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**eis**  
The Educational  
Institute of Scotland

**EIS Manifesto**  
Setting priorities  
for education.



**Party line?**

Find out where  
the political  
parties stand.



# SEJ

## Vote for education

Special focus on the Scottish elections

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the right choice for  
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p08

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## Election race too close to call

**As Scotland's political parties jockey for position in the run up to this year's Holyrood and local government elections, only one thing is certain: it will be a very close race.**

Opinion polls have shown that no party has an overwhelming lead in the run to form Scotland's next devolved government. As the race builds up to a conclusion over the next six weeks, each political party will be attempting to win the hearts and minds of voters with enticing policies on the key devolved issues for Scotland – health, transport, social justice, industry, tourism and, of course, education.

Education is one of the largest devolved areas of responsibility for the Scottish Parliament, with a huge amount of public investment and an even greater level of public interest. Each of the parties know that getting their policies and priorities for education right will be essential to gaining support at the ballot box on May 3rd.

The EIS has already announced its own key education priorities for the coming elections – class sizes, pupil indiscipline, nursery education, and further and higher education. We have been campaigning actively on these priorities, and will continue to do so throughout the election campaign. The EIS Manifesto for Education, and mini-manifestos on our four priorities, have already been published and are being distributed at a local and national level. We believe that Scotland's politicians cannot afford to ignore the opinions of teachers, lecturers, parents and students on the key issues for Scottish education.

In this issue of the SEJ, we focus on the election campaign and examine each of the EIS priority areas in depth. We also talk to education spokespersons for each of the main parties, and ask for their thoughts on each of the EIS priorities. You can find the party responses in the election coverage pages of this SEJ.

Every vote will count in this election race, so this is an ideal time to find out about the education policies of your local candidate and to press them on the issues that matter to you and to Scottish education. Voter turnout will play a huge part in this election, and the EIS is encouraging as many people as possible to exercise their right to vote and influence policy for the next four years. A major EIS advertising campaign – previewed in this issue and set to be rolled out across the country soon – will highlight the importance of education and call on all those eligible to turn out and cast their vote for education.

The Scottish Parliament and local government elections will have a major influence on the shape of Scottish education for the next four years and beyond. Please do your part – read our election coverage and the EIS manifesto, find out what each of the political parties has to offer, then cast your vote for whichever party shares your hopes for our education system. It's important for Scottish education that we all have our say. ■

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## New EIS President and Vice President elected for 2007/08

**Nominations for the election of the next EIS President and Vice-President have now closed. With only one candidate being nominated in each category, the new President and Vice-President for 2007/08 have been elected unopposed.**

The new President for 2007/08 will be Kirsty Devaney, who is a prominent member of the EIS Further Education Lecturers' Association, a long-time national EIS Council member, and a lecturer at Dundee College. Ms Devaney, who is currently serving as EIS Vice-President, will be the first EIS National President to be elected from the Further Education Sector.

The new Vice-President for 2007/08 will be David Drever from Orkney Local Association. Mr Drever is a long-time EIS activist and National Council member. He is also an English teacher and deputy headteacher at Kirkwall Grammar school in Orkney. Mr Drever is currently representing the EIS nationally on the Ministerial Working Group on class sizes.



Kirsty Devaney



David Drever

Both Ms Devaney and Mr Drever will formally take up their new posts at the EIS AGM in June, when current National President Peter Quigley will also move into the post of immediate Past-President. ■

**“We want a partnership with Aberdeen because it is a University which is prepared to take forward the continuing professional development agenda for teachers in an innovative and imaginative way, with the emphasis on practical action research.”**

Jack Barnett, former EIS President



## University of Aberdeen and EIS announce partnership

**Teachers across Scotland are set to benefit under a partnership agreed between the University of Aberdeen and the EIS.**

**The two institutions will work together to provide professional learning and development opportunities for teachers. They will work together to develop a menu of courses, conferences and research opportunities designed to meet the needs of primary and secondary teachers at different stages in their careers.**

Jack Barnett, past President of the EIS and a former graduate of the University, said: “We want a partnership with Aberdeen because it is a University which is prepared to take forward the continuing professional development agenda for teachers in an innovative and imaginative way, with the emphasis on practical action research.”

involve local teams comprised of University tutors, EIS Learning Representatives and Chartered Teachers who will help teachers plan their CPD pathways.

Myra Pearson, Head of the University of Aberdeen’s School of Education, said the partnership would bring significant benefits to teachers.

“It will support teachers in the early stages of their careers and help them focus their continuing professional development activities in a coherent fashion.”

Mr Barnett added: “It is the view of the EIS that supporting the professional development of teachers – at whatever stage of their career they might be – is absolutely central to our aim of promoting sound learning and providing a world class quality educational system in Scotland.”

The first EIS-University of Aberdeen joint conference is planned for Saturday 19th May and will focus on Enhancing Inclusive Practice. It will take place in the School of Education, University of Aberdeen. (See facing page) ■



Myra Pearson, Head of the School of Education, University of Aberdeen and Jack Barnett, former EIS President.

Photo: Kate Sutherland

The partnership will focus on four key areas – Inclusion, A Curriculum for Excellence, Leadership and Management, and Mentoring and Coaching – which will allow teachers to pursue their particular areas of professional interest.

The EIS is discussing a number of similar partnership agreements with other Scottish universities. The first EIS partnership is with the University of Paisley where Charter Teacher courses are delivered on a partnership basis.

Across the North of Scotland a network of support for teachers will now be established to complement professional development opportunities and guidance already offered by local authorities and schools. This will

# EIS Learning Reps influencing education policy making

**E**IS Learning Representatives should influence education policy making, Matthew Maciver, Chief Executive of the General Teaching Council for Scotland (GTCS) told a meeting of Learning Representatives held in Glasgow last month. Addressing Learning Reps he said, "Don't be afraid to seek to influence policy making in relation to Continuing Professional Development". He said that increasingly Learning Representatives were "an integral part of the whole CPD process". They were "of critical importance to practising teachers".

He added, "Learning Representatives have credibility which others among us don't have". He said that Learning Representatives were part of the "real world" of education. He recognised that teachers in schools were often tired and frustrated. The Learning Representatives initiative of the EIS was he said "one of the most

important developments for the teaching profession in Scotland".

Speaking of the developing CPD agenda in Scotland Mr Maciver warned of the dangers of CPD meeting only school needs and local authority needs. This would lead to a utilitarian and pragmatic way of running the education system. He told Learning Representatives that there "has to be room for the individual teacher". It was important, he said, that "teachers should also be involved in areas of the curriculum which interest them as individuals".

Welcoming the current review of Chartered Teachers he praised the Chartered Teachers who had been successful in gaining the Chartered Teacher Standard. He said, however, that Chartered Teacher courses "haven't caught on as much as they could and we need to be able to support that".

Elsewhere in his speech Mr Maciver raised the question of whether there should be now



a Standard for Leadership to complement the existing three Standards – for full registration, Chartered Teacher and Headship.

Also addressing Learning Representatives, multi-establishment FE Learning Rep Hugh Paton stressed the need for a growing dialogue between schools and Further Education. He said, "FE Learning Reps can support Learning Reps within schools. There should be more dialogue between schools and FE – and Learning Reps can achieve that".

He said "The Learning Rep role is institutionally challenging within the FE sector – but it does count". ■

*See pages 18-20 of this SEJ for a CPD update.*

**"there's a lack of clarity of thought in the current national CPD agenda and a lack of coherence about what the profession now needs."**

Matthew Maciver, Chief Executive of the General Teaching Council for Scotland (GTCS)

19 May 2007

## EIS/University of Aberdeen Education Conference

**The EIS and the University of Aberdeen are hosting an Education Conference in The MacRobert Building, King's College, Aberdeen, on Saturday, 19 May 2007. The Conference will cover all issues of Inclusive Education.**

An invitation has been extended to the Minister for Education to be appointed following the Scottish Parliamentary Elections earlier in May.

**The following key speakers have also agreed to participate in the Conference:**

Professor Martyn Rouse

Director of the Inclusive Practice Project,  
The University of Aberdeen,

Dr. Mike Gibson  
George MacBride  
Myra Pearson

Head of Support for Learning Division, SEED,  
EIS Education Committee Convener,  
Head of School of Education, The University of Aberdeen.

Seminar Groups will cover various aspects of Inclusive Education including the relationship with A Curriculum for Excellence, the Journey to Excellence, CPD, Creativity, Multi-Agency Working and Partnership with Pupils. Discussions will be led by representatives from The Scottish Executive Education Department, HM Inspectorate of Education and The University of Aberdeen.

**There is no cost to EIS members who wish to attend the Conference and travelling expenses will be covered by EIS Headquarters. Places will be limited and will be allocated on a first come first served basis subject to sector and geographical balance.**

**EIS members interested in attending the Conference should contact the EIS Education Department, 46 Moray Place, Edinburgh, EH3 6BH. (Telephone 0131 225 6244 or e-mail [JBaldwin@eis.org.uk](mailto:JBaldwin@eis.org.uk)). A booking form is also available on the EIS website at [www.eis.org.uk](http://www.eis.org.uk)**

...stop press....stop press....stop press....stop

## Show Racism the Red Card – the winners are chosen

Show Racism the Red Card

The judging for this year's EIS / Show Racism the Red Card competition took place at EIS headquarters just before this SEJ went to press.

Over 300 schools across Scotland entered this year's competition, and the standard was as high as ever. The judging panel - comprised of EIS Equalities Convener Margaret Nicol, Yvonne Strachan of the Scottish Executive Equality Unit, ex-Hibs star Jackie McNamara of the Scottish Professional Footballers' Association and Daniel Gerard of Edinburgh's Spartans Football Club - had an extremely difficult task in selecting the winners in each of the categories, but eventually managed to agree that the following entries stood out:



### Category winners

#### Primary 1-4 Poetry

- 1st prize** Owen Gillanders, Fetterangus Primary School, Mintlaw  
**2nd prize** Primary 2/3, Ruchill Primary School, Glasgow  
**3rd prize** Molly Semple & Hannah Young, Dalintober Primary School, Campbeltown

#### Primary 1-4 Artwork

- 1st prize** Orange Class, James McFarlane School, Ardrossan  
**2nd prize** Calum Brady, Holy Family Primary School, Lenzie  
**3rd prize** Class Skye/Islay, Isobel Mair School, Clarkston

#### Primary 5-7 Poetry

- 1st prize** Beth Callon, Inverbrothock Primary School, Arbroath  
**2nd prize** Primary Seven, South Primary School, Wick  
**3rd prize** Jean Tafara Mukumba, St Laurence's Primary School, Greenock

#### Primary 5-7 Artwork

- 1st prize** Michael Darroch, St Joseph's Primary School, Helensburgh  
**2nd prize** Furmaan Ahmed, Pollockshields Primary School, Glasgow  
**3rd prize** Louise Hall, Braidbar Primary School, Giffnock

#### Secondary Poetry

- 1st prize** Fiona MacGregor, Greenock Academy  
**2nd prize** Ellie Cohen, Albyn School, Aberdeen  
**3rd prize** Neil McClelland, Dunoon Academy

#### Secondary Artwork

- 1st prize** Arman Hussain & Stuart MacKenzie, Greenock Academy  
**2nd prize** Daisy Bruce, Elgin High School  
**3rd prize** Martin Higgins, Lenzie Academy



Judges showing the category winners: 1-4 Daniel Gerard, Yvonne Strachan, Margaret Nicol and Jackie McNamara.

