

The Scottish  
Educational  
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**eis**

The Educational  
Institute of Scotland

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Examining  
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# SEJ



**Will he  
understand?**

Questions continue over the level of  
language support for migrant pupils



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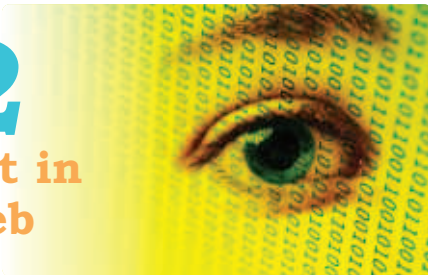
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# Comment



## Supporting all our pupils

**As a teacher, you naturally want to provide the best learning experience for each individual pupil in your class.** While giving personal attention to each individual pupil in every class has always been a challenge, the recent move towards personal learning planning for pupils and the associated deployment of additional support staff, coupled with the continuing drive to reduce class sizes, have been steps in the right direction. However, one issue of growing concern is threatening to undermine all this good work, right across Scotland – the continuing lack of adequate resources to support the education of the children of migrant workers in our schools.

Contrary to what some tabloid editors would like us to believe, Scotland welcomes these families from across Europe and beyond and recognises the many valuable contributions they can make to our society. When children from migrant families arrive at their new schools in Scotland, staff and pupils will often go out of their way to welcome them and to make them feel at home.

However, as welcome as these children are in Scottish schools, the massive increase in economic migration has created difficulties for schools and teachers due to a lack of resources to support the education of these pupils in mainstream classes. Often pupils arrive with little or no knowledge of English and, without specialist support, it is easy for them to be left behind or restricted to the simplest of tasks simply to fill time in their day. This is hugely frustrating for both the pupils and teachers, and can only be addressed by substantial investment in resources, CPD for class teachers, and the deployment of additional specialist EAL teachers right across Scotland.

Even where EAL support is available, it is often spread far too thinly across too many schools with the result that pupils receive extremely limited access to the language specialist teacher. This leaves class teachers to 'plug the gap', often with inadequate resources and training, and reduces the time available to teach other pupils in the class. It also impacts on the support available for those pupils who are native to Scotland but who do not speak English as their first language.

All of these factors have combined to create a situation where class teachers and language specialists are being pulled in too many directions at once. Teachers are working hard and doing their best to meet the needs of all pupils, but they are becoming worn down by their increasing workload and frustrated at the lack of adequate time and resources to allow them to provide all pupils with the support that they need.

This is an issue that is not going to go away, and which can only be addressed by significant additional investment from the Scottish Government to enhance the language support in every local authority area. This will necessitate training and employing additional language specialists, and also providing the CPD and resources to enable class teachers to better meet the needs of pupils from migrant families. With the Government campaign to attract skilled workers and their families to Scotland continuing apace, it is now time for a similarly concerted effort to provide the best educational opportunities in our schools for the children from those families. ■

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# New Three-Year Pay Deal for Scottish Teachers

The Scottish Negotiating Committee for Teachers (SNCT) has agreed a new three year pay deal for Scotland's teachers. The SNCT is the tripartite negotiating forum which was established as part of the landmark 2001 teachers' agreement. The SNCT is comprised of the Teachers' side, the Local Authority side, and the Scottish Government side.

The deal is worth over 7% over three years and is made up of salary increases of 2.25 per cent for 2008/09 and 2.5 per cent for 2009/10 and 2.4 per cent 2010/11.

Additionally, a supplemental 0.5% increase was applied to all teachers' salaries from 1 December 2007, as a consequence of a clause in the previous salary settlement.

Commenting on the 3-year deal, EIS General Secretary Ronnie Smith said, "This deal offers

welcome pay stability for Scotland's teachers, at a time of increasing global economic strain.

"These were always going to be difficult negotiations, given the current economic conditions and the tight financial settlement under which local authorities are operating.

"Nevertheless, we are confident that this settlement offers a fair deal for teachers which compares well to other recent public sector pay awards. The key was to ensure that salary levels remain attractive to both prospective and established teachers and, with this settlement, we believe that has been achieved."



## New Year Honours for Education



Photos: Alan Richardson

**The Queen's New Year Honours List has acknowledged several prominent Scots, and also some EIS members past and present, for their services to education.**

Matthew MacIver, Chief Executive and Registrar of the General Teaching Council for Scotland, was made a Commander of the British Empire (CBE). Mr MacIver is a past member of the EIS and a former headteacher at both the Royal High School in Edinburgh and Fortrose Academy. Mr MacIver joined the GTCS in 1998 as deputy registrar (education), and was elevated to his current post in 2001.

In 2004 Mr MacIver (pictured left) was made a special category Fellow of the Educational Institute of Scotland (FEIS).

Two other honourees with EIS connections are Joan Fenton, retired headteacher of Dyce primary school in Aberdeen, and John Wilson, Director of Education in East Renfrewshire, each of whom was made an Officer of the British Empire (OBE).

The SEJ congratulates each of the recipients on their Honours.

Other people in Scottish education honoured in the list include: Tim O'Shea, Principal of the University of Edinburgh (Knighthood); Seona Reid, Director of Glasgow School of Art (CBE); Patricia Kennedy, headteacher of St Mark's primary school in Barrhead (OBE); Sue Pinder, Principal of James Watt College (OBE); Janet McCauslan, Assistant Principal of Carnegie College (Member of the British Empire); John O'Dowd, Quality Improvement Officer in North Lanarkshire (MBE).

# EIS welcomes OECD's positive report on Scottish Education

**T**he EIS has welcomed the recent publication of the Organisation for Economic Cooperation and Development (OECD) Report on Scottish Education. The Report, published following a comprehensive review of Scottish education carried out by the OECD's Education and Training Policy Division, presents a very positive evaluation of Scotland's highly inclusive comprehensive education system. But the report also raises a number of challenges for the future, which must be acted upon by both local and national government. Commenting on the publication of the Report, EIS General Secretary Ronnie Smith said, "If the changes set out by the OECD are to have a real impact for schools and young people, the teaching profession as a whole must be fully involved in the discussions to come and the process of change."

Commenting on the detail of the Report, Mr Smith said, "The OECD has produced an extremely detailed report, which delivers a highly positive evaluation of Scotland's comprehensive education system. We welcome the OECD's recognition of the many positive characteristics of Scottish state education, such as the high performance of Scottish pupils compared to those in other countries, the highly equitable nature of our comprehensive education system, and our quality teacher development including an induction scheme for new teachers which is described in the Report as 'world class'. These are all hugely positive findings, which are further reflected in the Report's statement that 'Scotland's confidence in its comprehensive system is well placed'. Scotland is rightly proud of its education system, and it is important that we recognise and celebrate all that we do well in our schools."

Mr Smith pointed to the recommendations for change in the report. He said, "As well as pointing out our strengths, the Report also identifies a number of challenges for Scottish education in the years to come. We must consider these challenges and the OECD's recommendations carefully, if we are to continue to

improve our school system. In particular, we must tackle the link between deprivation and school performance and the attainment gap between our highest and lowest achieving pupils. The challenge for Government – as much as for schools – is to answer the assertion that, as the Report states, 'who you are in Scotland is more important than what school you attend'. Deprivation is a serious issue for many young people in Scotland, and this must be tackled if young people from less affluent backgrounds are to achieve their potential."

"Scotland must celebrate what we do well, but at the same time understand that we still have a considerable amount of work to do in delivering an education system which will allow all our pupils to reach their full potential. This will take time, and considerable government investment in teachers, schools and learning resources. But, by schools working together with parents and the community, in partnership with local and national government, we can continue to improve on the very high standard that Scottish education has already set", added Mr Smith.

## Solid Performance for Scotland's Schools in PISA Report

The latest Programme for International Student Assessment (PISA) report, published recently, has shown that Scotland's pupils perform above the international average in all three areas assessed – Science, Mathematics and Reading. However the EIS has warned that continuing investment in education is needed to help close the attainment gap between the highest and lowest achievers, and to ensure that Scotland can continue to compete with other countries across the globe.

Commenting on the report, EIS General Secretary Ronnie Smith said, "This report displays a largely positive snapshot of Scottish education, and shows that Scottish pupils continue to perform above the international mean in all three subject areas covered by the PISA study. For the first time, Science has been assessed in a revised form as part of the PISA study and it is extremely encouraging to note that Scotland performs significantly above the international mean in this important area. This is a credit to the work that goes on in schools across the country, and our pupils and teachers should be proud of their success."

However, Mr Smith went on to warn against any complacency, saying "This report also highlights that we must continue to invest in our education system if we are to continue to compete, in both educational and economic terms. There are already signs, illustrated in this report, that other countries are improving faster than Scotland in areas such as Mathematics and Reading. While Scotland is still performing well in these areas, we cannot allow any sense of complacency over our achievements. Only by placing a high priority on education, and by continuing to invest in resources and teachers, can Scotland hope to continue its educational and economic successes."

"The figures also warn that there continues to be a worrying gap between our highest and lowest achievers in schools," added Mr Smith. "We must examine the socio-economic factors which contribute to this gap, and consider how best we can work to address these issues. Scotland's comprehensive education system must always aim to deliver equality of opportunity for all our young people, no matter what their social background. While our system is performing well, we can learn lessons from other highly successful comprehensive education systems such as that in Finland – a highly inclusive system which has benefited from significant government investment in highly professional teachers and top-quality resources over the years."

**"By schools working together with parents and the community, in partnership with local and national government, we can continue to improve on the very high standard that Scottish education has already set."**

Ronnie Smith, EIS General Secretary

## Leadership for the future

Photo: Mark Jackson

Headteachers from across Scotland recently gathered in Edinburgh at the EIS National Headteachers' Conference to discuss issues such as future school leadership, collegiality, management structures, the Curriculum for Excellence, and teacher wellbeing. The Conference, organised by the EIS Headteachers' Network with the support of the EIS Organisation Department, was well attended by headteachers from across the country.



President Kirsty Devaney (front) with conference speakers (L-R) Mike Finlayson, Tony Finn, May Ferries and Gill Robinson

The conference was chaired by EIS President Kirsty Devaney, and speakers included General Secretary Ronnie Smith, Dr Gill Robinson of Learning and Teaching Scotland, Mike Finlayson of Teacher Support Scotland, Tony Finn of Fife Council Education Department, and May Ferries of

the EIS Salaries Committee.

General Secretary Ronnie Smith told the conference, "The spotlight is shining brighter than ever on the importance of school leadership and on the need to develop the next generation of headteachers. There are many

complex reasons why some areas are having difficulty in attracting headship candidates. Issues such as workload and work/life balance are a huge concern for both current and prospective headteachers across the whole of Scotland."

## Edinburgh event opens a world of CPD opportunities

**'CPD Across the Standards', the first CPD event to be organised jointly by the City of Edinburgh CPD team and City of Edinburgh EIS Learning Representatives, took place on Friday November 16th at Hibs' Stadium. 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 children's learning.**

There was something for teachers at all career stages. Michael Wood, HMIE, provided an introduction to the Journey to Excellence website showing navigation to some of the entertaining and thought-provoking movie clips and resources, which can be used for whole staff or individual reflection and development. Rosa Murray (GTCS) encouraged teachers to consider achieving Professional Recognition for the expertise many already have or are thinking of developing. Mary Clason (primary headteacher) explained the routes to Chartered Teacher and described how a collegiate and supportive school culture has empowered increasing numbers of staff in her school to achieve Chartered Teacher status. Class teacher Claire described

her experiences in becoming Chartered.

