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# SEJ

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# Inclusion

Putting the pieces  
together on inclusive  
education. p08

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# 08

## Inclusion

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# Comment



## Inclusion a worthy aim... but not a cheap option

Ask education professionals across the country what is meant by the term “inclusive education” and you will receive a wide variety of answers. For some, inclusion is a worthy principle which involves providing the best opportunities for all young people, no matter what their personal circumstances. For others, inclusion is a noble idea in theory but difficult to deliver effectively in practice. And, for a minority, the entire notion of effective inclusion is a politically driven pipedream with the principal aim of driving down costs in the education of pupils with additional support needs.

So what is the truth about inclusive education? The EIS believes that truly inclusive education is a desirable goal, but is also equally clear that it is not a cheap option. For inclusive education to be a success in our schools, teachers and pupils will need to see substantial additional support and significant investment in classroom resources.

Inclusive education is not, and cannot ever be seen as, a cheap option. If Scotland’s Parliament and local authorities are serious about providing the best education for all our young people, then they must find the funding necessary to make effective inclusion a reality. Far from being a less expensive option, the inclusion of pupils with additional support needs in mainstream schools is, if it is to be effective, an expensive option. But financial considerations should never get in the way of providing the best educational opportunities for all young people.

There also must be a recognition that, for some pupils, the best option remains being educated in a specialist unit or school which works exclusively with pupils with additional support needs. As EIS Education convener George MacBride writes in this SEJ, “Inclusive education is a contested concept and that the words are often used carelessly in the media and by some employers and their managers. Inclusion cannot mean placing every pupil or student in a mainstream setting. Practice based on such a definition leads to stress on the teachers and lecturers involved, to damage to the education of other pupils or students, and to a failure to meet the needs of the pupils or students involved.”

In this month’s cover feature, we highlight the new EIS policy on inclusive education, which will be sent to all schools and colleges shortly. We also explore some of the concepts set to be discussed at the EIS conference on inclusive education this month. Writing exclusively for the SEJ, Professor Martyn Rouse of the University of Aberdeen discusses key themes and good practice in the field of inclusive education.

Inclusive education is a worthy goal, but it cannot be used to justify a “one size fits all” approach to education. Young people are all unique individuals, who deserve to have their own particular needs taken into account. The teaching profession is more than willing to do this, but must be properly supported to allow all young people to receive the best education for their own individual needs. ■

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“Research shows that smaller class sizes bring clear educational benefits for all pupils, with young people from less advantaged backgrounds standing to benefit the most.”

Ronnie Smith, EIS General Secretary

## Election issues

# EIS “Vote for Education” campaign a success

The EIS “Vote for Education” publicity campaign in advance of the recent Scottish elections has been hailed as a significant success by both teachers and media commentators.

**T**he EIS was campaigning for education to be the top priority for Scotland’s politicians, and to encourage Scottish voters to find out about each party’s policies on education and to use their vote in support of Scottish education. The EIS committed over £300,000 from its political fund to the “Vote for Education” campaign.

EIS General Secretary Ronnie Smith joined Edinburgh school pupils to unveil the first “Vote for Education” advertisement, and further advertisements were rolled out on billboards and in newspapers across the country throughout the Scottish election campaign.

Speaking at the launch, Ronnie Smith said, “The EIS is launching this campaign to encourage both voters and politicians to make education their top priority in Scotland’s elections. We want to ensure that the political parties have clear and detailed policies which set out how they will support Scottish education for the next four years. We also want to encourage voters to find out about each political party’s policies on education, and then to turn out and use their vote in these elections. The EIS is not enticing people to vote for any specific political party, but to use their vote for whichever party has the most to offer for Scotland’s education system and for Scotland’s young people.

If we can encourage voters to turn out at the polls, and to think about education when voting, then the campaign will have achieved its aims.”

Among the issues highlighted by the EIS in the campaign were: the need for class size reductions in schools; better support to tackle indiscipline in schools; access to a quality nursery education for all young children; increased support for Scottish further and higher education.

The EIS will continue to highlight these aims as the new Parliament and new Executive set out their priorities for the next four years. ■

## Class size petition – over 78,000 signatures strong



**The EIS has formally handed over its national Class Size petition to the Education Minister at the Scottish Parliament.**

**The petition, which calls on the Scottish Parliament to deliver significant class size reductions in Scottish schools, won widespread support from teachers, parents and the broader public across Scotland. The total number of signatures on the petition was in excess of 78,000, making the EIS petition one of the largest ever presented to the Scottish Parliament.**

The handover of the petition took place at Scottish Parliament in March when EIS General Secretary Ronnie Smith, President Peter Quigley, and Vice-President Kirsty Devaney formally presented the petition

to then Education Minister Hugh Henry MSP and Convener of the Public Petitions Committee Michael McMahon MSP.

Commenting on the success of the Class Sizes Petition, Ronnie Smith said, “The unprecedented level of support for this petition clearly shows that teachers, parents and the Scottish public want to see smaller class sizes

delivered for Scotland’s young people. Research shows that smaller class sizes bring clear educational benefits for all pupils, with young people from less advantaged backgrounds standing to benefit the most. If Scotland’s politicians are serious about providing the best opportunities for all our young people, then class size reductions are an absolute necessity.” ■



EIS General Secretary Ronnie Smith, President Peter Quigley, Vice-President Kirsty Devaney and past President Jack Barnett

Photography: Mark Jackson

# Putting education to fore at STUC congress

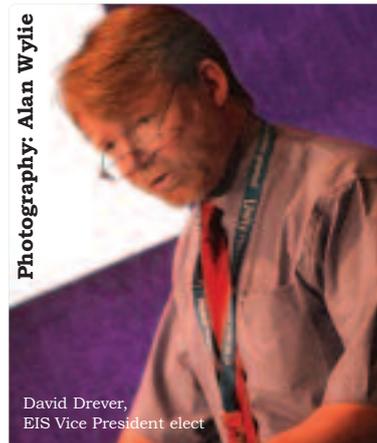
The EIS was again prominent at this year's STUC Congress, held at the Glasgow Royal Concert Hall in April. With Congress being held so close to the Scottish Parliamentary and local authority elections, many of the debates had a particular edge as delegates sought to make their views clear to Scotland's political parties.

**EIS President elect Kirsty Devaney introduced a key motion on Further and Higher Education, calling for better funding for tertiary education to ensure that access can be widened, educational standards maintained and staff fairly remunerated.**

Ms Devaney said, "We call on the incoming (Scottish Executive) administration to ensure that the needs of staff in both further and higher education are properly addressed. In particular, all lecturers in Scottish colleges and universities should have access to high quality CPD and that all FE lecturers, once qualified, are required to register with the General Teaching Council for Scotland."

She continued, "Adequate resources should be made available to ensure that pay levels are competitive and reflect the high degree of professionalism in both the further and higher education sectors. All staff should be supported by a more collegiate and participative style of management."

"And it is also vital that national bargaining machinery is re-



Photography: Alan Wylie

David Drever,  
EIS Vice President elect

established within the further education sector, in order that FE staff have similar bargaining arrangements to those enjoyed in the school and HE sectors," added Ms Devaney.

The EIS motion was seconded by University and College Union (UCU) and was backed unanimously by delegates at Congress.

## Combating Islamophobia

Delegate Liz Morriss (East Lothian) presented a second EIS motion, dealing with the issue of tackling Islamophobia.

Ms Morriss said, "We are concerned that the apparent recent increase in racist attacks in Scotland is attributable to hostility towards Islam, borne partly of media coverage of local and world events. The STUC must condemn such attacks and resolve to increase its efforts to defend democratic principles and rights."

She added, "Although much has already been achieved in the fight against racism, much more needs to be done if it is to be eliminated from Scottish society. Islamophobia is racism, and we must continue to challenge all racist attitudes and beliefs."

Again, STUC delegates voted unanimously in favour of the EIS motion.

## STUC roundup

Other EIS speakers at this year's STUC Congress included Vice President elect David Drever, on Education, Skills and Lifelong Learning, and EIS Council member Helen Connor who spoke on an STUC General Council statement on Scottish Education. ■



**"All staff should be supported by a more collegiate and participative style of management."**

Kirsty Devaney,  
EIS President elect

## Annual General Meeting 2007

### OBSERVERS

The EIS Annual General Meeting will be held in the **Perth Concert Hall on 7, 8, 9 June 2007**. Any member wishing to attend as an observer should contact the Organisation Department at EIS headquarters.

### FEIS

The Statutory Meeting of Fellows of the Institute will be held in the **Royal George Hotel, Perth at 12.30pm on Thursday 7 June 2007**.

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## EIS political fund renewal 2007

### Notification of ballot

Unions are required by law to ballot once every ten years on renewal of their political fund. The EIS political fund was set up in 1987 following a ballot in which 85% of EIS members supported the setting up of a fund. The fund was re-newed in 1997 following a ballot.

### Ballot 2007

**Opens Monday 10 September 2007**

**Closes Friday 5 October 2007**

- A political fund is NOT about affiliation to any political party.
- The EIS is NOT affiliated to any political party.

### Vote yes

- A political fund protects against legal challenges to the campaigning role of the EIS.
- A political fund allows the EIS to continue its vital work as a campaigning union.

Scrutineers: Eletoral Reform Services

**Further details will be issued to all educational establishments**

A copy of the rules governing the ballot is available on request.

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## Long-time EIS Education convener retires

**George MacBride, the long-time convener of the EIS education committee, is to stand down from his post at the EIS AGM in June.**

Mr MacBride retired from his teaching post in Govan high school in June 2006. Mr MacBride has given great service to the EIS, and to Scottish education, throughout his time as education convener. The SEJ wishes Mr MacBride all the best in his future endeavours. These include a part time lecturing post in Glasgow University. ■



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# Policy in action – advice on collegiality and assessment agreed

## EIS election campaign

President elect Kirsty Devaney highlighted the success of the EIS “Vote for Education” campaign in the run up to the Scottish elections. “There is no doubt that the EIS was successful in putting key issues, such as class sizes, to the forefront during the election campaign”, said Ms Devaney.

## EIS policy on collegiality agreed

Salaries convener Malcolm Maciver told Council that a new EIS policy paper on collegiality, resulting from a 2006 AGM resolution, had now been finalised. Presenting the paper to Council, Mr Maciver said “We are fully aware that to have a Code of Practice on Paper is one thing, ensuring that schools function on a collegiate basis is very different. This will be a major task for LNCTs and the SNCT in the year ahead.”

