issues and encouraging greater cross-cultural awareness. Teachers who have volunteered with VSO Scotland are in an excellent position when they return, being able to share their insights and experiences in the classroom.

Caroline Ssentamu, a primary teacher from Edinburgh, took a career break from her school in Edinburgh to volunteer with VSO Scotland in Malawi and since her return, like many returned volunteers, has taken up the role of international coordinator for her school:

"I feel that I made a real impact, especially to the people that I worked more closely with. I would definitely recommend volunteering – you gain so much and get to meet so many diverse, wonderful people. It really is a life changing experience. Since returning home I've been lucky enough to go back into my previous job. I've been busy linking our school with one in Malawi and have sent lots of letters and video clips back and forth.

The school I'm working in is keen to develop our international global education, which the children have been really enjoying and benefiting from."

" Unlike many UK-based volunteering organisations, VSO does not charge individuals to volunteer and its recruitment policy is based on matching the right professionals with the correct skills and qualities rather than on the ability to pay. "

Susanne Darcy, manager for VSO Scotland says: "We have many exciting and challenging opportunities for qualified teachers and other educationalists. We're urging anyone considering a change in 2010 to get in touch. We want to encourage educational professionals in Scotland to see volunteering with VSO Scotland as a vital way to improve the lives of children and teachers in some of the poorest places in the world and as an opportunity to develop their own career and enhance the global awareness of children in Scotland. With the career break option now in place it's much easier for experienced teachers to volunteer with us."

VSO Scotland volunteers are provided with flights, accommodation and an allowance to cover basic costs. Unlike many UK-based volunteering organisations, VSO does not charge individuals to volunteer and its recruitment policy is based on matching the right professionals with the correct skills and qualities rather than on the ability to pay. ●



For further information about educational volunteering placements, please visit [www.vso.org.uk/educationscotland](http://www.vso.org.uk/educationscotland).

VSO Scotland will be holding an education information evening on Thursday 25 February, in Edinburgh. For your chance to learn more about volunteering from staff and returned volunteers, register at [www.vso.org.uk/events](http://www.vso.org.uk/events) or contact [vso.scotland@vso.org.uk](mailto:vso.scotland@vso.org.uk).

- VSO Scotland is also recruiting volunteers with backgrounds in health; community development; business, management and IT; communications, fundraising and marketing; and natural resources management.
- As a VSO volunteer you are provided with flights, accommodation and an allowance to cover basic costs. UK public sector professionals volunteering for between six months and two years are entitled to claim pension contributions providing they return to the public sector for a minimum of six months on their return to the UK.
- An average initial application of interest to VSO takes just 20 minutes to complete.
- VSO is an international development charity that works through volunteers. Since 1958 over 33,000 volunteers have worked in over 120 countries. Today there over 1600 international volunteers working in 42 countries around the world.
- VSO needs to raise £10 million each year in the UK in order to continue its vital work: working through volunteers to fight poverty in some of the world's poorest communities.



## LETTERS &amp; ANSWERS

## Letters to the editor

Dear Editor

## EIS Music Charter

I congratulate you on the positive stance that the EIS have made on the issue of instrumental music instruction. Not only in admitting the issues to be overcome but also in going to the lengths of developing a charter, which identifies the targets to be met and the ways to overcome the problems in achieving a fair opportunity for all school pupils.

As a parent, I have, during the last couple of years, become only too well aware of the distress created by the disjointed nature of school instrumental education. In particular, the lack of continuity during teacher absence/re-appointment, but also due to our more rural location. As my awareness of the situation developed, I also began to realise that there is in reality a complete lack of real music instrument service to pupils in our local primary schools, with many parents not even being aware of what should be available to their children, even though the council education service make claim to its availability. However, from experience this is not the case except for a temporary or chance occasion.

In my daughter's case, (a lack of a Cello Tutor), I found that although I eventually managed to get personnel, at various levels, in the council education services, to acknowledge the problem, and duly apologise; however, there was no associated realisation that there were genuine issues to be addressed and overcome, if the same problems were not to continue.

Rightly or wrongly, my daughter now receives tuition from a private tutor, which involves us in a round trip of 160 miles every 2 weeks; and she cannot now attend the Central Orchestra sessions either.

Thank you, once more, for your efforts, and I hope that the council education services will begin to take-on-board the need to ensure a fair opportunity for all pupils regardless of location, and continuity in their chosen instruments.

