

The Scottish
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The Educational
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A Beneficial Return?

Many investors have suffered financially in a time of falling stockmarket returns and the lowest interest rates in over 50 years are set to drop further, so is it time to cut your losses or is there a future for stockmarket investment?

In this edition of the SEJ, Iain Pollock – Independent Financial Adviser for EIS Financial Services – looks at the potential benefits to be found.

At a time when returns from investments have fallen, it is understandable that many people are concerned about what financial return their money is earning for them. It's not easy to know the best time to move your money when you can't predict what the future holds, especially when bank interest rates are so low and forecast to drop further.

Most investments should be seen as medium to long term (5 years +) and this generally helps to smooth out the return – if you look at the performance of a fund over one year you could well see a fall in value, however, look at the same fund over a five year period and it might actually perform very well. The stockmarkets have been through crashes before and have still managed to pull through to provide good returns over the medium to long term.

Another thing to consider is the risk profile of your investment or portfolio. It's important to realise that not all investments are high risk. In fact, a lot of investments cater for the cautious investor and there are even some that offer stockmarket growth potential with capital guarantees and in some cases, guaranteed levels of return.

Investing while the stockmarkets are low means that you are buying at a low price. This offers great potential for a good return while the markets are in recovery. If you wait until the markets have fully recovered you will have missed out on this window of opportunity.

Key points

- Stockmarkets have pulled through bad times before.
- Not all investments are high risk.
- Investing while markets are low offers great potential.
- Some investments offer capital protection and guaranteed growth rates.
- Seek Independent Financial Advice before investing.

If you want further information on investment planning or ISAs you can contact us on **0141 332 8004** or Email **SEJinvest@eisfs.co.uk** and an EISFS Independent Financial Adviser will be happy to discuss your individual requirements in more detail.

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Comment



Breathing life into the new curriculum

This month's SEJ cover feature focuses on one of the most important questions for Scottish education in the coming year – how can schools breathe life into the new Curriculum for Excellence?

2009 will be a key year in the development of the *Curriculum for Excellence*. The Scottish Government has, rightly, listened to the concerns of teachers and has offered a one year extension on some key elements of CfE. However, this has not lessened the urgency for all schools to progress their own work towards delivery of CfE. While the extension is useful, the fact remains that the clock is now ticking and, without significant progress in the coming year, the *Curriculum for Excellence* runs the risk of becoming bogged down and failing to deliver on its promise.

Schools and teachers have a major part to play. CfE will require new ways of working in schools, and far greater flexibility and creative thinking from teachers. This is not a top-down programme, but a teacher led initiative that will require active engagement, and significant personal commitment, from each and every teacher.

And teachers must be supported as they work towards the most radical programme of curricular change that Scotland has ever seen. They must be supported by their school management teams and education authorities. Key to this will be access to quality Continuing Professional Development opportunities that are relevant to the *Curriculum for Excellence*. This will require the investment of two very important resources – funding and, even more importantly, time.

The lack of time available to teachers for CfE development is one of the most worrying aspects of the programme. Without time to develop their plans, discuss ideas with colleagues, and undertake relevant CPD then teachers will struggle to deliver on the worthy goals of the programme. While the Scottish Government's recent announcement of one additional day of CPD time for CfE development was welcome, this is just a small step in the right direction. More time is needed, and it is primarily up to local authorities to deliver.

The *Curriculum for Excellence* faces many challenges if it is to deliver on its promise. Already, we are seeing vested interests come to the fore in some areas as individuals or organisations attempt to guard their territory or promote their pet ideas. The recent debate in the Scottish Parliament on mooted numeracy and literacy tests for primary 7 pupils was one worrying example of an attempt to "tack on" incompatible extras to the *Curriculum for Excellence*. Such attempts to adapt the programme to serve vested interests must be, and will be, resisted by all those with a genuine interest in meeting the needs of Scotland's pupils.

The *Curriculum for Excellence* offers so much to Scottish education and to its pupils. But it can only succeed if properly and fully implemented, led by teachers and free from undue external interference. It is up to Scotland's schools and teachers to deliver and, if given the tools and the time to do the job, we can deliver a new curricular framework that will provide all Scottish pupils with the opportunity to fulfil their potential. ■

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The EIS has noted the publication of the HMIE Report *Improving Scottish Education* which acknowledges the many strengths of Scotland's education system and highlights the continuing improvements that have been made over the past three years.

HMIE Report paints positive picture of Scottish Education



The HMIE report paints a highly positive picture of Scottish education, but acknowledges that we do have challenges to face as we strive to continue to improve.

The EIS welcomes that early years education continues to be an area of strength which serves as a testament to the continuing involvement of teachers in the nursery setting. It is important that local authorities commit to sustaining these high standards by continuing to employ teachers in all nursery settings. This strong performance carries over into the early years of primary, which provides further evidence of the importance of a positive early start in education.

Of course, the EIS also acknowledges the concerns over issues the report identifies, such as the influence of social factors, leadership and performance. There will be key challenges to be addressed under the *Curriculum for Excellence*, which will free teachers to provide greater flexibility in what is taught and how it is taught in the classroom. By empowering teachers with this professional freedom, they will be better positioned to tailor learning

and teaching practice to the needs of their pupils.

One of the key recurring concerns expressed by teachers is the lack of resources, specifically time, to work on the development of the *Curriculum for Excellence*. Only by providing teachers with the proper tools to do the job – in terms of time and funding for professional development – can we hope to deliver on the promise of the *Curriculum for Excellence* and address the types of issues identified in the HMIE report.

The HMIE report paints a highly positive picture of Scottish education, but acknowledges that we do have challenges to face as we strive to continue to improve. A key to this will be the active engagement of all teachers in the development of the *Curriculum for Excellence*, in order that this ambitious programme of change can meet its promise and deliver an improved and more relevant learning experience for pupils throughout Scotland.

“It’s time the Scottish Government acknowledged that local authorities are simply failing to deliver on the promise to maintain teacher numbers in the face of falling school rolls and thereby to cut class sizes.”

Ronnie Smith

Number of Scottish teachers employed continues to fall

The EIS has voiced its concern, as recently published statistics on Public Sector Employment show a continuation of the slide in the numbers of teachers employed by Scottish Local Authorities.

Full Time Equivalent (FTE) numbers have dropped by 700 (1.2%) over the previous Quarter. By comparison with the corresponding Quarter in 2007, the drop is even more significant – 900 fewer FTE teachers, which represents a cut of 1.5%.

Commenting on the publication of the statistics, EIS General Secretary Ronnie Smith said, “It’s time the Scottish Government acknowledged that local authorities are simply failing to deliver on the promise to maintain teacher numbers in the face of falling school rolls and thereby to cut class sizes. The FTE number of teachers in Scotland is now at its lowest level since the third quarter of 2005.”

Mr Smith warned that the combination of staffing and other education cuts, if allowed to continue, could threaten the successful implementation of curricular reforms. He said, “Teachers are increasingly frustrated by the growing gap between the promises made by politicians and the reality of what is happening in our schools. It is time for the Scottish Government to act.”

Remembering EIS Colleagues

TORQUIL MACKENZIE

Torquil was a long serving and active member of the EIS in Highland. He had been Secretary of the Ross-Shire Local Association for many years. He was also elected to the National Executive and became convener of the Benevolent Committee. During this time he helped many teachers and even after retiring, members still called in to see him to seek his advice on many matters.

Torquil took early retirement from his post as Headteacher of Dingwall Primary in 1997 after being at the helm for 13 years. Prior to taking up this post he had started his teaching career in Millburn Junior Secondary, Inverness in 1962 where he taught English and Modern Studies until 1970 when he was appointed Depute Head at Merkinch Primary School in Inverness. In 1975 at the age of 34 he became Headteacher in Millbank Primary, Nairn, at that time a school of 1000 pupils scattered through three buildings. He moved on to Rosebank Primary also in Nairn in 1977 before taking up his post in Dingwall.

After his retirement Torquil was able to pursue his passion for steam railways and worked as a volunteer with the Strathspey Railway.

Torquil died on 14th September 2008 in his home in Ardersier aged 67. He is survived by his wife, four daughters and seven grandchildren. He will be sorely missed by his many friends and colleagues throughout the Highlands and beyond. – AS

GERRY GALLAGHER

Gerry Gallagher was a member of Glasgow Committee of Management from 1975 until 2007. He was a member of EIS Council for over 20 years. He also served on Strathclyde Regional Executive for many years in the 1980s and on Strathclyde JCC for some of that time. From 1996 until his retirement he was one of the two Glasgow EIS Representatives on the City Council Health & Safety Committee.

Gerry attended every EIS AGM as a delegate from 1975 until his retirement in 2007. He served on the national Salaries Committee and the Scottish Negotiating Committee for Teachers for a number of years. He had a remarkable record of service to the

EIS supports EI call for exemption of education institutions from conflict in Palestine

The EIS Executive, at its January meeting, agreed to endorse the Educational International (EI) position on the conflict in Gaza. The EIS has also decided to make a contribution of £10,000 to the EI Solidarity Fund which will provide humanitarian assistance through the International Trade Union Confederation (ITUC).

Commenting, EIS President David Drever said, "The EIS is clear that, under international law, education institutions must not be targeted in any way during times of conflict."

EI, which represents 30 million educators worldwide, including the teachers' organizations of Israel and Palestine, called on the governments in both Gaza and Israel to do everything possible to prevent more children becoming victims of the current violence.

"Targeting schools in warfare is as immoral as using education institutions as a cover for military action", says EI General Secretary, Fred van Leeuwen.

Education institutions must at all cost be protected as safe havens in which students may continue to receive their education. Education International deploras continued military hostilities and calls for an immediate cessation of all acts of violence. It endorses the position adopted by the International Trade Union Confederation in which it seeks an



immediate cease-fire and encourages EI member organisations to contribute to the ITUC appeal for humanitarian assistance for the people of Gaza. ITUC is in a position to ensure that such assistance is distributed to those most in need. Organisations wishing to contribute to the appeal should transfer an amount to the EI solidarity fund:

ING Bank
 Address: 1 rue du Trône, 1000 Bruxelles, Belgium
 Account: 310-100 6170-75 B
 SWIFT code: BB RUBE BB 100
 IBAN code: BE05 3101 0061 7075
 Message: "Contributions to ITUC's Gaza Appeal by (Name of your Organisation)"

"Targeting schools in warfare is as immoral as using education institutions as a cover for military action".
 EIS General Secretary, Fred van Leeuwen

EIS and to trade unionism generally. But he was also a prominent community activist and had a leading role, including Election Agent on several occasions, in Maryhill Labour Party.

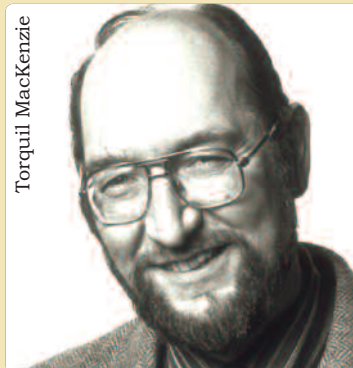
His first "political" loyalty, however, was always to the EIS. And there were many teachers in Glasgow over the years who received valued support and advice from Gerry, not least his colleagues in St. Blane's Primary where he worked for most of his career.

Gerry was in the best sense of the term a local worthy. He was well known in his own community of Maryhill and much respected by it. He was that rare breed of teacher who worked where he lived, mixed with the local community in pub and club and was always available for real communication about his charges and the world of education, not to mention his penchant for visiting Glasgow's premier home of

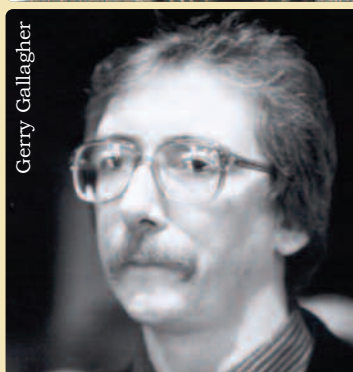
soccer skills in Firhill.