**Congratulations to all the winners on their success, and thanks to everyone who entered for their excellent entries. The winners will receive their prizes at a special ceremony at Hampden Park on 19 April – when the identity of the overall 1st place prizewinner will also be revealed.**

# Election campaign launched with significant class size petition

President Elect Kirsty Devaney told the March meeting of Council that the EIS had now officially launched its campaign for the Scottish Parliamentary and local government elections on 3 May.

One strand of the campaign which has been a significant early success is the national EIS petition to reduce class sizes. Ms Devaney told Council that the petition had attracted widespread support from across the country, and that the number of signatures collected from teachers, parents and the wider public had exceeded expectations. At the time of writing, preparations were underway to arrange a formal public handover of the petition to Scottish Ministers at Holyrood.

Ms Devaney also highlighted that recent media coverage of the class sizes issue, including the Council report in the previous edition of the SEJ, had increased the pressure on the Scottish Executive



EIS President Elect Kirsty Devaney with NUS Scotland President James Alexander at a recent joint NUS/EIS publicity event at the Buchanan Galleries in Glasgow. The event aimed to highlight key education issues for the upcoming Scottish elections, and marked the formal launch of the EIS 'vote for education' campaign.

and local authorities to clarify their position regarding their commitments to cut class sizes.

The EIS class sizes petition is just one strand of the EIS campaign that is now underway.

The EIS Manifesto for Education, and mini-manifestos on each of the key campaign aims, have also now been launched and are highlighted in our special feature in this SEJ. ■

## Class size strike call rejected

A proposal by Hugh Donnelly (Glasgow), calling for support for industrial action in any Local Association area where satisfactory local agreement was not achieved on the implementation of class size reduction commitments, was rejected by Council by an overwhelming majority.

Instead Council backed an alternative proposal by David Farmer (Fife) which called for Local Negotiating Committees for Teachers (LNCTs) to secure agreement on the implementation of existing class size reduction commitments (maxima of 25 in P1 and 20 in S1/S2 in English

and Maths) at a local level. "Our members want to see the existing commitments realised", said Mr Farmer.

## Review of Chartered Teacher programme

Education Convener George MacBride told Council of EIS concerns regarding the aims behind the review of the Chartered Teacher programme, recently announced by Education Minister Hugh Henry.

Mr MacBride said, "We hope that this review will not be driven purely by a management concern that they do not have control over who accesses the Chartered

Teacher programme. Management control would be absolutely contrary to the ethos of the CT programme."

## Supporting asylum seekers

Equalities convener Margaret Nicol told Council that EIS work and recent related publicity regarding the educational impact of the use of dawn raids on asylum seeker families had begun to bear fruit. A meeting with Deputy Education Minister Robert Brown had allowed the EIS to raise its concerns over the impact of dawn raids on children and families. ■

## GTCS annual registration subscription

The General Teaching Council for Scotland will begin to collect annual subscriptions for 2007/08 at the beginning of April. Payment is taken directly from your salary or by means of an invoice issued by the Council. If your annual subscription is paid via the local authority, it will be evident on either your March or April payslip. If this is the case, no further action is required. However, if this is not the case, GTCS will issue you with an invoice for payment.

It is imperative that GTCS has an up-to-date address, otherwise EIS members run the risk of not receiving their invoice. EIS members are reminded that failure to pay their annual subscription will result in their names being removed from the register at the end of May. EIS members should visit [www.gtcs.org.uk](http://www.gtcs.org.uk) on a regular basis for up-to-date information regarding the payment of annual subscription fees. ■

## Briefly

We discuss some of the key priority areas highlighted in the EIS Manifesto and the major Scottish political parties' stance on each issue.

# Setting priorities for education



In what promises to be an extremely tight election race at both national and local authority level, each of the political parties will be jockeying for position on the issues that matter to the people of Scotland. Of course, one of the most important issues will be education. At both national level – where the education budget represents a huge percentage of the Parliament's spending – and at local authority level, each party's policy on education has the potential to win – or lose – many votes.

The EIS recently launched its Manifesto for Education. The EIS Manifesto sets out the key priorities that Scotland's political parties will have to address in the lifetime of the next Scottish Parliament. In this edition of the SEJ, we discuss some of the key priority areas which are highlighted in the EIS Manifesto for Education.

The priorities for the EIS are set out in our manifesto, and are highlighted over the following pages of this SEJ. But we also wanted to know what each political party's priorities were in four of our key policy areas – class sizes, pupil indiscipline, nursery education, and further and higher education. We asked each of the main parties to set out their policies, in their own words, so that SEJ readers can make an informed choice when the time comes to cast their votes on May 3rd. Their answers are published side-by-side in this edition, making a straight comparison between each political party simple and accessible.

The EIS is not affiliated to any individual political party, and will not be encouraging members to vote for any specific party. Instead we are simply exploring the key issues for Scottish

education and encouraging members to cast their vote for the party that they feel has the most to offer our education system, our teaching professionals, and our young people.

And the EIS is not just talking to Scotland's politicians, teachers and lecturers at this important time. EIS members have recently been out on the streets, gaining parental and public support for one of the key EIS priorities – the reduction of school class sizes. The EIS petition to reduce class sizes has been a great success, and this is also highlighted in this SEJ.

Continuing our efforts to keep education at the forefront of the election campaign, the EIS will be launching a major national advertising campaign to encourage people to turn out at the polls to cast their 'vote for education'.





**EIS members have recently been out on the streets, gaining parental and public support for one of the key EIS priorities – the reduction of school class sizes.**

Here, we preview some of the advertisements that will be running on billboards, poster sites, on buses and in newspapers across the country. These adverts have been conceived and tested to appeal to all potential voters, both to encourage voter turnout and to inform voters to make an 'educated choice' when deciding which political party to support.

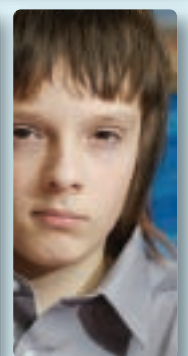
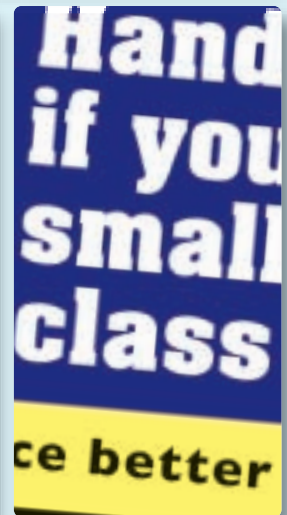
The Scottish elections will have a huge impact on the future of Scottish education. This SEJ is aimed at raising some of the important issues, and providing food for thought for both politicians and voters. Please take the time to find out about each party's priorities for education before you cast your vote – Scotland's education system needs your support. ■

## Look out for EIS election advertising in your area



The EIS will be launching one of its biggest ever national advertising campaigns in the run up to the Scottish elections in May. These adverts, which will be running across the country in such places as billboards, buses and bus shelters, train and underground stations, and the national press highlight some of the key election priorities for the Scottish Parliament and local councils.

We preview some of these advertisements below. Look out for these adverts in your area soon.



# EIS key messages

Thoughts on the main issues in education

## Class size campaign... where do we go from here?

As reported in the last edition of the SEJ the EIS has been running a petition on the need for smaller class sizes in Scottish schools. The response to this has been very positive but this is only the first step in a bigger campaign around this issue.



"It is 30 years since the class size maxima in our schools was set and incorporated into Teachers' Conditions of

Service and Scottish education has changed radically since then. Luckily those of us who have been out on the streets recently getting the petition signed have met with little opposition to the concept of smaller classes in our schools.

It is however useful and indeed necessary to articulate the main reasons why smaller classes are essential in the changing education system if we are adequately to equip our youngsters for the future.

### Learning is different

The way our youngsters learn is very different these days and the use of individualised learning makes it crucial for them to be taught in a smaller class. It is impossible to give children the attention they require in a class of 33.

The gradual introduction of *A Curriculum for Excellence* into our schools means that the way children learn and the possible cross-curricular work being done would by necessity mean that this would need to be done in classes of far less than at present.

### Inclusive Education

The EIS is very much in favour of the inclusion agenda but we must be aware that including all youngsters and ensuring that all our children benefit fully from their time at school can only

be done in smaller classes. We cannot accept some of our youngsters coming from special education into mainstream education from a class of 10 into a class of 33 - that is not fair on anyone in the system.

### What can be done in the run-up to the Scottish Election?

Politicians can agree to continue with the provision of 53,000 teachers in Scotland. This combined with the present falling rolls, would make it much easier to achieve our objective of smaller classes. They could agree to continue the class size reduction in P1 of 25 through to P2 and continue this throughout the primary sector in future years. Research shows that, the younger the children are in small classes, the more benefits that result. Why waste that by reverting back to 30 in P2?

Scotland's politicians have to be brave enough to bite the bullet and invest in the future of our country." ■

Helen Connor is a member of the National EIS Executive and Education Committee and represents the EIS on the Ministerial Working Group on class sizes.

THE EIS: CAMPAIGNING TO CUT CLASS SIZES

"We cannot accept some of our youngsters coming from special education into mainstream education from a class of 10 into a class of 33 - that is not fair on anyone in the system."

Helen Connor



## Cutting Class Sizes

**Ensuring that all children can benefit fully from their time at school**

The ways in which children and young people learn in our schools are changing rapidly. Young people are learning new subjects, developing ever more complex skills and acquiring more in-depth knowledge. We know that children learn well when they have opportunities to respond thoughtfully to questions, to talk through their ideas, and to plan their learning in discussions with their teacher. This is not possible

in large classes. We must reduce class sizes at all stages of school from the present outdated maximum levels which run up to 33 pupils per class.