Yours faithfully,  
**Kevin Procter**  
**Aberfeldy**

## Answers to the Christmas Quiz 2009

## Section 1

1. Hillary Clinton
2. Bruce Springsteen
3. Guinness
4. Mexico
5. North Korea
6. John Bercow
7. Ununbium or Copernicium (Cp)
8. Gary Caldwell
9. Sugababes
10. A moustache.

## Section 2

1. Nokia
2. Milky Way
3. Ready Brek
4. Audi
5. Zanussi
6. Castrol GTX
7. Nike
8. Yellow Pages
9. Stella Artois
10. Irn Bru

## Section 3

1. 10 October 1909.
2. 34 North Bridge Street, Edinburgh.
3. Maggie (Lila) Clunas
4. William Topaz McGonagall
5. Paisley
6. William Howard Taft
7. Fred Perry
8. The RMS Titanic
9. James Mason
10. The National Association for the Advancement of Coloured People or the NAACP.

\* Note: When songs have been covered by other artists, all versions were accepted as correct answers.

## Section 4 \*

1. "Thank You for the Music."  
Abba
2. "What About Now."  
Chris Daughtry/Westlife
3. "Letter from America."  
Proclaimers
4. "Radio Ga Ga"  
Queen
5. "Make Me Smile (Come Up and See Me)"  
Steve Harley and Cockney Rebel
6. "Simply the Best"  
Tina Turner
7. "Caledonia."  
Frankie Miller/Dougie Maclean
8. "Total Eclipse of the Heart."  
Bonny Tyler
9. "Something Kinda Ooh"  
Girls Aloud
10. "I'm Not In Love"  
10cc/Fun Lovin' Criminals

## Section 5

1. 60 MPH
2. Alias Smith and Jones.
3. 43.
4. Brendan Barber
5. 3315 kilojoules
6. The New England Patriots
7. Financial Times Stock Exchange
8. "Hard Times" by Charles Dickens
9. The Times
10. 56

The winner of the Christmas Quiz is Gill MacKinnon, a nursery teacher from Hamilton. Gill wins an iPod Shuffle - Congratulations!

## Savings in the down-turn

Savings  
 Efficiency ones or just savings  
 Public sector restraint  
 And reducing waste  
 New realities demanding  
 These new measures  
 For we all have to tighten our belts  
 During this down-turn

Which refuses to say  
 What we are all saving for  
 And who we all are  
 While we still fight wars  
 And order Trident Mark 2  
 As Lords and Ladies lunch  
 At the Palace or at the Club  
 During this down-turn

That affects us all apparently  
 The rich who grew rich  
 On the human waste they created  
 The lives they gambled away  
 In their Stock Market  
 And the new poor, new homeless  
 Along with the previous poor  
 And the previous homeless  
 Who have no belts to tighten  
 During this down-turn