The scale of the task is reflected in the paper itself, which concludes that “collegiality does not yet exist in many Scottish schools.” To address this issue, it is essential that “staff views should be fully considered and staff should be able to contribute to decisions on all areas of school life comfortably, openly and with dignity.” The paper also states that “collegiality must be extended to all areas of decision making on school life. In particular, teachers must feel involved in, and able to contribute fully to School Development and Improvement Plans.”

## Assessment and Qualifications

“Assessment has been a contentious issue in Scotland for a number of years”, said Education Convener George MacBride, so it was hoped that the new EIS paper that he was presenting to Council would further “develop established EIS policy on assessment in the context of A Curriculum for Excellence, current Scottish Executive policy and practice, current education authority practice, and statements from politicians in the pre-election and election periods.”

Mr MacBride highlighted that the paper makes clear that “the EIS has consistently supported the development of formative assessment in Scotland’s schools. The development and implementation of the Assessment is for Learning programme is highly significant. It encourages teachers and pupils to focus on the processes as well as the outcomes of learning, and it moves educational debate away from the assumption that all that matters in education is that which can be easily measured through paper and pencil tests. It also empowers both pupils and teachers, and develops a model of educational and professional development which ensures the active participation of all those involved.”

On summative assessment, the paper acknowledges that “the EIS recognises that summative assessment is essential for various purposes. Pupils and parents are entitled to celebrate when they

have passed significant milestones in their learning. Young people as they come to the end of their school education are entitled to have their attainment certified through the qualifications system.” However, the paper also highlights that “there is clear evidence that when summative assessment is used inappropriately for selection and setting or for the purpose of evaluating the school it adds to the stress on pupils and teachers and fosters limited teaching and learning.”

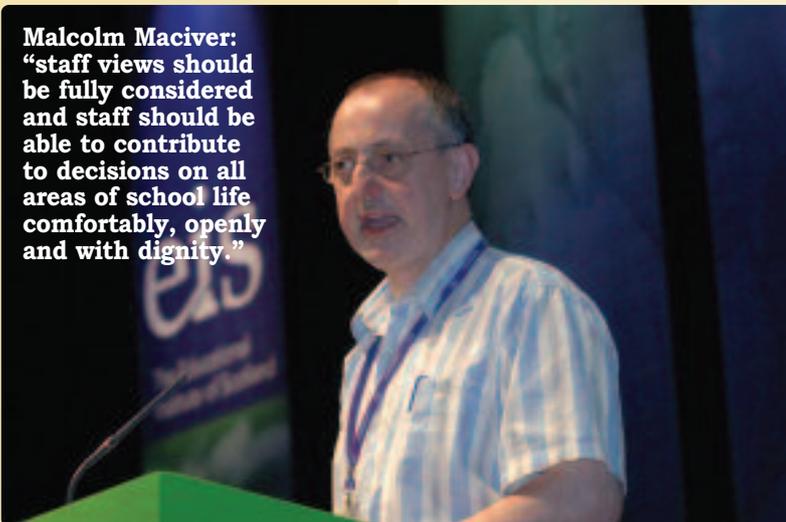
The key recommendations in the EIS policy on assessment include the promotion of formative assessment in supporting teaching and learning and as a means of empowering teachers and pupils. The EIS will also oppose the imposition of bureaucratic schemes on schools and teachers which are claimed to be formative in purpose but which constrain teaching. The EIS will also continue to oppose the use of National Assessment results to judge schools and set up league tables, and the introduction of standardised literacy and numeracy tests at any age of schooling.

## Perth College Strike action

President elect Kirsty Devaney reported on the current employment dispute and programme of industrial action at Perth College. Ms Devaney told Council, “The first day of strike action has now taken place, and I was proud to join our colleagues at Perth College on the picket line. The college management’s restructuring proposals would, among other things, result in members being compelled to re-apply for their own jobs, with redundancy the inevitable result should they be unsuccessful.”

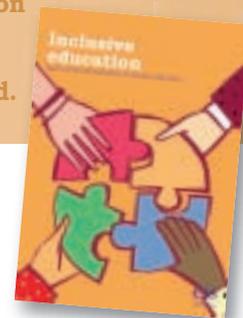
At the time of the Council meeting, there had been no progress towards a resolution, and the programme of industrial action was set to continue and to escalate in the coming weeks. However, the lecturing staff were taking steps to ensure that the impact on students in the run up to assessments was minimised. ■

**Malcolm Maciver:**  
“staff views should be fully considered and staff should be able to contribute to decisions on all areas of school life comfortably, openly and with dignity.”



# Inclusion

In this month's cover feature, the SEJ takes a closer look at the sometimes controversial policy of inclusion and mainstreaming. The EIS remains committed to the principles of inclusive education, but argues that better support and more resources are needed to make effective inclusion a reality. Here, we take a look at the new EIS policy on inclusion and highlight some of its key recommendations. Over the page, Professor Martyn Rouse of the University of Aberdeen gives an academic perspective on current inclusion policy and practice. In May 2007 both George MacBride and Martyn Rouse are speakers at the joint EIS/University of Aberdeen inclusive education conference, at which the new EIS policy and advice document is to be launched.



## Promoting true inclusion

EIS Education convener George MacBride who also convenes the Committee on Inclusive Education, explains what should be meant by the term “inclusive education” and offers his thoughts on the new EIS policy on inclusive education, which is set to be sent to all schools and colleges in the near future.



**“Inclusive education is a contested concept and the words are often used carelessly in the media and by some employers and their managers.”**

George MacBride

**T**eachers and lecturers throughout Scotland every day carry out work of the highest quality in their schools and colleges, sometimes in difficult circumstances. Their commitment, skills and professionalism are manifest. All too often these teachers and lecturers, inadequately supported by their employers, have been exhorted to take the whole responsibility of teaching pupils and students who have been adversely affected by our society. If they fail to do so they are held accountable. In many cases this has led to frustration and exhaustion.

The EIS is clear that the legal responsibility for promoting and providing inclusive education lies immediately with education authorities and college boards of management. Ultimately the responsibility lies with the Scottish Executive. The EIS is also clear that those who will the ends must also will the means.

Inclusive education is a contested concept and the words are often used carelessly in the media and by some employers and their

managers. Inclusion cannot mean placing every pupil or student in a mainstream setting. Practice based on such a definition leads to stress on the teachers and lecturers involved, to damage to the education of other pupils or students, and to a failure to meet the needs of the pupils or student involved. Practice based on this simple definition also runs counter to the Additional Support for Learning Act Code of Practice which recognises that additional support may be, for some pupils, provision in a supportive environment outwith the mainstream class or school.

It is now some forty years since Basil Bernstein boldly stated in the title of a seminal article: ‘Education cannot compensate for society’. Indeed if education sets itself to compensate for society it will end up following one of two wrong tracks. Either education will become a palliative, ameliorating a few of the worst symptoms of the inequality of our society, perhaps allowing a few young people to ‘escape’ (in the words of those who support this approach) from their backgrounds; or education will become a means of encouraging

young people to accept the injustices of their society and supporting them in so doing.

The first of these approaches is the position of those who accept a weak theory of equality of opportunity, who believe that to describe a society as ‘meritocratic’ is to endorse that society and whose goal is to ensure social mobility for some. The second of these approaches is the position of those who believe that young people should be prepared in school to accept their position in life and who believe that labelling young people on the basis of a single characteristic is not only effective but also just.

Rather education must itself provide a model of a more just society and it must prepare its pupils and students to work for such a society throughout their lives. In this spirit I am happy to commend the new EIS policy on Inclusive Education, which provides clear practical guidance on how we can take forward the concept of inclusive education, to our members and to the wider public of Scotland. ■



## What is the EIS view on Inclusive Education?

The EIS has a long-standing commitment to the promotion of social justice, to countering inequality and, therefore, to comprehensive education. The EIS considers these to be the fundamental principles which underpin concepts of inclusive education. While the EIS has worked with other stakeholders to ensure the development of inclusive education which brings real benefits to young people, the EIS strongly opposes any 'inclusive education' policies which are not adequately resourced and which therefore impose excessive burdens on schools, teachers and, most importantly, pupils.

Inclusive education is more than a matter of effective practice for pupils and students. An education system will not be genuinely inclusive unless it recognises the fundamental principle that it is inclusive of all members of its community including teachers and lecturers. If the principles underpinning inclusive education are to be carried into practice then it is necessary for staff at all levels of the education system to be fully involved at all stages from initial policy development through planning to implementation, monitoring and review. Educational initiatives which have not included teachers and lecturers in their development have not succeeded. In more recent times, there have, however, been examples of initiatives whose success has been built on the involvement of teachers and lecturers from the earliest stages of planning to practice in the classroom.

Failure by those responsible in law for the provision of inclusive education at any time to recognise these facts will only confirm the gap between their rhetorical commitment to the idea of inclusive education and their real commitment to the provision of inclusive education. ■



## Advice to EIS members in schools and colleges

**In every school and college the EIS should seek to ensure that:**

- all staff are involved through collegiate means in the development of policy and practice within the school or college
- all policies are subject to regular review and evaluation by all members of the school and college community
- within any policy there is a system of staged support. This must encourage staff to request support as soon as they perceive a need, must be designed to be effective and easy to access, and must be fully resourced. The school or college culture should encourage collaboration and the sharing of problems and solutions
- any policy should be developed in accordance with locally agreed development planning policy
- there is a clear specification of the resources, within and outwith the establishment, and of the means whereby these resources will be accessed
- there is a clear recognition of the need for and provision of time for collaboration with agencies outwith the school or college
- there is a clear recognition of the need for and provision of time for planning to meet the additional needs of pupils or students before their enrolment in the school or class
- in every school and college the EIS should seek to ensure that the recommendations of the EIS policy paper *Supporting Teachers, Tackling Indiscipline* are implemented. ■

**“Educational initiatives which have not included teachers and lecturers in their development have not succeeded.”**

## A broader view of inclusion

### The importance of teachers in enhancing inclusive practice

The keynote speaker at the EIS/University of Aberdeen conference on Inclusive Education, Professor Martyn Rouse of the University of Aberdeen sets out exclusively for the SEJ his views on inclusive practice in education. Here, he seeks to locate recent developments in inclusive practice and additional support needs in a broader discussion about the need to educate all children. In particular he explores the ways in which some schools have been able to increase children's participation in a relevant and meaningful educational process while others have found it more difficult. Central to this task is a focus on what teachers and other adults who work in schools do to foster learning, achievement and participation.