Participants also had the opportunity to talk with stall holders representing a wide selection of current local and national initiatives as well as several university providers of chartered teacher modules and other courses. These included representatives from Health Promoting Schools, International Education, Enterprise, Eco Schools, Early Years, Building Confidence, SQH, as well as the Universities of Edinburgh, Stirling, Strathclyde, Paisley and City and Guilds.

Around fifty people attended and many left encouraging feedback, such as: "More of the same

### Former EIS staff member turns 100

Elizabeth Wood, who formerly worked as a cleaner at EIS HQ in Edinburgh, recently celebrated her 100th birthday. The SEJ congratulates Mrs Wood on reaching this milestone and wishes her all the best. A Moray Place insider said, "Elizabeth joined us in 1971 and was an excellent cleaner and extremely thorough, right down to the application of Brasso to the chains holding the plugs to the sinks."

please", "Thought-provoking, interesting speakers", and "Would like to see it run again for those who missed out".

A similar event will be held in the autumn term 2008. Details will appear in the SEJ and Edinburgh's CPD Directory.

*Anne Scott, Alison Waugh, Edinburgh Learning Representatives.*



# Salary settlement is “best option” in current climate

**The first meeting of EIS Council in 2008 heard details of how the new three year salary settlement for teachers (see news item on page 4 of this SEJ) had been agreed by the Scottish Negotiating Committee for Teachers (SNCT).**

Salaries Committee convener Malcolm Maciver, who is also the Teachers' Side chair of the SNCT, provided Council with a detailed report on how the negotiations had been conducted and the background to the Teachers' Side's acceptance of the pay deal.

Commenting, Mr Maciver said, “By the time of the full SNCT meeting to discuss the salary settlement, it was apparent that both COSLA and the Scottish Government had a clear desire to reach a multi-year settlement. For our part, we were clear that any acceptance of a multi-year deal would hinge on the value of

such a settlement. In the end, following negotiations, the EIS Representatives on the Teachers' Panel of the SNCT agreed, without demur, to accept the final offer that was tabled.”

He continued, “In choosing to accept the offer, a number of factors were taken into account by EIS negotiators. Firstly, it was clear that pushing for a one-year settlement and coming back to the negotiating table in a year's time was not going to produce a better offer. Secondly, the offer that was tabled in December was not guaranteed to remain available in the New Year, had we chosen to reject it.

Finally, our Representatives on the SNCT had to take a pragmatic view and recognised that, in light of the tight budget settlement for local authorities coupled with the planned Council Tax freeze, there was nothing to be gained in trying to hold out for more money. Basically, we did not believe that Directors of Finance, once they had time to examine the Scottish Budget Settlement, were likely suddenly to find more money for teachers' salaries.”

Mr Maciver added, “As ever in such negotiations, it came down to a matter of judgement on the part of the elected EIS negotiators. I believe, taking into account economic conditions and given what we now know about settlements elsewhere in the public sector – including the deals for the police, teachers south of the border and, indeed, even for MPs – that the decision to settle was the correct one.”



Malcolm Maciver - "Best available offer on teachers' pay".

## Membership of Special ad-hoc Panel agreed

Council heard, in reports from Vice-President David Drever and the convener of the Emergency Sub-Committee Jack Barnett, the details of the special ad-hoc Panel of past EIS Presidents which is to be convened to investigate complaints previously raised by former Ex-President Peter Quigley in relation to the handling of his resignation last September.

The Emergency Sub-Committee met in December to agree the parameters for membership of the Special Panel. They agreed that the most recent Past Presidents who were not currently serving on EIS Council should be approached to sit on the Panel. Following this process, the three most recent Past Presidents who were available to form the Panel have been confirmed as Moira McCrossan (1998), John Patton (1999) and Sheena Wardhaugh (2004).

EIS Council had previously agreed that the Panel will have full authority to examine and rule on the validity of the relevant complaints previously raised by Mr Quigley.

Council also heard that, following the enforced abandonment of the Executive Committee meeting which had been scheduled in January, the EIS had applied for, and been granted, an interim interdict which debar Mr Quigley from attending meetings of EIS Council and its associated committees until such time as the Special ad-hoc Panel has completed its work. The decision to seek an interdict had been taken reluctantly, Council was told, but had been deemed necessary to ensure that the normal work of EIS Council and its committees could continue in an appropriate manner, free from the disruption experienced by the January Executive Committee.

## Social Network Advice

The EIS has recently met with representatives of Learning and Teaching Scotland, in order to discuss potential appropriate advice for teachers on the use of internet social networking sites. The Employment Relations Committee will hold further discussions on this issue, and further meetings with LTS will be arranged to discuss future collaborative work on suitable guidance for teachers.

## Nursery Education

Commenting on recent developments in nursery education, Education Convener Larry Flanagan said, "Despite some positive noises from the Scottish Government, teacher-led nursery education remains under pressure, and potential threat, at local authority level. We welcome CPD for other workers in the nursery setting, but implications for the employment of nursery teachers must also be considered", said Mr Flanagan.

“Scotland is a diverse and multi-cultural society and is increasingly becoming home to workers and their families from across Europe and beyond.”

# Speaking the of education

In this issue of the SEJ, we focus on the issue of supporting pupils who do not speak English as their first language. With the growth in economic migration into Scotland, supported by a Scottish Government campaign to attract skilled workers from overseas, schools and teachers are being placed under increasing pressure due to the growth in the number of pupils requiring additional language support. While teachers and the English as an Additional Language Services across the country are doing all they can to provide support to all the pupils who need it, there is a clear need for an expansion in EAL support and resources to meet the growth in demand in all parts of Scotland.



The EIS has called for better support for the children of migrant workers in Scottish schools. Teachers across the country have been raising concerns over the lack of specialist support and professional development available in schools to assist children who do not speak English as their first language. This is placing a huge strain on schools and teachers, and is impacting on the learning and teaching process for both pupils from migrant families and also their English-speaking classmates.

Scotland is a diverse and multi-cultural society and is increasingly becoming home to workers and their families from across Europe and beyond. We warmly welcome these families who, in addition to adding to our rich cultural mix, also continue to bring many skills which are essential to our country and its economy. However, as welcome as these families are, we have to recognise that schools and teachers are being placed under additional pressure as a result of the increase in economic migration. We want to see the best educational experience provided for all pupils, both those who are native to Scotland and those who have moved here from other countries. The huge increase in pupils who are new to English is placing an ever-increasing strain on our schools and our teachers. The Government and all local authorities must take urgent



# language

action to provide the additional resources, professional development and the support of sufficient numbers of specialist English as an Additional Language (EAL) teachers that our schools desperately need.

This is an issue for the whole of Scotland, not just the central belt as it has sometimes been seen in the past. Migrant workers, particularly those from accession countries, are now settling in various parts of Scotland and contributing to communities right across the country. They also have a vital role to play in the future economy of Scotland.

However, one effect of this has been the growth in the number of pupils requiring EAL support in schools which are often not well equipped to support pupils in this area of education. This is an issue in smaller rural schools as well as in schools in more urban areas. In many areas, even where specialist EAL support is available, the resources are being spread far too thinly with only a very limited number of specialist EAL teachers expected to support hundreds of pupils, with very different needs, across dozens of schools. In addition to placing great strain on the EAL specialists, this also places additional burdens on class teachers to 'plug the gap' in areas of education in which they have not received adequate professional development. This can clearly have a knock-on effect on the educational experience for both the pupils from migrant families, who do not receive the specialist support they need, and also the rest of the class who can lose out on time with the teacher as a result.

This is a very real problem for our schools, and it will require a concerted effort from both national and local government if it is to be overcome. As the Government continue to encourage skilled workers to relocate to Scotland, they must meet their obligations to their families and put in place the resources to support the education of their children. There is a desperate need for more EAL specialists across Scotland as well

**“As the Government continue to encourage skilled workers to relocate to Scotland, they must meet their obligations to their families and put in place the resources to support the education of their children.”**

as more professional development for teachers in post, and the Government must find ways to support this in all parts of the country. Local authorities must also be mindful of their obligations to provide the specialist support that these pupils need, as they are obliged to do under the terms of the Additional Support for Learning Act. This is far too important an issue to be left unattended – all our young people,

no matter what their background and no matter what language they speak at home, deserve the opportunity to reach their full potential in school and to be able to access the curriculum. Teachers naturally want the best for all their pupils, but they must be given the resources and support they need to achieve that aim. It is now time for our elected representatives to deliver. ■

## FROM THE CHALKFACE

### Teachers' comments about current and future EAL provision

“More financial input is required from the Scottish Government to deal with the influx of EU migrant workers' families into areas all over Scotland, especially in many areas which have little or no tradition of receiving pupils for whom English is not the first language.

Unfortunately, this influx has co-incided with the inclusion of bilingual learners into the ASL/ASN Framework. In many areas of Scotland it was already the norm for learning support and EAL to be dealt with as if they were equivalents.

EAL teachers were against the inclusion of all EAL learners into the ASN/ASL Framework and feared that, if this happened, teachers would be expected to take up a consultancy role and not teach, as they were trained to do and entered the profession to do.

New migration patterns and local demographics have placed many new learners of English into areas, and indeed schools, with little or no history of receiving such pupils. Plans to “rob Peter to pay Paul” by proposing taking support away from British-born bilingual pupils is no answer. Money should certainly be found by Government to support the teaching of new arrivals.” – *EAL teacher*

“There is effectively going to be a cut in service, since we now have many more bilingual students and the same number of teachers.

The likelihood is that the proportion of bilingual students will continue to increase, yet there is no commitment to increasing the number of teachers working in the service in the future.

Class teachers working with bilingual students will no longer be able to establish the same quality of working relationship with EAL staff since it would seem likely that EAL staff would be allocated to schools on a much more temporary basis.

Reading between the lines, it would seem that EAL support in the future will be on a more consultative basis. Whilst it is important that class teachers have an increased understanding of issues and methodology, this is no substitute to actual specialist teachers working in class.” – *Class teacher*

“More schools are having to keep pupils 'new to English' in mainstream classes as there are not spaces in the Bilingual Support Unit (BSU). As a result there is pressure to increase turnover of pupils in the BSU. The extent of the waiting list means there is not equity of provision for beginners as it is 'first come first served'.

Under the ASN legislation, many new arrival pupils have multiple needs, such as interrupted education, being in care, experiencing trauma or SEN. These needs are not being addressed when there is no BSU or EAL provision, or when this is delayed.

As EAL teachers are now involved more in “trouble-shooting”, British-born bilingual pupils are missing out on support as teachers are put under pressure to prioritise ‘new arrivals’, of which there have been up to 65 pupils a week recently in our authority area. Mainstream teachers are teaching classes set at a size which takes no account of the number of EAL pupils, sometimes with no support or training.” – *BSU teacher*

# A lesson from Uncle Sam?

In the first of a two part feature, the EIS/English Speaking Union Page Scholar for 2007, Elspeth Stewart, a teacher from Moray, offers a Stateside perspective on how best to provide EAL support for pupils of differing social and ethnic backgrounds. Elspeth explains how her Page Scholar visit to the USA, with the support of the EIS and the English Speaking Union, provided valuable insight into how this most diverse of countries aims to ensure that all pupils receive the support they deserve.