**James Aitken**  
**Edinburgh**

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## Sudoku

supplied by: Lovatts Publications

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

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

**Rating** Medium

#### SEJ Dec 09 Sudoku solution

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

# Crossword 59

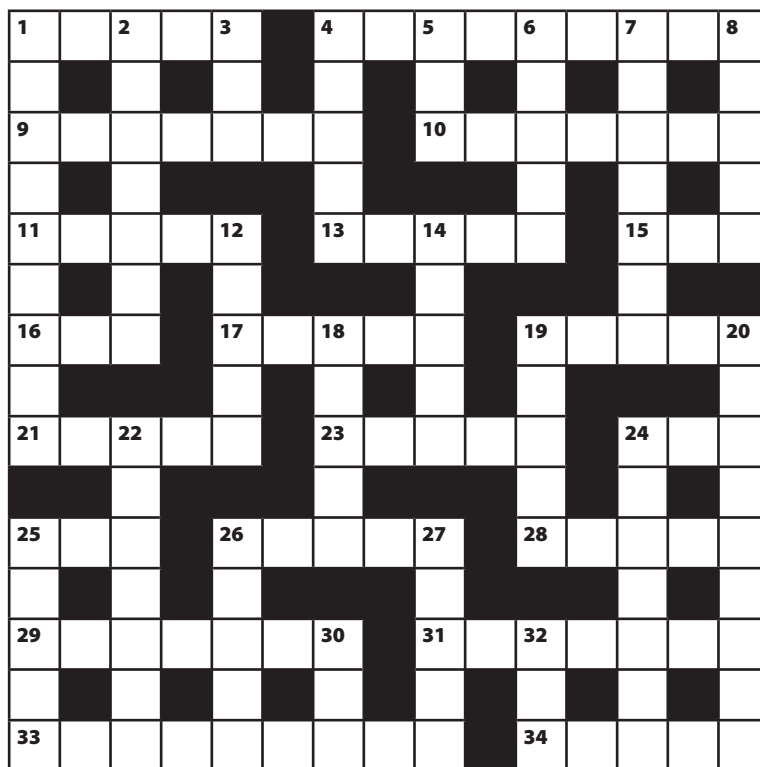
## Answers to crossword no. 58

### Across

**1** Chaos, **4** Ceaseless, **9** Bolster,  
**10** Carrier, **11** Exile, **13** Shape,  
**15** The, **16** Ate, **17** Stair,  
**19** Cress, **21** Stale, **23** Shake,  
**24** Sob, **25** Sit, **26** Siege,  
**28** Shaft, **29** Ability, **31** Bastion,  
**33** Spectator, **34** Argue.

### Down

**1** Cable-cars, **2** All-time, **3** Sat,  
**4** Corps, **5** Arc, **6** Eerie, **7** Epistle,  
**8** Serge, **12** Ensue, **14** Aorta,  
**18** Aisle, **19** Chess,  
**20** Substance, **22** Astride,  
**24** Shading, **25** Swabs, **26** Stint,  
**27** Ember, **30** Yet, **32** Sea.



## Work out and win

A £30 book token is the prize in the SEJ cryptic crossword. Send your completed entry to SEJ, 46 Moray Place, Edinburgh, EH3 6BH by Friday 5 March 2010. The first all correct entry picked at random will win. Details of the winner, along with the solutions to this month's puzzle, will be published in the next SEJ. Employees of the EIS and their families are not eligible to participate in the competition.

Name \_\_\_\_\_

\_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

## Clues

### Across

- 1** By way of large and small bottles (5)
- 4** Inability to move, April says it's unlikely (9)
- 9** Homeless five a donation given (7)
- 10** Collapse of bright young thing with ruffled lace (7)
- 11** Poison starts violent, energetic, nervous, odd, movements (5)
- 13** Marine force with orange button reportedly (5)
- 15** Internally still not well (3)
- 16** Web with corn on butter starter (3)
- 17** Doorman, once known as the beer that had been drunk twice (5)
- 19** Wash the resin from the siren risen (5)
- 21** Could perhaps dwarf the deadly sins even (5)

**23** Early stages of stone aggregate in erosions etcetera (5)

**24** Pal around with a big hill (3)

**25** A field in which ale was brewed (3)

**26** The percolation of liquid everyone knew (5)

**28** Be quiet in the House of Commons (5)

**29** Talk nonsense to a red stick (7)

**31** Had aims to achieve the highest state of meditation (7)

**33** Would try a changed surface appearance (9)

**34** Might also you buy every initial possibility (5)

### Down

**1** Long live the abandoned coves to conduct oral examination (4,5)

**2** Belgian star maybe (7)

**3** Where to find cucumbers, horses, eagles and trout at the end (3)

**4** In sleep ate no part for bread (5)

**5** Relief is delightful to begin with when inner pride is lost (3)

**6** Defamation of a bell I shook (5)

**7** Sounds like using a straw to drink (7)

**8** Internal coverings he'll need if he's a snail (5)

**12** Feel sad at the beginning of the day apparently (5)

**14** Sad virtuoso, too gone to be contagious (5)

**18** Who laugh soundly at the tumult (3-2)

**19** The relative proportion provoked a riot (5)

**20** Skillfulness of the former impudent one from London area (9)

**22** Diva cut through the valley perhaps (7)

**24** Led D-Day expedition as an extra (7)

**25** Slower musically, lower in Fife (5)

**26** Imprisons small amazonian creature (5)

**27** A dog with a harsh deep bark (5)

**30** Was Flanagan a rose by any other name (3)

**32** Tell mother to keep quiet (3)

## Crossword winner

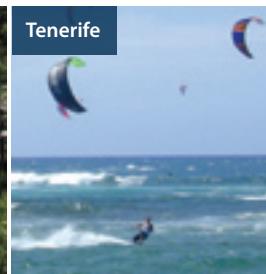
Congratulations to **Fiona Scott, Glasgow** who was the winner of SEJ cryptic crossword no 58.

Fiona receives a £30 book token.

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