Gerry was a dedicated classroom teacher, and proud of it, throughout his career. His extra-curricular contribution included working with programmes to challenge sectarianism. That involved, inter alia, taking children from local schools to Partick Thistle games to challenge their unthinking affinities to other Glasgow teams. A bit of a bonus but nevertheless typical of his commitment to a progressive, multi-cultural Scotland which Gerry always upheld.

Gerry Gallagher loved books, travel and collecting connoisseur whiskies. Unfortunately he had little chance to indulge his pastimes in retirement as he died aged 59. But his 59 years were well spent delivering education to the young people of the north west of Glasgow and serving teachers in that City and across Scotland. He was a stalwart of the EIS and of teaching in Glasgow. – WH



Torquil MacKenzie



Gerry Gallagher

Kerelaw committee must treat all teachers fairly

The EIS has urged the Kerelaw Inquiry, established to examine the circumstances in which abuse occurred at the former Kerelaw residential school, to treat all teachers fairly during the enquiry process. The EIS is concerned that some wholly innocent teachers are suffering damage to their reputations and to their careers due to past employment at Kerelaw.

EIS General Secretary Ronnie Smith said, "No pupil should ever have to suffer abuse in school. It is right that an independent enquiry was established so that lessons can be learned to help prevent similar incidents in the future. However, caution must be exercised to ensure that innocent individuals – those teachers who played no part in, and had no knowledge of, the abusive behaviour of others – can continue teaching without having their professional reputation tainted by their past association with Kerelaw. Innocence should always be presumed unless and until guilt is proven beyond reasonable doubt."

Alluding to other legal cases, as well as the recent media spotlight focussed on the first teacher to be struck off the teaching register on the grounds of incompetence, Mr Smith added, "More and more, we are seeing teachers essentially 'named and shamed' before proper process has been carried out. In many legal cases, as well as in the case of the first ever GTCS

competence case, the process is played out under an intense media glare with serious implications for the integrity of the process. While it is right that guilty individuals should be named and appropriately censured, public or media pre-judgement can make it impossible for those subsequently found to be innocent to recover their reputation afterwards."

Mr Smith urged the Independent Inquiry, jointly set up by Glasgow City Council and the Scottish Government, to pay particular attention to the findings of the employment tribunal that Jim Hunter, former Head of School, had been unfairly dismissed. Moreover, Glasgow City Council had conceded in the case of two other teachers and the Tribunal accepted that these teachers had been unfairly dismissed too.

Mr Smith said "While we welcome this vindication of these three members, the outcome does not remove their suffering subsequent to their dismissals. Frankly, they



"Many EIS members who worked in Kerelaw have been tainted by an unfair internal Glasgow City Council report."

Ronnie Smith

should never have been dismissed."

Mr Smith concluded "Many EIS members who worked in Kerelaw have been tainted by an unfair internal Glasgow City Council report, which unjustifiably claimed that around 40 staff were involved in child abuse. By insinuation, their professional reputations were damaged."

New Year Honours for EIS Members

Two EIS members have received Honours in the Queen's New Year List, for services to education.

Isabelle Boyd from Hamilton, headteacher at Cardinal Newman high school in Bellshill, becomes a Commander of the British Empire (CBE).

Mrs Boyd has been the head teacher at Cardinal Newman high school since December 2002 following previous spells as a depute headteacher at Taylor high school, New Stevenson (October 1998 – December 2002) and assistant headteacher at Our Lady's high school, Cumbernauld (April 1994 – October 1998).

She took up her first teaching post at John Bosco (the patron saint of education) school in Glasgow in 1978 following her graduation from

Strathclyde University in 1977 and the completion of her post graduate teacher training at Notre Dame (now Glasgow University) in 1978.

Isabelle said: "I am delighted to receive this award not only in recognition of my own work but the work of all the community at Cardinal Newman over my time at the school. I am looking forward to celebrating this honour with both my family and colleagues."

Also honoured was **Margaret Fish**, a retired primary school teacher from Alloa. Mrs Fish becomes a Member of the British Empire (MBE) in recognition of her many years of work in education and the community.

Mrs Fish began her working life with Distillers Company Ltd (DCL) – now Diageo – before retraining as a teacher and starting her

educational career in 1972. Margaret retired in the summer after spending 36 years – her entire teaching career – at Park primary school in Alloa. Margaret was also recognised for her community activities, which included running numerous after-school clubs.

Commenting on the award, Margaret said "It was a surprise and it is quite exciting to be honoured in this way. I see it as an honour for the whole school – staff, children and parents – and not just for one person. It's for everyone."

Margaret added "I enjoyed working in the school. The children and their families were wonderful and there were always warm and fantastic staff in the team."

The SEJ adds its congratulations to both Isabelle and Margaret for their well deserved Honours.

Reports On P7 Tests “Misleading”



Vice-President Helen Connor, responding to questions at January’s Council meeting, highlighted that media reports on a recent Scottish Parliament debate – regarding potential primary 7 exit tests on literacy and numeracy – had been misinformed and did not accurately reflect future Scottish Government education policy.

The EIS Executive had earlier issued a statement condemning the reports that some form of national exit tests would be imposed at the P7 stage, stating that such a move “would be completely incompatible with all the principles which underpin the *Curriculum for Excellence*” and would “set Scottish education back 20 years”.

Ms Connor told Council that, at a recent meeting with the Scottish Government, Cabinet Secretary Fiona Hyslop had offered the EIS “firm assurances that any move towards this type of testing at P7 played no part in the Scottish Government’s agenda for schools”.

Medical Aid For Palestinians

John Dennis (Dumfries & Galloway) successfully moved that the EIS should highlight the work of the organisation Medical Aid for Palestinians (MAP), advising members how they can contribute to the organisation’s emergency appeal for the people of Gaza.

MAP states that hospitals in Gaza are reporting that over 1,350 Palestinians have been killed and over 5,550 injured in the recent conflict. Large numbers of civilians are reported among the dead, and the World Health Organisation estimates that at least 412 children and 95 women have been killed.

Both Annie McCrae (Edinburgh) and Andrew McNeil (Fife) spoke in

support of the motion, while Hugh Donnelly (Glasgow) said that “the EIS has a moral imperative to take a lead in highlighting this issue and the life-saving work of MAP.”

Council agreed, and voted overwhelmingly in favour of the motion.

Further information on the work of MAP and the appeal can be found on their website at www.map-uk.org

Assessment in Literacy and Numeracy

A motion proposed by Sonia Kordiak (Midlothian) calling on the EIS to seek clarification on the Scottish Government’s proposed tests on literacy and numeracy in secondary schools was passed with the overwhelming support of Council members.

Donations to the campaign can be made online at the website, or by calling 0207 226 4114 or by texting GAZA to 07900 848 024 to receive a call-back.

EIS National Headteachers’ Conference FRIDAY 27 FEBRUARY 2009

The EIS is organising a major conference aimed at Headteacher and Depute Headteacher members on Friday 27 February 2009 in Edinburgh.

The following speakers have agreed to address the conference:

- Fiona Hyslop MSP (Cabinet Secretary for Education and Lifelong Learning)
- Gill Stewart (Director of Qualifications – Scottish Qualifications Authority)
- Graham Donaldson (Senior Chief Inspector HMIE)
- Tony Finn (Chief Executive GTC(S))
- Larry Flanagan (EIS Education Committee Convener)

And the issues to be covered include:

- Curriculum for Excellence
- New Qualification Framework
- Qualification for Headship and Succession Planning
- New Inspection Procedures

Any EIS Headteacher or Depute Headteacher member who is interested in attending this conference should contact their Local Association Secretary as quickly as possible.

PLACES ARE STRICTLY LIMITED



The Educational Institute of Scotland

EIS PAGE SCHOLARSHIP

Application forms are now available for the 2009 Page Scholarship to America being offered by the EIS in association with the English-Speaking Union.

Walter Hines Page (US Ambassador in London during the First World War) gave great encouragement to the founding of the English-Speaking Union in 1918.

The Scholarship is awarded annually to a teacher/lecturer in a Scottish school/college and is intended to promote the exchange of educational ideas between Britain and America. The successful Scholar travels to the USA to study a specific aspect of American education which interests her/him and which is relevant to her/his own professional responsibilities.

The value of the EIS Page Scholarship is £2,000 which gives the Scholar the opportunity to travel widely in the USA. Throughout the tour, the Scholar is the guest of the American Branches of the English-Speaking Union.

Besides being EIS members, applicants must also have taught for at least 5 years.

Requests for details and application forms should be addressed to the EIS Education Department at 46 Moray Place, Edinburgh, EH3 6BH (e-mail: EDavidson@eis.org.uk).

THE CLOSING DATE FOR APPLICATIONS IS MONDAY, 2 MARCH 2009.



The Educational Institute of Scotland

Working towards Excellence

This month's SEJ cover feature focuses on the developing *Curriculum for Excellence*. Here, EIS Education Convener Larry Flanagan and General Secretary Ronnie Smith offer their views on the current position of CfE and describe the way forward for schools. We also hear some views from the chalkface, and highlight an example of good development practice from Glenlee primary school in South Lanarkshire. Finally, Brian Boyd of the University of Strathclyde explains some of the work being carried out by the Tapestry group to support CPD in the context of the *Curriculum for Excellence*.

TEACHING FOR EXCELLENCE

EIS Education convener Larry Flanagan takes a look at current developments on the *Curriculum for Excellence*, and argues that 2009 will be a make or break year for the future of Scotland's new curricular framework.

2009 will be a crucial year for *Curriculum for Excellence*. By the end of the calendar year schools will be expected to have begun 'partial implementation' of the programme and yet key, and fundamental, questions remain about the capacity of the profession to deliver such an ambitious target.

At a time of severe financial restrictions, will local authorities deliver on promised CPD to facilitate essential engagement with the programme on the part of teachers and will sufficient resources be deployed to support the programme? Can acceptable assessment arrangements be devised that will realise and support the aims of CfE and prevent the programme becoming just another curricular reform? And, crucially, do we as a profession have the energy to utilise the opportunity that CfE presents to us for reclaiming the classroom for teaching and learning, rather than see it serve as the tool for those more interested in 'targets, tests and tables', a group that has held sway over classroom practice for far too long?

Time is the single biggest resource requirement for implementation. Time for formal CPD is needed; time also must be made available in all schools so that colleagues can meet together to discuss, plan and work together to implement the curriculum. How can we ascertain that this requirement is being met? Local Authorities will be asked to detail how in-service programmes are facilitating engagement with CfE and at establishment level the school improvement plan should be used to ensure that time is allocated to CfE. School based working time arrangements should also be used to ensure that time is being allocated to CfE.



Picture: Mark Jackson



CURRICULUM CONCERNS

The EIS, one of the most committed supporters of the *Curriculum for Excellence*, has warned that the initiative could fail unless schools and teachers are given much greater support as they work towards its implementation. The EIS is growing increasingly concerned at the feedback from teachers at school level on the lack of money, resources and development time available to support such an ambitious and wide-ranging programme of curricular change.

Sadly, the current position is that the worthy aspirations of the *Curriculum for Excellence* are at risk of not being met. The EIS has been a strong advocate of the *Curriculum for Excellence* since its inception and continues to do all it can to support this ambitious programme that could offer so much to Scotland's school pupils. *Curriculum for Excellence* represents a real opportunity for a curriculum to meet the needs of every youngster in Scotland and, wherever they come from, to equip them for the needs of the 21st Century. It provides the opportunity for flexible approaches to teaching and should enable a more imaginative approach to learning for all young people. However, we cannot ignore the

fact that teachers in Scotland's schools are being asked to implement a radical programme of curricular change with an acute absence of support, resources and development time. Are teachers almost being asked to create something out of nothing? This is no basis for the transformational change it is hoped to achieve.