**T**he Page Scholarship offers EIS teacher members a unique funded opportunity to travel throughout America, learning about the area of education which is their chosen field in Scotland.

The experience will inject you with renewed enthusiasm and excitement about your job, as you meet other professionals and gain knowledge and insight into an area of education in America of which you may have had no prior experience.

As an EAL teacher in a service under pressure due to increasing numbers of Eastern European and in particular Polish pupils entering our schools, I saw this as an excellent opportunity to learn from a country which has a long history of supporting pupils for whom English is an Additional Language.

Part of the excitement of this trip is the planning; getting to know your English Speaking Union hosts and making contact with appropriate schools with which they have arranged visits.

The main purpose of my visit was to look at ways in which EAL pupils are supported in accessing the curriculum and also to investigate training programmes which are in place for both EAL teachers and mainstream teachers. I had chosen to visit schools and colleges in New Jersey, Boston, Phoenix and Tulsa as there was a history of different approaches across these states.

## The Garden State

My trip started in New Jersey, where my welcoming and generous host, Roberta, (who had organised a large ESU reception tea party for me on the Sunday!) had researched and arranged visits to schools which were well known for their good practice in teaching bilingual learners.

My first port of call was Long Branch School district, where I was to visit the High School, Middle School and Elementary School.



Roberta and I arrived with Sara Rodriguez, Bilingual Coordinator, armed with a packed and obviously well planned itinerary for the day, which turned out to exceed my wildest expectations.

On entering, we were greeted not only by the school administrators, but also by waiting lines of Student Council members, a group holding a gigantic "Welcome" banner and a full marching band who immediately struck up a rousing tune. We were completely overwhelmed by the extent of the welcome and by

the amount of preparation which had gone into our visit. I was also presented with a plaque at lunch time, entertained by the school choir and saw my name in lights on the electronic notice board outside Long Branch Middle School!

Long Branch High School has 28% Spanish speaking pupils with 1% representing languages such as Portuguese and Cantonese. They had no Polish pupils.

## Getting to work

I visited several classes and



learned that EAL pupils were assessed for their English language levels on entry, using an “Access for ELL” placement test and then put into sheltered English classes comprised of EAL pupils only, where they were taught the same curriculum as mainstream pupils, but at a level appropriate to their English language levels. Pupils in subject classes were however a mix of different language levels which teachers catered for by differentiating content and activities. I was able to observe bilingual and trilingual teachers switching from English to Spanish to Portuguese within one lesson, though with English as the target language. Monolingual teachers worked closely with bilingual paraprofessionals when teaching and all teachers were highly skilled in presenting the content of the curriculum in an accessible way. Lessons were planned in detail, with close reference to WIDA (World Class Instructional Design and Assessment) Standards for Instruction and Assessment which are a planning tool for subject area language objectives. The proficiency based strands allow educators to gauge where EAL pupils are and how to appropriately challenge them in reaching the next levels.

Pupils were carefully prepared for the content of the lesson where the teacher instigated discussion which elicited prior knowledge or experience of the topic and used questioning to tune them in to what she was about to teach. Key vocabulary and relevant language structures were carefully pre-taught. Much use was made of visual representation, using maps, diagrams, time lines etc and the class activities were very interactive, with pupils working in groups, supporting each other in their first language. Where necessary group work included matching words to definitions, making sentences from individual words, related to a passage they had just read and matching beginning to end of sentences. Co-operative learning strategies were also used, where pupils would give each other information which they would then be expected to share with another pupil, which developed their listening skills as well as their communication skills.

### **EAL training**

Most EAL teachers had attended a SIOP training programme (Sheltered Instruction Observation Protocol) which is currently in use in most of the fifty states in USA and is a model which facilitates high quality teaching for EAL



pupils in their subject areas. Mainstream teachers also have access to this programme, which means that when pupils exit their EAL classes, on attaining a certain level of proficiency, measured by an annual Access for ELLs test; they can continue to be supported by teachers who are able to adapt their teaching strategies to support these pupils effectively. However these strategies are universally accepted as being good practice in teaching and supportive for all pupils.

EAL pupils are very well supported in this district, which has traditionally been seen as a deprived area, and now receives good funding to support EAL pupils. All pupils have laptops, with up to ten PCs in EAL classrooms and small classes, often with ten or less pupils. They also had an excellent EAL teaching programme called Rosetta Stone Language Learning Success, loaded on to the class PCs where pupils could learn English independently

I also observed a lesson in a Long Branch Elementary School, where again younger pupils were in small ELL classes, with exit to mainstream on reaching a level of proficiency. This assessment did not rely solely on testing; the whole child was looked at, with recommendations from teachers taken into account. Some pupils would exit very gradually.

Again, bilingual teachers and bilingual paraprofessionals worked together, carefully giving definitions for topic associated vocabulary, in both English and the pupils’ first language, but again with the emphasis on

**“ I saw this as an excellent opportunity to learn from a country which has a long history of supporting pupils for whom English is an Additional Language..”**

moving the pupils towards operating in English. Their policy is that pupils can answer in Spanish from September-December, then they can answer in Spanish, but with the teacher paraphrasing and the pupil asked to repeat back in English.

### **Lessons in Ed**

I observed an interesting lesson for Portuguese pupils, where they were taught the “ed” endings for past tenses very specifically, where pupils learned to tell the difference between voiced and voiceless sounds, by putting their hands on their throats; if the last sound in the verb stem is voiceless, you pronounce the “ed” as “t”. If it is voiced you pronounce it as “d”. If it ends in a “t” or “d” sound, it sounds like “id”.

This school offers an excellent model for supporting EAL pupils and I left feeling both impressed and inspired to take this good practice back to Scotland.

The following day, after a wonderful evening at the beautiful home of another ESU member and friends, I went to Red Bank High School. Here again I was welcomed with great warmth, with a comprehensive programme lined up for me, including lunch and meeting with all of the ESL team, as well as the press!

This school’s bilingual/ESL programme was honoured as an Outstanding Second Language Programme in New Jersey, which showcases practices that can serve as models for other schools to follow.

The school district’s bilingual population, currently 99% Latino,

**“The pupils were focussed and motivated, which was a general and impressive pattern in all the ELL lessons I observed.”**

comprises approximately 5% of the school population.

All “Port of Entry” and Level 2 receive double periods of English instruction, facilitated in both English and Spanish. All other students receive single periods of ELL instruction in addition to a period of English instruction that is team taught by an ELL teacher and an English teacher. All mainstream subjects are team taught by the subject teacher and the bilingual professional.

Teachers and paraprofessionals meet on a bi-monthly basis with the supervisor to discuss student issues, curriculum and topics related to professional development. Students share a bilingual guidance councillor who is a strong member of the team. Tutoring is available throughout lunch times and after school and is well attended. There is a four week summer writing programme which includes a recreation component. The school is fortunate to have a school based counselling centre providing support to students for counselling services, health care and family services, staffed with bilingual clinicians. There is a “fast start” college programme, enabling all ELL seniors to attend a local community college and earn six credits towards their final grades during their senior year, free of charge.

Currently scholarship money is also available to continue this programme post-graduation.

### **An apple a day?**

My first visit of the day was to an English language class of mainly Mexican pupils of variable English language levels. They were fascinated by me as a Scottish visitor and I spent a good part of the lesson explaining where I had come from, using maps and answering impressive questions about the European Union, currency, government, Royalty etc, which their bilingual teacher put neatly into the context of what they had been learning in Global Studies. They then went on to listen to a popular song, as a class, attempting to fill in missing verbs as they went along. Following this, they were all given their own I-pods so that they could listen one more time before completing the exercise and discussing the verbs as a class. The teacher had recently been given a machine which could recharge and also download material to twenty I-Pods at a time! Apparently software



companies such as Apple are happy to donate materials, or provide finance, so this might be worth pursuing in Scotland.

Next I visited a Maths class and observed an impressive lesson by a Maths teacher, who has not yet completed her ESL qualification, working closely with her bilingual paraprofessional.

She explained that she was teaching the Law of Detachment, but that this would be meaningless if the EAL pupils could not understand or use the language needed. She then went on to teach the “if... “when” structure required, using very clear examples, related to the pupils’ own experiences, as well as teaching them that the word “it”, within such sentences as “If the school year book costs less than \$20 then I will purchase it” was an anaphoric reference, referring back to an object already named, but demonstrating that the sentence, “If it snows more than 6 inches overnight, then the school will be closed” was an exception, as we say “it snows” in English. She showed how this structure

could be learned like a formula, to minimise errors and completed the lesson by asking the pupils to work collaboratively in putting various parts of the Law of Detachment language into the right sequence. This was an impressive, extremely clear, well thought out lesson which was heartening to see, where a Maths teacher was able both to see the importance of and teach the language and structures required to EAL learners. She had also adapted the Maths course book, so that it was much more accessible and had provided glossaries throughout – an excellent resource for our Scottish Maths teachers and Eastern European pupils.

### **Language borders**

I attended a further class with the same teacher as my first class, where pupils who had not been successful in their HSPA (exam they are required to sit to graduate) were studying for an equivalent level exam in Spanish. They had watched the film, *Motor Cycle Diaries*, about Che Guevara and were discussing the issues arising, in Spanish, in preparation for producing a written piece of work. The pupils seemed proficient in discussion at an academic level, but their teacher pointed out that many pupils who make the often dangerous journey across the border (the ratio of boys to girls in the school was very high) could have had large gaps in their education and that therefore they had a great deal of catching up to do in the curriculum and in developing both first and additional language literacy skills. It was therefore crucial that they were included in ELL classes for subject teaching, rather than in

**“This was an impressive, extremely clear, well thought out lesson which was heartening to see.”**





mainstream classes. We have a slightly different situation here in Scotland, where our Polish pupils are mainly well educated and motivated to achieve high standards academically.

In the afternoon I observed a Chemistry lesson for ELL pupils, again supported by a bilingual paraprofessional.

This was a very practical lesson looking at the density of cubes and working out what kind of metal they were made from. The teacher used the blackboard constantly, to illustrate what she was saying, visually demonstrating and modelling the language required, before grouping the pupils for practical activities, such as describing weighing and measuring the cubes.

The pupils were focussed and motivated, which was a general and impressive pattern in all the ELL lessons I observed.

When I commented on this, teachers stated that what they were doing was standard good practice for all teaching, whether to ELLs or monolingual pupils, but I felt that the training all teachers were able to access could be a major factor in the success of their programme and that similar training in Scotland would be extremely valuable. In Red Bank, there was a great deal of collaboration with mainstream teachers across the curriculum, with meetings every second week with Maths, Science, History and English departments and with bilingual guidance staff. Here, topics for professional development were planned and mainstream teachers invited. The ethos in this school was excellent and it was obvious why they had been named as outstanding in teaching English Language Learners.