Research evidence both from within and from outwith Scotland points increasingly and strongly to the benefits of reduced class sizes. Teachers know from their own experience the benefits that reduced class sizes bring to pupils. Smaller classes are happier and less stressful classes both for teachers and for the pupils themselves. Scotland compares badly with many other countries in terms of class size.

Work has begun on reducing class sizes in the present Parliament, but the new Parliament must take this further, by moving towards further significant reductions in maximum class sizes. The EIS aim is that all pupils will be

educated in classes with 20 pupils or fewer.

### Priorities for a new Parliament and new Councils

- Holding the next Executive to the commitments already given to reduce class size maxima in Primary 1 and in S1 and S2 English and Mathematics classes by August 2007.
- Maintaining the number of teachers in primary and secondary schools as rolls fall to allow further reductions to be made in class sizes.
- Planning a detailed programme of steps during the lifetime of the new Parliament towards the goal of a class size maximum of 20 in all primary and secondary schools.
- Councils working closely with the Executive on making these reductions a reality in every area of the country.



# Political support needed to tackle indiscipline in schools

The issue of pupil indiscipline is seldom far below the surface of the educational debate in Scotland. Teachers continue to regard the matter of indiscipline and how to solve it as their number one priority.

“Schools reflect changes in society and many of the children we teach have increasingly complex lives in which they often communicate their personal difficulties through challenging behaviour. The Scottish Executive’s policies of inclusion and the presumption of ‘mainstreaming’ have presented new and difficult challenges for teachers. These challenges certainly require teachers to be more reflective about their teaching and learning. But they also call into question the level of support that they receive from school management, from local authorities and indeed from the Scottish Executive.

Headteachers should continue to have the right to exclude pupils where appropriate. The Scottish Executive must re-affirm the right of teachers and headteachers and the responsibilities of parents, with regard to pupil discipline. We acknowledge the place of alternatives to exclusion and the work of the Scottish Executive in promoting and funding innovative solutions. However, the impact of such innovations may take many years to become real or apparent – of little comfort to the teacher who is facing daily disruption or physical assault.

There are no simple solutions to the problem of pupil indiscipline. Like so much in modern school life, success depends on a collegiate approach to the problem at a national, local and school level.

It is these principles we wish to see applied at local authority and school level and, combined with additional resources, we believe we can reach our common goal of achieving better behaviour in all of our schools.” ■

- Sandy Fowler is a member of the EIS National Executive and Education Committee, and represents the EIS on the Scottish Executive’s Discipline Stakeholder Group.



## Pupil Indiscipline

**Creating an environment where pupils can learn and teachers can teach**

The EIS affirms that teachers have the right to teach and young people have the right to learn in a safe and well ordered environment. We know that most parents and young people share this conviction. It is the duty of the Scottish Executive and Councils to provide the necessary support to ensure that this can be achieved.

Any incident of violence, physical or verbal, in our schools is wholly unacceptable. Most pupil indiscipline, however, takes the form of persistent low level disruption. Dealing with this is exhausting for teachers and frustrating for pupils and results in the demoralisation of all concerned. All poor behaviour and indiscipline lead to unacceptable disruption to the processes of teaching and learning in schools. The people who lose out most are the other pupils in the class whose rights are ignored and whose learning is inevitably damaged. Recently, the misuse of mobile phones in schools, particularly those with a camera or video function, has become a growing concern for both pupils and teachers. Robust policies must be put in place to tackle this problem, and teachers should have a clear right to confiscate phones when unacceptable use occurs.

Teachers have worked hard to improve pupils’ behaviour. They have reflected on their own teaching. They have developed plans to encourage better

behaviour. They have worked out programmes for individual pupils. But they cannot solve the problem of indiscipline on their own. They must have improved levels of support from the Scottish Executive and from Councils. It is vital that there is sufficient funding to support schools in this work of dealing with pupil indiscipline. Schools need additional staffing to implement strategies to prevent and deal with indiscipline, including staffing of in-school behaviour bases. Children whose lives are difficult deserve support from the earliest possible moment. There have been a number of successful early intervention projects which have set such young people on the road to success in school. We need more if we are to support all of these young people.

### Priorities for a new Parliament and new Councils:

- Providing sufficient funding to support schools in dealing with issues of pupil indiscipline.
- Providing in-school behaviour bases and providing sufficient off-site behaviour facilities for children for whom other provision is inappropriate.
- Reducing class sizes in all sectors to improve behaviour in the classroom.
- Training for teachers in better behaviour strategies both in their initial teacher education and in their professional development throughout their careers.
- Robust and practical policies to tackle mobile phone misuse in schools.
- The full involvement of teachers and parents in developing and implementing agreed behaviour policies in their schools.
- Full support by the school and by the local authority for every teacher in dealing with incidents of pupil indiscipline.
- Support for the right of headteachers to exclude seriously disruptive pupils as a last resort.

“There are no simple solutions to the problem of pupil indiscipline. Like so much in modern school life, success depends on a collegiate approach to the problem at a national, local and school level.”

Sandy Fowler

## Nursery schools need nursery teachers



**Nursery schools and nursery classes, with appropriately qualified teachers, mean quality educational provision for youngsters before they move on to primary school. Now that all of Scotland's 3 and 4 year olds have the opportunity to experience pre-5 education, the benefits of nursery schools and nursery classes with qualified teachers are becoming more apparent.**

“Quality nursery education means that youngsters get the best start in life. It means guaranteed quality education provision for 3 and 4 year olds. Children aged 3 and 4 years are taught under the supervision of a fully qualified and registered teacher. They have

educational opportunities suited to their particular needs. Quality nursery education means that children enjoy structured and stimulating play in the years before primary school. Such play is particularly important to allow youngsters to develop properly at a vitally important stage in their lives. Children in nursery schools/ classes learn language skills, and

how to play and work with other youngsters and with adults. Nursery education promotes equality of opportunity for children in their earliest years. Also, the special needs of many youngsters are addressed in nursery schools/classes.” ■

- Norma Anne Watson is Vice-Convenor of the EIS Education Committee and a Nursery school headteacher in West Lothian.



### Nursery Education -

#### Providing the best start in life

Scotland has a long and proud history of providing nursery education for our young children in the years before they go on to primary school. Qualified teachers in every nursery school and class have ensured that this nursery education is of the highest quality.

Today, however, in many areas, the number of teachers working in nursery schools and with nursery classes is being cut. Between 2005 and 2006 there has been a reduction across Scotland of around 120 nursery teachers at a time when the number of pupils is rising significantly. Councils have been able to cut these posts because the law does not require them to employ nursery teachers.

The research evidence is clear: early years provision with qualified teachers gives young children the best start in their education. This is because teachers are best placed to support the learning of young children and are best equipped

to encourage children to develop their skills. This is particularly marked for disadvantaged young children. This research evidence from the UK and abroad is supported by the findings of Her Majesty's Inspectors of Education (HMIE) in Scotland. They state, "While very good practice is found in all types of [pre-school] provision a higher proportion of local authority nursery schools and classes perform consistently well or very well than do private day nurseries or voluntary play groups".

A Curriculum for Excellence, the Executive's key policy on teaching and learning, sets out a curriculum for children from the ages of 3 to 18. A central decision is the recognition of the worth of pre-5 learning and the creation of clear links between this and learning in the early years of primary school. This will be much harder to establish without qualified teachers working in nursery schools.

Many parents will require care for their young children beyond the normal nursery school session. The EIS believes that high quality care must be made available to those who wish it and has welcomed the steps taken by the Executive to improve qualifications generally in the pre-5 sector. But this must not be taken by any Council as a pretext for cutting nursery teacher posts.

In the face of Council cuts, parents have consistently

demanding the right to have their children educated in nursery schools staffed by qualified nursery teachers. It is an entitlement which every parent has a right to expect and which Parliament, the Scottish Executive and Councils have a duty to provide. It should be the right of each and every young child to have the best start to their education: enjoying nursery education staffed by fully qualified teachers.

#### Priorities for a new Parliament and new Councils

- A guarantee for every child aged 3-5, whose parents wish this option, to attend a nursery school or class staffed by qualified teachers.
- Amending education law to require councils to provide nursery education for 3-5 year olds with qualified teachers in the same way as they are required to provide primary and secondary education.
- Quality nursery education in nursery schools and nursery classes to be adequately funded by the Scottish Executive and Councils.
- Ensuring that there is a nursery placement for every pre-service primary teacher in training.
- Flexibility of pre-5 provision to be supported and funded - with nursery education forming an integral part of that provision.
- Ensuring that all staff in pre-5 establishments have access to appropriate qualifications. ■

**“Quality nursery education means that children enjoy structured and stimulating play in the years before primary school.”**

Norma Anne Watson



## Further support for higher learning

Scotland has a long tradition of providing lifelong learning opportunities through our Further Education colleges and Higher Education institutions. We currently have one of the highest levels of participation in post-school education in the world, and there are aspirations to raise participation even higher. There is much to be proud of in our Further and Higher Education systems, but there are also many challenges ahead and much that can be improved to provide better opportunities for all prospective learners.

“Many steps have been taken in recent years to widen access to Further and Higher Education, but much more still needs to be done. People from less advantaged backgrounds are still much less likely to access tertiary education than those from other socio-economic groups. Access to education should always be based on a desire and ability to learn, rather than an ability to pay. No potential student should be placed at a disadvantage because of circumstances outwith their control.

Further Education colleges and Higher Education institutions are also under increasing pressure to deliver more without additional financial support. The funding problems in FE are well known, while universities are under increasing pressures due to the introduction of top-up fees south of the border. If our politicians are serious about supporting the vital role of Further and Higher Education, then increases in funding support are absolutely essential.

Standards are hugely important too. The EIS has long campaigned for quality professional development for lecturers, and a professional body for those working in the FE sector. Improving pay and conditions – including a return to national pay bargaining in FE – remain key priorities for the EIS and will be strongly re-enforced throughout this election campaign.” ■

- Kirsty Devaney is EIS President Elect and a senior member of EIS-FELA.

**“The funding problems in FE are well known, while universities are under increasing pressures due to the introduction of top-up fees south of the border.”**

Kirsty Devaney



### Learning for Life

#### Getting the most from Further and Higher Education

More and more young people and adult learners are benefiting from Further and Higher Education in Scotland.

Links between Further Education and schools grow closer through the school/college partnerships and through Skills for Work courses. The growing emphasis on vocational education for many young people means an increased role for Further Education in most communities.

There is concern today about the numbers of young people who are not in education, employment or training (the NEET group). The Higher Education sector continues to grow and develop in Scotland but student hardship is a reality facing many young people pursuing their courses at university.

The introduction of top-up fees in English universities is putting ever increasing financial pressure on universities in Scotland. In

addition lecturing staff in Further and Higher Education continue to be poorly remunerated and in Further Education have no national negotiating forum nor professional body overseeing the qualifications of lecturing staff.