The message from teachers in schools, right across the country, is that they support the ethos of the *Curriculum for Excellence* but that they cannot deliver it on the cheap. If the worthy aims of CfE are to be realised, teachers need proper support, and the programme needs to be properly funded and adequately resourced. They need access to appropriate and relevant professional development to allow them to deliver. And the most important resource that can be made available to teachers is time to work on the development within their schools. With current teaching and other commitments, many teachers cannot devote the time needed to work on the *Curriculum for Excellence* and – without this development time – CfE cannot succeed.

Many teachers are also raising doubts about local authority action on CfE. Some Councils have been lauding themselves for leading the way in the development of CfE. However, the message from teachers is that this alleged progress is often not

apparent at school level. Most teachers do not believe they have been engaged with fully on this, the most significant change to teaching for a generation. One major problem that has been highlighted is the loss of any dedicated, ring-fenced, funding for *Curriculum for Excellence* development. In light of the current budget-cutting agenda in many local authority areas, a consequence of the COSLA-Scottish Government Concordat, teachers believe that money that would previously have been spent on CfE is now being spent elsewhere with damaging consequences for the programme. As is so often the case, in-service training is the first casualty of budget cuts.

The message to the Scottish Government and local authorities from teachers is clear. They support the ethos of the *Curriculum for Excellence*, and are eager to work on delivering an enhanced curricular framework to benefit Scottish pupils. But they are currently struggling with a lack of support and a lack of resources to support this massive programme of change. Without a step change in resourcing and support the *Curriculum for Excellence* is at risk and a great opportunity to improve the learning experience for generations of Scottish pupils will be lost.
– Ronnie Smith

The CfE Management Board will shortly be publishing a detailed development timetable which schools can use as a reference point for evaluating the effectiveness of local CPD arrangements. The EIS nationally will seek to coordinate feed-back from schools and local associations on CPD arrangements to provide factual input at national discussions on the possibilities of progress. Where there is a failure to adequately support CPD activity, we will demand that the required resources are made available and detail the consequences of failing to provide them. This approach should be replicated at school and LNCT level. We at national, local and school level must insist on the detailed resourcing of this project if it is to have a chance of success.

One of the key reasons why we support CfE, and wish to see it realised, is that it offers us the opportunity of increased professional freedom and flexibility and the chance to be creative and innovative in our practice. However, this will only occur if it is realised as it was envisaged. It would be naive to think that all local authority

education conveners, or indeed all local authority education directors, are fully signed up to the concept of trusting teachers; implementation of CfE will be a contested area, and it is essential that the EIS articulates and argues for our understanding and definition of CfE. Failure to do so means we risk seeing a mechanical, lifeless process being enacted that simply replaces '5-14 programmes of study' with 'CfE programmes'.

Assessment, for example, will be a key test of commitment to the principles of CfE. Plans are in

continued over >>



Larry Flanagan

Picture: Alan Richardson

“One of the key reasons why we support CfE, and wish to see it realised, is that it offers us the opportunity of increased professional freedom and flexibility and the chance to be creative and innovative in our practice.” Larry Flanagan

<< continued

hand for the development of a new resource, provisionally entitled STAR (Scottish Teachers Assessment Resource), that will provide exemplification of standards associated with the different levels, assessment tools, and an on-line forum for teacher discussion and CPD. There is a real concern, however, that if some current practices prevail, then the CfE levels might simply replace the existing 5-14 levels and become a new set of assessment hoops for

children to be driven through, thereby defeating the whole point of the reform. The EIS will insist on assessment arrangements that support teaching and learning.

The case has been made, for example, for an immediate end to the 5-14 National Assessment Banks (NABS) and the response of Government, national and local, will be highly instructive in terms of their genuine commitment to the changes envisaged by CfE.

Members can be assured that the difficulties facing successful implementation of CfE are recognised by the EIS nationally. There are very real obstacles to be overcome and success is not guaranteed. We will continue to articulate our concerns, not because we wish to be harbingers of doom, but precisely because we wish to see *Curriculum for Excellence* succeed.
– Larry Flanagan

A RICH TAPESTRY OF CPD

Professor Brian Boyd of the University of Strathclyde, writing exclusively for the SEJ, explains the work that the Tapestry group is carrying out to support quality CPD and the *Curriculum for Excellence*. Professor Boyd is an enthusiastic proponent of the *Curriculum for Excellence*, and served on the Ministerial Working Group that produced the original CfE framework.

During the last 38 years of my career in education, there have been achievements of which I am proud. First, of course, is my Fellowship of the Educational Institute of Scotland; being recognised by one's peers is, I believe, the highest accolade of all. More recently, I was a member of the Ministerial Working Group which produced *A Curriculum for Excellence* in 2004 and I was a co-founder in 2000 of Tapestry, a small independent not-for-profit organisation dedicated to putting Continuing Professional Development (CPD) at the heart of the matter and bringing creativity back into Scottish education. It is the latter two which form the basis of this, my first contribution to the SEJ.

The Ministerial Review Group, established by Peter Peacock in response to the National Debate, was tasked with producing a framework for a curriculum, 3-18, for the 21st century. The Group, consisting of representatives from every sector of education, the CBI and parents' organisations, tried to look beyond the narrow accountability agenda of the Thatcher/Forsyth years. We started from the UNESCO aims of: learning to know, learning to do, learning to live together, and learning to be and sought to put pedagogy at the heart of the curriculum. The challenge now for the *Curriculum for Excellence* is how to give teachers in Scotland access to the high-quality CPD which they need to realise the aspirations of the original document.

The Education Secretary's announcement on 7th January of an extra in-service day per year for the next three years is a small, but long-overdue, recognition that CPD is the key to successful curriculum reform. Professor Dylan Wiliam, one of the authors of *Inside the Black Box* (1998),

"I have just received, and read, A Curriculum for Excellence, of the Scottish Curriculum Review Group. All that I can say is that Scotland can thank its lucky stars... a brilliant and ambitious document, and a bold and creative one."

(Professor Jerome Bruner, Tapestry Conference, 29th and 30th May, 2008)

suggested recently at a Tapestry Masterclass, that the traditional approach to curriculum change worked on the tight-loose principle, namely that the content and structure of the curriculum would be dictated from the centre, but CPD would be left to local authorities or to schools. Now, he argues, we should have a loose-tight approach, trusting the professional expertise of teachers more and being confident to have a curriculum which is not content-driven, and providing high-quality CPD for teachers.

His argument is predicated on the assumption that we now have considerable insights into how human beings learn. Research indicates that if the five principles of *Assessment is for Learning* – sharing learning intentions, dialogue, feedback, self assessment and peer assessment – are embedded in teachers' practice, pupils will learn more effectively and outcomes will improve. We also know that pupil motivation is a key issue, and the work of David Perkins in Harvard on teaching for understanding is helpful in introducing the notion of generative topics which will often be inter-disciplinary and will engage pupils. His focus on understanding rather than

"The evidence is that collegial approaches to CPD provide the best model and that the concept of the learning community is crucial." Brian Boyd

Concerns from the Chalk Face

The SEJ looks at some of the key concerns teachers have highlighted regarding CfE development.

- The loss of ring-fencing for CfE funding is seen as a major problem, especially in the light of the current budget savings agenda. This applies equally to issues of Resourcing, Staffing and Support.
- It is felt that the National Testing/assessment agenda continues to be a problem. Although there is an undertaking to remove National Tests, there is a danger that the replacement resource may be used in much the same way.
- CfE Draft Outcomes – It is felt that hard copies of the final documents should be issued to schools.
- Lack of time and opportunity to engage in appropriate CPD activities.
- Distrust of external agencies ‘hijacking’ initiatives to meet their own ends, e.g. an HMIE driven *Journey to Excellence* agenda.
- Tensions between accountability demands, particularly from Local Authorities regarding attainment, and schools’ freedom to embrace curricular creativity and flexibility.
- Need to reconcile post-S3 assessment and qualifications debate with significantly different assessment expectations, pre S3.
- Need to ensure that guidance from national and local authority level is sufficient and appropriately supportive but does not become so dominant as to impede local flexibility and ownership.
- Need to provide guidance and practical advice on how to support cross-curricular connectivity, particularly in secondary schools.
- View expressed that ‘no-one is being honest as to how big a change this is’ and that a massive investment is needed to make it a reality.
- Resources – need training to take it forward; need time for reading, time for liaising, time for planning, especially for cross-curricular work in secondary schools.
- Staffing is not increasing as class sizes are going up rather than down, yet development of independent learning requires small class size.
- The EIS must give a lead to members. It needs to be our priority. To support CfE we must adhere to the principles but we should not compromise in terms of articulating the challenges and barriers we face.

Source: Feedback sessions at EIS Council



surface learning is entirely consistent with the *Curriculum for Excellence's* principle of depth.

Both of these educational thinkers are currently working with Scottish teachers through Tapestry, an organisation formed in 2000 by Katrina Bowes and myself to try to bring creativity into Scottish education. Part of Tapestry's mission is to bring to Scotland the most creative thinkers and practitioners from across the world, from Howard Gardner to Reueven Feuerstein, from Tony Buzan to Sir Ken Robinson and persuading them to stay and work with Scottish teachers.

They all agree that the challenge for education in the developed world at this juncture is how to enhance teachers professional development. We know from research that the so-called ‘teacher effect’ is at least double that of the ‘school effect’. In other words, if we want to improve education and raise achievement for all learners, then we should focus on the

classroom and provide the support which teachers need to become as effective as they can be. We also know that it is not just about enabling individual teachers to improve their own practice but also achieving greater consistency of practice within and across schools. The evidence is that collegial approaches to CPD provide the best model and that the concept of the learning community is crucial.

Currently, Tapestry is working with Dylan and four local authorities across Scotland to establish teacher learning communities (TLCs) within and across schools. The model is that a one-day conference takes place exploring the principles of *Assessment is for Learning*.

Thereafter, the teachers form themselves into TLCs, each consisting of around 10 teachers who meet on a monthly basis for two hours, supported by a structured agenda, with a view to improving their own practice and raising the level of consistency across the TLC. The

continued over >>

“If we want to improve education and raise achievement for all learners, then we should focus on the classroom and provide the support which teachers need to become as effective as they can be.”
Brian Boyd

<< *continued*

focus of the classroom activity is formative assessment and the teachers share their experiences in the classroom during the intervening period. Classroom observation of a supportive, collegial nature is a key part of the CPD. This whole process is supported by Tapestry tutors who have been trained by Dylan Wiliam and who work with the teachers in the authorities as part of the initiative.

At the same time, more than 300 Scottish teachers have undertaken an on-line module on Teaching for Understanding with WideWorld in Harvard University and have received professional recognition from GTCS along with their Harvard certificate on completion of the course. This year a new model is being pioneered where instead of individual teachers undertaking the module and trying to make a difference within their own classrooms, local authorities will expose a large number of teachers to the

core ideas of teaching for understanding and will fund a smaller number, say 25 or so, to undertake the on-line module.

These local initiatives are the bread-and-butter of what Tapestry does, but the high-profile international conferences remain the signature of the organisation.

One final word about the creativity which exists already within Scottish education; Professor Nigel Osborne of the University of Edinburgh, composer, peace activist and polyglot, has been working with four local authorities in schools for pupils with additional support needs, using music as therapy. As part of this work, he and his colleagues have developed a new musical instrument which allows any pupil (or person) with whatever additional support needed to interface with the technology and make sophisticated music.

The instrument – a world first – will be launched later this year.