The next leg of my journey required a train journey to Boston, where I met a Puerto Rican mother and son, preparing together for his interview at a Boston college and then on arrival met a woman in the taxi queue who offered to share a taxi with me so that she could help direct the taxi driver to my address, I arrived to meet yet another welcoming host who was happy to share her beautiful home with me. ■

*To be concluded in the next edition of the SEJ, when Elspeth will continue her examination of US-style EAL support, and share her experiences from visits to establishments in Boston, Phoenix and Tulsa.*

# Providing effective EAL support

**The EIS is strongly committed to campaigning for improved resources for EAL support generally and more specifically for urgent action in relation to the recent increased number of new arrivals, primarily from EU accession countries.**



Photo: Alan Richardson

We receive regular reports from Local Associations around the country and it is clear that this is an issue faced in schools from Aberdeenshire to Dumfries, East coast to West, and at every stage of schooling from Nursery onwards.

Teachers are keen to welcome these new students and are being as creative and energetic as they can be to address their learning needs but it is clear that additional and also specialist support is required. That means new resources and the EIS Education Committee has pressed home that message with both Scottish Government officials and with elected representatives.

We are a little sceptical about their response to employ the ASL Act as a route to address needs, partly because of the bureaucracy evident in how many local authorities currently operate the Act but also because it seems to fail to take account of the scale of the issue and immediate and pressing need for action.

Glasgow City, for example, has seen over 4,000 new pupils arrive from abroad in the past few years; that's a huge increase. Although Glasgow already had the most extensive EAL network in Scotland, that service was already fully committed to supporting existing EAL needs, not least being support for British-born bilingual pupils who are in danger of being squeezed out of the picture.

To expect an existing capacity simply to absorb the increased demand now created is unrealistic.

In many parts of Scotland, classroom teachers are unable to access the experience and advice available in areas such as Glasgow, so a huge development need exists.

All of this comes back to additional resources.

If the Scottish Government is keen to reap the economic benefits of fresh migration to Scotland, it has to fund education services to the families of these new workers and it should do so as a matter of urgency.

*Larry Flanagan, Convener of the EIS Education Committee*

**“Glasgow City, for example, has seen over 4,000 new pupils arrive from abroad in the past few years; that's a huge increase.”**

Larry Flanagan

# Testing

# Turning the

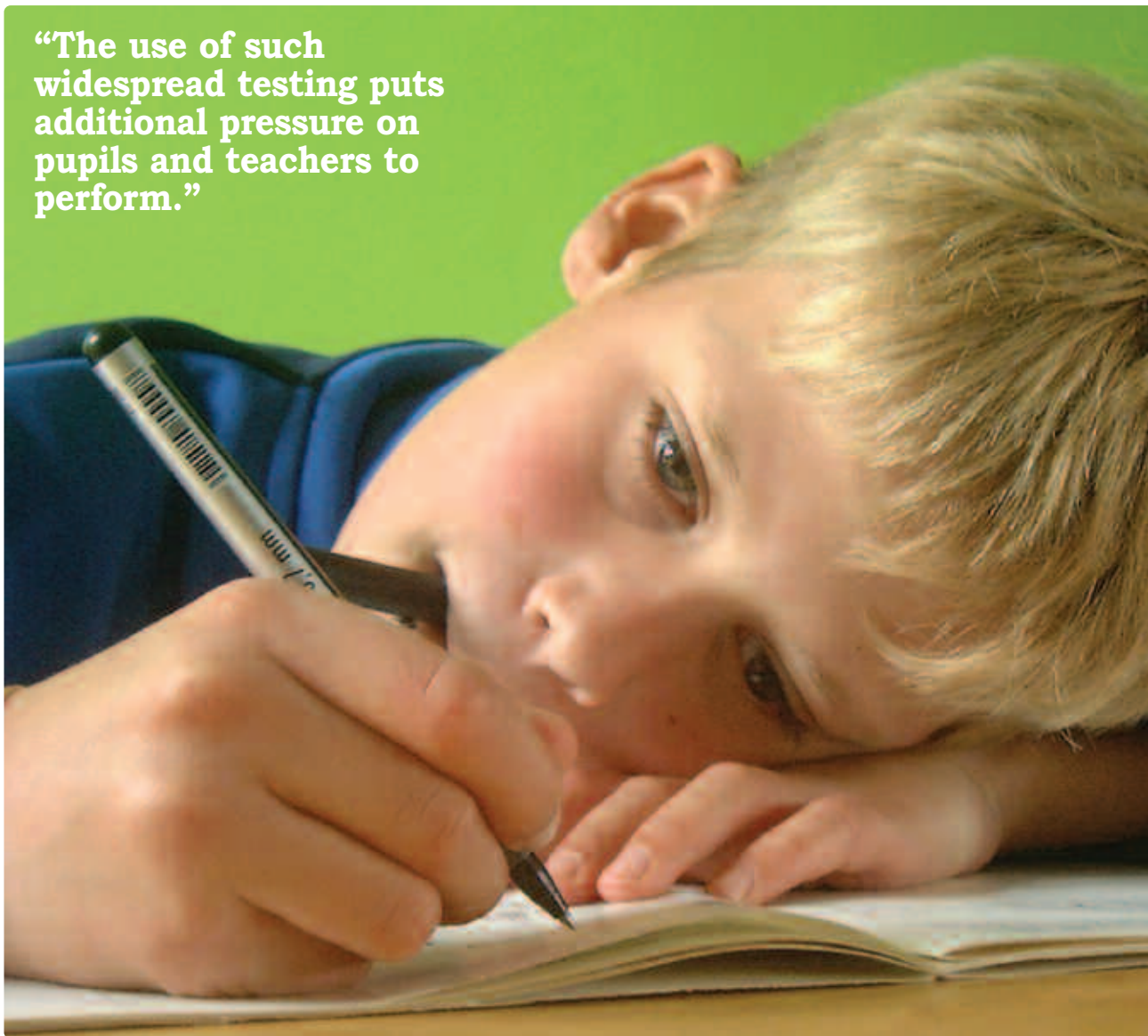
The EIS has called for a radical rethink on the over-use of testing in schools and the damaging construction of 'league tables' with the data collected. The EIS believes that too many local authorities continue to place too much emphasis on narrow testing and the collation of associated data which brings little or no benefit to schools, teachers and pupils. The end of formal National Tests in 2002/03 and the subsequent introduction of the Scottish Survey of Achievement (SSA) have failed to quell many Education Authorities' desire to submit pupils and teachers to an excessive testing regime.

**D**espite the end of National Tests some five years ago, many authorities seem unable to cure their addiction to excessive testing in schools and continue to favour the flawed 'league-table' approach to measuring school success. This is in direct contradiction to current national educational priorities and has a negative impact on learning

and teaching in schools. The use of such widespread testing places additional pressure on pupils and teachers to perform well in these tests – this has the inevitable result of narrowing the scope for teachers to use their professional judgement in what they teach, with considerable pressure to 'teach to the test' to avoid criticism of the school when league tables

**“The use of such widespread testing puts additional pressure on pupils and teachers to perform.”**

**“The tick-box approach to measuring school success is of little value, and serves only to provide figures for education authority statisticians to crunch while simultaneously demoralising pupils and teachers.”**





# tables?

What the papers say

## Too much testing in schools, says union

Source: *The Herald*, 3 January 2008

## Tables and tests 'harm education of children'

Source: *Metro*, 3 January 2008

are constructed. This tick-box approach to measuring school success is of little value, and serves only to provide figures for education authority statisticians to crunch while simultaneously demoralising pupils and teachers.

With the continuing development of A Curriculum for Excellence, coupled with the recommendations of the Assessment is for Learning programme, it is now totally counter-productive for authorities to continue to push for narrow standardised tests and the collection of associated data under the guise of 'quality assurance'. Such a simplistic approach, while apparently attractive to local

authorities, does not empower teachers to tailor their teaching to the needs of specific classes or individual pupils. With the greater emphasis on personal learning planning for all pupils, it is clear that there is no place for the 'one size fits all approach' which is encouraged by the continuing use of mechanisms such as National Assessment testing. For these reasons, the EIS believes that all local authorities should end the collation of national assessment data as it does little to support quality teaching and learning and could impede the successful delivery of A Curriculum for Excellence in schools.

It is not just the matter of the collation of the data itself. The whole national assessments mechanism, and the way in which it is used in schools, are themselves questionable. The introduction of the Scottish Survey of Achievement and the development of National Assessment Banks containing associated materials was intended to simplify and improve the process of testing, but has largely failed to do so. The materials held in the National Assessment Banks are of questionable value, add nothing to the educational process and continue to undermine the judgement of teachers by removing their role in determining appropriate methods of assessing their own pupils' progress in the classroom. In particular, this approach undermines the drive towards the increased use of formative assessment while continuing to detract from the core purpose of teaching and learning. It is now time for the use of the Assessment Banks to be terminated, to allow for the introduction of more appropriate assessment and reporting arrangements which would be more compatible with the ethos of A Curriculum for Excellence ■

## Editor's comment

Not for the first-time, teachers and education officials are at odds over testing. Scotland's largest teaching union, the Educational Institute of Scotland, claims that too many councils are guilty of an over-use of national tests in schools and that the collation of the data they spawn is not only of little use to schools, teachers or pupils but also contributes to a damaging league table approach.

Directors of education, on the other hand, argue that, without reliable data, they have no good means of measuring attainment. They want to be able to see how schools are shaping up in relation to past performances and to comparable schools.

The recent publication of the review of Scottish education by the OECD has been grist to the directors' mill. The report said it wanted to see an extension of the Scottish Survey of Achievement to cover all pupils, thereby undermining one of the key principles of the SSA – that it be based on a sampling approach.

The EIS has picked up on this aspect of the report, pointing out that the OECD recommendation runs counter to the approach of the Programme for International Student Assessment, which relies on the sampling of groups of 15-year-olds across the world. Given that this programme commands international respect, why does the OECD want to change the nature of the SSA?

The argument between teachers and managers demonstrates an inherent contradiction: the EIS bases its approach on the belief that all teachers can be trusted to use their professional judgment; education directors believe this is not enough and want external checks.

Essentially, this is an issue about trust, which seems to be a commodity in short supply. Ian Smith argues (right) that teachers should trust their pupils more. Is it time for education directors to trust teachers more?

*Times Educational Supplement (Scotland), 4 January 2008. Reproduced with permission.*

It is now totally counter-productive for authorities to continue to push for narrow standardised tests and the collection of associated data under the guise of 'quality assurance'.

# Online

With the growth of internet blogs, social networking forums and file-sharing internet sites, the threat of online bullying and malicious online gossip aimed at teachers has increased massively. Here, the SEJ highlights the need for the operators of websites to exercise greater responsibility to ensure that their sites are not complicit in this type of cyber-bullying which can extract a huge toll on its victims.



## Caught in the web

**T**he EIS has challenged the owners of some of the internet's best known websites to practice greater self-regulation in the types of material that they allow to be published. There is an increasing concern about the growing amount of inappropriate material, both textual and visual, related to schools, pupils and teachers, that is being posted on a number of prominent websites. The growth in file-sharing sites and social network blogs has led to a huge increase in cases of online cyber-bullying, the EIS argues.

Inappropriate or offensive material posted on a website can have a devastating effect on a pupil or teacher, and seriously impact on their self-confidence and their mental wellbeing. We have observed an ever-increasing number of incidents involving material such as malicious comments or secretly taken photographs or video clips being posted on some of the most popular websites. This is unacceptable behaviour from those posting these materials, but also represents a failure of those hosting websites to exercise effective editorial control over the material posted on their sites.