The EIS believes in the highest educational standards for all teachers and lecturers in Further and Higher Education, and also in a level of pay which reflects those standards and the demanding work undertaken.

Further Education colleges must be funded to a level to meet the growing needs of their communities and to allow for the expansion of opportunities for lifelong learning throughout the country.

Universities in Scotland must be funded to maintain their competitive edge through improving access, the highest quality teaching and opportunities for developing research facilities.

#### Priorities for a new Parliament and new Councils:

- Access to Further and Higher Education for young people and adult returners to be broadened so that no potential student is denied a place because of cost, geographical location, gender, race or disability.
- Continued opposition to the imposition of socially divisive top up fees in higher education in Scotland.

- The continued development of school/college partnerships with adequate funding and with full involvement of all teaching and lecturing staff involved in partnership arrangements.
- All FE lecturers to have access to quality development leading to a Teaching Qualification in Further Education (TQFE) and thereafter registration with the General Teaching Council for Scotland (GTCS).
- The pay of lecturers in both Further and Higher Education in Scotland to be increased to reflect the level of professionalism.
- A return to a system of national bargaining for lecturers in Further Education colleges.
- The development within Further Education colleges of a more participative and collegial style of management and decision making.
- Further Education colleges to be funded to a level to meet the growing needs of their communities and to allow for the expansion of opportunities for lifelong learning throughout the country.
- Universities in Scotland to be funded to maintain their competitive edge through improving access, the highest quality teaching and opportunities for developing research facilities.

# What do the parties think?

We asked Scotland's political parties for their views on our education priorities. Over the next four pages we print their responses so that SEJ readers can know where each of the parties stand on the key education issues.



## Scottish Labour



### Nursery Education

Labour are proud we introduced free universal nursery education for all. We will expand nursery education giving parents more choice and flexibility. We will invest in training and qualifications and improved career paths for nursery staff.

We will invest further in the quality and accessibility of innovative childcare, breakfast and after-school clubs. We will also extend nursery education to vulnerable two year-olds and expand a revitalised Surestart.

### Class Sizes

Scottish Labour will further reduce class sizes year on year. We will reduce class sizes in Primary One to 25 and meet our commitment to reduce class sizes to 20 in Maths and English in S1 and S2 this year. We will increase teacher numbers to 53,000 by August 2007 and the historic opportunity presented by falling school rolls and rising teacher numbers allow us to continue to improve pupil teacher ratios, cut class sizes and maintain the best standards that Scotland has ever seen. We will also accelerate the school building programme and rebuild a further 250 schools by 2011, allowing more teachers to work in modern classrooms.

### Indiscipline

Scottish Labour believes pupils and teachers should not have to tolerate disruptive, violent or bullying behaviour. We will support headteachers to take the actions they consider necessary, including the ultimate sanction of excluding children where appropriate. We will continue to support pioneering projects like "nurture" classes and offsite behavioural facilities to support children into mainstream education. We will also fund additional and specialist staff to support schools, so teachers can spend more time teaching.

### Lifelong Learning

Scottish further education was for too long the poor relation in the education system. The college

"We will work to ensure that no young person leaves school without going on to training, education, work or volunteering"

Scottish Labour

## Scottish Socialist Party



### Class Sizes

Around a quarter of all pupils in Edinburgh attend fee paying schools. I find that a staggering statistic which I feel sure is like no other city in Britain. One reason parents spend a fortune sending their children to private schools is the small class sizes.

I am fully committed to public sector education and see no reason why the same pupil teacher ratios as Heriots, Fettes or George Watsons can't be achieved everywhere. My children have been in groups of 30 or more and we know they do better in smaller classes.

The SSP is committed to maximum class sizes of 20.

### Indiscipline

Neither the needs of the students nor the teachers are served by the

present policy. Teachers are left to cope in classrooms with increasing numbers of students who experience multiple problems. Students can arrive at school, after experiencing horrific situations and their immediate needs are not a lesson on quadratic equations or plate tectonics! The pupil support/guidance system often does not meet their needs because it is largely directed to getting students back into classrooms, whether or not this is likely to help.

One approach which does appear to work is the Outreach Service, where staff provide 1:1 teaching support and a programme built around the student's needs, not an institution's need to slot them into prescribed situations.

### Nursery Education

My two children benefited hugely from their nursery education. My daughter and son both thrived in the care and company of staff and other youngsters. But private

nursery education is expensive and public provision does not kick in until much later, we could only afford part time care before they got a place at pre school.

The SSP is committed to providing every three and four year old child with a full time pre school education.

We were also proud to support the nursery nurses' strike for a decent wages in 2003. An £8 per hour minimum wage would provide important support for staff we regard highly but currently pay so poorly.

### Lifelong Learning

John Maclean the famous Red Clydeside socialist and himself a teacher, once proclaimed that 'education is a right not a privilege'. And to me it is a right which belongs to everyone throughout their life. The SSP believes we need to encourage people to exercise their right to lifelong learning by providing



**“The SSP believes we need to encourage people to exercise their right to lifelong learning by providing equal educational opportunities for mature students based on experience and prior learning.”**

Scottish Socialist Party

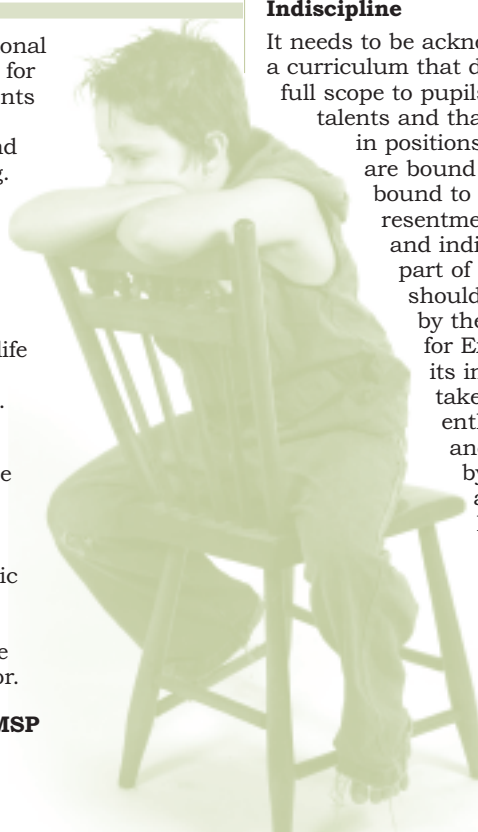
estate was not fit for purpose, and we have rebuilt a number of college campuses across the country. We will continue that investment. We will create Skills Academies in local colleges and some schools, offering young people from the age of 14 the chance to pursue challenging vocational subjects. We will work to ensure that no young person leaves school without going on to training, education, work or volunteering and we will expand our Modern Apprenticeship scheme and create a new higher level ‘Advanced Modern Apprenticeship’. We will continue to support our universities and resource them so they can stay competitive.

**- Jack McConnell MSP**

equal educational opportunities for mature students based on experience and prior learning. We also want to see employers compelled to allow paid time off for training and life long learning opportunities.

Rights can of course only be exercised by everyone equally when free and public education is central to everything the SSP stands for.

**- Colin Fox MSP**



## Scottish Green Party



### Class Sizes

The Green Party has consistently called for class sized to be reduced over the last 20 years. We recognise that there are considerable educational advantages to be gained from classes which are 20 or less particularly at primary school level. Not only do children get more individual attention but they feel more secure in smaller social units. We are particularly keen on seeing education as something which happens outside as well as inside the classroom. Smaller classes make it much easier for this to happen.

### Indiscipline

It needs to be acknowledged that a curriculum that does not give full scope to pupils creative talents and that puts them in positions where they are bound to fail is bound to lead to resentment, truancy and indiscipline. This part of the problem should be addressed by the Curriculum for Excellence if its implications are taken on board enthusiastically and intelligently by local authorities, head teachers and management. Children in care and children with learning difficulties figure

significantly in the indiscipline tables. We need to pay more attention to their specific needs. If all these areas were addressed, local councils should be content to leave suspensions and expulsions to be dealt with by headteachers on the rare occasions when this might be necessary.

### Nursery Education

The latest revision of the Green Party’s policy reference document concentrated almost entirely on early years, support for families with young children including single mothers. There needs to be a huge increase in the support given to those families who need it, to make sure that their children are not unnecessarily disadvantaged in their early years. The Scandinavian model suggests early years education is best delivered at home where possible, but that kindergarten and nursery education should be of the highest possible standard. We support the call for properly qualified professionals, properly paid to deliver nursery education.

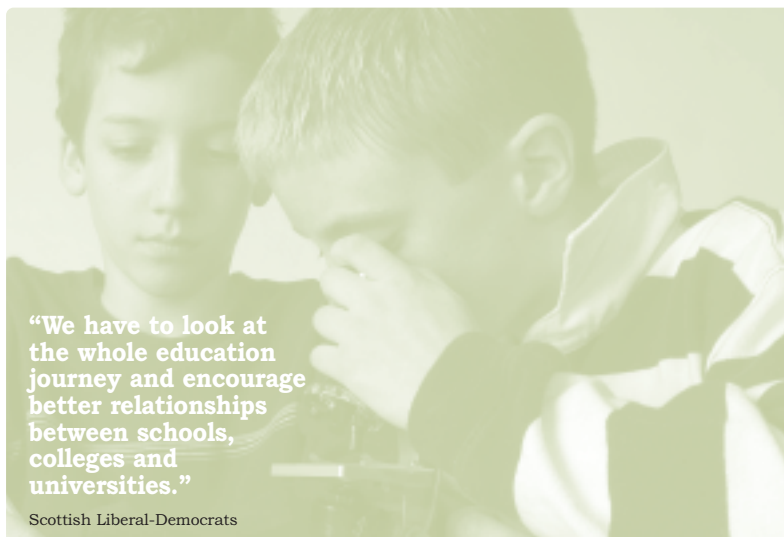
### Lifelong Learning

The Green Party has always seen access to life long education as a basic right. Our basic income scheme which we campaign on with our sister party in England and Wales, will provide for seamless transitions from work to education and back again, fully supported by the taxation system as of right. If schools were able to develop the skills of confidence, risk assessment, adaptability, enterprise and ability to communicate more people would have the confidence to take advantage of the opportunities for life long learning that are already available.

**- Robin Harper MSP**

**“We support the call for properly qualified professionals properly paid to deliver nursery education.”**

Scottish Green Party



"We have to look at the whole education journey and encourage better relationships between schools, colleges and universities."