It is this kind of creativity which should be the hallmark of Scottish education. The recent Education Charter produced by the Royal Society of Arts (RSA) chimes well with Tapestry's aims. It stresses creativity, enabling all pupils to achieve success, partnerships and the right of every teacher to be a creative professional. As an independent 'ginger-group', Tapestry aims to work alongside local authorities, schools and others who have a stake in Scottish education to realise the aspirations embedded within the *Curriculum for Excellence*.

Brian Boyd is Emeritus Professor of Education at the University of Strathclyde. His latest book, The Learning Classroom, was published by Hodder Gibson in 2008. He is a Director of Tapestry.

“The value of taking an interdisciplinary approach, while using active learning techniques, was evident from the start. The pupils demonstrated high levels of motivation towards their tasks and they expressed an interest in taking their learning forward which I had never encountered before.” Sorrel Rutherford



Pictures: Mark Jackson

Case study: Interdisciplinary Active Learning in practice

Sorrel Rutherford, a primary 7 teacher and EIS member at Glenlee Primary School in Hamilton, offers a first hand perspective of putting the *Curriculum for Excellence* into practice. Here, Sorrel explains how applying the interdisciplinary learning practices on which CfE is based helped to enthuse both herself as a teacher and also her pupils as active and effective learners.

Interdisciplinary learning has proven to have a positive impact on learning and teaching, it encourages pupils to develop meaningful links between the different areas of the curriculum. Upon reading 'Building the Curriculum 2 and 3' it became apparent that I should analyse the methodology I was using in my classroom. The time had come for me to move away from the tight constraints of 5-14, where the day was tightly compartmentalised, and embrace interdisciplinary learning in an active way.

While I was enthusiastic about changing my practice I had one reservation, how was the school going to resource such an initiative? My research into the area made me realise that active learning is not about an endless stream of resources and pupils constantly being on the move, the heart of active learning lies with pupils being cognitively active and engaged in their learning. Further research made me realise that much of the ideology behind an interdisciplinary active approach is consistent with the principles which underpin formative assessment, namely, effective learners need to be able to determine the direction of their learning and transfer knowledge and skills to new and different situations.

In collaboration with my Depute Headteacher it was decided that we would pilot 'interdisciplinary active learning' using our next topic, China, as a vehicle. The planning of this venture involved close collaboration with the P1 teachers who had already embraced this philosophy.

My first step was to involve the pupils in the planning of the topic, to begin with they worked in groups to record their prior knowledge about China, next they posed questions around what they would like to find out. These questions were recorded on the class topic planner. The next step for the pupils was to identify skills which they felt they needed to develop throughout the topic. My task was to take away this information and use it to inform a bank of topic specific lessons which would provide a 'base' for our study. Throughout the planning process close consideration was given to the draft outcomes and experiences. The opportunity for interdisciplinary learning came naturally, the pupils had posed a wide variety of questions ranging from Chinese history to everyday culture. The strongest links, within this mainly Social Studies topic, were with the Numeracy and Expressive Arts outcomes and experiences. The bank of lessons reflected this.

Throughout the topic the class held weekly planning meetings; in groups pupils would look at their topic planners and traffic light questions,



which they felt confident had been answered/resolved, in green. They would then decide which other questions would become a priority for investigation and the class would vote on the work which would be undertaken the following week.

The value of taking an interdisciplinary approach, while using active learning techniques, was evident from the start. The pupils demonstrated high levels of motivation towards their tasks and they expressed an interest in taking their learning forward which I had never encountered before. It also had a positive impact on the social skills of the pupils and less confident children were becoming more willing to take risks with their learning.

The interdisciplinary element of the venture gave a purpose to the work undertaken by the pupils, within a short time they were making links and applying knowledge and skills across the disciplines. Feedback from pupils revealed that they were approaching challenges in their learning with a new found confidence, they were engaged in qualitative thought and were reaping the benefits of the intrinsic rewards we want all pupils to experience.

As a teacher, who had only ever known 5-14, I felt energised and enthused by the professional autonomy which the *Curriculum for Excellence* had allowed me. There was no doubt in my mind that this topic had developed successful learners, confident individuals, responsible citizens and effective contributors. An interdisciplinary active approach has created a buzz in the classroom which I can only sum up by quoting one of my pupils, a boy who regularly struggled to stay on task. When I announced it was time to finish our activities for the day he said loudly, "That's rubbish, I was enjoying that!"

"The interdisciplinary element of the venture gave a purpose to the work undertaken by the pupils, within a short time they were making links and applying knowledge and skills across the disciplines."
Sorrel Rutherford

“Why should a lecturer in Inverness be paid around £3,500 less than a lecturer in Aberdeen for doing the same job?”

Further negotiations?

EIS call for national salary structure for FE Colleges prompts Government response

The EIS has urged Scotland’s Colleges to agree a proper national pay structure for all lecturing staff. College lecturers are the only professional teaching staff employed in Scotland’s education sector who do not have an agreed national pay system. The EIS, as the union representing all of Scotland’s FE lecturers, is now urging Scotland’s colleges to correct this damaging inconsistency.

For far too long, lecturers in Further Education Colleges have been treated as the poor relations of Scotland’s professional educators. While their colleagues – in nursery, primary, secondary and special schools, together with lecturers in higher education institutions – have long enjoyed a proper national salary structure and collective national bargaining system, our lecturers in Further Education continue to be seriously disadvantaged by an inequitable and inconsistent pay negotiation framework. It is now time for this to be put right, and to create a national bargaining framework for all our FE colleges.

It is simply inequitable and wrong that Further Education lecturers should be forced to accept a postcode lottery for their salaries and conditions. Where is the logic in treating FE lecturers in Dundee and Aberdeen differently, with different salaries and conditions for doing the same job, while treating teachers and HE lecturers in those two cities exactly the same, with the same salaries and conditions? Why should a lecturer in Inverness be paid around £3,500 less than a lecturer in Aberdeen for doing the same job?

The EIS has noted that the Cabinet Secretary for Education intends to establish talks to consider a return to national bargaining for FE Colleges. Fiona Hyslop should be congratulated for grasping this particular nettle and will find the EIS fully behind any move to return Scotland’s colleges to a coherent system of national determination of pay and conditions of service. It has now been nearly fifteen years since the Further Education Sector has enjoyed national bargaining and in the intervening period we have experienced a very

Background:

National bargaining for FE was removed in 1994 and from that point salaries and conditions of service have been negotiated in each individual FE College. In a recent letter to the General Secretary of the STUC, Cabinet Secretary Fiona Hyslop said, “Remuneration issues are rightly the property of the (FE) sector itself. I have made it clear that there is no question of government imposing new arrangements or mediating or adjudicating on key issues and principles. In view however of the unrelenting representations I continue to receive calling for the introduction of some national dimension to the remuneration of staff, I suggest it may be useful to consider the implications of that possibility. It would also be useful to see what scope there might be for remuneration arrangements to better support college responsiveness to economic change, particularly against the background of the current economic downturn.”

turbulent industrial relations climate coupled with a very inefficient system of plant bargaining at each College in the Country.

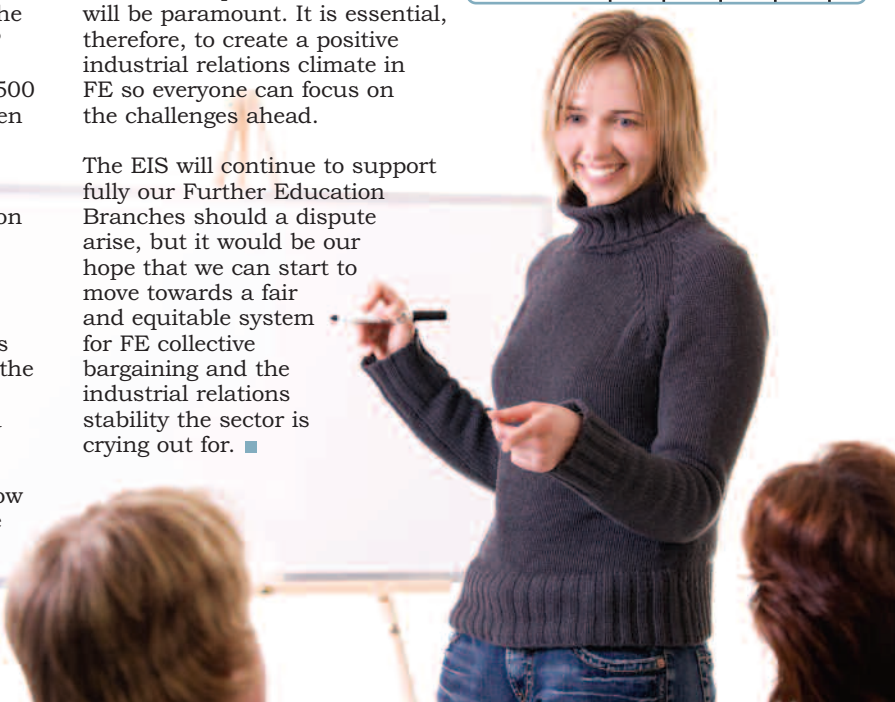
The role of FE Colleges in providing vocational education and training will become even more critical in the context of the current recession and rising unemployment. The need to reskill and upskill the workforce will be paramount. It is essential, therefore, to create a positive industrial relations climate in FE so everyone can focus on the challenges ahead.

The EIS will continue to support fully our Further Education Branches should a dispute arise, but it would be our hope that we can start to move towards a fair and equitable system for FE collective bargaining and the industrial relations stability the sector is crying out for. ■

FE college salary scales 2008

	£31k	£32k	£33k	£34k	£35k
Aberdeen	█	█	█	█	█
Borders	█	█			
Dundee			█	█	
Inverness	█	█			
James Watt			█	█	
Langside	█	█	█		
Reid Kerr			█	█	
Sab. Mor. Ost	█				

Source: EIS survey



Defending Scottish Education

EIS keeps up pressure in opposition to education funding cuts

The EIS has highlighted the negative impact that the so called “historic” Concordat between the Scottish Government and local authority body COSLA has had on Scottish education. Even prior to the global financial crisis, the EIS argues, schools were being forced to operate with significantly reduced budgets, with serious implications for many core elements of education. The EIS is predicting that 2009 will bring yet more deep and damaging cuts to Scottish education unless the Scottish Government takes action.

The EIS warned at the time the Concordat was signed that this new method of financing national Government commitments would have serious implications for schools across Scotland. While a deal offering greater financial autonomy for local authorities was superficially appealing to some, the reality is that local authorities are cutting back on education spending. In their haste to sign up to the Concordat and the associated Council Tax freeze, local authorities have limited their flexibility to address local needs. Now, we hear that the Scottish Government will push ahead with plans to freeze Council Tax again this year, but already there are concerns from some Councils that the money to fund this is insufficient and that there will need to be further cuts to essential services such as education as a result. Simply stated, the Scottish Government’s much-touted ‘historic’ Concordat just isn’t working. The Scottish Government has made numerous promises to the Scottish education community – smaller class sizes, additional permanent teaching posts for newly qualified teachers, access to a nursery teacher for all young children, universal free school meals in early primary, proper resources to improve school discipline and for implementation of the *Curriculum for Excellence* – but it has left it entirely to local authorities to deliver on these promises. With the removal of specific ring-fenced funding allocations for such commitments, many promised initiatives are at risk as local authorities struggle to pay for them from their existing funding pot. It is clear that there is a

fundamental incompatibility between a Government setting more and more national priorities, while simultaneously lauding increased autonomy for the local authorities which are expected to deliver those priorities from their existing funds.