#### Inclusion and underachievement.

Throughout the world, there is an increased awareness of the power of education to reduce poverty, to improve the lives of individuals and to transform societies. It is acknowledged that children with additional support needs and those living in poverty are amongst the most disadvantaged in education and that these disadvantages are often

intergenerational. Differences in educational opportunities for children depend not only on their individual circumstances, but also crucially on where they live. It is hardly surprising therefore that inclusion is part of a worldwide agenda.

In highly developed countries such as Scotland, with its long history of school attendance, such concerns may seem irrelevant.

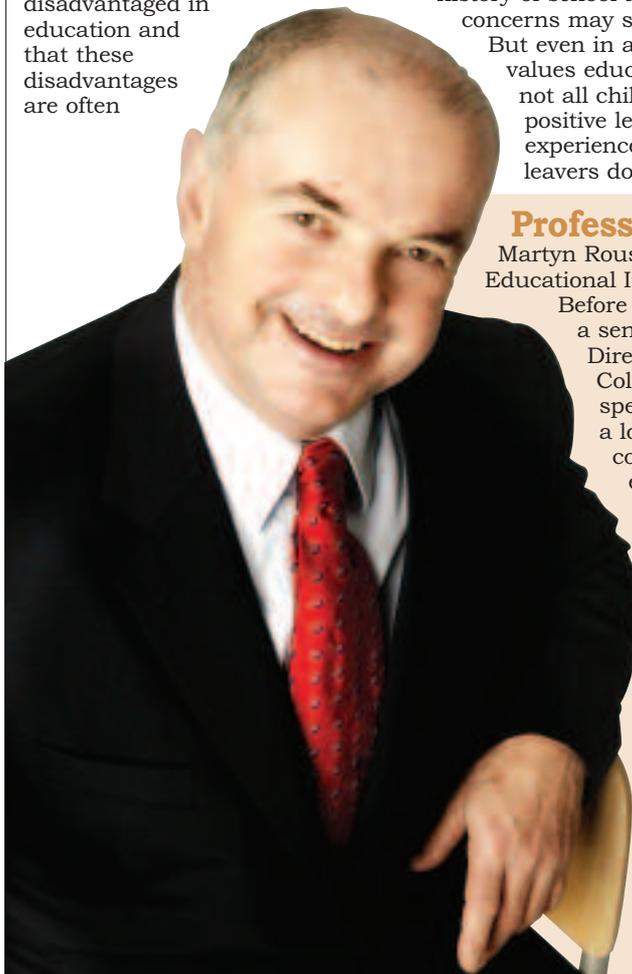
But even in a country which values education so highly, not all children have positive learning experiences and some leavers do not have much

to show for their time in school. The so-called 'achievement gap' between those who achieve most and those who achieve least, is a major concern in Scotland and the rest of the UK. The concern therefore, is not only about access to schooling, but it is also about ensuring meaningful participation in a system in which achievement and success are available to all. But why is there such a long tail of underachievement? Why do so many educational systems have chronic institutional barriers to participation and achievement? And why do so many teachers and schools think that these problems are not their concern because responsibility lies elsewhere?

The European Agency on the Development of Special Needs Education (2006) reports that dealing with differences and diversity is a problem faced by schools across Europe, with behaviour, social and emotional problems presenting the biggest challenge for inclusion. It is suggested that difficulties in creating schools for all are often

**"The so-called 'achievement gap' between those who achieve most and those who achieve least, is a major concern in Scotland and the rest of the UK."**

Martyn Rouse



#### Professor Martyn Rouse

Martyn Rouse is Professor and Director of the Social and Educational Inclusion Project at the University of Aberdeen.

Before coming to Aberdeen in October 2006 he was a senior lecturer at the University of Cambridge and Director of Studies for Education at St Catharine's College, Cambridge. He was a teacher for 16 years in special and mainstream settings and also worked for a local authority advisory service. He has undertaken commissioned research and development on inclusive education for local and national government and for several international agencies, including UNICEF, in Bosnia and Serbia. Recent international work includes the Schools for All project in the Republic of Latvia for the British Council/European Social Fund and for UNICEF in the Republic of Georgia. He co-ordinated a Department for International Development (DFID) project in Kenya designed to build educational capacity at the local level so that more disabled children can attend school. Currently he is working with colleagues from the Universities of Cambridge, Edinburgh and Oxford on RECOUP a five year project looking at the ways in which education can help to reduce poverty in Ghana, India, Kenya and Pakistan. In May 2007, Professor Rouse is the keynote speaker at the EIS/University of Aberdeen conference on inclusive practice in education.

associated with intergenerational poverty & underachievement, and a belief that education is a privilege and not a right that should be available to all. In addition, barriers to participation arise from inflexible or irrelevant curricula, inappropriate systems of assessment and examinations and inadequate preparation of, and support for, teachers. This leads to negative attitudes, low expectations and a belief that some children are 'worthy' and but others are 'unworthy'.

The research literature suggests that the implementation of inclusion has been uneven (Evans & Lunt, 2002) and while there are many success stories to be told about inclusion (Florian & Rouse, 2001), there have also been failures and difficulties. Such difficulties have been blamed on a variety of factors such as competing policies that stress competition and high standards, and a lack of funding and resources. It has also been suggested that one of the greatest barriers to inclusion is because teachers do not have the necessary knowledge, skills and attitudes to carry out this work (Forlin 2001).

Nevertheless, developing schools for all is important because schooling is linked to human, economic and social development goals. Dealing with marginalisation and underachievement is not only the right thing to do; it makes sound economic and social sense. Failure to develop schools capable of educating all children not only leads to the creation of an educational underclass, but also a social and economic underclass which is likely to have serious consequences for society now and in the future. We can pay now by investing in schools, or we can pay more later, through an ever-growing prison population, more social welfare payments and higher insurance premiums.

Therefore, the development of successful inclusive schools, 'schools for all' in which the learning and participation of all children is valued, whilst difficult, is an essential task for all countries. However, it is difficult to achieve because of:

- Deterministic beliefs about intelligence and fixed abilities
- A lack of resources
- The shame and stigma associated with disability and difference

- Disagreements about the nature and viability of inclusive education
- Uncertainty about professional roles and the status of specialist knowledge
- Inadequate preparation of, and support for, teachers
- Inflexible curricula and examination systems.

Clearly the development of inclusive practice is difficult, but how is it that some schools become more inclusive and reduce underachievement whilst others struggle?

**“Dealing with marginalisation and underachievement is not only the right thing to do; it makes sound economic and social sense.”**

Martyn Rouse

### **What are effective inclusive schools?**

There is now sufficient evidence from around the world to know what inclusive schools do and what they look like. A series of factors at various levels seem to facilitate inclusion. These factors include; the broader policy context in which the school is operating, the leadership and organisational features of the school, the quality of learning and teaching, and the nature of relationships. Pro-inclusion policies that value all learners, rather than just some, are an important feature of schools for all. It is important to remember that inclusive schools are created one at a time.

All schools have their histories, traditions, strengths and areas for improvement. Therefore each of the features below may evolve differently in various schools and it is important not to view these characteristics as part of a checklist for improvement. Nevertheless successful inclusive schools seem to have:

- Commitment from school leadership and the local authority
- Co-operation with parents and the community
- Multi-agency working and the sharing of expertise
- A positive ethos and supportive cultures for children and adults
- Flexible use of resources
- Long-term professional development for all adults
- A range of outcomes that are valued, not only academic attainment
- Involvement in action research development projects, often involving outside partners

- A belief that becoming inclusive is not only about additional support needs, but is part of a broader school improvement agenda.

Teachers are crucial in this process not only because they determine most of what happens in classrooms, but also because many teachers have concerns about inclusion. Some surveys have found that teachers' attitudes towards inclusion are not particularly positive (Ellins & Porter, 2005) and many express concerns about their lack of preparation for inclusion (Forlin, 2001). But in settings where teachers are supported to try out a range of teaching strategies, they report that they knew more than they thought they knew and, for the most part, children learn in similar ways. Many teachers report that they do not think that they can teach all children, but their confidence and repertoire of teaching strategies can develop over time (Florian & Rouse, 2001). This would suggest that with support and by 'just doing it', teachers are capable of developing knowledge and positive attitudes to inclusion. Our research would suggest that successful inclusive classroom practice depends on teachers':

- Attitudes to pupils with additional support needs
- Capacity to enhance social relations
- Willingness to deal with differences effectively
- Repertoire of skills, expertise, knowledge, pedagogical approaches and confidence
- Beliefs that all children can learn
- Willingness to work together with specialists and other colleagues.

The EIS conference Enhancing Inclusive Practice is evidence of real interest in inclusion. In addition the Scottish Executive is funding the Inclusive Practice Project at the University of Aberdeen which is reforming initial teacher education and continuing professional development for teachers so that they are better prepared and supported for the task of inclusion. As mentioned earlier in this article, becoming more inclusive is not only the right thing to do, but it is also in everyone's interest. Teachers and schools are crucial elements in the creation of a fairer, more stable and more secure society in which everyone feels included. ■

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Photography: Alan Wylie



Team line up: Winning pupils and football stars join forces against racism.

School anti-racism champions gather at Hampden to

# Boot out racism



**Pupils from schools across Scotland recently joined with major names from the world of Scottish Football at Hampden Park to stand united against the scourge of racism. The pupils met with stars of Scottish football to celebrate the winning entries in the schools' anti-racism competition organised in partnership by the EIS and the anti-racist charity Show Racism the Red Card. Hundreds of schools and thousands of pupils took part in the competition to send a clear message that the nation's young people want to see racism bootied out of Scotland.**

Players from Scotland's top football clubs were in attendance to celebrate the success of the anti-racism campaign, and to present prizes to the winning pupils. The manager of the Scottish national team Alex McLeish was on hand to lend his support to the anti-racism campaign and to help with the prize-giving. The event was compered by BBC Sport's Dougie Vipond, and Jackie McNamara of the Scottish Professional Footballers' Association and Derek Kirkwood of the Scottish Football Association were among those who helped to ensure that the day ran smoothly.