Scottish Liberal-Democrats

### Scottish Liberal Democrats



#### Indiscipline

Discipline has become one of the greatest issues in our schools - disrupting children and making it hard for teachers to do their jobs. Scottish Liberal Democrats support a culture of zero-tolerance of violence in the classroom. Abuse of teachers by pupils and parents and bullying of pupils should be treated far more seriously.

We will provide regular training for new and experienced teachers to ensure they are equipped to deal with disruptive behaviour. We will increase the role of guidance teachers to follow up violent and disruptive behaviour and establish the social and psychological factors involved.

We will increase the use of on-site 'cool down' units in schools, the provision of alternatives to exclusion, including anger management classes, and ensure that exclusion continues to exist as an option.

We will introduce measures to tackle bullying through peer-support and buddying schemes, and drive forward the Anti-Bullying Service for Scotland.

#### Nursery Education

Scottish Liberal Democrats know that investing in education, learning, play, and supporting families to help the youngest children to learn and develop brings rich rewards.

We will improve early years care and education by creating a more streamlined progression that is

better for children and better for families. We will provide: a free supervised playgroup place for up to 15 hours per week for every two year old who's parents want one; We will increase nursery entitlement for 3-4 year olds to 15 hours and 38 weeks per year, with a requirement for teachers rolled out in nursery schools.

Scottish Liberal Democrats will create a full-time, teacher-led transition year, raising the entry to formal primary school to six, placing greater emphasis on play and informal learning to equip children with the skills they need to make a success of education and allow early intervention for children who need extra help.

#### Class Sizes

Scottish Liberal Democrats recognise the importance of reducing class sizes to improve teaching and learning. That is why we have delivered on our 2003 commitment to recruit extra teachers to reduce class sizes.

As school rolls fall, we remain committed to going further by increasing teacher training places for primary and secondary teachers.

We want to bring down the average in class sizes across primary education further. Building on the new maximum class sizes for Primary 1 and 2, we will make it a priority to end class sizes of over 30 and work for the longer term with teachers and local authorities towards a maximum of 25, while allowing reasonable flexibility to local circumstances.

#### Lifelong Learning

The Scottish Liberal Democrats want to invest in harnessing the

talent of everyone in Scotland. A higher priority needs to be given to vocational education within a flexible student-centred system that allows young people to focus more on vocational learning at an earlier age.

As part of that we will build on the success of colleges and schools working partnerships, offering more opportunities for school pupils for learning interesting, practical skills.

We have to look at the whole education journey and encourage better relationships between schools, colleges and universities.

It is vital that all these routes are of the highest quality and we believe that we must continue to invest in lifelong learning to give learners the best possible experience.

In the course of the next Parliament, the Scottish Liberal Democrats would abolish the graduate endowment, whilst continuing to ensure our Universities remain amongst the best in the World.

- Iain Smith MSP

### Scottish National Party



#### Class Sizes:

We will maintain teacher numbers in the face of falling school rolls to enable reductions in class sizes. We will place greater emphasis on recruitment for the early years, languages and science.

To meet local needs, local schools will be able to determine the most appropriate class size reductions within national guidelines, taking into account best education practice.

Our national guidelines will reduce class sizes in Primary 1, 2 and 3 to eighteen pupils or fewer. Children spend the first few years learning to read and the rest of their lives reading to learn.

We will initiate a faster pace of teacher employment to avoid the problems of the current government which have left 41% of Primary One pupils still in classes larger than 25 this year.

It isn't the number of teachers on the register that matters, it's the number of teachers in classrooms that counts.

"We will introduce a respect agenda to tackle bullying, bigotry and discrimination to improve behaviour generally."

Scottish National Party



### Class Sizes

The fundamental way to improve Scottish schools is by empowering headteachers to do their jobs without undue external interference. Every head should have more freedom to set the priorities for his or her own school and to decide how funding is spent within it, in order to more closely serve the specific needs of their own schools and communities. Of course, heads should consult parents and pupils in doing this.

Many headteachers may indeed decide to give a high priority to lower class sizes, but this should be for them to decide rather than something that is imposed by an Executive target.

### Indiscipline

Teachers must be in charge of their classrooms and, similarly, headteachers must have control of their schools. We have seen the stark figures on increasing violence against school staff - physical assault is up by about 20

per cent in the last year alone. By stopping the publication of these figures, the Lib-Lab Pact has simply buried its head in the sand. It is time to acknowledge that there is a problem.

We will put decisions over how to enforce discipline firmly in the hands of teachers, rather than in the hands of local authority officials, where it currently rests.

### Nursery Education

While Scotland has many important institutions, families are the most important. Parents are adults and should be treated as such by heeding their views and giving them flexibility. Equally, children should have their childhood protected, growing up in stable family environment supplemented by high-quality childcare provision. Many parents would prefer to have more choice over whether to send their children to state or independent nurseries, and indeed over whether to send them to nursery at all as opposed to care by a grandparent or another relative. Such flexibility seems attractive. Furthermore, Early Intervention to identify and individually support children from disadvantaged backgrounds, or

who have additional support needs or are otherwise at risk, has particular potential. Allied to this, but of benefit to all children, we will also address the decline in the number of qualified teachers working in nurseries. We will build on certain foundations.

### Lifelong Learning

Scotland has a celebrated history of educating its people to the highest standards, all through their lives. It is important that we aspire to the highest standards of attainment. We must ensure that learning for life is constantly accessible for adults. With this in mind, Scotland's higher and further education system must be supported. There is undoubted competition from universities outside Scotland, and we must redouble our efforts to put in place a system of funding which keeps our higher and further education institutions competitive in the 21st century. This is a debate which must take place.

**- Lord James Douglas Hamilton MSP**



**“We will put decisions over how to enforce discipline firmly in the hands of teachers, rather than in the hands of local authority officials, where it currently rests.”**

Scottish  
Conservatives

### Indiscipline

Indiscipline is a problem in education which needs to have more focus nationally to tackle it as a matter of urgency.

The SNP raised concerns about indiscipline being demoted to a sub-group in the National Priorities –it should be right at the top of the agenda, that's why we welcomed the restoration of the power to permanently exclude.

We will introduce a respect agenda to tackle bullying, bigotry and discrimination to improve behaviour generally.

Smaller class sizes will help reduce indiscipline in schools and ensure that pupils and teachers enjoy the right conditions for learning throughout their time in school.

We'll examine models of single teacher support to tackle behaviour and guidance issues. Early intervention and support is key to identifying and tackling behavioural problems in the long run.

We will ensure that the appropriate professionals are employed to help pupils with

behavioural problems. We will encourage the use of physical chill-out zones.

### Nursery Education

An early start is the best start. Research shows long-term and significant beneficial effects from quality early years education. The SNP wants to see children across Scotland get a similar benefit.

We will increase the number of hours of entitlement by 50%. We also want a nursery teacher for every nursery class as part of the early years development team alongside valued nursery nurses. We are concerned that some councils are currently removing nursery teachers from classrooms.

We will implement a birth-to-three agenda as part of a 10-year strategy for children's care, development and education.

We will provide a flexible, dedicated 'early years development' teaching degree in the long term.

### Lifelong Learning

Access to education should be based on the ability to learn, not the ability to pay. The SNP

government will abolish the Graduate Endowment tuition fee and replace the expensive and discredited Student Loans system with student grants.

We will remove the burden of the debt repayments owed to the Student Loans Company by Scottish domiciled and resident graduates.

We recognise the key role colleges play in the economy and in their communities and will help them develop this role as part of a revitalised life-long learning agenda.

We will review the situation of part-time and post-graduate students and support the efforts to attract more international students.

Our universities compete on a global basis in research and development, but we need to provide more government support for them to continue to do so as a key driver in Scotland's economic and enterprise agenda.

**- Fiona Hyslop MSP**

**The EIS also approached the  
Solidarity Party for this feature,  
but did not receive a response by  
the SEJ deadline for publication.**

## Briefly

Over the next three pages, we highlight some of the ongoing CPD developments across Scotland – much of this is being led by EIS Learning Representatives.

## Working hard in partnership in Fife

**Fife Learning Reps, Paddy Miller and Isobel Schröder, are beginning to work together with Fife's CPD team to encourage colleagues to pursue quality personal and professional development. The regular Chartered Teacher Support Group meetings held by Fife's CPD team are very helpful in motivating and encouraging colleagues to undertake one of the routes to CT.**

However, there are many potential CTs in Fife schools who suffer from a lack of confidence in their own ability and experience, who are daunted by the thought of attending a meeting or who do not wish others to know that they might be contemplating undertaking a CT route. If they contact Paddy or Isobel, we will be happy to talk them through their own career and perhaps help them to decide on the best way to proceed. Many people are unaware that the body of work they have already undertaken can form the basis of a CT claim.

For the second year, Paddy and Isobel were invited to attend Fife's annual Provider's Open Exhibition Evening in December, where representatives from the universities passed on information about their courses and methods of delivery. Approximately 50 colleagues attended and most stopped by the Learning Reps' table to ask a variety of questions.

Fife's CPD team gives a presentation on CPD to individual schools and also takes a presentation on the Framework for Professional Recognition to school cluster groups. Paddy and Isobel have been asked recently, to share in the work of taking the 30 minute "Framework" presentation out to cluster groups. We are rapidly developing an appreciation of how much time and effort is required to set up a date for the presentation which will suit as many colleagues as possible in the cluster group. (If any Fife cluster-group co-ordinators read this, please get in touch via the EIS office or the CPD office... excuse the blatant plug!)

A great deal of interest has been expressed in the forthcoming joint Conference, open to all Fife teachers, which Fife's CPD Team and the EIS Learning Reps are to hold in the Auchterderran Centre, Cardenden on Saturday, 21 April. Entitled "It's About You" the event will bring together some different

strands of CPD. Rosa Murray will speak about the Framework for Professional Recognition and Andrew McNeil will talk about his experience on the Global Teacher Project. Among the workshops offered will be "CT Module 1 Explained," given by Hugh Donnelly (in effect Module 1 for the terrified,) "Hands On," using the Blackboard distance learning medium, run by the University of Paisley and "ICT Access to CPD" given by Paddy Miller.

Publicity materials have been produced by the EIS and have gone out to all Fife schools. Fife has provided the venue and its CPD team are collating and processing the application forms. Paddy and Isobel would like to thank Claire Gemmell and the CPD team for all the help and support they have given them. We urge as many colleagues as possible to book a place at this event. ■

**- Isobel Schröder/Paddy Miller  
Fife Learning Representatives**

## Curious about Chartered Teacher status?

As the EIS Learning Representative for West Dunbartonshire, I meet a lot of skilled and inspirational teachers who would like to embark on the Chartered Teacher route but find the obstacles overwhelming. The most common barriers are cost, the time commitment or a lack of confidence in returning to study. Many of these problems can be resolved but to address the main issues and dispel some of the myths surrounding the Chartered Teacher Programme, a free question & answer seminar is being run jointly by the EIS and West Dunbartonshire Education & Cultural Services.