The EIS has been surveying and monitoring cuts to school budgets at local authority level throughout the past year. And it is clear from teachers at school level that they are being forced to work in extremely difficult circumstances, with budgets pared to the bone and a growing scarcity of resources. Cutbacks are happening in many areas, with a negative impact on the educational experience for pupils. Some schools are cutting back on the subjects that they offer, purely for financial reasons. Cuts to staffing budgets have led to a

shortage of jobs for newly qualified teachers, in addition to reductions in vital support staff such as classroom assistants, ASN auxiliaries, cleaning and catering staff. And, in many areas, local authorities are making a mockery of the Government’s commitments by refusing to work to reduce class sizes or by stripping out qualified teachers from their nursery establishments.


In essence the Scottish Government and a significant number of local authorities are, in tandem, failing to make progress on their commitments to Scottish education. It is unacceptable for each to blame the other. Both must act now, swiftly and decisively, to ensure that our schools, pupils and teachers receive the support and resources that they both need and deserve. ■



Missing person? Teachers are being removed from nursery schools due to budget cuts.

Concordat

“Cutbacks are happening in many areas, with a negative impact on the educational experience for pupils.”



The EIS has challenged Scotland's local authorities to improve their treatment of disabled teachers, and to improve staff wellbeing and occupational health policies in order to reduce sickness and stress-related ill-health. The EIS has warned that some local authorities have been slow, arguably even negligent, in making reasonable adjustments to schools in order to support employees with disabilities.

Occupational Hazards

“Nowhere is the failing of Councils clearer than in dealing with occupational stress.”

It is disturbing that many Councils can be slow or even negligent in supporting disabled teachers. At a time when the message from the UK Government is that we should be supporting people in employment too many disabled teachers are left at home, unable to work, since Councils take too long in making workplace adjustments to allow continued employment. Councils must ensure that they are fully compliant with their obligations under the Disability Discrimination Act, and take all reasonable steps to ensure that no teachers are discriminated against or unduly disadvantaged on account of their disability.

Councils are often extremely zealous in applying absence management policies to staff, including teaching staff. What they are less good at doing is considering how best to develop preventative health policies. A

number of Councils do provide support of this type but those with highly structured health strategies are unfortunately few and far between.

Nowhere is the failing of Councils clearer than in dealing with occupational stress. Stress is still too often stigmatised as an individual failing and in many cases a failure to intervene timeously will result in a psychiatric condition. While, in the past year, the EIS has not settled any psychiatric injury case it is only a matter of time before such cases emerge to remind employers that early action in dealing with stress in the workplace is in everyone's interest. The principles established in the Health, Work and Wellbeing Programme which aims to respond early when health problems arise – and, combined with this, ensure that the necessary interventions are easily and speedily available – are being disregarded.

The EIS has also released information on the large number of cases it has dealt with over the past year involving injuries to teachers and lecturers at work (see box, right). In 2008, Scotland's education authorities and educational establishments paid out over a quarter of a million pounds in compensation and legal expenses as a result of industrial accidents or attacks against teaching staff. Over £180,000 in compensation has been paid to claimants with the remainder of the £¹/₄ Million figure being the estimated legal costs to employers.

General Secretary Ronnie Smith commented, “Sadly, yet again the EIS is drawing public attention to failures of employers to take health and safety matters sufficiently seriously. The fact that we are dealing with more incidents is a cause for concern. The biggest danger to our members continues to be slips, trips or falls. The vast



“the EIS is drawing public attention to failures of employers to take health and safety matters sufficiently seriously.”

General Secretary Ronnie Smith



majority of these simply should not happen.”

A number of cases illustrate the threat to teachers from violence, either the result of a direct assault or from restraining pupils intent on physical violence. Teachers, in common with other public sector workers, must always be entitled to have safe places to work.

The EIS remains concerned that employers often do not respond timeously

to injuries at work. A number of Councils do provide access to services such as physiotherapy. However, referrals to Occupational Health and onward referral to specialist services take far too long to arrange. As a consequence, awards for liability are greater than they would otherwise be. It is in everyone’s best interest for health and safety to be improved in our education establishments. ■

The biggest danger to our members continues to be slips, trips or falls. The vast majority of these simply should not happen.”

EIS COMPENSATION CASE AWARDS 2008

Accident: Slipped on ice in school car park, injuries to arm, hip and leg – **£800**

Accident: Slipped on wet floor, injury to thigh – **£1,000**

Accident: Tripped over bucket left in corridor, suffered pain in lower back and legs from the fall – **£1,000**

Assault: Kicked and punched by a pupil, suffered bruising and possible fractured ribs – **£1,000**

Accident: While attempting to restrain a pupil, fell and suffered a broken thumb – **£1,500**

Accident: Slipped on wet floor, suffered a broken bone in foot – **£1,500**

Accident: Slipped on food in corridor, severely sprained ankle – **£1,500**

Accident: Repeatedly having to open a heavy door, injury to shoulder – **£1,700**

Assault: Hit by a pupil – **£1,750**

Accident: Having to open a heavy hut door, injury to shoulder – **£1,900**

Accident: Slipped and fell on slippery floor, suffered a fractured finger – **£2,500**

Accident: Slipped on wet floor, injuries

to hand, arm and leg – **£2,500**

Accident: Restraining a pupil, injury to back – **£2,500**

Accident: Slipped and fell on wet floor, injuries to neck and back – **£2,500**

Assault: by pupil – **£2,500**

Accident: Tripped over wires in classroom, suffered a broken wrist – **£2,500**

Accident: Tripped over bench during school play, fractured wrist – **£3,000**

Accident: Fell on stairs when something was thrown, suffered a broken finger and wrist – **£3,000**

Accident: Hearing loss due to employment – **£3,000**

Accident: Restraining a pupil, suffered tendon and ligament damage to finger – **£3,300**

Accident: Slipped in school car park due to poor visibility, suffered a broken ankle – **£4,000**

Accident: Slipped and fell on wet floor, suffered a whiplash type injury – **4,000**

Accident: Repeatedly using sign language, suffered tennis elbow – **£4,400**

Accident: Slipped on wet floor, suffered injuries to shoulder, neck and back – **£7,000**

Accident: Slipped on wet floor, fractured femur – **£8,000**

Accident: Slipped on very wet floor and hit the wall, sustained a fractured finger – **£8,000**

Accident: Box fell on members head, suffered from a torn and detached retina – **£10,000**

Accident: Slipped on wet floor, suffered injuries to back, leg and ankle – **£10,000**

Accident: Seat on minibus detached itself from rail, suffered injuries to head and shoulder – **£13,000**

Accident: Slipped on wet floor, damage to ankle ligaments – **£16,000**

Accident: Vehicle which had been taken hit the workstation at which member was sitting pushing them backwards, injuries to head – **£24,400**

Accident: Fell off stepladder, suffered fractures to leg – **£35,000**

TOTAL £181,950.00

Source: EIS Employment Relations Department records

Dr Alex Alexandrou based in the Centre for Educational Leadership at the University of Edinburgh is the external evaluator of the EIS Learning Representative initiative. Here, Alex explores some of the findings of his recently published evaluations of different strands of the EIS Learning Representative programme.

Representing your CPD

Creating a viable and vibrant CPD community in Scottish education through the LRs initiative

“The dominant themes to emerge from the evaluations are how the LRs in both the compulsory and FE sectors have become embedded within the CPD structures at institutional, local and national level”. Alex Alexandrou



Alex Alexandrou:
“LRs have come of age”.

With the help of funding from Scottish Government and the EIS I have been able to undertake two further evaluations of the EIS’ Learning Representatives (LRs) initiative. The two evaluations centred on the second cohort of multi-establishment (ME) teacher LRs, first cohort of school-based LRs and the first cohort of Further Education (FE) LRs.

The evaluations have now been completed and both show that the EIS LRs have come of age; are having a significant impact on CPD at institutional, local authority and national level; have gained the respect and admiration of strategic and operational stakeholders such as the Scottish Government, General Teaching Council for Scotland, Learning and Teaching Scotland, National CPD Team and, more importantly, their colleagues.

The dominant themes to emerge from the evaluations are how the LRs in both the compulsory and FE sectors have become embedded within the CPD structures at institutional, local and national level; relationships are being formed with school and college management and local authority Quality Improvement Officers (QIOs) and college Staff Development Managers (SDMs) based on partnership, mutual respect and trust and a belief that lecturers and teachers deserve the best professional development opportunities and that colleagues helped by the LRs have benefitted in terms of their personal professional development.

Picture: Mark Jackson

The most significant development has been the growing relationship between the ME LRs and their QIO counterparts and the growing relationship between the FE LRs and their SDMs. In both cases this has led to a greater understanding of how they can work together with the LRs in delivering effective CPD to lecturers and teachers. As alluded to earlier there is now a level of mutual trust and respect that has led the LRs and their SDM and QIO counterparts working closely together on a number of initiatives. Most notably, organising and delivering joint CPD events.

These events have helped to forge a closer working relationship between the LRs and their counterparts; brought the LRs to the attention of their colleagues and have encouraged lecturers and teachers to take up CPD opportunities.

The events have been well attended and have had the full support of key strategic and operational stakeholders. CPD and Chartered Teacher providers have pitched up and manned stalls and a number of respected individuals from the General Teaching Council of Scotland, Her Majesty's Inspectorate of Education, the Scottish Further Education Unit as well as eminent academics and the LRs themselves have given presentations at these events. Lecturers and teachers who have attended these events have been enthused by them and, after many of the events, the attendees have lined up to discuss issues with the speakers; signed up to CPD initiatives such as Chartered Teacher; invited the LRs to speak at their institutions and in some cases some have signed up as EIS members. There is no doubt that such events significantly increase the profile of the LRs amongst their colleagues.

To date within the compulsory sector, CPD events have taken place in South Lanarkshire, Perth and Kinross, Dumfries and Galloway, Fife, Clackmannanshire, West Dunbartonshire and Edinburgh and most notably the first joint CPD event in the FE sector was held at Anniesland College. Many more CPD events

are being planned for 2009 and beyond not only in the local authority areas mentioned above but also in other local authorities and colleges around the country.

The partnership working aspect has been taken a step further in both sectors as a number of the LRs now sit on CPD related working groups and committees at both institutional and local authority level where other stakeholders regard them as their equals; listen to and respect what they have to say and are willing to act upon their suggestions.

The LRs' relationship with headteachers and principals is overall a positive one. Many of them seem to have an understanding of the role and responsibilities of the LRs and that they can be a valuable asset. Particularly, in helping college and school management devise and deliver an effective CPD strategy and convincing colleagues that engaging in professional development is beneficial to them, their institution and to pupils and students. However, there is still a significant number of headteachers and principals, who do not fully understand the role of LRs and, secondly, seem to be unaware of their legal obligations in terms of statutory time-off, facilities and funded cover in relation to the LRs.

Whilst the evaluations found that overall the number of lecturers and teachers engaging with the LRs is not very high there were a number of positive factors highlighted by those helped by the LRs. Colleagues who sought advice and guidance from LRs were very positive about their experiences. They had a clear understanding of the role of the LRs and were very pleased with the help they had received from them. This included participating in learning needs surveys; being assisted with Chartered Teacher applications; bouncing ideas off LRs in relation to their CPD activities and being encouraged and supported whilst undertaking CPD activities.

Positive comments included – "Very helpful because I am going through Chartered Teacher" and "The Learning Representative is knowledgeable, approachable



and professional". It was clear from the evidence that colleagues regarded LRs as role models.

The evidence from the evaluations showed that there is a place for the LRs in the Scottish Education system and this was highlighted quite clearly by one of the teachers who participated in the evaluations who stated that the LR initiative is a good initiative, it needs to be built upon and it must become sustainable. Whilst Linda McTavish, the Principal of Anniesland College stated at the first joint CPD event held in the FE sector that "the Learning Representative is the key person to help define staff development... Tonight is important, duality and co-operation are important for the future of the College."