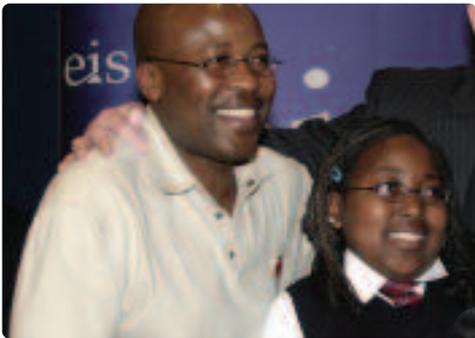
Pupils were asked to create a piece of art – a drawing, painting, poem, etc – to convey an anti-racism message. The standard of entries was extremely high and winners and other prize winners from each of the competition's six categories were at the Hampden ceremony to receive their football-related prizes from Scotland's football stars, along with cash prizes for their schools.

The overall national winner – who received extra football prizes, including ticket packages to the next Scotland international and an additional cheque for £1000 for her school – was Fiona MacGregor from Greenock Academy.

Speaking at the Hampden event, EIS President Peter Quigley said: "All the young people here today should be proud of their efforts to combat racism. The winners should be especially proud of the works of art they have produced."

Mr Quigley went on to add, "It is through our young people that we will create a more tolerant, equal and inclusive society in the future and that is why it is so encouraging to see all these young people here today."

Ged Grebby, Show Racism the Red Card's Co-ordinator, said: "SRTRC have been greatly encouraged with the response



Alex McLeish and Peter Quigley with Fiona MacGregor this year's 1st prize winner.

**Show Racism the Red Card 2007  
Overall National 1st Prize Winner**

Fiona MacGregor, Greenock Academy

**“The message is clear from Scotland’s younger generation that racism is not welcome in society.”**

Ged Grebby,  
SRTRC Co-ordinator



Smiles all around at this year's prize-giving.

to the schools' competition this year – the standard of entries was terrific. The message is unequivocal from Scotland's younger generation that racism is not welcome in society. Young anti-racists from all over Scotland have gathered here at the national stadium to receive prizes from their sporting heroes, and to celebrate the efforts of the thousands who took part in this competition nationwide.”

Football clubs across the country gave their support to the Anti-Racism campaign and many donated prizes for the winners. ■



# Qualifications for the 21st century

The SEJ spoke to Dr Janet Brown, the newly appointed Chief Executive of the SQA, and asked for her views on the key issues for Scotland's qualifications system.

**SEJ readers will have heard of your appointment, but many will not know a lot about your background. Can you give us a history of your career, and specifically your background in education?**

I was appointed Chief Executive of the Scottish Qualifications Authority (SQA) on 5 March 2007.

Before that, I spent seven years at Scottish Enterprise, most recently as Managing Director of Industries. I had responsibility for the development and coordination of Scottish Enterprise's industry policy and operational strategy in key sectors including electronic engineering, digital media, tourism and life sciences.

During my time at Scottish Enterprise I established strong links with the University sector, the Scottish Funding Council and the Scottish Executive.

I joined Scottish Enterprise after a lengthy career in the US electronics industry, latterly with Motorola, where I was Director of Operations (Networking Systems Memories), based in Austin, Texas.

I have experienced first hand the Education systems of the US, England and Scotland, and I'm clear that the benefits of the Scottish Educational systems are significant, as they enable pupils to have an excellent breadth and depth of education.

I was born in Sheffield and I hold a BSc in Physics and a PhD in Metallurgy & Materials Science, both awarded by the University of Birmingham. I live in Paisley with my husband and two daughters.

**What are your early impressions of the work carried out by the SQA, and what do you consider to be the key priorities for the organisation in both the immediate and long-term future?**

The first thing that struck me was the sheer range of qualifications and activities that SQA supports across Scotland in schools, colleges and training centres.

Also, the SQA staff are really impressive, and their dedication to delivering and developing our service to Scotland is second to none. In terms of scale and volume it really is a formidable operation and our staff are simply magnificent.

In the short term we need to keep moving the annual exam diet forward, looking for ways of modernising and simplifying processes. I do see supporting our teachers and lecturers as a significant area. We have opened up areas such as CPD and appeals feedback significantly over the past few years. This has been welcomed by the teaching profession, and we will continue

with this type of development. We want to continue to be a respected and responsive partner in Scottish education.

Long term I see opportunities and challenges in a number of areas, among them Curriculum for Excellence, Scottish Credit and Qualifications Framework (SCQF) and development of level 9 qualifications. We are committed to playing a full and productive part in all these significant developments. Our latest Corporate Plan for 2007-10 is available on our website and will give your readers a good summary of our longer term plans.

**How are arrangements for the 2007 diet progressing? Are all markers now in place, and are you confident that the process will run smoothly?**

The teams within SQA dedicate a lot of time and energy, all year round, to ensure each year's diet runs smoothly. Each Business Area produces and operates to detailed plans with critical milestones and measures which are closely monitored. There is a formal weekly meeting of the Certification Planning Group (CPG), with representatives from all key Business Areas, at which progress is reviewed, potential risks identified and, if required, contingency measures are invoked.

The arrangements for Diet 2007 are progressing according to schedule and a number of significant milestones, such as the delivery of question papers to centres, have already been achieved. Regarding markers, the majority are in place and there are contingency measures for the current shortfalls. This is not untypical and the areas where there are shortfalls, the examinations are later in the timetable so we are confident that all markers will be in place, in time.

Whilst we have confidence that the Diet will run to plan, nothing

**"I don't think that many people would argue against the idea that our learners deserve to have their other achievements recognised alongside attainment of qualifications."**

Janet Brown



is left to chance and the CPG monitor continues until the appeals process is complete and all candidates are certificated. There is no let up and by August of this year we will already have started to monitor Diet 2008.

**Work is currently underway examining the future shape of the post 14 examinations structure. How do you see this developing, and is there an anticipated timescale for the review process?**

SQA is one of the four partner national organisations involved in the Curriculum for Excellence programme of work. Our principal role is to lead work on qualifications and assessment; a key strand of the programme. The review is focused on Courses at SCQF levels 4 and 5 - Standard Grade and Intermediate 1 and 2 National Courses - Scottish Executive Ministers have said that Access, Higher and Advanced Higher will be points of stability. In the Autumn of 2006 and Spring of 2007, we held seminars and interviews with practitioners and learners from secondary schools, further education colleges, and stakeholder groups across Scotland, in order to seek their views on the possible shape of future qualifications. Ministers expect that proposals for formal consultation will be made around Summer 2007.

**If the intention is to move to a SEED consultation, what will the involvement of teachers be in advance of the formal consultation process?**

A Working Group has been established, involving SQA and others, to prepare options and proposals. A range of key stakeholders groups will also be involved in this work. In particular, the Scottish Executive's National Qualifications Steering Group, which brings together representatives from all the main teaching unions, FE, HE, local authorities, parents and business, will act as a sounding board offering advice and other assistance. So far, over 2500 managers, teachers, lecturers and learners have given their views on qualifications at SCQF levels 4 and 5 from 24 local authorities and also 27 FE colleges. We also held 11 seminars for managers, teachers, lecturers and other stakeholders. In addition, our on-line forum within SQA Academy provides papers and think-pieces designed to stimulate thought and debate - all teachers can access this.

**As well as changes to the examinations structure, there is a need to find better ways of recognising wider achievement. What challenges does this present to the SQA, and how will the recognition of wider achievement fit with the qualifications framework?**

I don't think that many people would argue against the idea that our learners deserve to have their other achievements recognised alongside attainment of qualifications. In our seminars and interviews, teachers, managers, learners and other stakeholders have broadly supported the concept - the trick will be to find the most effective way to do it. Our partners, Learning and Teaching Scotland, who are taking a lead role in this strand of work, will have more to say on this matter as we move forward to formal consultation. They will be looking at a broad range of options and proposals. However, Scottish Executive Ministers want to avoid creating additional formal assessment and workload pressures. My own view is that I would like us to take a broad and imaginative approach based on an individualised basket of documented evidence sitting alongside certificated attainment.

**With the removal of the derived grades procedure, what will be the implication for appeals? Will the number of appeals increase, and what changes are anticipated in the appeals process?**

The Appeals process is available for those candidates who did not perform as expected on the day of the examination, and a successful appeal is wholly dependent on valid, reliable evidence.

Although there is no fundamental change to the appeals process we annually review all our Main Diet processes including appeals. This review includes stakeholder and customer feedback and the lessons learned as part of our drive for continuous improvement.

The removal of the derived grades procedure followed the findings of our conclusive research. It will mean an inevitable small increase in the numbers of appeals, which had stabilised in recent years. We have had to estimate the number we could expect and have made appropriate contingency plans to resource this. In addition, we issued a refreshed version of the Guidance to Estimates and Appeals Binder and held a

number of seminars for teaching professionals to explain the guide and the outcomes of the research on estimates, derived grades and appeals.

Currently there is approximately a 50% success in appeals, so we want to work with centres to increase the success rate and reduce the level of unsuccessful appeals. In support of this objective, we have established an Understanding Standards Advisory Group, chaired by Dr Paul Thompson, Head Teacher of Jordanhill School, and including an EIS representative. We are also developing an interactive e-learning guide to estimates and appeals which will be available in the autumn.

**The SQA is increasingly involved in international activity, such as consultancy and pilot schemes in countries such as China. Why is the SQA placing such emphasis on this area of work, and what benefits does this bring Scottish education?**

Scottish education and training is highly regarded worldwide and so it is not surprising that many overseas governments or organisations want to learn more about our system and share knowledge and expertise.

SQA has a strong track record in providing commercial consultancy services to overseas governments and organisations. Generally this type of technical consultancy has been in partnership with other international organisations, with the funding source coming direct from the overseas government or agency or from donor organisations such as the World Bank or the European Union.

Increasingly we are receiving requests from overseas educational organisations to become SQA Approved centres and to offer SQA qualifications. China is a specific example where the Chinese Ministry of Education approached SQA to enter into an awarding partnership with some of the top universities in China.

As well as the opportunity to promote Scottish education and training overseas, SQA's international work will lead to surplus income that can be invested back into mainstream products for both the home and overseas markets. ■

**"In the short term we need to keep moving the annual exam diet forward, looking for ways of modernising and simplifying processes."**

Janet Brown



Jack Barnett (EIS) and Myra Pearson (University of Aberdeen) celebrate the partnership.