The session will take place in The Hall, Braidfield Campus, Queen Mary Avenue, Clydebank on Thursday 24th May from 4.00-6.00pm. Guest speakers will include Rosa Murray from the GTCS, Graham Connelly from the University of Strathclyde and Jim McLean from the University of Paisley. They will be on hand to discuss the main routes open to teachers and to help clarify options. Which is the most appropriate route for you? The 12 module Masters Programme or a claim for Accredited Prior Learning? Have you considered a mixture of both? With such a broad range of expertise, we expect most queries will be answered.

At present, there are 15 Chartered Teachers in West Dunbartonshire from a variety of teaching establishments and some of them will be present to provide advice for colleagues.

**- Ann Fisher, Learning Representative**

**For further information about the event or details of how to register, check out the EIS Learning Representatives Area for West Dunbartonshire on the Learning Representatives website which is located on the main EIS web-site at [www.eis.org.uk](http://www.eis.org.uk) or email Ann Fisher at [afisher@eis-learnrep.org.uk](mailto:afisher@eis-learnrep.org.uk)**



Left to right: Tom Hamilton, Owen Gillon, Gillian Brydson, Dorothy McWhirter, John Thomson and Walter Humes.

Photograph by: Jim McEwan

# Talking about CPD

## CPD open event in Dumfries

**The EIS has recently received further funding from the Scottish Executive Education Department to assist in taking forward the EIS Learning Representative project. Part of the funding relates to partnership working with local authorities. One way we are progressing this is to hold joint CPD Open Events in several local authority areas. The purpose of these events is to promote partnership working, CPD and the role of Learning Representatives.**

A joint CPD Open Event between the EIS and Dumfries & Galloway Council to promote Chartered Teacher and Professional Recognition was held in January. The aim of this joint event was to promote CPD and also to highlight the assistance EIS LRs can provide in advising on quality CPD opportunities and supporting teachers through the process.

The speakers at the event held in Dumfries were Walter Humes, Research Professor in Education, University of Paisley; Tom Hamilton, Professional Development Officer, GTC(S);

two Chartered Teachers - Owen Gillon, Dumfries Academy and Dorothy McWhirter, Rephard Primary School; Gillian Brydson, Education Officer (CPD), Dumfries and Galloway Council and John Thomson, EIS Dumfries and Galloway LR.

Walter Humes spoke about the national CT event which had been held in June 2006 and said that at that stage a number of teachers had stated that they were undertaking a CT course but not advising their colleagues. He also stated that there is a strong theme of "anti-intellectualism" in Scottish teaching because colleagues look down on those who want to pursue professional development. He highlighted that, in the HMIE report regarding implementation of the McCrone Agreement, it had been stated that CT was not attractive to many teachers due to time and cost. He stated that CT brings together the knowledge of both practice and the academic.

Tom Hamilton advised that there are now 400 CTs in Scotland and that there is only one local authority where there is not yet a CT courses. He said that the

cost of CT does put some teachers off from undertaking CT but he did point out that an increment is paid after every two modules are successfully completed. He referred to the Framework for Professional Recognition and stated that this approach is about telling teachers they are valued.

The two CTs, Dorothy McWhirter and Owen Gillon, spoke about their experiences in undertaking CT courses. Both advised that there had been a huge commitment both in terms of time and commitment but that it had been worthwhile to achieve CT status.

Gillian Brydson, Education Officer (CPD) stated that there is a good relationship between the authority and John Thomson, EIS LR and that she had been happy to be involved in this joint event to give more information to teachers. She also highlighted that the authority has CT network meetings to enable colleagues to share experiences and support each other. ■

**John Thomson, Dumfries & Galloway LR, is available to give information, advice and support to colleagues wishing to undertake CPD. He can be contacted by e-mail: [jthomson@eis-learnrep.org.uk](mailto:jthomson@eis-learnrep.org.uk)**



## EIS Learning Representatives - here to help you

**EIS Learning Representatives (LRs) are making a huge impact on Scottish education in pushing forward the CPD agenda. LRs give information, advice and support to colleagues interested in undertaking CPD.**

### **LRS work at two levels - multi-establishment and establishment level.**

Multi-establishment LRs work across all schools within their local authority area. They undertake a postgraduate module, completely on-line through the University of Paisley which takes approximately three months to complete. We have multi-establishment LRs in almost all local authority areas but LRs are still required in East Lothian, Stirling and West Lothian. Additional LRs are

required in Aberdeen City (1), Dundee (1), Edinburgh (2), Scottish Borders (1) and South Lanarkshire (1).

Establishment LRs are based in schools and colleges throughout Scotland - the aim is to have an LR in every school and college in Scotland. They undertake an undergraduate module, completely on-line through the University of Paisley which takes approximately three months to complete.

The next intake for both courses will be in September 2007. If you

are interested in finding out more please contact Lyn McClintock, LR Administrator: e-mail [lmclintock@eis.org.uk](mailto:lmclintock@eis.org.uk) or telephone 0131 225 6244.

If you want to know how an LR can be of assistance to you the contact details for all EIS LRs are located on the main page of the LR web-site which can be accessed through the main EIS web-site on [www.eis.org.uk](http://www.eis.org.uk) The contact details for multi-establishment LRs are listed on the contacts page in each SEJ. ■

## De-mystifying CPD

**Clackmannanshire Council have run two successful CPD events aimed at promoting CPD. This year it will be a joint event organised by the EIS and Clackmannanshire Council. The aim of the event, to be held on 14 May, is to take the confusion out of CPD and will be entitled *What is CPD?* We will be able to answer any questions you have by making available information you need to take forward your career. The partnership between both Clackmannanshire Council and the EIS has encouraged key visitors to attend and discuss with you your professional development, highlighting career pathways within education. The event will also be attended by some key universities which are accredited providers of CPD and are keen to provide information on how you will benefit from their courses.**

Building in on the success of the previous events there will be a separate workshop this year. Rosa Murray from the GTCS aims to speak on Professional Recognition and the benefits for you as a teacher; Raymond Young, CPD Co-ordinator, will highlight CPD opportunities within the area and I will be advising of my role as an EIS LR and how I can be of assistance to you.

Events are scheduled throughout the afternoon and you will be able to attend anytime suitable to you between 3pm and 6pm.

Whether you are starting out as a newly qualified teacher or you have been teaching for many years, I am sure there will be something for you to become involved in. Remember CPD is not just about courses - the open day provides an excellent opportunity to network with colleagues and chat about your own educational practice.

It is hoped that by working together Clackmannanshire Council and the EIS will continue in the future to provide enhanced opportunities together with advice and support for teachers working in the wee county. ■

**- Karen Farrell,  
Clackmannanshire Learning Representative**

**Remember CPD is not just about courses - the open day provides an excellent opportunity to network with colleagues and chat about your own educational practice.**

## Scottish Support for Learning Association Spring Conference

# Excellence in Meeting Additional Support Needs for All

**Saturday 28th April 2007**  
**0930-1515**

**Speakers: Martyn Rouse, Mark Beattie, Brigid Daniel**  
**Ben Nevis Hotel & Leisure Club, Fort William**

### Rates:

	Conference only	Conference + shared bedroom (Fri)**	Conference + single bedroom (Fri)**
Individual Member	£60	£105	£125
Employee of corporate member	£70	£115	£135
non-member	£90	£135	£155

\*\*Friday night accommodation and use of leisure facilities are available in the Ben Nevis Hotel at these advantageous inclusive rates only if booked through SSLA††

**Closing date for applications: Friday 13th April**

**For further information, please contact:**  
**Maggie Salmond, SSLA Membership Secretary**  
**31 Craiglockhart Park, Edinburgh EH15 1HB**  
**www.ssla.org.uk e-mail: info@ssla.org.uk**



## Trade Union Reform and Employment Rights Act 1993

In terms of the above Act, the following statement relating to the year ended 31 August 2006 is issued to members of the Institute.

### 1. Total Income and Expenditure

The total income and expenditure of the Institute and its branches as included in the Annual Return to the Certification Officer was

	Members Dues	Other Income	Total Income	Total Expenditure
	£	£	£	£
General Fund	5,057,242	884,168	5,941,410	5,140,007
Professional Fund	131,700	560,491	692,191	50,895
Benevolent Fund	79,019	115,166	194,185	113,056
Local Associations	747,618	62,068	809,686	645,186
	6,015,579	1,621,893	7,637,472	5,949,144

### 2. Political Fund

The total income and expenditure of the Institute's Political Fund as included in the Annual Return to the Certification Officer was

	£
Total Income	355,836
Total Expenditure	7,515

### 3. Other Information

The salary paid, including employers' superannuation and benefits provided to or in respect of the General Secretary, as included in the Annual Return to the Certification Officer, amounted to £97,573. No salary was paid or benefits provided to or in respect of the President or any member of the executive.

### 4. Auditors' Report

The following report by the Institute's Auditors, Haines Watts, Chartered Accountants and Registered Auditors, Q Court, 3 Quality Street, Davidsons Mains, Edinburgh was included in the Annual Return to the Certification Officer:

We have audited the financial statements of the Educational Institute of Scotland for the year ended 31 August 2006 set out on pages 4 to 30 (of the Accounts). These financial statements have been prepared in accordance with the accounting policies set out therein (on page 29 of the Accounts).

This report is made solely to the Institute's members. Our audit work has been undertaken so that we might state to the members those matters we are required to state to them in an auditors' report and for no other purpose. To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than the Institute and the members as a body, for our audit work, for this report, or for the opinions we have formed.

### Respective responsibilities of the Institute and the Auditors

As described on page 30 (of the Accounts), the Trade Union and Labour Relations (Consolidation) Act 1992 requires the Institute to prepare financial statements for each financial year which give a true and fair view of the state of affairs of the Institute and of the income and expenditure of the Institute for that period in accordance with applicable law and United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice). Our responsibility is to audit the financial statements in accordance with relevant legal and regulatory requirements and International Standards on Auditing (UK and Ireland).

We report to you our opinion as to whether the financial statements give a true and fair view and are properly prepared. In addition, we report to you if, in our opinion, the Institute has not kept proper accounting records, if we have not received all the information and explanations we require for our audit or if any information specified by law is not disclosed.

### Basics of audit opinion

We conducted our audit in accordance with International Standards on Auditing (UK and Ireland) issued by the Auditing Practices Board. An audit includes examination, on a test basis, of evidence relevant to the amounts and disclosures in the financial statements. It also includes an assessment of the significant estimates and judgements made by the Institute in the preparation of the financial statements, and of whether the accounting policies are appropriate to the Institute's circumstances, consistently applied and adequately disclosed.