It seems not a week goes by without a fresh report of a malicious blog posting aimed at a teacher, or a video clip of a pupil being bullied being posted on a file-sharing site. The internet is a wonderful tool which opens up a whole library of information, and it is an extremely valuable resource to schools, teachers and pupils. But we all know that the internet also has its flaws, one of which is its potential to be mis-used for malicious purposes. While regulation of the internet is extremely difficult it is now time



for the operators of websites to accept greater responsibility for the types of material that they allow to be posted on their sites. Self-regulation, backed up by more formal codes of practice, has long been the standard in the newspaper and publishing industry. When a newspaper publishes an article or photograph, they are accountable for doing so. It is surely appropriate for internet sites, many of which are viewed by many millions of users, to adopt a similar approach to their own editorial standards.

The operators of websites may argue that a key characteristic of the internet is its unregulated nature, which allows users to post or say what they want. They will also argue that, once inappropriate materials are reported to them, then they will often be removed. However, by that point it is often too late, as the damage will already have been done. A video clip of a pupil being bullied, or of a 'happy-slapping' of a teacher, could be viewed by millions of people on a file-sharing site before it is reported and removed. The damage done to the victim as a result is almost immeasurable, and can have serious and long-term implications for that individual's career and for their health.

Schools are already taking sensible precautions to combat cyber-bullying, by steps such as limiting access to certain internet sites and by having strict policies on mobile phone and camera use during the school day. But

schools cannot eliminate the scourge of bullying on their own. It will take a joint effort from the whole community, including the global community of the worldwide web, to tackle successfully online bullying. We cannot allow the lives of pupils

and teachers to be damaged in the name of puerile entertainment. It is now time for website operators to take this growing problem seriously and to live up to their responsibilities to protect the innocent victims of online and cyber bullying.

### Part of the job?

It has been argued in some forums that online postings about teachers are just 'part of the job', and an extension of the classroom banter that teachers have always had to deal with in their working lives. The EIS does not believe that this is the case. The anonymity of the web, and its unregulated nature, does allow individuals to spread malicious rumour and gossip in a way which has never been possible in schools. This growing problem is highlighted by the severity of personal attacks which have come to the attention of the EIS over the past year. Readers may find some language reported in the following examples offensive:

#### CASE 1

**A pupil set up a fake profile of a primary teacher on a social networking site. They used the teacher's real name and the profile was viewed hundreds of times before being taken down. The profile description of the teacher included malicious allegations describing her as "a paedo" and claims of sexual relations with other teachers of both sexes. Other puerile attempts at humour described the teacher as "age 106" and her hometown as "bitchland".**

#### CASE 2

**Pupils set up a fake profile of a teacher that included an actual photograph (taken without consent on a camera phone) of her and her real name. The profile also made offensive remarks about the teacher's appearance, calling her a "bastard" and a "pig". An event was also listed in the profile, stating that it was National Pig Killing Day and encouraging people to "kill that pig any way you can".**

#### CASE 3

**An offensive rap song posted on a popular file-sharing site – downloaded many thousands of times. The rap was more than five minutes long and included references to almost the entire staff of a large high school, making malicious or offensive comments about each teacher. Sample comments included: "You're a Jew"; "You Irish tranny"; "You're a witch, want a slap you darkie bitch?"; "Ginger hair, we're gonna push you down the stair"; and "You're heavy gay".**

**The EIS is certain that such cases go far beyond acceptable classroom 'banter', and that they can have a serious and long-lasting effect on teachers' wellbeing and careers. In no other walk of life would such abuse be acceptable, and the EIS refutes the notion that teachers are somehow fair-game for such malicious attack. Any member who becomes aware of such abuse about themselves or a colleague should report the matter immediately to the school management team and to their EIS representative or Local Association Secretary. ■**



**"It seems not a week goes by without a fresh report of a malicious blog posting aimed at a teacher, or a video clip of a pupil being bullied being posted on a file-sharing site."**

“The growth in the number of cases involving psychiatric injury and stress-related illness should provide a stark warning to employers that they must take account of their employees’ mental, as well as physical, wellbeing.”

Ronnie Smith

With the growing number of cases involving stress-related illness being reported in educational establishments, the SEJ takes a look at recent developments and highlights the requirement for employers to look after their employees’ mental, as well as physical, wellbeing.

# Stress of the job?

In the past year the largest compensation payment to an EIS member followed a psychiatric injury after a failure by management to support a teacher who was subject to false accusations which went to court. This was settled out of court. While, to date, there has been no successful “stress case” through the Scottish legal system there is little doubt that psychiatric illness arising from work must be treated seriously by employers.

In 2003 the Health and Safety Executive issued an improvement notice against the West Dorset General Hospitals NHS Trust. In short, the Trust was warned that it faced fines unless it changed some of its working practices to reduce occupational stress at one of its hospitals. This case highlights the importance of employers developing clear stress management policies.

A survey of teachers and NHS staff who took ill health retirement was undertaken by the University of Glasgow on behalf of Scottish Public Pensions Agency (SPPA). This survey indicated that the most common cause of ill health retirement amongst teachers was mental disorder (37%), followed by diseases of the musculoskeletal system (18%) and diseases of the circulatory system (15%). 78% of teachers reported that their ill health was partly or completely work related but only 16% stated that an occupational health adviser was available to them in their job and only 11% attended an occupational health service prior to being granted ill health retirement.

In 2004 another major survey on Teacher Health and Wellbeing, again undertaken by the University of Glasgow, found that local authorities had no comprehensive occupational health intervention strategies. That survey identified three key stressors for teachers – workload,

pupil indiscipline and relationships within schools. While councils were clear that teaching was stressful there was concern in the report that the fragmented nature of occupational health provision and lack of adequate support and intervention for teachers was making the problem worse.

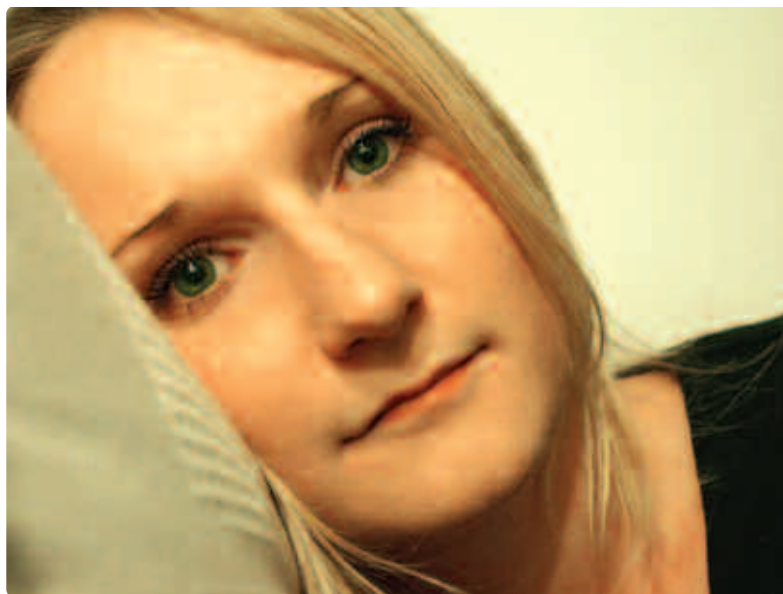
Two key recommendations arising from that report were: “...A minimum standard should be set for occupational health support to be provided by all local authorities and this should be complemented by a system of quality assurance.” “The data on usage, value and efficacy of employee support services should be routinely and consistently captured, and published.”

The EIS has been advised by Local Association Secretaries that referrals to occupational health take time to arrange and recommendations are often slowly pursued particularly where

management action is required to make adjustments or resolve workplace issues.

Few Councils allow teachers to self refer to occupational health support. As the Teacher Health Wellbeing Survey indicated the effect of this proves to be inhibitory on teachers who are referred to OH through absence management procedures and, despite the fact that 61% of teachers so referred feel supported by OH, teachers have a perception that referral is potentially punitive rather than supportive. In addition, the survey indicated that very few Councils have dedicated in-house counselling available to teachers despite strong evidence that teachers find the personal contact in such services highly beneficial.

In 2004 the Health and Safety Executive (HSE) issued guidance on tackling work-related stress and required employers to manage employee stress in six specific areas.





**Demands** – Employees must indicate they are able to cope with the demands of their jobs.

**Control** – Employees must indicate that they are able to have a say about the way they do their work.

**Support** – Employees must indicate that they receive adequate information and support from their colleagues and superiors.

**Relationships** – Employees must indicate that they are not subjected to unacceptable behaviours (eg bullying) at work.

**Role** – Employees must indicate that they understand their roles and responsibilities.

**Change** – Employees must indicate that the organisation engages them frequently when undergoing organisational change.

It is up to employers to audit these areas but HSE has published a stress audit toolkit on its website. Some employers have audited all employees or a random sample of employees to audit organisational stress and to recommend remedial action. Some employers have trained managers on conducting stress risk assessments in their establishments. HSE

- recommends a 5 step approach to risk assessments which are:
- identify the potential hazards
  - establish which individuals or groups may be at risk
  - determine the level of risk and whether enough is being done to address it
  - make a record of the key findings from the assessment
  - make regular reviews of the assessment as appropriate.

Employers should have in place a clear stress policy. Such a policy can bring the issue of stress into the open and allow employees to be comfortable in raising issues of stress before their health is so affected that they go off ill.

What is gradually emerging in the courts is that employers cannot disregard stress. Where an employer is aware that an employee is vulnerable to stress the employer does not have to ensure that the injury does not occur but it has a duty to take reasonable steps to try to prevent that injury from occurring. It is really for the employer to decide how to support the individual and for how long to support the

individual but the judgement of courts will often reflect both on the size of the employer and the resources available to that employer. While an employer can decide to dismiss an employee on capability grounds employers should not rush to decisions without clear medical evidence and without full consideration of trying to find solutions to the stress, including redeployment. In a recent case, Intel Corporation

(UK) Ltd v Daw, an employer referred a vulnerable employee to both an occupational health service and to external counselling and argued that it had therefore discharged its obligations particularly as the employee did not use the counselling service. The Appeal Court agreed with the employee that counselling could not produce a reduction in workload and that management action was required. ■

**“78% of teachers reported that their ill health was partly or completely work related but only 16% stated that an occupational health adviser was available to them in their job.”**

## Injuries cost employers over £1/4 m compensation for year

Scotland’s education authorities and educational establishments have 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 in the last 12 months. The EIS is particularly concerned to note an increase in cases involving stress-related illness and psychiatric injury.

**EIS General Secretary, Ronnie Smith, said, “The figure of a quarter of a million pounds paid out as a result of injuries to EIS members over the past year is extremely worrying.**

“The number of incidents remains far too high and the amount of compensation paid out is actually up slightly on last year. This shows that more still needs to be done in our schools, colleges and universities to ensure the safety and well-being of teaching staff. All employers, including schools and colleges, must take the health and safety of their employees seriously.”