# EIS and University of Aberdeen CPD Partnership

## Working with you to enhance professional learning and development

The EIS and the University of Aberdeen have forged a Partnership to provide professional learning and development opportunities that are tailored to match your CPD interests and priorities. We are working together to design, deliver and support CPD opportunities in four key areas:

- Inclusion and Additional Support Needs
- Leadership
- A Curriculum for Excellence
- Mentoring and Coaching

University lecturers, EIS Learning Representatives and Chartered Teachers will provide advice and information to support you in planning your CPD pathway and building your CPD portfolio. There is a fee discount on many of our courses for EIS members who are not sponsored by their local authority.

### Professional Learning and Development Centre

A Professional Learning and Development Centre is currently being established in the School of Education. This will have both a physical and virtual presence. It will be a hub providing information, access to courses and professional development opportunities, individual support and guidance.

### Supporting Beginning Teachers' Network

The Supporting Beginning Teachers' Network will be launched in August 2007. This Network will provide specific support, advice, guidance and CPD opportunities for student teachers and teachers in the early stages of their career.

### Take advantage of our expertise and wide range of courses to plan your CPD pathway and build your CPD portfolio

You may choose an individual course or combine courses matched to your professional development requirements and interests. Our portfolio includes short courses such as Creative Approaches in Design and Technology, postgraduate award bearing programmes such as Pastoral Care, Guidance and Pupil Support, Advanced Professional Studies and Research Degrees.

### CPD Summer School: Monday 13th – Friday 17th August 2007 – King's Campus, Aberdeen

If you are looking for a chance to refresh your approaches to learning and teaching, help build A Curriculum for Excellence, take steps towards a variety of qualifications, then sign up for our Summer School. Courses include Education for Citizenship and Creativity in Learning and Teaching.

### Contact Details

For further information about our courses and application forms please telephone: **01224 274578** or email: **educpd@abdn.ac.uk**

For more detailed information about CPD opportunities within the School of Education, please visit: **[www.abdn.ac.uk/education/](http://www.abdn.ac.uk/education/)**



Learning and Teaching Scotland presents

# The Scottish Learning Festival

## Excellence in the Learning Age



19-20 September 2007  
SECC ▶ GLASGOW



### Transforming professional practice

- Celebrating and sharing good practice
- Creating a confident and motivated teaching profession
- Cultivating and developing leadership at all levels
- Providing a platform to debate current educational issues

### Keynote speakers

Michael Fullan  
Stephen Heppell  
Pasi Sahlberg  
Mick Waters

### Plus

- Inspirational practitioner-led seminars and sessions
- Over 150 exhibitors in Scotland's largest educational exhibition



Special EIS Edition

## WEDNESDAY

Seminar Code **K A** 10:45**Turnaround Schools, Turnaround Systems****Michael Fullan, former Dean, Ontario Institute for Studies in Education**

All too often, educational leaders are called on to reverse bad situations – students who are performing below expected standards, teachers who don't trust management, schools who have lost the confidence of their local communities. In this keynote address, Michael Fullan redefines 'turnaround leadership', arguing that turnaround thinking must move from a quick fix to efforts that result in deep and lasting improvement.

Michael will discuss the dynamics of what makes societies and education systems healthy or sick. He will identify the positive things turnaround schools do to get off the critical list, and explores what it takes to motivate large numbers of people to go beyond short-term solutions in order to achieve fundamental, sustainable reform. Ultimately, he will focus on the critical role of leadership: not the Lone Ranger leader who rides into town and saves a single school, but leaders whose very actions change the systems in which they work.

Seminar Code **K B** 14:30**Ministerial Address**

Learning and Teaching Scotland is pleased to announce that the Minister will deliver an address outlining the Executive's ambitions for Scottish education over the next year.

Seminar Code **K C** 17:00**Twenty-first Century Learning: New Ambition, New Pedagogy, New Buildings, New Opportunities****Stephen Heppell**

As the 21st century unfolds we can see that this first decade is already characterised by a more global world of 'helping people to help each other', with viral, peer-to-peer, agile, collaborative and creative outputs valued above the standards and conformity of the 20th century. Technology has arguably brought this about, although some would argue that the organic and collegiate world we now find ourselves in is more in line with history than the passive couch-potato world of the late 20th century.

Nevertheless, an education world of 'helping people to help each other' is challenging for organisation, for assessment, for institutions, for teachers and learners too. In addition, learning is finally, rather belatedly, going global too. The school curriculum sounds anachronistic in a world of global trading, worldwide holidays and international commerce and communication. If key institutions like universities are struggling to come to terms with this new century, the learners certainly have no problems.

In his keynote, Stephen will look at all these issues in the context of the work he has been engaged in with Scottish schools.

There are over 150 sessions to book from at  
[www.scottishlearningfestival.org.uk](http://www.scottishlearningfestival.org.uk)

## THURSDAY

Seminar Code **K D** 11:30**Making Learning Irresistible: The Challenge in England**  
**Mick Waters, Director of Curriculum, QCA**

New curriculum developments need to be based in the fitness of the learning offered to meet the challenge of the changing society into which children will grow to adulthood. This spotlight session will tease out the essentials of the current curriculum debate in England and parallels (or otherwise) with a Scottish experience can be drawn. There will be a focus upon learning, from the national level to the point at which it meets the pupil. It is intended that the spotlight session will be worthwhile, challenging and enjoyable ... irresistible!

Seminar Code **K E** 15:00**Common Futures, Different Pasts: Global Solutions to Curriculum Challenge****Pasi Sahlberg, Senior Education Specialist, World Bank, Washington**

Most education systems are in transition, regardless of how well these systems are performing. Schooling that was once seen as the right way to prepare new generations for the predictable future has become challenged by many as the times are changing. Curriculum has been perhaps the most commonly used tool in making education serve for social transformation, economic growth and technological change. As nations are coming from different pasts of tradition, ideology and social values, they are today facing similar global challenges that education, among other things, is addressing. Climate change, digitalisation, global health risks and lifelong learning are just a few of those global issues. Despite common futures, countries are using differing policies and strategies in adapting their curriculum and assessment systems to the changing educational environments. This presentation explores how nations are adapting to changing the curriculum and the issues that surround assessment, increased school accountability and productivity.

The Scottish Learning Festival is sponsored by



## WEDNESDAY

 Seminar Code **L 1 A**


### Outcomes and Experiences for Effective Learning

**Margo Williamson, Programme Director, LTS**

Outcomes and experiences for the Curriculum for Excellence provide broad statements of learning which require a range of teaching and assessment approaches. They indicate the direction of travel and offer opportunities for the gathering and interpreting of evidence. Through the use of these outcomes and experiences we can motivate, enthuse and challenge young people. Margo Williamson, LTS, and Chris McIlroy, HMIE, will highlight how all the partners in Scottish education are working together to achieve this goal.

 Seminar Code **L 1 B**


### Glow and the Curriculum for Excellence

**Marie Dougan, Programme Director, LTS and Margo Williamson, Programme Director, LTS**

The Curriculum for Excellence requires creative teachers, creative environments and creative learners. Using the unique schools digital network (Glow) we can show Scotland as a leader of education for all learners 3–18. This session will show how the synergies between Glow and the Curriculum for Excellence place Scotland in a very exciting place in the world.

 Seminar Code **L 1 C**


### Making Learning Irresistible: The Challenge in England

**Mick Waters, Director of Curriculum, OCA**

New curriculum developments need to be based in the fitness of the learning offered to meet the challenge of the changing society into which children will grow to adulthood. This spotlight session will tease out the essentials of the current curriculum debate in England and parallels (or otherwise) with a Scottish experience can be drawn. There will be a focus upon learning, from the national level to the point at which it meets the pupil. It is intended that the spotlight session will be worthwhile, challenging and enjoyable ... irresistible!

 Seminar Code **L 1 D**


### Developing Strong Leadership through Problem-based, Experiential Learning

**Dr Sandra J Stein, CEO, New York City Leadership Academy**

The greater demands of FE/HE and the workplace mean that education leaders must meet increasingly higher expectations. Across the education community, experts have developed creative methods to prepare educators to meet these demands. This session will discuss a problem-based, experiential learning and strong leadership training programme to prepare educators in transforming schools into environments where all students can succeed.

 Seminar Code **L 1 E**


### Tall Tales about the Mind and Brain

**Sergio Della Sala, Human Cognitive Neuroscience, University of Edinburgh**

There is a gap between what scientists know about the mind and brain and the assumptions drawn from sources of everyday information such as newspapers and television. In this talk several mind myths will be tackled, for example the fallacy that we only use 100 per cent of our brains, the assumption that our right brains function as artistic hippies, or that listening to Mozart make us more intelligent. Whole industries flourished on these dubious claims which do not spare education.

## THURSDAY

 Seminar Code **L 1 G**


### International Education in Action: 3–18

**Dr Judith McClure, CBE, Headteacher, St George's School**

Scottish schools should promote an understanding and awareness of Scotland and its place in the world and promote the development of global citizens through embedding an international dimension into the educational experience of all its pupils. This session will present the range of opportunities available to practitioners to engage pupils in international visits, exchanges, work experience and planned projects. It will highlight the work of the Scotland China Education Network and also illustrate the creation of links with schools across the world by pupils from 3 to 18.

 Seminar Code **L 1 H**


### Science Education: Evolution or Revolution?

**Prof Jack Jackson, Formerly Assistant Chief Inspector, HMIE**

The Science Strategy for Scotland identified two main aims, namely to secure very high levels of achievement by those specialising in science and to ensure all learners acquire the capacity to cope as citizens and decision makers when dealing with scientific issues. The Curriculum for Excellence provides a unique opportunity, not only to reform what is taught, who should teach it, and how and where it is learned, but also to consider wider implications such as continuing professional development, promoting broader achievement and encouraging active participation beyond the formal curriculum.

 Seminar Code **L 1 I**


### Early Years Curriculum: Opportunity or Challenge?

**Prof Aline-Wendy Dunlop, Chair of Childhood and Primary Studies, University of Strathclyde, Glasgow**

The Curriculum for Excellence 3–18 faces early years practitioners with the possibility of considering what the curriculum for young children should be like. This presentation aims to weave a learning story that embraces creativity, imagination, progression in learning and playful approaches in order to consider the support that early educators need as they embrace the challenge of changing classroom practices.

 Seminar Code **L 1 J**


### Building Teaching Practice that is Collaborative, Public and Powerful through Professional Learning Communities

**Gary Bloom, Associate Director, New Teacher Centre, University of California Santa Cruz**

In the USA, many schools are building their reform efforts on a foundation of professional learning communities that engage participants in honest examination and refinement of their daily practice. This session will discuss the characteristics of effective teacher and principal learning communities. We will examine a variety of models of gathering data and insights that can inform changes in individual and school practices, transforming the teaching profession and accelerating student achievement.