The importance of the EIS LRs has not only been recognised by colleagues and stakeholders at institutional, local and national level, it has also been recognised by the Scottish Union Learning Fund, which has recently awarded the EIS funding to strengthen its LRs initiative further in terms of running more joint CPD events and signing more Learning Agreements with local authorities and colleges akin to those with Aberdeenshire local authority, Banff and Buchan College, Dundee College and Glasgow Metropolitan College.

The future is bright for the EIS LR initiative and as the evaluations have shown they are helping stakeholders and colleagues alike to take on board the old Hebrew proverb that advises:

"Do not confine your children to your own learning for they were born in another time."

– Dr Alex Alexandrou

"Do not confine your children to your own learning for they were born in another time"

Hebrew proverb

CPD Round-up

The SEJ highlights some of the current Learning Representative opportunities available, and rounds up some of the forthcoming CPD events set to take place across the country.



BECOMING A LEARNING REPRESENTATIVE

As an educationalist becoming a school based LR will help develop an individual's personal CPD and understanding of the complexities of the education system and changes occurring within it. Because much of the role, disseminating and sharing information with colleagues, is carried out outwith the school day, the experience can be used as relevant CPD, if written records are maintained in a CPD portfolio.

The EIS is your union, working with you and for you, as an autonomous professional, to take forward the learning agenda.

The EIS has been recruiting and appointing members to work as Learning Representatives (LRs) for some time and now has over

100 working at multi-establishment, school and college level.

LRs are an independent, confidential source of information, advice and support for teachers and lecturers on CPD opportunities. The next course to become an EIS LR will commence in September 2009.

Multi-Establishment LRs: We still require multi-establishment LRs in the following areas: East Lothian (1), Edinburgh (2), Falkirk (1), Inverclyde (1), Midlothian(1), North Ayrshire (1), North Lanarkshire (1), South Ayrshire (1), South Lanarkshire (1), Stirling (1), Scottish Borders (1) and West Lothian (1). The course is at post-graduate level, on-line through the University of the West of Scotland. The course fees are met by the EIS.

Establishment LRs: LRs are required in schools and further education colleges. This course is at undergraduate level, on-line through the University of the West of Scotland. The course fees are met by the EIS.

If you are interested in becoming either an EIS multi-establishment, school or further education college LR and wish to receive an Information Pack, please contact the LR Department (at EIS HQ), either by e-mail: emcconchie@eis.org.uk or telephone: 0131 225 6244, indicating the course in which you are interested. It is possible to put anyone interested in contact with an LR who can provide details of the work involved.

Want to know more about CPD?
Visit www.eis.org.uk

FORTHCOMING CPD EVENTS

Such events are becoming increasingly popular across Scotland as the EIS works together with authorities to highlight some of the current initiatives and opportunities that can transform the lives of teachers as well as enhance children's learning. These events are FREE to all teachers. Listed below are some of the CPD events organised to date.

Renfrewshire, Tuesday 17 February 2009

Renfrewshire Council are holding a CPD event on Tuesday 17 February 2009 during the in-service day at the Normandy Hotel in Renfrew from 9.00-3.30. There are places for around 600 teachers and will feature a keynote speaker on A Curriculum for Excellence developments.

In partnership with Renfrewshire Council the EIS and its Learning Representatives are organising an education market place at the event and there will be stalls offering CPD Information from providers, including The General Teaching Council for Scotland, Learning and Teaching Scotland, University of the West of Scotland, University of Glasgow, University of Stirling, The Open University and the Educational Institute of Scotland. EIS Learning Representatives will man a stall offering advice and help to teachers on various aspects of CPD.

You may contact your EIS Renfrewshire Learning Representative, David Thomson, dthomson@eis-learnrep.org.uk for further details of the event and/or any other aspect of CPD.

Fife, Excellence in Practice, Saturday, 16 May 2009

This is the third joint event between the EIS and Fife Council and follows the very successful event held in April 2008. The event is being held in the Auchterderran Centre, Cardenden, Fife, from 9.00 am to 12.30 pm. The morning will feature one keynote speaker eminent in the field of education and a variety of workshops. Details are yet to be finalised and will be published on the EIS website in due course.

For further information or to book a place, contact Isobel Schroder: ischroder@eis-learnrep.org.uk

Glasgow, Saturday 9 May 2009 Leadership for Learning – Thinking Differently about Education in Scotland Faculty of Education, St Andrew's Building, University of Glasgow

9.30 am – 1.00 pm
This unique event is the first Partnership Learning Conference for Glasgow teachers. Hosted by the University of Glasgow and delivered in partnership with the Educational Institute of Scotland and Education and Social Work Services in Glasgow, this CPD initiative will highlight the leadership dynamic at national, local and establishment level.

The conference is primarily aimed at classroom practitioners, in the context of Curriculum for Excellence, who are playing an increasingly significant role in promoting professional learning and leading educational change.

Conference speakers include:
Margaret Doran (Exec. Director of Education and Social Work)
Larry Flanagan (EIS National Convener of Education Committee)
Professor Christine Forde (University of Glasgow)
Bernard McLeary (Chief Executive, LTS)

Workshops include:
Schools as Professional Learning Communities, Leadership in Schools, Active Learning in the Classroom, Leadership Through Teams, New Technologies and ICT.

You can register directly for this event by email at: leadershipforlearning@educ.gla.ac.uk and provide the following information: your name, school, email address and contact telephone number. You should also state workshop preferences by quoting reference numbers or areas of interest. Full workshop details are to be found on the bulletin and wallet at CONNECT

on the Glasgow schools intranet: <http://connect.glasgow.gov.uk/YourService/EducationServices/eWallet/ewalletnovember2008.htm>

Contact: Hugh Donnelly, hdonnelly@eis-learnrep.org.uk for further details, or if you wish to discuss any aspect of CPD.

Details of forthcoming CPD events are available on the EIS website, www.eis.org.uk ■

Representing you: Two EIS LRs have been appointed to support and mentor both current and potential future LRs across Scotland. Stephen McCrossan and Patricia Duncan have been seconded to the EIS, on a part-time basis, to support the CPD agenda under the terms of the SULF7 project.



Pictures: Brian Cooper

The EIS Page Scholar for 2008, Elsie Dougan reports on her recent visit to the USA, where she visited schools in California and Florida to study and compare teaching and learning practice. The Page Scholarship is awarded annually to an EIS member by the English Speaking Union Scotland. The Scholarship is intended to promote the exchange of educational ideas between Britain and the USA. Scholars travel to the USA to study a specific aspect of American education. While in the USA, the teacher meets with fellow professionals, and learns from their different approaches to educational issues.

State of Learning

I spent 3 weeks in America; I visited ten schools in Northern California and attended the 55th Annual Convention of the National Association for Gifted Children in Tampa, Florida.

California

Winning the Page Scholarship was the highlight of my year. I was getting the opportunity to study my chosen field in the United States. I have been interested in strategies for supporting and challenging able pupils for the past 13 years within Scotland. Were the programmes I was about to see first-hand going to be so very different on the other side of the pond?

representative with C.A.G., was true to her word and picked me up and took me to several schools in the districts around Sacramento. It was an in-service day giving me the opportunity to meet around 40 grade 3 classroom teachers discussing the Rocklin Unified School District's writing programme.

It was just like being back home except for the impressive queue that formed to show and tell their ideas for writing planners which they had developed that term. One planner was entitled, *Awesome Sentences!* Each stage was having a similar meeting in schools all over the area. The main issues which emerged concerning the writing programme were familiar training, progression, and resources.

I was soon to discover that a huge amount of time and money is devoted to science and the afternoon was spent looking at a programme called *California Science* which is being used state wide. The resource is produced by MacMillan McGraw-Hill and since it is a statutory component of the curriculum the teachers I spoke to were positive about the programme but many felt detailed and time intensive planning was required to make it work successfully.

Next day I went for a visit to Rocklin Elementary School a magnet establishment for Gifted and Talented pupils. The school was a 30 minute drive from Sacramento in an affluent area which attracts pupils who are willing to travel for an hour to get

here. Parents must be willing to transport them. Since school starts at 8.30 that means a very early start for some. The principal, Jim Trimble and his team have a well-deserved reputation for delivering a high quality education. The main reason for visiting this particular school was the GATE classes which are self-contained programmes for grades 2 to 6. These pupils have been identified as having a general intellectual development which is significantly advanced in relation to their chronological peers.

The principal and staff at Rocklin are justifiably proud of their new science lab, one of only two in Northern California. It comprised 16 computer workstations that run multimedia learning materials and had practical hardware for experiments alongside them. The grade 3 class I saw using the lab were very motivated by the assignments. A specialist teacher takes the class through the programme. However this was an able bunch of children and the students were all doing well on the computer managed learning system called *Class Act* which



Stephanie Shaughnessy tells me about her work as Regional Educational Representative for California Association for the Gifted California

My trip didn't just happen, hours of planning had gone into contacting people who were asleep when I wanted them to be awake, (thank goodness for email), getting visits to schools organised and

finding a way of getting there. I had decided not to drive in the U.S. and was therefore dependent on others since public transport is almost non-existent.

6,247 miles of flying completed in three hops took me to Sacramento, the state capital of California. I chose this area for a number of reasons. The California Association for the Gifted (C.A.G) are highly regarded throughout the USA as being pro-active in their approaches to providing for their huge population of school age pupils. Also I had been to this area before and was lucky enough to have a friend who would put up with me for 2 weeks.

Darleen Saunders, who is a parent



I am surrounded by Geraldine Nelsen's grade 2/3 class at Rocklin Elementary School in California

tracks and records individual attainment. The feedback they were getting was positive and motivating. Many of the experiments I saw being done were challenging and in advance of what would be undertaken in Primary 4 in Scotland. I would however have liked to see a mixed ability class working in the lab.

My host for the day and providing me with overnight accommodation was Geraldine Nelsen. She teaches the 2nd and 3rd graders in one of the GATE classes. I spent an hour with the children who were all cognitively able and very hard working. One student asked if the Loch Ness Monster was real! Well I did say I would answer their questions about Scotland!

That evening Geraldine hosted a dinner in my honour and we ate shepherd's pie which was a lovely reminder of home. Over dinner I had the chance to talk to Jordan White who coordinates the Gifted @ Talented Educational Programmes for the Rocklin District. He outlined his concern over the budget cuts taking place all over the state. These cuts would impact on the programmes being offered and on the strategic priorities which include the need for all schools in the district to reduce the number of non-proficient students by at least 10%. These students are identified through a series of district and California State standards tests.

I also visited Winston Churchill Middle School, for 6th – 8th graders, in the San Juan Unified District in Sacramento. This school has a roll of 900 with 400 students currently undertaking



The orchestra plays for visitors under the trees at Williams Middle Magnet School for International Studies in Tampa.

the International Baccalaureate Programme. Jim Shoemaker, the principal, gave me a tour of some of the classes. He told me the district moves its principals around as the needs arise and he had not been in post for very long. But it was evident from the students and staff that his

dynamic approach was effective in raising standards. There were currently 350 requests for places at the school and only 130 openings.

At one point during the tour, a bell sounded and since it was 10.20 I asked if it was morning break or recess as it is called here. To my surprise I was told it was lunch for half of the school since the large numbers mean two shifts. School starts at 7.20 for everyone so they were all ready for a meal.

My last three visits in California were in the company of Stephanie Shaughnessy who is a GATE Resource Teacher. There are 40 GATE teachers within the district who receive additional training and qualifications but don't get any extra pay. Stephanie organises a lot of the in-service training for these teachers. She has a central office and works in a number of schools in the Sacramento area.