We planned and performed our audit so as to obtain all the information and explanations which we considered necessary in order to provide us with sufficient evidence to give reasonable assurance that the financial statements are free from material misstatement, whether caused by fraud or other irregularity or error. In forming our opinion, we also evaluated the overall adequacy of the presentation of information in the financial statements.

### Opinion

In our opinion:

- the financial statements give a true and fair view, in accordance with United Kingdom Generally Accepted Accounting Practice, of the state of the Institute's affairs as at 31 August 2006 and of its income and expenditure for the year then ended;
- the financial statements have been properly prepared in accordance with the requirements of the Trade Union and Labour Relations (Consolidation) Act 1992.

Haines Watts

Chartered Accountants

Registered Auditors

Q Court

3 Quality Street

Davidsons Mains

Edinburgh EH4 5BP

Dated: 15 February 2007

### 5. Irregularity Statement

A member who is concerned that some irregularity may be occurring, or have occurred, in the conduct of the financial affairs of the union may take steps with a view to investigating further, obtaining clarification and, if necessary, securing regularisation of that conduct.

The member may raise any such concern with such one or more of the following as it seems appropriate to raise it with: the officials of the union, the trustees of the property of the union, the auditor or auditors of the union, the Certification Officer (who is an independent officer appointed by the Secretary of State) and the police.

Where a member believes that the financial affairs of the union have been or are being conducted in breach of the law or in breach of rules of the union and contemplates bringing civil proceedings against the union or responsible officials or trustees, he should consider obtaining independent legal advice.

[Note: The above wording is reproduced as required by the Trade Union Reform and Employment Rights Act 1993. The Institute, however, being established by Royal Charter, has the legal power to hold property and other assets in the corporate name "The Educational Institute of Scotland" and any reference to trustees in the text should therefore be disregarded.] ■

# Internal assessment supporting learning

**E**IS President Peter Quigley recently addressed the Education International Conference of the Organisation for Economic Co-operation and Development in Vancouver, Canada on the subject of a lifelong learning process from the early days of school right through to further and higher education. Here, Mr Quigley outlines his thoughts on how internal assessment of attainment is a key element in ensuring quality learning and teaching at all stages of education

"The trade union movement is dedicated to lifelong learning. It is dedicated to equality of provision for all. It is dedicated to the recognition both of attainment and achievement.

## Design an Award Competition

**The Zero Tolerance Charitable Trust and The Herald Newspaper are launching a design competition for The Zero Tolerance Awards and Fundraising Dinner in May 2007.**

The competition is open to anyone aged between 11 to 18 with the chance to win £150 and have your design manufactured and presented at the event on Saturday 19th May 2007.

The winning designer plus a guest will also be invited to attend the ceremony, which has been hailed as 'the social event of the year'. Plus the winning entry and two runners up will have their design printed in The Herald newspaper as well as on our website!

To enter and for further information on the competition: Log onto [www.zerotoleranceworkwithus.org.uk](http://www.zerotoleranceworkwithus.org.uk) to read entry requirements and download a PDF entry form. Or contact Sonia Leal (Fundraising Events Officer) on 0131 221 9505 or email to [zerotolerance@btconnect.com](mailto:zerotolerance@btconnect.com) for an entry form. **Closing date for entries is 13 April 2007.**



**"Internal assessment promotes individualised learning. It allows the pace of teaching to be varied according to the needs of the child."**

Peter Quigley,  
EIS President

Internal assessment is integral to all these things.

In pre-school nursery education children are assessed on an individual basis in terms of their motor skills, social skills, and intellectual development.

Throughout primary school education internal assessment, often linked to what we in Scotland would call formative assessment, that is the assessment of the ongoing work of the child, has proved to be a most effective means of assessing the progress of children.

The primary classroom is noted for the wide diversity of its pupil population, in terms of intellectual and emotional and social development.

Internal assessment promotes individualised learning. It allows the pace of teaching to be varied according to the needs of the child.

It allows assessment be carried out at appropriate points in the child's development rather than at some predetermined point dictated by the bureaucratic requirements of external examiners.

It allows recognition both of attainment and achievement. The issue of achievement is of vital importance in education particularly in the context of immigrant children. It recognises the child's progress stage by stage rather than valuing only the child who has attained some pre-determined level in an exam.

In secondary schools much of the same applies.

External assessment forces the creation of a top ceiling to which all children must aspire but also requires a bottom threshold which children must reach before they are deemed capable of being tested. This gives rise to considerable waste in the pupil population, and induces an unfair sense of failure in many pupils who are capable of considerable attainment and achievement.

Internal assessment allows flexibility in curriculum and course design as well as flexibility in designing the test instrument. The curriculum is pre-eminent. Everything is done in the context of the learning process. Assessment comes as the natural conclusion to that process." ■

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# Remembering a former President

**Wolseley Brown, DCE, FEIS**      **Born 19 June 1937, died 22 February 2007**

Wolseley Brown, who died recently, was Vice-President of the Educational Institute of Scotland in 1991/92 and President in 1992/93. He was one of the first generation of male holders of the Diploma of a College of Education (DCE), this qualification having been previously restricted to women. By going for the Diploma, Wolseley opted for a career in primary education. Male graduates had always had the choice of teaching in either the primary or the secondary education sectors, subject to their obtaining the appropriate post-graduate teaching qualification. Opening the DCE course to male students was intended to increase the proportion of male teachers, and therefore of male role models for pupils, in primary schools. We now know that this objective was never achieved and I know that Wolseley regretted this.

**T** rue to his calling, Wolseley spent all of his teaching years in primary schools in Lanarkshire, mainly in Golfhill Primary School, Airdrie. At a time when promotion prospects for men in the primary sector were very good, Wolseley never applied for a headship. He wanted to remain in the classroom and was not attracted to administration. He was held in high regard as a teacher, as is shown by his being called out of retirement to undertake frequent supply teaching. If he had belonged to a later generation, he would have made a good Chartered Teacher.

His other great love was the EIS. When he entered the profession in the early 60s, the EIS was on the brink of a militant campaign that was designed to improve conditions of service and eventually led to a teachers' contract that survives to the present day. Wolseley was fiercely loyal to Lanarkshire and lobbied EIS officials to ensure that Lanarkshire schools were at the forefront of the campaign. Likewise, he was a leader of the 1980s campaign for an independent review of teachers' salaries.

When he was elected to the highest offices in the EIS, he had, of course, to take a wider view. He visited all parts of Scotland and represented the EIS internationally. For some Presidents, chairing the EIS Annual General Meeting at the end of their Presidential year is a daunting prospect. However, Wolseley took it all in his stride, presiding over the 1993 AGM in a fair but efficient and authoritative way. He was made a Fellow of the Institute (FEIS) in 1995.

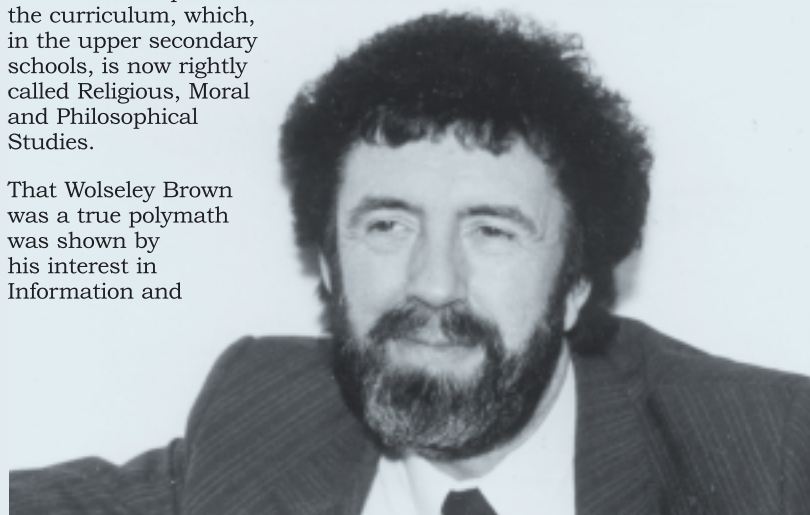
In his retirement, he became active in the Scottish Joint Committee on Religious and Moral Education (SJCRME). He was elected convener and remained in this post until his passing. This committee has undergone, over the years, a remarkable transformation. In the 1960s, it was essentially a liaison group between the EIS and the Church of Scotland and its meetings began with a Christian prayer. Over the decades, it expanded to include other teacher organisations, all the main churches, all the main non-Christian faith groups and even (whisper it!) secular humanists, in the form, mainly, of agnostic teachers of religious education. The prayer was replaced by a "time for reflection" on the Scottish Parliament model. Wolseley chaired meetings of this motley group and was universally respected. His private religious views remained a mystery, though it now emerges that he converted to Buddhism seven years ago. Under his leadership, the SJCRME became increasingly concerned with the philosophical content of this part of the curriculum, which, in the upper secondary schools, is now rightly called Religious, Moral and Philosophical Studies.

That Wolseley Brown was a true polymath was shown by his interest in Information and

Communication Technology (ICT). He was one of the first teachers in Scotland to have a home computer, though he avoided the model that Clive Sinclair was then pushing and opted, with considerable foresight, for Microsoft Windows. As an ICT educational pioneer, he considerably influenced the development and use of the new technology in Scotland's schools. As an extension of his interest in ICT, he emerged as an entrepreneur in karaoke, offering a service to pubs, clubs and celebratory events across central Scotland.

Wolseley leaves a widow, Jeanette, and a son Ewan. Their daughter was lost through illness a number of years ago. He had a large number of friends and contacts among Scottish teachers and educationists, to whom his death came as an unpleasant shock. ■

- Fred Forrester



If he had belonged to a later generation, he would have made a good Chartered Teacher.