#### KEY

-  Towards the Curriculum for Excellence
-  Excellence and Ambition
-  Support for Teachers and Learners
-  Leadership
-  Skills for Work and Life
-  International Perspectives

# The Scottish Learning Festival 2007

The Scottish Learning Festival is the annual national educational conference and exhibition that provides inspiration for better teaching and learning to help create a confident teaching profession for the twenty-first century.

Delegates have the opportunity to take part in inspirational presentations from world renowned keynote speakers, spotlight presentations by experts in their own field, stimulating discussions and over 150 practitioner-led seminars. In addition there are over 150 exhibitors and a variety of fringe activities including a local authority village, poster sessions and a cultural gallery.

The majority of seminars and workshops on offer are presented by practitioners who have identified strategies and resources that enable them to achieve their teaching and learning objectives. Educationalists from almost every local authority in Scotland will demonstrate best practice and local solutions in support of national education initiatives. Groups of school pupils from around the country will also demonstrate how they use a variety of resources to assist their learning.

## EIS at the Scottish Learning Festival

This year the EIS will present three seminars at the Learning Festival. **Larry Flanagan**, Principal Teacher, Hillhead High School will explore leadership and collegiality on Wednesday 19 September at 13.45.

On Thursday 20 September at 13.00 **Stephen McCrossan** and **Vicki Wallace**, EIS Multi-establishment Learning Representatives will demonstrate how the EIS can support teachers in the implementation of ICT in the classroom and at 14.00 **Susan Quinn**, Depute Headteacher, St Ninian's Primary School will address the relevance and purpose of coaching and mentoring in Scottish education. Visitors will also be able to come along to stand E55 in the exhibition hall and speak to staff from the EIS. Further information about the Learning Festival can be found on the Scottish Learning Festival website, [www.scottishlearningfestival.org.uk](http://www.scottishlearningfestival.org.uk)

## Book early

Each visitor has the opportunity to attend one keynote and two seminars per day free of charge. To book your seminars simply complete and return the attached registration form or register online at [www.scottishlearningfestival.org.uk](http://www.scottishlearningfestival.org.uk). You can also use this form to register for the exhibition only. To guarantee places at the seminars of your choice you are strongly advised to make your selections and return the booking form before the summer break.

To request a copy of the conference programme or if you have any queries about the Scottish Learning Festival call 0670 421 1938 or email [Festival@LTSScotland.org.uk](mailto:Festival@LTSScotland.org.uk).

## Registration Form for Conference and Exhibition

Please visit [www.scottishlearningfestival.org.uk](http://www.scottishlearningfestival.org.uk) for the full seminar programme.

You may attend one keynote and two seminars or spotlights of your choice, on each day. Please enter the seminar codes in the boxes to guarantee your free place.

Wednesday 19 September 2007

KEYNOTE CODE

SEMINAR CODE

SEMINAR CODE

Thursday 20 September 2007

KEYNOTE CODE

SEMINAR CODE

SEMINAR CODE

### A. TYPE OF ESTABLISHMENT

- (Tick one box)
- 01  Nursery/Pre-school  
 02  Primary School  
 03  Primary School (Independent)  
 04  Secondary School  
 05  Secondary School (Independent)  
 06  FE College  
 07  Adult Education  
 08  Teacher Education Institute  
 09  University  
 10  Special School  
 11  Education Trade/Industry/Commercial  
 12  Local Authority  
 13  Economic Development Agency  
 14  SEED  
 15  Consultancy  
 16  Learning Support Centre  
 17  Learning and Teaching Scotland  
 18  Other (Please specify) \_\_\_\_\_

### B. JOB FUNCTION

- (Tick one box only. You may tick multiple boxes)
- 01  Headteacher  
 02  Depute Headteacher  
 03  Principal Teacher  
 04  Primary Teacher  
 05  Secondary Teacher  
 06  Lecturer  
 07  ICT Coordinator  
 08  Additional Support Needs Teacher/Coordinator  
 09  Nursery Staff  
 10  Learning Support Assistant

- 11  Classroom Assistant  
 12  Student Teacher  
 13  Librarian  
 14  School Board  
 15  Bursar/Facility Manager  
 16  Administrator  
 17  HMI  
 18  IT/Networking Manager/Technician  
 19  Newly Qualified Teacher  
 20  Nursery Teacher  
 21  Behaviour Support Teacher  
 22  LA Advisor/Officer  
 23  Consultant  
 24  Education Trade/Industry/Commerce  
 25  Director of Education  
 26  Quality Improvement Officer

### C. SUBJECTS/AREAS OF INTEREST

- (Tick all areas of interest)
- 01  Art and Design  
 02  Biology  
 03  Business Studies  
 04  Chemistry  
 05  Classical Studies  
 06  Computing  
 07  Drama  
 08  English  
 09  Gaelic/Gaelshig  
 10  Geography  
 11  History  
 12  Home Economics  
 13  ICT  
 14  Mathematics

- 15  Media Studies  
 16  Modern Languages  
 17  Modern Studies  
 18  Music  
 19  Personal and Social Education  
 20  Physical Education  
 21  Physics  
 22  Religious, Moral and Philosophical Studies  
 23  School Management/Admin  
 24  Special Needs  
 25  Design and Technology Studies

### D. OTHER AREAS OF INTEREST

- (Tick all areas of interest)
- 01  Assessment  
 02  Citizenship  
 03  Enterprise  
 04  Gaelic  
 05  Technology  
 06  Literacy  
 07  CPD  
 08  Cross Curricular  
 09  Core Skills  
 10  Amenity  
 11  Integrated Community Schools  
 12  Behaviour  
 13  Numeracy  
 14  Guidance  
 15  Glow  
 16  Curriculum for Excellence  
 17  Health  
 18  Inclusion  
 19  Early Years  
 20  ICT

### E. PURCHASING INTEREST

- (Please tick all areas of interest)
- 01  Admin/Office Administration  
 02  Audio Visual Equipment  
 03  Books/Library  
 04  Books/Text  
 05  Computer Hardware  
 06  ICT/Craft Equipment  
 07  Financial/Accounting Services  
 08  General Resources  
 09  Interactive Video  
 10  Internet/Online Hardware/Service  
 11  Internet/Online Content  
 12  IT/ICT Training  
 13  Library Resources  
 14  Micro-Electronics/Robotics  
 15  Peripherals  
 16  Scientific Workshop Equipment  
 17  Software and Multimedia  
 18  Stationery  
 19  Furniture/Storage Equipment  
 20  Communications/Networking Technology  
 21  Recruitment Services  
 22  Other (Please specify) \_\_\_\_\_

### F. LOCAL AUTHORITY

- (Tick one box)
- 01  Aberdeen City  
 02  Aberdeenshire  
 03  Angus  
 04  Argyll and Bute  
 05  Clackmannanshire  
 06  Dumfries and Galloway  
 07  Dundee City  
 08  East Ayrshire  
 09  East Dunbartonshire  
 10  East Lothian  
 11  East Renfrewshire  
 12  East of Scotland  
 13  City of Edinburgh  
 14  Falkirk  
 15  Fife  
 16  City of Glasgow  
 17  Highland  
 18  Inverclyde  
 19  Midlothian  
 20  Moray  
 21  North Ayrshire  
 22  North Lanarkshire  
 23  Orkney Islands  
 24  Perth and Kinross  
 25  Renfrewshire  
 26  Scottish Borders  
 27  Shetland Islands  
 28  South Ayrshire  
 29  South Lanarkshire  
 30  Stirling  
 31  West Dunbartonshire  
 32  West Lothian  
 33  Independent School  
 34  England  
 35  Wales  
 36  Northern Ireland  
 37  Republic of Ireland  
 38  International (Please specify) \_\_\_\_\_

### PRINT CLEARLY IN BLOCK LETTERS

Prof  Dr  Mr  Mrs  Ms

First Name \_\_\_\_\_ Surname \_\_\_\_\_

Job Title \_\_\_\_\_

Establishment \_\_\_\_\_

Address \_\_\_\_\_

Town/City \_\_\_\_\_ Council/Country \_\_\_\_\_

Postcode \_\_\_\_\_ Tel \_\_\_\_\_ Fax \_\_\_\_\_

E-mail \_\_\_\_\_

Is this your first visit to the Scottish Learning Festival?  Yes  No

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# University of Paisley Partnership Chartered Teacher Programme

The University of Paisley wishes to invite applications for the programme's next cohort beginning in September 2007.

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

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

Commences 24 September 2007.  
Cost - £600 **EIS members are eligible for a 15% discount and staged payments over the course of the module are possible.** This is the same cost as in 2003! Note: A two-week induction period for enrolled students commences Monday 10 September 2007.

For details of content and scheduling of other core modules visit

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



**FURTHER DETAILS ON THE  
UNIVERSITY'S CHARTERED  
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APL/APEL ARE AVAILABLE AT  
[www.paisley.ac.uk/education/cpd](http://www.paisley.ac.uk/education/cpd)**

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

*“The pupils were very interested in establishing email links with pupils in Scotland and I quickly discovered that I had completely underestimated their proficiency in English!”*

Elsbeth Stewart, principal teacher, Moray EAL service



## Polishing up on Polish

**Since Poland joined the EU in May 2004, Scotland has seen a dramatic rise in numbers of Polish workers and this is also reflected in Moray, which now has approximately 600 residents.**

Likewise, numbers of Polish pupils in our schools have risen suddenly in the last six months, to 14 out of a total of 190 bilingual pupils registered with the Moray EAL Service.

As an EAL teacher with an interest in developing awareness and appreciation of other languages and cultures, now seemed to be a good time to establish links with the schools from whence our Polish pupils had come.

In addition, as an EAL teacher, I was interested in participating in English lessons at various ages and stages, with a view to finding out how English is taught in Poland and what level of proficiency pupils might have reached on their arrival in Scotland.

Most of our Polish pupils in Moray come from Zamosc, in South East Poland. All schools were very enthusiastic and teachers keen to meet when we arrived, to discuss plans for how best to make use of my visit.