Mr Smith highlighted the growing number of cases arising from psychiatric injury: “Occupational stress is a major problem facing teachers and lecturers. The growth in the number of cases involving psychiatric injury and stress-related illness should provide a stark warning to employers that they must take account of their employees’ mental, as well as physical,

wellbeing. Stress-related illness and other injuries to mental health are extremely serious and can take a huge toll on the individual concerned. The long-term effects can be significant, and recovery can take an extremely long period of time. The fact that the largest compensation award arose from a psychiatric injury, which was compounded by a lack of management support, is no co-incidence. This clearly illustrates just how serious such injuries can be, and the heavy price that employers will have to pay if they fail in their obligations to protect their staff.” ■



“Nearly a million Burmese live as refugees just inside the Thai border. Inside Burma, access to education at all levels is severely restricted.”

## BEST support for education in Burma

Teachers in Scotland are forging links with their Burmese counterparts, despite the terrible situation in Burma today. One Scottish charity has helped schools across the world come together, and is supporting access to education for Burmese refugees.

The Burma Educational Scholarship Trust (BEST) was set up to address the needs of Burmese refugee students whose hopes and dreams of education have been disrupted due to ongoing political instability inside Burma. Nearly a million Burmese live as refugees just inside the Thai border. Inside Burma, access to education at all levels is severely restricted.

BEST supports disadvantaged students from the diverse Burmese communities to achieve their academic goals, equipping them with skills required for a peaceful reconciliation and transformation of Burma. To date, it has arranged for and funded 40 students to complete their education in neighbouring Thailand and in the UK.

BEST also supports the training of new teachers in Burmese refugee camps through the Teacher Training for Burmese Teachers, based in exile in Chiang Mai.

### Links with Scotland

BEST has also helped pioneer a unique link between a state primary school, Forthview in Edinburgh, and the Hle Bee ‘stateless’ primary on the Thai-Burma border. The link is based around a mutual capacity building programme, where each school visits and learns from the other. Some funding is provided by the Department for International Development (DfID) under the auspices of the Global Schools’ Programme, and from the Scottish Government. BEST is currently planning an expansion of this curriculum-based programme and is actively working with the British Council, Royal Thai Government Ministry of Education and Migrant Worker School Coordinating Group. The aim is to create further mutual links with schools in Scotland, both primary and secondary.

Dr Thein Lwin from the Teacher Training Centre for Burmese



Teachers, based in exile, and the headteacher of Forthview Primary School, Sheila Laing, have visited each other’s schools. Whilst in Scotland, Dr Thein Lwin addressed the Scottish Parliament and met with representatives from the EIS.

In 2007 an innovative partnership developed with Newbattle Abbey College, with two Burmese refugee students attending a residential training course. BEST plans to pioneer accredited ESOL for the Burmese Migrant Workers’ Learning Centre with Newbattle in 2008.

BEST has also worked with all the main political parties in Scotland to promote the plight of Burmese

refugees and school pupils. Sarah Boyack MSP, a trustee of the charity, said: “BEST has been able to develop this innovative work, with access to very little practical support and resources thus far, so as an EIS member, I am particularly excited at the potential to expand and widen our capacity in partnership with the other institutions in Scottish civic society – paraphrasing the words of Aung San Suu Kyi: ‘...using our liberty to promote theirs’.”

Dr Thein Lwin says: “International teacher solidarity and support has enabled our teacher training programme to expand and develop, working ‘under the radar’ on teaching and learning for critical thinking, with teachers



brought out from inside Burma and from the refugee/migrant communities along its borders. I am very excited to be working with BEST and others in Scotland to develop this further."

### Trade unions in Burma

Trade unions in Burma have been banned since 1961 by the military regime and many basic rights, including workers' rights, have been curtailed. The EIS has recently affiliated to The Burma Campaign, a well-respected UK-based organisation whose campaign officer is a former student sponsored by BEST. Other Scottish trade unions have also begun to consider how they can support workers in Burma and their trade unions in exile.  
[www.burmacampaign.org.uk](http://www.burmacampaign.org.uk)

## BURMA EDUCATION SCHOLARSHIP TRUST

BEST seeks to improve access to quality tertiary education for students and adult learners from inside Burma or those forced to live in exile as refugees by providing 10% of a Burmese student's total costs at university, in Thailand and in the UK. This allows them to secure substantive funding from other scholarship programmes which often require a 'matched' element as an essential criterion. BEST highlights that this is something that students, with no resources of their own, could not possibly meet themselves.

Murray Forgie, an education specialist who doubles as a voluntary director of BEST, said: "Outside Burma's borders, BEST has worked with the wider trade union community, to build solidarity and awareness and with NGOs operating in neighbouring Thailand to negotiate work permits for migrant worker teachers working along the border, thus giving them basic security for the first time, making work with refugee schools safer and less complex."

[www.burma-trust.org](http://www.burma-trust.org)

## THE FORTHVIEW – HLE BEE LINK

By Sheila Laing, Headteacher,  
Forthview Primary School

In June 2005, City of Edinburgh Council gave the Freedom of the City to Burmese democracy campaigner Aung San Suu Kyi, and a learning journey to Burma began for Forthview Primary School in Edinburgh. Chris Robinson, an Anglo-Burmese artist was exhibiting in the City Art Centre and he taught Forthview children to etch prints of Burmese life.

He introduced us to our partner school, Hle Bee in Mae Sot, Thailand. This is a growing school of children of Burmese people who are fleeing Burma because of fear of the military junta or to escape poverty and to find safety, work, healthcare and education for their children. Sadly the Thai authorities neither welcome nor recognise these families so they continue to live alongside a million other internally displaced people on the Thai Burma border in fear and poverty. Amongst those fleeing Burma there were teachers who have set up schools. Hle Bee has 220 children with 8 teachers.

Since 2005, using Forthview's enterprise funding, Chris has been supporting the Burmese and Scottish children to produce writing and art together. We have shared photos, letters, etchings and writing about each other's lives, schools and communities. In 2007, I visited Hle Bee School, through DfID's Global Schools' Partnership Scheme and our link became strong and personal. Buddies were created across the miles and the Burmese and Scottish children love to hear from each other. Working with BEST, we are about to hold an exhibition in Thailand and in Scotland (sadly it would not be allowed in Burma) called OUR LIVES, where the children in both schools have etched and written about their dream, their school, their hero, what they do after school



etc. This exhibition will starkly contrast the lives of Scottish children with their Burmese buddies and will provide a catalyst for enquiry about what these images and words say about our different societies.

For Forthview children, staff and parents this has been an immensely powerful yet sad learning journey. The visit, the photos, the messages from Hle Bee have shown us a school that lives in fear of deportation or arrest, a community that has no rights in the world, unrecognised by either Burma or Thailand. The young children of Hle Bee School have no birth certificates. They belong nowhere. And so the friendship we share across thousands of miles is so very important to them.

On my visit, I was asked a question, 'What does Scotland think about what is happening to the Burmese people?'. In July, few people knew or cared. Since then Forthview School has been determined to raise Scottish awareness of the plight of our Burmese friends. We have sold 2000 orange ribbons, encouraging people to remember the monks and people of Burma. Our pupils have spoken and written to their community, to other schools, to council, to MSPs and to MPs. You can read about Forthview's learning journey to Burma on our blog [www.forthview.blogspot.com](http://www.forthview.blogspot.com)

If Forthview children could say anything to you about their Burmese friends, it would be, **"DON'T FORGET BURMA!"** ■

"The visit, the photos, the messages from Hle Bee have shown us a school that lives in fear of deportation or arrest, a community that has no rights in the world"

Sheila Laing

“All our pupils, no matter where they live, deserve the improved opportunities that smaller class sizes will afford them.”

Ronnie Smith, EIS General Secretary

## Local authorities must commit to class size cuts

THE EIS:  
CAMPAIGNING  
TO CUT  
CLASS SIZES

The EIS has written to the Director of Education in each of Scotland’s 32 local authorities to urge them to meet their obligations to reduce class sizes. In the letter, General Secretary Ronnie Smith highlighted the educational rationale for reducing class sizes and emphasised the importance of local authorities working to deliver the Scottish Government’s commitment to cut class sizes. The local authorities’ responsibilities to reduce class sizes were re-affirmed in the budget deal agreed between the Scottish Government and the local authority umbrella group COSLA.

The Scottish Government has made a commitment to continue the staged reduction of class sizes, building on the initial progress which was delivered under the previous administration. This commitment has been re-emphasised in the recent ‘Concordat’ signed by the Scottish Government and COSLA at the time of the Comprehensive Spending Review. While each local authority will negotiate its own ‘Outcome Agreement’ with the Scottish Government as a result of this Concordat, the terms of the Government policy are clear – local authorities are expected to commit to ‘reducing class sizes in P1 to P3 to a maximum of 18 as quickly as possible’. The EIS urges all local authorities to act decisively to meet the commitments to reduce class sizes. This is far too important an issue to become entangled in party-political infighting. Our politicians, both local and national,

must now deliver the smaller classes that our pupils, parents and teachers have been promised.

Local authorities will negotiate their own Outcome Agreements with the Scottish Government, which will take account of the unique circumstance of each individual local authority area. We also recognise that the current financial settlement for local authorities is tight. Nevertheless, commitments have been made to reduce class sizes and local authorities now have the responsibility to deliver them. The Scottish Government has already pledged additional money for the training and employment of additional teachers, so local authorities must now do their part by employing those teachers to deliver the smaller class sizes that our children deserve. It is vital that all local authorities act to reduce class sizes, as we cannot risk a

piecemeal approach which would create an authority by authority lottery on class sizes. Why should a young child in one part of the country be placed in a class of 25, while a few miles down the road, in another authority, children are being educated in classes of 18? All our pupils, no matter where they live, deserve the improved opportunities that smaller class sizes will afford them.

The arguments for reducing class sizes are well known, but they are no less important for that. Smaller class sizes enable each individual pupil to spend more time with their teacher, which can provide a major boost for their learning and attainment. Major international studies have shown that smaller classes have a positive impact on attainment, with children from more deprived backgrounds benefiting the most. Smaller class sizes also improve discipline in the classroom, with fewer pupils in each class making behavioural management more straightforward and more effective. Smaller class sizes are also essential if agreed policies on A Curriculum for Excellence are to be delivered. With smaller class sizes enabling more individual attention from the teacher, there is also a decreased risk of pupils becoming disaffected and disengaged from education. It is for all these reasons that teachers, parents and all major political parties put smaller class sizes high on their agenda before the Scottish elections. It is now time for our local authorities and the Scottish Government, through their Concordat deal, to deliver on the promises that were made to the people of Scotland and to deliver smaller class sizes for our children today, tomorrow and into the future. ■

– Ronnie Smith, EIS General Secretary





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“The whole turbulent event – with its inevitable, if unintentional, bipolar posturing projected through the media coverage suggested that both EIS representatives and institutional leaders were caught up in a complex web of misrepresentations.”

Patrick O'Donnell

# Outside The Hive

Patrick O'Donnell, Lecturer at Perth College and Doctorate of Education Student at the University of Stirling, maps the process of change at Perth College

**In the winter edition of Broadcast (2006) I mapped the dynamics of institutional change by reflecting on how Perth College was conducting 'discursive' conversations under the broad banner of 'True North' on questions that resonated with Barnett's (2001) supercomplexity thesis. The paper concluded by saying:**

*...True North not only opens up new conceptual spaces for debates to emerge but, equally important, it can provide revealing insights into how certain realities are constructed and legitimised.*

From the outset there was a growing sense that the college was going to be a very different working environment. As if in democratic fashion, staff at all levels were to be invited to contribute to the debates on the future. In fact, the staff were to become co-authors in developing new policies and orientating the teleological signposts that would help the college to negotiate its position in relation to the perceived emerging social/cultural, political and economic changes taking place.