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**Stress, Bereavement and  
Victimisation**

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**Legal Helpline**

**Tel: 0141 332 2887**



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**Alastair Cook:** East, West  
and Midlothians, Borders,  
Edinburgh, Dundee, Perth  
and Kinross, Tayside, Fife

**Richard Petrie:** Aberdeen City,  
Aberdeenshire, Highland, Moray,  
Angus, Orkney and Shetland

**Iain Pollock:** North and South  
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**If you would like to arrange to  
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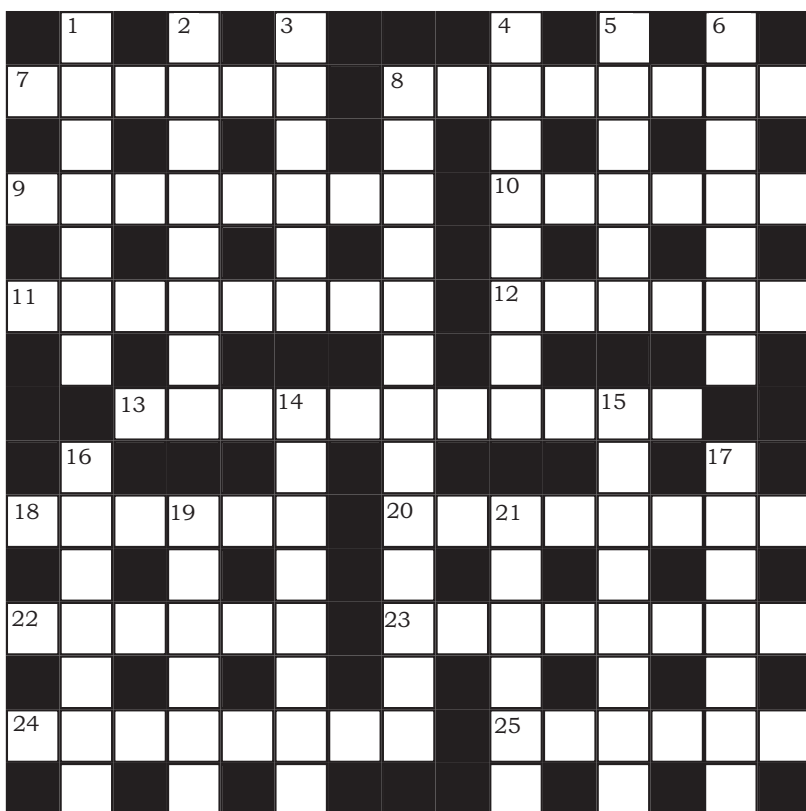
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# Crossword 45



## Answers to crossword no.44

**Across:** 1 Phase 4 Vigilance 9 Evasion 10 Scamper 11 Moors 13 Smelt 15 Ult 16 Tie 17 Leper 19 Dress 21 Comet 23 Usher 24 Hip 25 AGN 26 Epoch 28 Ember 29 Octopus 31 Bravado 33 Red Planet 34 Polka.

**Down:** 1 Pneumatic 2 Abalone 3 Eli 4 Venus 5 Gas 6 Least, 7 Neptune 8 Egret 12 Split 14 Earth 18 Pluto 19 Dirge 20 Supernova 22 Minuted 24 Hobnail 25 Amour 26 Expel 27 Habit 30 Sun 32 Alp

**CROSSWORD WINNER** – Congratulations to **Gerry McCulloch**, Saltcoats, who was the winner of SEJ cryptic crossword no 44. Mr McCulloch receives a £20 book token.

### CLUES

#### Across

- 7** For the time being more PT will be distributed in schools (3,3)
- 8** Sounds separate but is, in fact, circumspect (8)
- 9** Football supporters follow Villa but may end up here as a result (3-5)
- 10** All for making smelly sex organs (6)
- 11** Conscript from Chinese city (8)
- 12** French money lender "sur rue" perhaps (6)
- 13** No taste into vulgar and showy display (11)
- 18** Small problem which cold key could sort (6)
- 20** Hearten as he bled on me profusely (8)
- 22** French vessel hit the French water (6)
- 23** Take away to measure how much heavier (8)
- 24** Line of soldiers waiting to be excused (4,4)
- 25** Cream puff a relic polished off (6)

#### Down

- 1** French sweet bread with cheese containing Scottish exasperation (7)
- 2** Come up to my room and see these! (8)
- 3** Ragged bum has caught me by surprise (6)
- 4** Rufus cut an obscure legal right (8)
- 5** Fools gold maybe! (6)
- 6** Died in bed, eventually after a long wait (7)
- 8** Passed on in a sheep by the sound of it, but was set in her ways (4-2-3-4)
- 14** Rip out popularises strange betrothal (8)
- 15** You'll be pleased to hear that the fuel gets better (3-5)
- 16** Of great force and power but no icebergs please! (7)
- 17** Paperback from the Antarctic (7)
- 19** Rude and impudent bum (6)
- 21** Spread Glasgow kisser and goat (6)

## Work out and win

A £20 book token is the prize in the SEJ cryptic crossword. Send your completed entry to the SEJ Editor, 46 Moray Place, Edinburgh, EH3 6BH by **Friday, 27 April 2007**. The first all correct entry picked at random will win. Details of the winner, along with the solutions to this month's puzzle, will be published in the next SEJ. Employees of the EIS and their families are not eligible to participate in the competition.

Name: .....

Address: .....

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

Five minute quiz answers:  
1. Samuel L. Jackson 2. Michael Hestine  
3. Madness 4. The Broons 5. Brechin City

# Sudoku

## Sudoku

supplied by: Lovatts Publications

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

**Rating: EASY**

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

SEJ Feb 07 Sudoku solution

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

### Five Minute Quiz

1. Which actor played the character Mace Windu in *Star Wars*?
2. Which politician famously swung the Mace above his head in the House of Commons?
3. Who sang the song "Our House" which got to number 5 in the UK singles chart in 1982?
4. Which family inhabits the house at 10 Glebe Street?
5. Who plays at Glebe Park?

Answers on page 27

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## Toasty, sweet & traditional

### Chocolate Hot Cross Buns

Traditional hot cross buns come from an old recipe from 1733, but are believed to be much older in origin. The habit of putting chocolate in them instead of fruit is Australian in origin, and a habit all right-thinking cooks will emulate forthwith. The recipe is time-consuming, but easy and the results are delicious.

You will need fresh yeast, which most supermarket bakery sections will happily supply free of charge. If you wish to use dried yeast (not fast action yeast), you can replace the fresh yeast by stirring a teaspoon of caster sugar into hot water and sprinkling a tablespoon of yeast on top five minutes before you need to use it.

#### For the starter:

1 duck egg (or use a normal egg)  
200ml warmish water  
1 tsp sugar  
50g strong white flour  
15g fresh yeast

#### For the dough:

450g strong, white flour  
1 tsp salt  
2 tsp mixed spice  
1 tsp cocoa powder  
90g butter  
80g sugar  
zest of one lemon  
140g chocolate chips  
(the best you can find)  
2 tbsp plain flour  
1 tbsp golden syrup (optional)

First, beat the egg in a measuring bowl and add 220ml warm water. With a fork, whisk in the sugar and yeast (or the yeasty water if using dried yeast). Add the 50g of flour and stir through with a knife. Cover with and keep warm for half an hour.

Pour the flour through a sieve into a mixing bowl. Cube the butter,

and add with the salt and mixed spice. Run your hands under very cold water (to cool your skin) and, using your fingertips, rub the flour into the butter until the mixture resembles fine breadcrumbs. Add the cocoa powder. With a knife, make a well in the centre and add the sugar and lemon zest, and pour the starter on top.

Using the knife, mix all the ingredients and mix thoroughly. Tip the mixture onto a floured board and knead well. This is best done using the heel of your palm to push the dough away from you, before folding it back on itself.

Once the dough is malleable, quickly work in the chocolate chips. Put the dough back into a lightly greased bowl, cover with a clean tea towel and leave it to rise in a warm place for 1 hour. Knock the dough back, and knead it again. Put it back into the bowl, cover again and leave to rise for another 30 minutes.

Shape the dough into 10-12 buns, and place on a greased baking sheet. Cut a very deep cross in each bun. Cover the buns with damp kitchen roll or greaseproof paper, and leave to rise for another half hour.

Heat the oven to as high as it goes – at least 200C or higher. Mix the plain flour and 25 ml of water to make a stiff paste. Place the paste in a freezer or sandwich bag, and cut a small hole in the bottom corner from which you should pipe a cross on the buns, following the lines of your earlier cuts.

Bake for ten minutes or until risen and golden. If you want, you can brush the buns with hot golden syrup as soon as they are ready. Cool slightly before eating. ■

### Really easy spiced chicken

Need warmed up on a crisp spring evening? This delicious dish is simple to prepare, and can be adapted to be used with other spices as you so desire.

300 ml natural yoghurt  
a good dash of lemon juice  
2 garlic cloves  
four chicken breasts  
2 tablespoons tandoori powder  
(if you wish to be quick)

or

the following spices  
(if you want it to taste nice):  
2 tsp coriander seeds  
1 tsp cumin seeds  
2 cardamom pods  
½ tsp turmeric  
1 tsp paprika  
1 tsp chilli powder  
1½ tsp ginger powder  
pitta bread and salad, to serve

Slash each chicken piece two or three times with a sharp knife. Grind the coriander and cumin (if using) and add to the yoghurt. Add the remaining spices, garlic and lemon juice. Place the chicken in an oven-proof bowl and pour the yogurt on top. Marinate for at least 30 minutes, or longer.

Bake at 190C for 30 minutes, or until the chicken is done. Serve in a warmed pitta with some salad leaves.



## Ownership of CT status

Dear Editor

I read with interest the article by David Thomson regarding Chartered Teachers. As a teacher with over 30 years experience I was in favour of a programme that allowed teachers to continue their professional development whilst staying in the classroom but at the same time receiving remunerations for their efforts. I am very concerned that Mr Thomson is, therefore, suggesting that this could be used as a route to promotion. If my memory serves, when the Senior Teacher post was put in place this was supposed to be for recognition of good classroom teachers who did not want further promotion. This was eventually hijacked and used as a route to promotion. I can only hope that the same does not happen to the Chartered Teacher qualification. There should be a qualification that experienced, excellent teachers, who want to stay in the classroom, can achieve. We really do need to recognise that there are some teachers who do not want promotion as they are happy in the classroom. Let us celebrate these professionals, not assume that they are in the classroom because they are not good enough for promotion. We should never allow the Chartered Teacher qualification to become a route to promotion.

Yours etc,  
Name and address supplied

**THE EDITOR welcomes your letters but reserves the right to edit them. Please write to:**

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

## Ill health concern

Dear Editor

My letter was published in the April 2006 issue of SEJ. I described how I was shocked by the 'duty of care' shown to me while I was diagnosed with depression. Both my headteacher and a member of local authority personnel treated me badly. The personnel officer described me as 'seriously mentally ill' and 'obsessional'. There is no GP report to this effect.

One year on and I have heard from another region that my former headteacher refused to

provide a reference for me to teach on supply and referred the matter to the man in personnel who verbally abused me.

The local EIS representative pointed out that the headteacher 'was not breaking the law' by refusing to write a reference. Maybe not, but she certainly broke an ethical obligation to give the facts which could have changed my circumstances from being unemployed to being the good teacher that I am.

Yours etc.  
Name and address supplied



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