### School System in Poland

In Poland, children go to Kindergarten at age 5, then go on to “Year Zero” at age 6, which is a bridge between kindergarten and Primary. They attend Elementary/Primary school

(Podstowowa) between age 7 and 14 and from age 14 -16 attend Gimnazjum. They then sit exams which determine whether they go to Zauodowka (vocational school), Technikum, where they can pursue either a vocational course, or work towards their “Matura”, which is sat at two levels, like our Standard Grade exams, or Liceum, where pupils are aiming for Higher Education. In practice however, more pupils are attending a Liceum, with pupils working on vocational courses more often housed within the same building. (Schools are all simply numbered in Poland, with no names given – probably due to the influence of the earlier communist regime.)

For the “Matura” exam, pupils must choose Polish, another language (usually English) and one other subject as a minimum, but if they wish to study medicine, for example, they would be required to achieve high grades in additional science based subjects.

### School Visits

Spoleczna Szkola Podstawowa No 16 and Spoleczne Gimnazjum No.16, Warsaw.

(Combined Primary and Secondary School, 7-16 years)

I was welcomed at the securely locked gate to the school, after producing my carefully rehearsed Polish through the intercom. My hostess, Grazyna, who came out to meet me, was highly impressed, although I realised immediately that she spoke perfect English!

### Briefly

**Elsbeth Stewart, an English as an Additional Language (EAL) teacher from Moray, is working to forge better links with Polish schools for the benefit of migrant pupils. Ms Stewart is also the 2007 EIS Page Scholar.**

It was a “Community” school, which meant that it was not a state school, but a non profit making school where teachers, parents and a school board worked together to run the school. The parents paid 1,000 zlotych (£180) per month to send their children there.

140 pupils attended, which was rather less than in a state school and this included children of primary school age, to make the system more financially viable.

However school rolls are dropping in Poland, particularly in rural areas and small communities face the same difficulties as Moray in keeping their schools open.

Classes have no maximum size in Poland but do have a minimum size of 14!

Average class sizes are around 24, though can sometimes be well over 30, but in this school classes were small, with around 17 pupils, who were also split, as they got older, into two groups for English, so that there were only nine pupils in the class.

The school day at this school is quite long, starting at 8.30 and finishing at 4.30, with only 30 minutes for lunch. However the day is timetabled throughout with a 10-15 minute break after every 45 minute lesson.

The first class I sat in on was of nine year olds, who were following a very attractive course book published by Oxford University Press.

It was interesting to note that the teacher spoke almost exclusively in English.

Pupils were encouraged to pronounce and repeat short sentences as a class as well as being asked to answer questions and volunteer answers individually.

The children were very well motivated and interested and most of the class were signed up for extra English lessons, presented in a fun way, as an optional extra.

After classes, a meeting with all four English teachers and myself had been arranged, where we discussed the possibilities of teacher exchanges, setting up email links between pupils and also the possibilities of arranging short term pupil exchanges.

The History teacher was also happy link up with a History department in Moray, which would be very useful, as the Polish role in the World Wars and their persecution is always studied, with Warsaw Jews suffering greatly at the hands of the Nazis.

This was a highly interesting, productive and enjoyable day, where I was made to feel extremely welcome and I am confident that the contact made with the four English teachers will lead to close links between the teachers and pupils in Warsaw and Moray.

#### **Travel to Zamosc**

On the way to Zamosc we stopped to visit Majdanek concentration camp, where 23,000 people, Polish and Jews, were murdered.

We viewed the barracks, gas chambers, watchtower and the domed mausoleum which contains the ashes of many of those who died there, as well as the giant

monument erected there in 1969 on the 25th anniversary of its liberation by the Red Army.

#### **Visit to Liceum 4, Zamosc** (Upper Secondary, age 16-18)

The following morning I visited Liceum 4, which is attended by more academic pupils, though within the building were also housed pupils following Technikum and Zawodowka courses.

This was a very large school, with 1,400 pupils and 100 teachers, of whom 24 were English teachers.

My daughter, who was travelling with me, at her (or rather my own!) expense, also attended this visit. The students obviously enjoyed asking her such questions as "Do you cut classes?" and "Do you cheat as exams?" which she dutifully replied to in the negative.

We felt very welcomed and valued as visitors and I am certain that the contact will be continued.

#### **More socialising!**

In the evening I met socially with a group of teachers from Liceum 4 so that we could pass on additional information.

They had also arranged for my daughter to meet with two Polish students of about her age, for that evening and for her to visit the Zamosc Art School the following morning, with another student.

In Poland, students who are interested in Art, attend a separate Art School from age 16-18, instead of attending the Liceum, where practical Art is not taught. This would be a particularly interesting and useful visit, very kindly arranged by Malgorzata, when my daughter told her she was interested in attending Art college in Scotland.



#### **Visit to Podstawowa 4, Zamosc** (Primary School 4)

This school houses both the Podstawowa and the Gimnazjum, but had 694 pupils in the Primary.

I took some photographs of them doing PE and I also taught them how to do "Strip the Willow" (a Scottish dance) as I had brought some Scottish music with me at the teacher's request.

However I had not reckoned on the age of the children and the fact that the boys and girls were not particularly keen to dance with each other, so it was not as successful as I had hoped!

Meanwhile my daughter had disappeared... She had had a very interesting day at the Art School, where she was astounded at the extreme high quality of the work produced.

She had then been invited round to the family home of the student who had shown her round, for an evening meal, which was an unexpected bonus. There is no doubt that she will be continuing the links with her new Polish friends.

#### **Return to Warsaw**

We regretfully left Zamosc, but were happy to spend a final day in the beautiful old town in Warsaw.

In the evening we met with Grazyna and Marta, from the Warsaw school, where I was finally able to deliver the shortbread and leaflets I had brought for them.

#### **And home to Moray...**

My visit to Poland had been extremely rewarding and the possibilities arising from it, very exciting.

My next step was to return to Scotland and work with our Moray schools in further developing the contacts which had been made. ■

Funding for the trip was obtained from the Dick Bequest Trust for teachers in Moray.

**"Classes have no maximum size in Poland but do have a minimum size of 14!"**

Elsbeth Stewart

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# Reportage



## Victoria Wallace, Midlothian Multi-establishment Learning Representative answers a few questions about her role:

### When and why did you decide to become an EIS Learning Representative?

While I was flicking through the SEJ in the early part of 2005 I came upon the advert inviting EIS members to apply to be a union learning representative. I was motivated to undertake this responsibility because of the impact that my own professional development has had on my professional practice and it was my desire to demonstrate, share and promote this with my colleagues in a bid to support their CPD. I also saw it as being another layer of the role of a Support for Learning Teacher; supporting the inclusion of students by supporting my colleagues to gain the skills to support them. I contacted the EIS and asked for the information pack. I was initially a bit apprehensive about taking the module online and what the role would entail but everyone I have worked with has been very supportive and since I became accredited in June 2005 I can honestly say that I have never looked back.

### What form of training did you undertake to become an LR?

The training involved completing the module: Workplace Organisation with the University of Paisley. Initially this was a bit daunting as I had to complete the module online and I hadn't had any experience of working in this environment before. However the tutors were very supportive and I very quickly acquired the skills to be an e-learner. It was this experience that was to inspire me to apply to be one of the GLOW mentors for Midlothian.

The module encouraged me to question the nature of CPD: How can we support life long learning

and CPD in the teaching profession? What strategies could I utilise to support a colleague who has feelings of disenfranchisement and de-motivation with regards to CPD? The learning from this module and the position linked with it has impacted hugely on my work. Through my work I have come to appreciate the development of the teaching profession, the importance of CPD partnerships involving teachers, local authorities, trade unions, providers, the General Teaching Council for Scotland and the Scottish Executive.

### What does the role of an LR involve?

As a learning representative the key responsibility is to build partnerships to ensure that the continuing personal professional development needs of my colleagues are being met. The importance of continuing professional development in the maintenance and promotion of a professional teaching profession equipped to provide our young people with a quality education cannot be understated. My role in working in partnership with all stakeholders will ensure that teachers will have an independent voice to speak out for and promote professional development.

To facilitate this, I meet with CPD providers, council education support staff and my colleagues within schools. My local association is also a source of support in promoting the role and helping me to establish my identity as the Midlothian Learning Representative.

### What are most interesting parts of the role?

The most interesting thing about the role of an LR is that there is no set role. During discussions with LRs from other areas it became apparent to me very early on that my position would be influenced by the needs of my colleagues in my area. Each LR has an identity that is influenced by and reflects the identity of their local authority area.

As part of my role I regularly meet with CPD providers from across Scotland to discuss new and innovative ways that the CPD of my colleagues can be met. However I have to say the most interesting thing about the role is being given the opportunity to meet with my colleagues and discuss their professional development needs. This is the reason why I became a LR and it is also the most satisfying aspect of the role as not only can I support them but they can also support me.

### What do you think your greatest achievement as an LR is to date?

The Learning Representative role has allowed me to explore and influence issues and developments that effect the teaching profession at a national level as well as the local level. As a result of my position as an LR I became involved in the GLOW mentoring programme. It was following a presentation given to EIS LRs that I applied to become a GLOW mentor for my local authority. I am also scheduled to present at SETT this year with a fellow LR as an EIS Learning Representative to discuss how LRs can support the learning needs of teachers in relation to e-learning. However my greatest achievement to date is being able to work with and help my colleagues and knowing that you are making a difference. After all isn't that what teaching is all about? ■

Interested in becoming an EIS Learning Representative?

For further information contact  
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# Working together in partnership

Fife teachers take partnership working forward

L to R: Colin Davidson (trainee LR), Tom Hamilton (GTCS), Tracey McDougall (LR), Paddy Miller (LR), Jim McLean (University of Paisley), Claire Gemmell (CPD co-ordinator Fife), Isobel Schroder (LR), Andrew McNeil (Fife Global teacher) and Hugh Donnelly (Glasgow LR)

**A**round sixty Fife teachers recently came together on a Saturday morning, to hear key note speakers at the first Fife Education event entitled 'It's about You'. The event, which had been organised jointly by Fife local education authority CPD team, led by Claire Gemmell, Fife's CPD co-ordinator and the EIS Fife based Multi-Establishment Learning Representatives Paddy Miller & Isobel Schröder; with guidance and support from the EIS national CPD administrator Lyn McClintock.

Key note speaker Tom Hamilton of the GTCS informed on the variety of routes currently available for CPD after initial teacher training and the probationary year, including professional recognition and also leadership and

management. The possibilities for teacher development are widening, he said.