The metaphor 'True North' evokes the idea that the institution was somehow off course and needed realigning if it was going to meet the perceived challenges ahead. Naturally this realignment would have to be accompanied by an appropriate discourse to galvanise and refocus the institution for the newly emerging 'paradigm'. Discourses do more than jettison old language for a new hyperbole. They redraw boundaries by constructing new meanings within the social fabric of the organisation. They do so by weaving certain interpretative realities, hierarchical relations of power identities and communities of consent. As such, they are prone to give rise to communities of dissent too. Most importantly, discourses can project certainty and conviction without drawing too much attention to any counter currents that may disrupt their sense of authority and legitimacy. In this sense, discourses are never objective, impartial translations of reality. Instead they are ideological constructions sealed against countervailing trends and alternative hypotheses. At the same time discourses are located within a particular political and contingent

sphere, and, as such, they occupy a provisional zone within the organisation.

## Mission slippage and conceptual drift

'True North' did not only open up new 'conceptual' spaces for debates to emerge, but also spawned discordant realities. Of course, such tensions are not uncommon. Negotiations surrounding organisational change can be characterised as a process of struggle for dominance among different groups competing for the legitimisation of their own values systems and maps of meaning.

More than five months after publishing 'FE and the Age of Supercomplexity,' my comments on how institutional change can introduce tensions (where some may feel 'adrift from traditional anchor points') crystallised in a very public divide between EIS academic staff and senior leaders of the organisation. The outcome of this divide was industrial action.

The whole turbulent event – with its inevitable, if unintentional, bipolar posturing projected through the media coverage suggested that both EIS representatives and institutional leaders were caught up in a complex web of misrepresentations. Much of the discord concentrated on how people and structures were woven into and out of the emerging discourse on the need for change. After six strike days spanning over four weeks, the dispute finally came to an end, albeit only with the repeated intervention of ACAS.

No doubt, for those harbouring a cynical mindset, any rhetorical sentiments on the importance of inclusiveness and ownership of the organisational vision for the future – with all staff being cast in the

role of co-producers in the policymaking – are simply diversionary tactics that seek to disguise a predetermined vision and strategy developed by an elite against a backdrop of a contrived consensus. Inevitably, when it comes to exploring the differing perceptions surrounding institutional restructuring and change, there will be those who (privately or openly) view institutional leaders as having a narcissistic propensity to see their organisation as an arena in which they can exercise their power to impose personal 'visions'. However, it is argued here that it is all too easy to fall into the trap of constructing critiques or hierarchical dichotomies which ultimately reduce the complex social dynamics of such conflicts into simplistic polarities of 'them'/'us', 'good'/'bad', or 'emancipation'/'oppression'. Such intellectual shortcuts simplify complexity and absolve us from the responsibility of forming more balanced judgements by posing more meaningful questions such as those interconnected to power relations, organisational culture and the way we scrutinise and deconstruct policy.

## The fluctuating character of organisations

Institutional change relies on the construction of a discourse that encourages employees to collectively absorb and internalise the new behavioural codes and values. However, as the events surrounding True North highlight, response to changes/restructuring is not usually monolithic and unitary; there will always be interpretational slippage and discord. In some cases change will be absorbed into the organisation (although not uniformly) with scarcely a ripple of effect or an echo of response in the daily life of those involved. In other cases,



proposed changes – particularly structural changes – will invite sharp counter reactions which ultimately seek to undermine the underlining drivers for change.

Cultural learning, in general as well as in the organisation, is a process of contested appropriation, where particular codes, values and behaviours are filtered through certain political predispositions and are continually re-interpreted and re-inscribed by its constituents. Members of the organisation cannot be perceived as mere automatons, or passive vessels soaking up ‘all’ cultural imperatives projected by new visions and accompanied policies. Instead, organisational members (in their own individual style) resist, manipulate and create new maps of meanings as well as absorb. Thus, institutions can be seen as a conglomerate of different knowledge factions, beliefs and interests. This suggests that the sorts of values and codes articulated in mission statements imposed by top-down managerial techniques/practice – claimed as constituting the ‘corporate’ or ‘dominant culture’ – may be more of a ‘utopian’ aspiration or an ‘ideal state’ than an actual reality on the ground.

**A time of increasing incredulity**

In recent years, we have witnessed a sharpened awareness of the strategic and tactical use of language. Whilst technological advances have spawned a proliferation of media and fast flowing channels of ‘information’, notions of ‘truthfulness’ or ‘objectivity’ are increasingly questioned terms. As recent debates on the role of the media are underlining, the boundaries between information and entertainment, objectivity and subjectivity, truth and lie have become blurred. We have become more sensitive to the subtler shades of manipulation, spin and its recent successor, ‘end-of-spin’ spin. In other words, we look for the Machiavellian hand of propaganda in everything. As a result, we (in our own idiosyncratic ways) have learned to read against the grain and to scrutinise what has been doctored, or buried, on a day of otherwise bad news. We analyse policy with a view to see how its language persuades the reader to share particular perceptions or arguably, a particular fantasy. In an age of ‘sexed-up dossiers’ we look for the silences, erasures and inconsistencies in the narrative: we consider how the text may simplify, distort, and naturalise certain realities in order to achieve a particular objective.

In light of these evolving dynamics, it is essential that those articulating new visions – especially ones projecting the promise of ‘liberation’, ‘progress’ and a ‘brighter future’ – need to reflect on how their knowledge claims are established and defended. ■

**The True North initiative was underpinned by a number of key messages:**

- To be a learning organisation
- To make a greater contribution to economic success and business development
- To grow
- To be organisationally agile to meet this growth
- To keep things simple.

**The Radical Field**

by Tony McManus

‘The Radical Field’ by Tony McManus, a teacher and activist who will be remembered by many EIS members, sets out to provide ‘an essential overview’ of the vast range of the work of Kenneth White. It is a rigorous and comprehensive exploration of White’s work, that attempts to show how geopoetics, a movement ‘concerned, fundamentally, with a relationship to the earth’, emerged from earlier developments in shamanism, European and Eastern philosophy, science, and Scottish and American thinking and literature.

The book is arranged in three sections: The Initial Ground – which includes much interesting biographical detail; The Emergent Field; and Open World Writing – an examination of White’s writing methods, including several stimulating extended extracts from his poetry, narrative prose and essays.

The middle part is a comprehensively researched piece of writing, linking White’s physical and literary journeys, cross-referencing his development to a staggering range of influences. It is an intellectual foray that not only highlights the development of White as a writer but also manifestly displays the talents of the author.

The publication of this book by Sandstone Press is a welcome contribution to literary debate and would be a useful resource for students and teachers looking for an in depth study of one of Scotland’s most significant writers and thinkers. ■ – LF



**Modern Studies Higher Text Book Launched at The Scottish Parliament**

A new text book *Modern UK Politics* which offers senior pupils and college students unique insights into the post-devolution world of UK Politics received its book launch at The Scottish Parliament. The book launch was organised by Andy Kerr MSP who was one of the Scottish Politicians whose interview appears in the book. The book was launched by former First Minister and former Education Minister Jack McConnell who said, “This is a valuable additional resource for the Higher Modern Studies curriculum.”

*Modern UK Politics*, by Modern Studies teacher and EIS member John McTaggart, is part of an innovative multi-media package which helps students taking Higher Modern Studies to improve attainment. Modern UK Politics is also designed to develop the capacities of A Curriculum for Excellence.

John is a former Curriculum Principal Teacher at Inverkeithing High School and former Principal Teacher of Modern Studies at Boroughmuir High School. He manages Modernityscotland from his office in Aberdour, combining his writing and CPD activities with teaching Modern Studies at Broughton High School, Edinburgh.

In an exciting initiative, the text book is supported by its companion web site [www.modernityscotland.co.uk](http://www.modernityscotland.co.uk) John explains, “The Internet will not replace text books and students and teachers will continue to access information through the printed media. However, if the text becomes out of date, the relevant sections will be updated on-line via the website where there is a dedicated section.” In order to expand this multi-media approach to learning, Modern UK Politics is also supported by pod casts. ■ – DM

For more information, please contact John McTaggart Tel: (01383) 861022 Mobile: 0770 2791435 Web: [www.modernityscotland.co.uk](http://www.modernityscotland.co.uk) Email: [modernityscotland@btconnect.com](mailto:modernityscotland@btconnect.com)



Jack McConnell with John McTaggart

“This is a valuable additional resource for the Higher Modern Studies curriculum.”  
Jack McConnell

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

Please write to:

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

Please note that to be considered for publication, letters sent must include a full postal address. All opinions expressed in letters and articles are those of the individual authors and do not necessarily reflect EIS policy.

## Military Exercise?

Dear Editor

The debate about military recruitment will be thrown into sharp relief if you have the opportunity to listen to or speak to Rose Gentle whose young son died so needlessly in the war in Iraq. The fact is that the majority of military casualties in any war will be young and working class.

The military claim that they do not 'actively' recruit in schools – this is a lie. A young person may have to sign on formally at the careers office but the line is baited in school. Right now the British Army is sponsoring a 'drama' production aimed at schools by a production company called Impact. They claim to be 'innocently' promoting a positive message about the importance of education but it is firmly linked to the army. The backdrop to the drama is dominated by internet links to the Army jobs website and the impact web address on the backdrop leads straight to army recruitment material.



The one thing you can be sure doesn't get attention is the war and the waste of life. People may remember the M.O.D. plan to set up a website providing free resources to teachers to promote their message, well the Defence Dynamics website has been set up and no surprises but Basil Fawley would be proud. The resources stress only positive aspects of military activity, such as search and rescue, disaster relief and weather reporting. Perhaps ironically they

admit in one of their own lessons on advertising that they want to make it look exciting not dangerous.

Yours etc  
Andrew Fullwood  
South Lanarkshire and Council

## Political support

Dear Editor

"Overwhelming support for the EIS Political Fund" claims this month's issue. Given only 17,880 out of 59,229 eligible voters supported it, I'd hardly call that overwhelming – I make it a shade over 30%. Still, in these democratic times, that's enough to return a government.

Yours etc,  
Douglas Newell  
Address supplied

## SEN or ASN?

Dear Editor

Although there are many children who, with additional support, can follow the mainstream curriculum amongst their peers, we must not forget those who can't. With the downgrading of Special Schools and the lack of Specialist Units or classes, more and more children are now found in mainstream classes whose educational needs are not being met. Because of their disabilities, these children do have special needs as opposed to additional support needs, and even with the best of support they cannot follow the mainstream curriculum or learn in a class of 20-30 peers. To dump these children in mainstream classes in the name of inclusion means to deny them the specialist education their needs demand.

Yours etc,  
Elkie Kammer, Inverness.