She hadn't alerted the schools that we were visiting that day, which I liked; since nothing was staged it was a normal working day. What was evident in all three schools was the more diverse motivating nature of the programmes offered to the GATE students compared to those students in the ordinary classes. The reason given for this was the rigid, prescriptive battery of tests which all students had to undertake. The GATE students were therefore guaranteed a pass so they could embark on more interesting projects. The rest had to cover a lot of basic numeracy and literacy work in order to meet state standards and funding depended on the students passing.

Everywhere I went in California I was made very welcome, staff in all of the schools I visited went out of their way to talk to me about their work. I would have liked the opportunity to speak to more parents but I did meet up with a few who were giving astronomy lessons in the playground.

Florida

It was now week 3 and I was ready to grow gifted in the sunshine state, unfortunately no one had told the weather. It was more like Scotland than Florida. But not for long it soon went up to a normal 80 degrees. The venue for the 55th Annual Convention of

the National Association for Gifted Children couldn't be better. Fabulous waterfront position with rooms aplenty for the 5,000 plus delegates who had descended on Tampa. I needed help from an insider and Janet from St Louis came to my rescue. She was an old-hand at these things and helped me select from the 330 concurrent sessions on offer.

There were visits to schools, I joined a group of 30 teachers and we were treated like royalty for the day as we saw students in international costume make music, speak French, Japanese and Spanish, while the orchestra played under the trees in the quadrangle. We tasted pumpkin pie made by the students, well it was Halloween after all! A big deal over here. The programmes at both schools I visited were heavily weighted towards maths and science.

Much of the convention had an appeal which was for in-house American educationalists, practitioners and parents only and it left me feeling strangely out in the cold. I struggled to find common ground and making a contribution at workshops was almost impossible. The most beneficial aspects for me were the networking sessions which gave me the opportunity to compare notes with teachers who were doing a similar job to me. But the organisers kept the best to last in my opinion and the closing general session was great. Entitled 'Teach like Your Hair's On Fire', is enough to make anyone attend. Rafe Esquith is a 5th grade teacher in L.A. and shared his methods for turning disaffected students into prospering 10 and 11 year olds who have responded to his upbeat revitalizing methods. If you get a chance go visit his class.

My visit was over I had experienced school life in a variety of settings in two very different states. I was taking home a suitcase load of ideas, handbooks and handouts.

Finally I have to thank the EIS for the funding and all the people who supported me in the states. Many are still emailing and I have made many new contacts who all want to come and visit I just hope they don't all come at once! ■

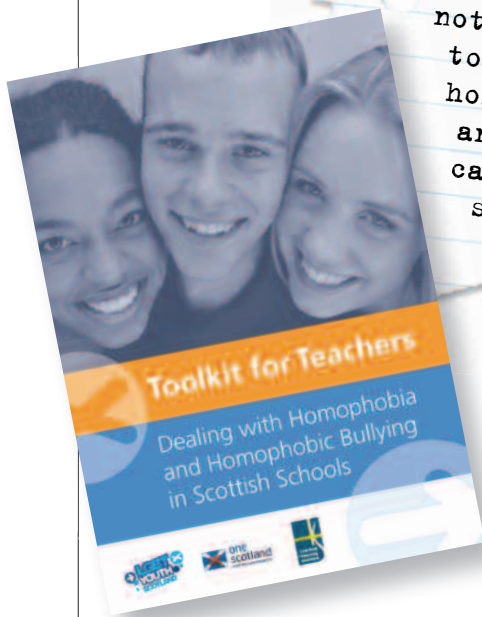
"I had experienced school life in a variety of settings in two very different states. I was taking home a suitcase load of ideas, handbooks and handouts."
Elsie Dougan



Three students dressed in national costume welcome me to Williams Middle Magnet School in Tampa Florida

Information on 2009 Page Scholarship on p7

Dealing with Homophobia and Homophobic Bullying in Scottish Schools: Toolkit for Teachers



"Young people need to see that there is nothing wrong with it and that it is not right to make fun of people who might be gay. It's horrible to have to go into school every day and worry about whether you are going to be called a poof in the corridor or have people staring at you, it should not be allowed."

Male, 16 years

"There are clear connections between homophobic bullying and negative impacts on young people's health, wellbeing, attendance and attainment at school."

Dealing with Homophobia and Homophobic Bullying in Scottish Schools is a brand new toolkit resource designed to support teachers in recognising, challenging, and effectively reducing homophobia and homophobic bullying in their schools. The resource, funded by the Scottish Government and developed by LGBT Youth Scotland in partnership with Learning and Teaching Scotland, is available online at www.ltscotland.org.uk/homophobicbullyingtoolkit and was distributed to all secondary schools and local authorities in January 2009.

"Professionals need to stop the stupid rumours and stereotypes that people spread and help us feel better about ourselves. Reassure us that we are normal and that we shouldn't be ashamed of who we are."

LGBT young person

This toolkit is based on research into homophobic bullying conducted with lesbian, gay, bisexual and transgender (LGBT) young people and over 200 schools in Scotland in 2006. This research highlighted that homophobia and homophobic bullying were problematic for young people and that schools were not always sure about how best to tackle it and support LGBT young people. While young people called for proactive and preventative approaches to tackling homophobia and open discussion of LGBT issues, teachers requested clear information and guidance in order to feel as confident as possible.

Teachers are already experienced in tackling bullying. However, what is said to be more difficult is dealing with, as one teacher called it, 'the homophobic element' in bullying. Teachers already support young people. But what if a young person wants to talk about being gay? What can and should be said? How should it be said? For many, dealing with homophobia and LGBT issues can feel like new and sensitive territory.

Research and practice demonstrate the need to engage with these issues. Young people who access LGBT Youth Scotland's services consistently identify homophobic bullying as their biggest worry. Research from the UK and elsewhere suggests that LGBT young

people are likely to experience a long period of secrecy and isolation before being able to come out to anybody. There are clear connections between homophobic bullying and negative impacts on young people's health, wellbeing, attendance and attainment at school. Put simply, young people who are isolated, ashamed and victimised are less likely to succeed: anti-homophobia work in schools, alongside other sorts of anti-bullying and anti-discrimination work, can help to support the development of the four capacities in children and young people.

"School helps you understand and stop racism, sexism etc. so why not homophobia?"

Female, 14 years

Toolkit contents

Dealing with Homophobia and Homophobic Bullying in Scottish Schools defines homophobic bullying as when a young person's actual or perceived sexual orientation/gender identity is used to exclude, threaten, hurt, or humiliate him or her. It can also be more indirect: homophobic language and jokes around the school can create a climate of homophobia which indirectly excludes, threatens, hurts, or humiliates young people.

The toolkit addresses a range of areas:

The Key Issues

Issues facing LGBT young people, defining homophobia and homophobic bullying and understanding its impact

Questions and Answers

Responses to questions on homophobic bullying, gender stereotypes, transgender young people and transphobia, discussing LGBT issues and supporting LGBT young people

Including Homophobia and Homophobic Bullying in School Policy

Inclusive anti-bullying policies, an anti-bullying policy 'health check' and raising awareness of policy

Practical Guidance Guidance in areas such as challenging homophobia, the use of language, recording and monitoring incidents, confidentiality, information sharing and involving parents and carers in anti-homophobia work

Suggestions of Good Practice

A range of ways to kickstart anti-homophobia work in schools including ways in which to raise awareness of LGBT issues in the school and wider community

Further Resources Glossary of terms and further useful resources and contacts

Lesson plans A range of adaptable cross-curricular lesson plan suggestions for Third, Fourth and Senior levels, along with guidance on addressing anti-homophobia and LGBT issues with young people.

The toolkit was piloted in five secondary schools in East Lothian, Falkirk, Edinburgh, the Scottish Borders and Dumfries and Galloway. Each school contributed to the pilot differently with some commenting on content, some trying out lesson plans with pupils and others organising innovative awareness raising work such as Equality Day events.

"Using the toolkit has made young people aware that staff take homophobic bullying seriously and that they are available and willing to talk to young people about it. It gives the message that homophobic attitudes and behaviour have no place in the school."

Guidance Teacher,
Pilot School

Where to from here?

"No one in Scotland should be targeted or victimised because of their sexual orientation or gender identity. We want to challenge the negative attitudes within society that make some people think it's okay to harass or bully LGBT people. Homophobic bullying is completely unacceptable, whether in schools, the workplace, or any other environment." Nicola Sturgeon MSP, Deputy First Minister of Scotland and Cabinet Secretary for Health and Wellbeing

Attitudes towards LGBT people are improving each and every day – the Scottish Social Attitudes Survey has recorded a gradual reduction in prejudice towards LGBT people over the last five years. LGBT people are becoming more and more visible in the media and in public life. Inequalities in legal rights and protections for LGBT people have almost all been eradicated. There can be no doubt that these changes have been hugely positive, and it could be easy to assume that in 2009 life would be no better or worse for an LGBT young person than for any other young person.

However, homophobia will exist in every school simply because it still exists in wider society, and many LGBT young people remain silenced and isolated, unable to be themselves. When will young people be able to come out as LGBT without the fear of

losing their friends or being rejected by their families? When will 'gay' stop being a synonym for 'bad' and when will it no longer be the worst epithet with which a young person could be labelled? When will young people who identify as LGBT cease to be at risk of bullying, isolation and poor health? All of these changes can only happen when addressing LGBT issues and anti-homophobia ceases to be new or uncertain territory and becomes an integral part of ensuring good health and wellbeing for all young people.

It is hoped that this new resource will play a part in making this a reality by acting as a jumping off point for schools to consider these issues and to work towards a future in which all LGBT young people are enabled to grow up without fear or shame. ■

Dealing with Homophobia and Homophobic Bullying in Scottish Schools is available online at www.ltscotland.org.uk/homophobicbullying toolkit. We welcome enquiries, comment and debate on the resource, please get in touch at info@lgbtyouth.org.uk

Sara O'Loan
Research Manager,
LGBT Youth Scotland
www.lgbtyouth.org.uk

"No one in Scotland should be targeted or victimised because of their sexual orientation or gender identity. We want to challenge the negative attitudes within society that make some people think it's okay to harass or bully LGBT people."

Nicola Sturgeon



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Bronze, Silver or Gold?

– Sir Chris Hoy asks what challenge will you take on for Maggie’s Centres?

maggie’s

Three times gold medallist at the Beijing Olympics, Sir Chris Hoy, has taken time out of his busy schedule to endorse Maggie’s Cancer Caring Centres largest annual fundraising event – the Monster Bike & Hike.



Monster 2009 is the ultimate 24-hour team building challenge, 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 2nd and 3rd 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.

Chris Hoy, winner of 3 Gold Medals at the 2008 Olympics, said: “I know, from training and competing, what can be achieved through receiving the right information and support from the team of people around you. At Maggie’s Centres, they have dedicated teams of staff who offer a unique mix of practical and emotional support to anyone affected by any type of cancer, as they recognise that cancer is one of the biggest challenges that you can face in life and that you should not go through it alone.”

2009 will be the sixth year of the Monster Bike and Hike, with £2.5 million raised to date. Over 700 people are expected to take part to raise £500k for Maggie’s network of Centres, which offer emotional support and practical advice to people with cancer, their families and friends.

The BBC Sports Personality of the Year continued: “Setting goals and objectives and taking on challenges can provide a real boost, both physically and mentally. I would encourage people to take on the challenge of Maggie’s Monster Bike & Hike. After biking 30 miles and then hiking 8, 22 or 43 miles the medal around your neck will feel like your own Olympic Gold. You will have achieved your goal, be surrounded by majestic scenery and know that your hard work has directly helped people to build a life beyond cancer.”