## The question of Palestine



Dear Editor

As educationalists and union members we strive to create situations in which children can be, and learn to be responsible, confident, aware and active citizens. We view this as a global goal and so with dismay and disdain we read in the SEJ, the words of Ariel Sharon declaring that 'Palestinian education is more harmful to Israel than Palestinian weapons'. That children are denied access to education through poverty or lack of availability is anathema enough, but that political intent should be the cause needs action.

Dr Hala El-Yamini in her article highlights the physical obstacles put in place by the Israeli authorities and the ensuing psychological damage. The psychological effects stymie personal development. Contact with different peoples, better educational methods and resources are all essential in developing an open mind.

Therefore surely it is time for the union to make a stronger commitment to supporting our fellow educationalists and students.

It is time for all members to raise the awareness of the infringement of the human right to education.

It is time for individual schools and colleges to make connections with Palestinian schools and colleges to show our awareness of their struggle and to give our support.

Yours etc  
Isobel Kennedy  
Orkney



## Dear Editor

As an EIS member for 32 years, I was extremely disappointed to read the article 'Behind the Wall', more a polemic than the carefully argued and well-reasoned pieces that I have come to associate with the SEJ. Although I do agree with Dr El-Yamini that almost all Palestinian people, including the children, suffer great hardships and that the educational opportunities of the young are much limited, it is over simplification of the grossest kind to lay all this entirely at the door of the Israeli Government and people and, in particular, 'the wall'.

It can be recognised that to address all the complexities of the Middle East in one article would be an impossible task, but to make only two mentions of Israeli concerns with the safety and security of its citizens (her tone in both cases suggests that 'spurious' might readily be attached to these) seems to indicate that Dr. El-Yamini is wilfully overlooking some aspects of Palestinian society fostered by its leaders over several generations.

For example, the so called 'Apartheid Wall' (in fact, a fence for 95% of its length), built recently by the Israelis to address very effectively their security concerns, cannot possibly be the source of the deep seated psychological problems among university students that she describes. Could at least a significant part of these problems lie in the imbuing of children in Palestinian schools, from even the primary stages, with a deep hatred of Jews ('One must beware of Jews, for they are treacherous and disloyal') and the glorification of suicide bombers? Also, is it possible that difficulties might be being created for young people by 'public education', through the press, television and in the speeches of clerics and politicians, including the late President Arafat (speaking in Arabic and so rarely picked up in the western media), in which children have been exhorted to give up their children to become central actors in 'martyrdom operations' (i.e. suicide killings) against Jews?

Further, while the lack of a mention of Israel in text or through maps in any of the 58 children's textbooks used in schools may well reflect a level of consistency among Palestinian educators, it is alarming that, according to a Palestinian psychologist, 'over 50% of 6 - 11 year olds dream of becoming suicide bombers'. In children carrying the seeds of hatred referred to above, allied to such obvious mental disturbance, it is far from surprising that 'clear marks (have been) made on the society, making it regress' as Dr El-Yamini claims.

While I do not wish to imply that Israeli actions have had no effect on the physical and mental wellbeing of young Palestinians, it should be clear that the main responsibility for the educational and developmental problems that Dr El-Yamini describes lie deep within Palestinian society. I recognise that Dr El-Yamini must be fully aware of all this, and so am unable to see her analysis as only naive. In light of this, I must reiterate my concern that the SEJ has allowed itself to be used as a vehicle for the promotion of views which are both contentious and far from soundly based.

Yours sincerely,  
Joyce Cheesmond,  
Edinburgh

# EIS Quiz 2007

## Answers: how did you do?

### SECTION 1: 2007 – Were you paying attention?

1. Bulgaria and Rumania.
2. Forest Whitaker.
3. A total lunar eclipse.
4. Poland and Ukraine.
5. 47.
6. Frankie Dettori.
7. Harriet Harman.
8. The Live Earth Concerts.
9. The Scouting Movement.
10. The New York Giants and the Miami Dolphins.

### SECTION 2: Song Lyrics

1. Bee Gees *Stayin' Alive*.
2. Squeeze *Cool for Cats*.
3. Kaiser Chiefs *Ruby*.
4. Abba *Dancing Queen*.
5. Oasis *Don't Look Back in Anger*.
6. Roxy Music *Dance Away*.
7. Robbie Williams *Millennium*.
8. REM *Everybody Hurts*.
9. Razorlight *America*.
10. Bryan Adams with Mel C *When you're gone*.

### SECTION 3: 1907 Trivia

1. The world's first portable electric vacuum cleaner.
2. Rudyard Kipling.
3. Belfast.
4. Frank Whittle.
5. Edward Grieg.

6. La Pedrera.
7. Buster Crabbe.
8. Franz Joseph I.
9. Daphne du Maurier.
10. Oklahoma.

### SECTION 4: One Hundred Not Out

1. Foinavon.
2. 2 and 6. ( $x^x + y^x = 100$ .  
 $2^6 = 64$  plus  $6^2 = 36$ .  
 $64 + 36 = 100$ .)\*
3. Fermium.
4. 1453.
5. Nick Heyward.
6. Benjamin Franklin (hence the slang term for a \$100 note as "a Benjamin.")
7. Scrabble.
8. Gabriel García Márquez.
9. Tony Blair.
10. 160.9344 kilometres.

### SECTION 5: And finally...

1. Brambles.
2. Anthony Kiedis.
3. Nancy Pelosi.
4. Spain.
5. Ireland and Denmark.
6. Almond.
7. Twelfth Night.
8. The Piccadilly Line.
9. A high intensity spotlight used in theatres and the entertainment industry.
10. Bordeaux.

\*This question was not counted in the marking of the entries, due to a printing error making the formula incorrect. We apologise for this technical error.

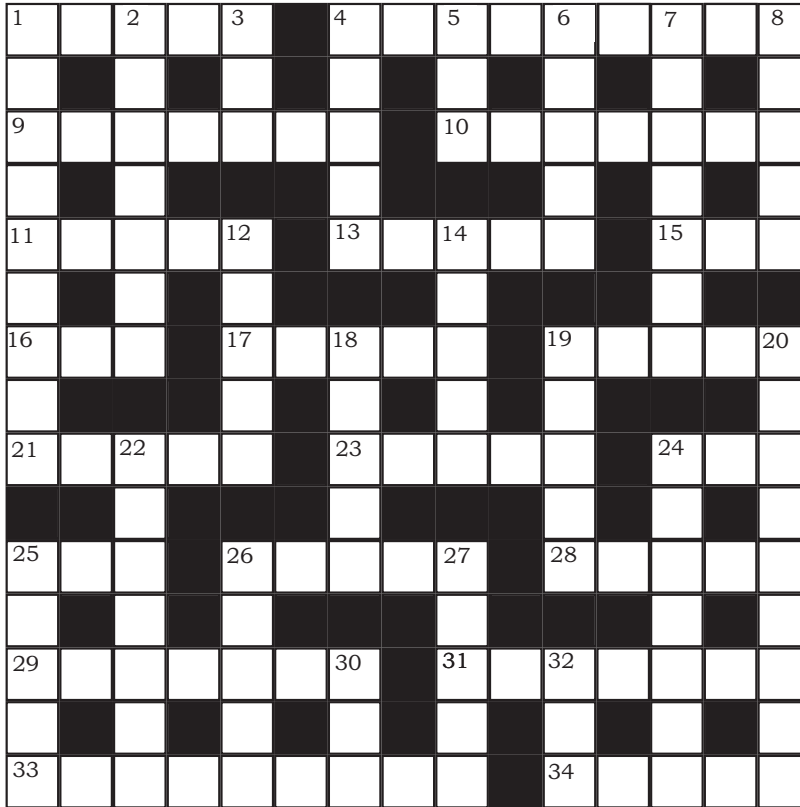
The winner of the quiz competition was Anne Connelly, an FE lecturer from Renfrewshire, who wins £50 of gift vouchers

## Five Minute Quiz

1. Which family lives at 17 Cherry Tree Lane?
2. Who had a hit with *Black Horse and the Cherry Tree*?
3. What was the name of the Iron Horse in the 1950s TV show *Casey Jones* which starred Alan Hale Jr. as the lead character?
4. With which sport do you associate Paul Casey?
5. Who hosted the BBC2 show *Room 101* before Paul Merton?

Answers on page 30

# Crossword 49



## CLUES

### Across

- 1 Golf and marbles exemplify sporting beginnings (5)
- 4 Stacy ails as a result of breakdown (9)
- 9 The benevolent vet removed the making of a lord say ? (7)
- 10 Book store, the scales with empty repository (7)
- 11 Teach a feral trout (5)
- 13 Find a room to read (5)
- 15 Could be the end of the cube (3)
- 16 Unfairness has within it the prerequisite for respiration (3)
- 17 Give an allowance to the lad (5)
- 19 Leaps into false pale part of flower (5)
- 21 Head, side and fog perhaps (5)
- 23 Could learn at Sunday School initially (5)
- 24 She resolved to include appropriate pronoun (3)
- 25 Nod off during lecture by university teacher (3)
- 26 Fraudulently presented tup! (3-2)
- 28 Revolutionary leader produced napery in Dunfermline (5)
- 29 Wash the puss in omo and out comes another creature (7)
- 31 Used scent to hide each smoke (7)
- 33 My confused arctic pal was good with his hands (9)
- 34 Faulty sounding herb (5)

### Down

- 1 Large lath used to make big room (5,4)
- 2 Overlook the prefect on television you might say (7)
- 3 Takes the place of public transport (3)
- 4 Table game protecting royalty (5)
- 5 Small mobile let out (3)
- 6 Meet in the reception area and try to influence (5)
- 7 Don't sit down to watch the comic (5-2)
- 8 Character of the pig's home the french created (5)
- 12 Could be the correct measurement of girth (5)
- 14 Over and above the blue light maybe (5)
- 18 A caledonian race course ? (5)
- 19 Analysis always contains means of producing rope (5)
- 20 An allergy, perhaps, of the throat ! (9)
- 22 Force load on shipwrecked vessel (7)
- 24 Long time takes no degree perhaps! (7)
- 25 Hang loose as might a pro do (5)
- 26 One in the mail as a basis for logical reasoning (5)
- 27 One in the eye for the young learner (5)
- 30 Short coat on a Scottish son (3)
- 32 He stole the orb and broke it (3)

## Answers to crossword no.48

**Across:** 1 Wounds, 5 Passages, 9 Heroines, 10 Strict, 11 Indefinite, 12 Palm, 13 Teachers, 16 Stages, 17 Canals, 19 Cassette, 21 Lost, 22 Characters, 25 Marine, 26 Proteins, 27 Released, 28 Served.

**Down:** 2 Ocean, 3 No-one, 4 Sunrise, 5 Pussies, 6 Sisters, 7 Aeroplane, 8 Excellent, 14 Elaborate, 15 Coastline, 18 Secrets, 19 Clapped, 20 Shadows, 23 Their, 24 Range.

## CROSSWORD WINNER –

Congratulations to **Jim Cameron**, Whitebridge, who was the winner of SEJ cryptic crossword no 48. Jim receives a £20 book token.

### Mini quiz answers

- 1. The Banks Family in *Mary Poppins*
- 2. KT Tunstall
- 3. The Cannonball Express
- 4. Golf
- 5. Nick Hancock

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

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SEJ December 07 Sudoku solution

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

## Sudoku

supplied by: Lovatts Publications

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

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

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SEJ 04/07



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