To find out more about Maggie’s and Monster 2009 visit www.maggiescentres.org/monster call Claire Devlin on 0845 602 6427 or e-mail monster@maggiescentres.org

Creative Sparks Conference

27 February 2009, Edinburgh

Igniting the Desire to Read and Write



With the development of *Curriculum for Excellence* there has never been a better time for teachers and librarians, writers and literature professionals to work together to foster excitement about reading, writing and language in young people. The emphasis on creativity, experience-based learning and the value of working with outside agencies all point to an environment where educators and writers can work together to inspire pupils.

Creative Sparks will explore and discuss the impact of creative approaches to literature and language education, with some of the world’s leading literature development experts, including Children’s Laureate Michael Rosen and Ninive Calegari of 826 National.

If you are in the learning business and are interested in creative



Michael Rosen

approaches to literature in education, this event is for you.

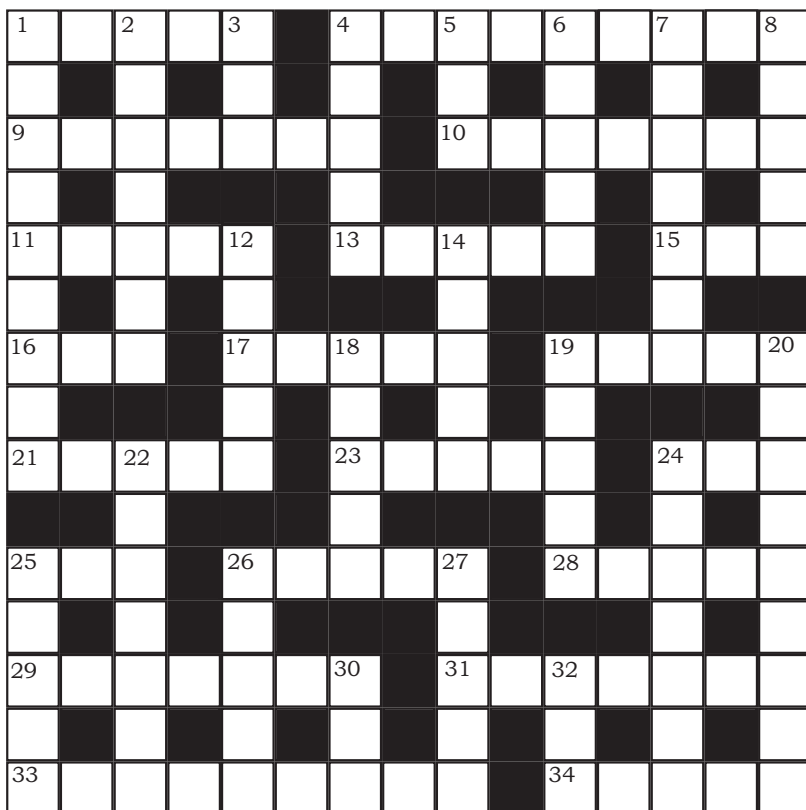
The conference provides 8 hours of CPD relevant to *Curriculum for Excellence*.

- Children’s Laureate Michael Rosen will be sharing his ideas about transformational approaches to reading for pleasure in schools
- Ninive Calegari, co-founder of America’s innovative 826 National – a network of drop-in centres providing free tutoring to disadvantaged children – will

discuss her experience of igniting the desire to write (if you have 4.06 minutes to spare, watch one of 826’s inspirational videos at <http://www.youtube.com/watch?v=L0809zOgc10>)

- A range of practical seminars, targeted to librarians, primary and secondary teachers, will explore the link between creative practices and literacy across the whole curriculum.
- Standard Life Best Practice Award will showcase the most innovative projects in schools and libraries – 5 shortlisted projects will have 6 minutes and 6 slides each to convince the voting audience of the worth of their project!
- And of course, many opportunities for networking and discussions...

Go to www.scottishbooktrust.com/conference for more information and to download a copy of the programme.



Answers to crossword no.53

Across: 1 Set-to, 4 Schematic, 9 Moisten, 10 Drive-in, 11 Niger, 13 Salve, 15 Moo, 16 Its, 17 Indus, 19 Volga, 21 Somme, 23 Meets, 24 Par, 25 Add, 26 Miser, 28 Rhone, 29 Overarm, 31 Potherb, 33 Irrawaddy, 34 Purge.

Down: 1 Semantics, 2 Twinges, 3 Oft, 4 Sinus, 5 Had, 6 Moire, 7 Thermal, 8 Congo, 12 Rhine, 14 Lisle, 18 Dumps, 19 Visor, 20 Agreeable, 22 Mid-year, 24 Pioneer, 25 Aioli, 26 Miaow, 27 Reply, 30 Mud, 32 Tip.

CROSSWORD WINNER –

Congratulations to **Sandy Jobling**, Edinburgh, who was the winner of SEJ cryptic crossword no 53. Sandy receives a £20 book token.

CLUES

Across

- 1 Inclines to include in catalogue (5)
- 4 Can be written or said, sometimes from the bank (9)
- 9 I was roped to explosive device (7)
- 10 Waste container surrounded by concern for small arm (7)
- 11 Green, blue, lemon, super, tell tale (5)
- 13 Originally sorrow had a miserable effect on guilt (5)
- 15 Of a thing is it not (3)
- 16 A single unit on every person (3)
- 17 Main line from the heart or at a position nearby (5)
- 19 Evil America is a headache (5)

- 21 Martens able to produce expensive fur (5)
- 23 Indistinct grizzly ate the beginner (5)
- 24 Can you wear a large snake over your shoulders ? (3)
- 25 Ron could be a negative alternative (3)
- 26 A game for mates only (5)
- 28 Point the finger at Mable when drunk (5)
- 29 Attendant who might look after the shop (7)
- 31 Sit on the fence and dare sit uncomfortably (7)
- 33 Place ones sister under canvas, I mean it ! (9)
- 34 The false swamp you and I inhabit (5)

Down

- 1 Credit notes follow US soldier back 'til I get a chance to sue (9)
- 2 Mistake to gratify in the jagged edge (7)
- 3 Crushed curd out for feminine reference (3)
- 4 Songs about kisses (5)
- 5 Part of a regular circle starts (3)
- 6 See infra-red back in the nest (5)
- 7 Headless revolutionary talk becomes an issue (7)
- 8 Terrible time between ten and twenty (5)
- 12 Kens a confused 24 across.... (5)
- 14 Bewilder a labyrinth perhaps (5)
- 18 Massage the french currency (5)
- 19 Could be a type of brush? (5)
- 20 Quiet, a footballer on board is amorphous (9)
- 22 Citizen of an English town to guess BR rationalisation (7)
- 24 Standing north or south maybe (7)
- 25 Japanese second generation is eighth in line (5)
- 26 At first crude, rough and senselessly stupid (5)
- 27 Beam, quiet at the back! (5)
- 30 Intrinsically, colour the end yellow (3)
- 32 Put the bill on my cigarette end (3)

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 27 February 2009**. 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.

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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: easy

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

SEJ December 08 Sudoku solution

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

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Dear Editor

With reference to the EIS journal October 2008, I was disturbed by the particularly biased report regarding the situation in Palestine.

I have been a member of the EIS for over 10 years and would commend the journal for its well balanced articles throughout that time.

However, this article is particularly misleading and has only included the "history" it chooses to include. For example, it omits to mention that in 1922 the British Government was given a mandate by the League of Nations (now called United Nations) to establish a National home for the Jews in Palestine. The British Government of the time failed to execute this properly and only gave less than half the land originally mandated for the Jews. Most of the land at the time was barren desert and mosquito infested swampland



inhabited by a small number of Jews and Arabs. Had I not been acquainted with other historical and modern facts this article would have caused me to feel particularly antagonistic towards the Israelis.

As it happens, I have visited and stayed in Israel and Palestine – in such places as Nazareth, Ramallah, Bethlehem, to name but a few. I have spoken to both Jews and Arabs.

There is no mention in the article about the fact that some Israeli school children are so traumatised by the constant rocket attacks (rarely reported in the British media)

that they are still bed wetting into their teens.

Many ordinary Arabs do not have the stomach for the terrorist war against the Israelis but they won't dare speak out against their Arab

masters, as their lives would be in great danger. There is no mention of the fascist-style militias – Hamas and Hezbollah – who are fighting and killing each other to gain control over the Gaza Strip. As a result of this vicious "turf war" the ordinary Arab is now much worse off than when the Strip was under Israeli control. I could go on at length about arguments on both sides, but my purpose is to appeal to you, that you will present a balanced viewpoint from both sides in your articles in future whatever the topic.

Ernie Gibson, Highland

Dear Editor

A few pointers for your unnamed correspondent, critical of Janet Powney's article (Letters Dec '08).

When Palestine was partitioned in 1948, under 10% of the land and property was Jewish owned. So, no surprises, here, when the Palestinian people objected to their land, homes and heritage being gifted to Jewish settlers by the United Nations.

As recent events well demonstrate, Palestinian lives are of little value to Israel. So, no surprise, again, that children under military occupation have a "negative view" of the killers of their friends and family, of the occupiers of the land of their parents and grandparents.

I must admit to a degree of sympathy with the view that Israeli policies are erroneously described as "apartheid". In reality these policies do not make for separate development. More accurately, these policies ensure de-development of the Palestinian economy with Israel's wall of annexation, not security, playing a major role.

And finally, Israel is not the only democracy in the Middle East. Elections have taken place, twice, in the occupied Palestinian territories – women voters included. If this democracy is imperfect – one third of the current democratically elected legislators are in Israeli prisons because they stood for the "wrong" party – then look no further than Israel for the reason.

Hugh Humphries, Glasgow

EIS condemns Gaza school bombings p5

EIS Quiz 2008 – The answers!

Section 1: 2008 – Were you paying attention?

1. Cyprus and Malta.
2. The Writers Guild of America.
3. London Heathrow Airport's Terminal 5.
4. Trevor Immelman of South Africa.
5. Henley.
6. Ireland.
7. Glasgow East.
8. The Bird's Nest Stadium (National Stadium also accepted).
9. Blue Peter.
10. The QE2.

Section 2: Song Lyrics*

*(other artists also accepted where songs have been covered).

1. Kid Rock *All Summer Long*.
2. Barry Manilow/Take That *Could It Be Magic*
3. Abba *Lay All Your Love on Me*
4. Avril Lavigne *Complicated*.
5. Aerosmith *I Don't Want To Miss A Thing*
6. Coldplay *Clocks*
7. Oasis *Little by Little*
8. LeAnn Rimes *Can't Fight the Moonlight*
9. Elton John *Don't Let The Sun Go Down On Me*
10. Take That *Rule the World*

Section 3: 1908 Trivia

1. Tex Avery
2. Anne of Green Gables.
3. Rex Harrison.
4. Harvard Business School.
5. The Ideal Home Exhibition.

6. London.
7. Feyenoord Rotterdam.
8. The Model T Ford or Ford Model T. (either accepted)
9. Bosnia and Herzegovina. (Bosnia accepted)
10. Sir Edward Elgar.

Section 4: Food and Drink

1. Champagne
2. Orange, Lemon, Strawberry and Lime. (other flavours accepted)
3. The Bellini.
4. Artichoke.
5. Cadbury's Wispa.
6. Italy.
7. Kentucky.
8. Caesar Cardini
9. Minestrone (by 10 CC).
10. Pot Noodle.

Section 5: And finally...

1. Paris (Charles De Gaulle International Airport)
2. Wolfgang Amadeus Mozart.
3. 4.
4. Holly Hunter.
5. Frank Sinatra.
6. Caracas.
7. Lima.
8. 1989.
9. Clarence.
10. Burgundy.

The winner of the Quiz competition is Carole Thorpe, a primary teacher from Aberdeen. Carole receives a £50 gift voucher. Congratulations to Carole, and thanks to everyone who entered.

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

Please write to:

The SEJ Editor, 46 Moray Place, Edinburgh, EH3 6BH
F: 0131 220 3151 E: sej@eis.org.uk

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