Andrew McNeil of Burntisland primary school gave a compelling talk on his experiences of a recent visit to Malawi during his summer break, where he saw first hand the experience and working conditions of colleagues in that country. It was, he said, "a humbling experience which causes you to reflect on your own comfortable existence here in Scottish education."

The three workshops discussed:

- the application and use of the Blackboard system of e-learning. This is a system in use in many universities for distance learning. The workshop was facilitated by Jim McLean and

Linda Lafferty of Paisley University School of Education.

- Module 1 of the Chartered Teacher Course. This was facilitated by Hugh Donnelly who is an online tutor with Paisley University as well as an EIS Learning Representative.
- The use of ICT as a means of accessing information which will help teachers take control of their own CPD. This workshop was facilitated by Paddy Miller a Chartered Teacher and EIS Multi-Establishment Learning rep. ■



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# My probation year experience

Arshad Mahmood, a probationer teacher at Johnstone High School in Renfrewshire, shares his probation year experiences with SEJ. As a mature entrant into teaching, Arshad found that his initial concerns about switching to a teaching career were firmly put to rest.

**T**he decision to enter teaching in my early-thirties was one I did not take lightly. Although I had some previous experience in education, I was worried about my own skill levels before I became an ICT teacher. I had visions of having to go away and learn complex programming languages. I also worried about the technology and whether it would actually let me down in the classroom but, thankfully, I needn't have worried on either count. All the staff at Johnstone High School are unsung heroes in the help and support they provide me with in times of difficulty.

I learned a considerable amount during my Initial Teacher Education (ITE) year. Observing different teaching styles, watching how different teachers interact with pupils, how they organise their teaching and planning, enabled me to be very selective and decide which strategies I thought would be most useful for me to adopt in the future.

Although you are part of a department whilst on student placement and contribute to the teaching of classes for whom you are responsible, it is during the probationer year that you really see your pupils making progress, so much of which is based on your input! At this stage, you become fully aware of the importance of the role of the class teacher and being responsible for the education of so many students. Observing pupils make advancement in the subject you're teaching them and due to your input (and theirs!), is highly rewarding.

My first placement of the Post Graduate Diploma in Education (PGDE) year was in Renfrewshire,



**“It is encouraging and motivating to be accepted as a full member of staff who is expected to contribute fully to the running of the department”**

Arshad Mahmood

which was my first choice for my probationer-year placement. I am very fortunate to be in a dynamic, evolving computing department in a school which has excellent staff members.

It is encouraging and motivating to be accepted as a full member of staff who is expected to contribute fully to the running of the department and be involved in curriculum development, extra-curricular activities and teach a Newly Qualified Teacher's timetable to a varied mix of classes.

Each year-group presents various challenges and, in my department, each teacher has a very fair mix of classes of different abilities and support needs. Some lessons can be incredibly rewarding when, for example, you are satisfied by how quickly and effectively pupils grasp the latest technology points you have been teaching, yet during the next lesson, you may be met with much more challenging behaviour and less motivated pupils. However, this presents the teacher with useful learning experiences – differentiating your lessons to meet the needs of a particular class, and to observe this work successfully, is very rewarding.

Both Renfrewshire Council and Johnstone High provide excellent opportunities for probationers and established teachers. The local authority has a clearly set-out framework for Continuing Professional Development covering all stages of the career path of teachers within the authority. For the probationer, there is a range of highly relevant core and optional sessions. At school level, all probationers meet regularly with our CPD coordinator, who ensures that we experience all aspects of the school and not only our own departments. The wide range of sessions which have been arranged includes, amongst others, meeting with staff members responsible for pupil support, better behaviour better learning and learning support.

I have a weekly meeting with my mentor – my Principal Teacher – and this gives me the opportunity to discuss any relevant issues or ask for advice on any element of my teaching. Both the school and the local authority provide a high level of support for established teachers and Newly Qualified Teachers. Undoubtedly, my probationer year has given me the opportunity to experience school life at every level. We are encouraged to be involved in activities which enable us to relate to pupils outside the classroom as well as inside. I am currently involved with the school's lunch time computing club and weekly dinner duties, both of which are giving me the opportunity to know the pupils out of a classroom environment.

All in all, this year and last year have been extremely rewarding. I believe that the ITE year provides excellent training for the subsequent probationer year, and this year seems like a natural progression from the PGDE. Like many students nearing the end of the ITE year, I felt very eager (and capable) of taking on my own classes and preparing them for a full year of computing – and I consider my probationer year to be a natural extension of that. To anyone currently undertaking the PGDE, I would strongly recommend that you take as much as possible from observing different teachers teach different subjects, decide what suits you, and use this to develop your own teaching style in the forthcoming year and beyond.

I can honestly say that Johnstone High offered me and all the probationer teachers' opportunities, training, support and rewards we need to develop and build a stimulating and successful career.

I personally feel that I have had utmost support, care and professionalism shown to me by colleagues and senior members of staff and the whole school structure whom I will miss sadly. ■





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## Walkodile keeping children safe

**A**s a teacher specialising in early years' education, EIS member Elaine Stephen was always conscious that when parents left their children at the school gates, they were leaving the most precious things in their lives in her care. As the mother of a son and a daughter, she knew precisely how this felt but appreciated the huge responsibility of teachers and their assistants in keeping children safe.

Now, more than 20 years after entering the teaching profession, Elaine, after a lengthy period of research and development, has launched Walkodile, a safety walking system designed for 3-7 year-olds.

Walkodile is simple to assemble and easy to use as a maximum of six children wearing high visibility harnesses, click into a flexible central spine, ensuring their safety on walking trips. In addition, supervisors wear high visibility vests.

"The whole point of the idea," said Elaine, a teacher at Buchanhaven School in Peterhead, "was to make walking with children a safer task, especially as such an activity can sometimes be fraught and dangerous. Not only are the children safer, the staff with them have greater peace of mind knowing that they can manage the group more effectively."

"As well as encouraging children to think about road safety, Walkodile also allows the staff to indulge in greater interaction with them and I believe this has a positive affect all round."

Elaine and her husband, John, formed Red Island Ltd, to market and sell the lightweight device.

"We have put every penny we have into making Walkodile a success," she added. "That's how much we believe in it. We have to try to get children out into the fresh air, getting exercise as frequently as we can in the better weather and when I looked around and saw nothing else available on the market, I knew a more secure and safe device was needed.

The product has already won the 2005 Shell European Safety Exchange competition and, at the time of writing, Elaine has been shortlisted for a major award, the UK Women Inventor of the Year 2007, while Red Island is in the running for the Grampian Business Awards.

Husband John, a former oil company executive, is now putting his marketing skills full-time into making Walkodile a success.

"It is a big task," he said, "but one we aim to succeed in. I am as passionate about Walkodile

as Elaine and fully committed to bringing it to the attention of teachers, nursery owners, nursery staff and parents."

"It has been a long road from having the idea on paper, to the research and development process, then the manufacture of the item, the piloting of it in six Aberdeenshire schools, and now the selling of it."

Child safety statistics show that half of all UK nurseries take children out on walks once a week while more than 70% of their staff feel concerned about how to keep children together on such occasions.

Nearly one in ten nurseries has experienced a situation where a child was hurt, or nearly hurt, on an outing because it was difficult to keep children safely together.

Those statistics are the principal reasons for Elaine Stephen taking the steps that she has. ■

### Stop Press....Stop Press...Stop Press

#### Awards Success for Walkodile Creator

As this SEJ went to press, it was announced that Walkodile creator Elaine Stephen has won two major UK business awards.

Elaine had been short-listed along with 13 other women in the 9th annual British Female Inventors & Innovators Awards for 2007 at the Café Royal in London.

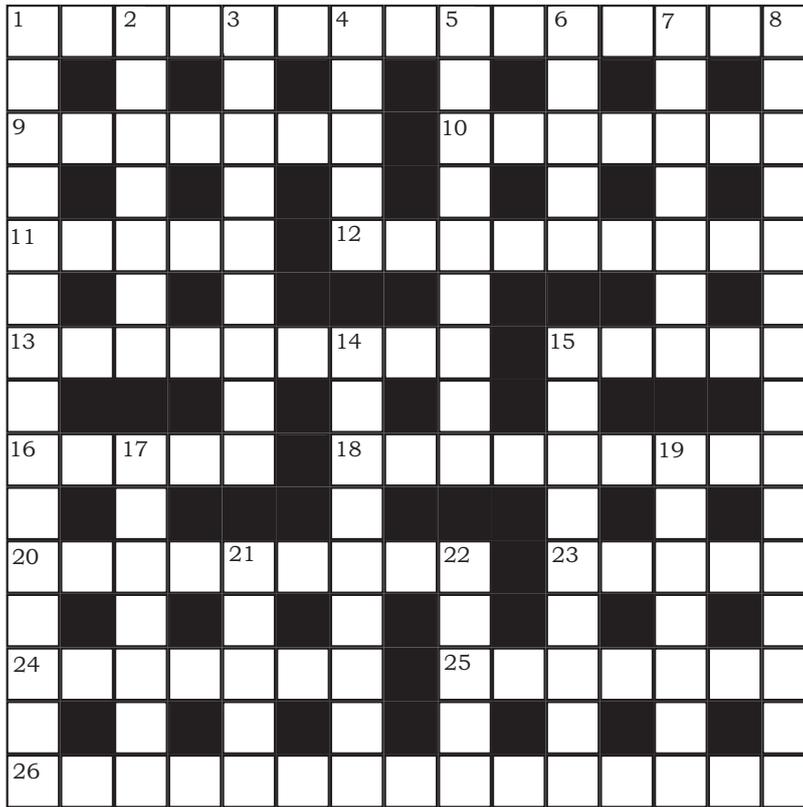
Elaine has won in the female innovator/inventor category, while she also came out on top in the product developer of the year category for her Walkodile child-safety device.

She said: "It's all still a blur. I couldn't believe that I had won, especially as the competition was so fierce. But this has been the result of five years of hard work in our efforts to have Walkodile recognised throughout the UK."

"As a teacher, child safety is a subject close to my heart and I wanted to contribute something tangible to ensure children were safe and secure when out on walks from nursery or primary school."

Further information on the  
Walkodile is available from:  
[www.walkodile.com](http://www.walkodile.com)

# Crossword 46



## CLUES

### Across

- 1** What a mess, Sheridan finds Executive Committee without a vote (15)
- 9** Urging everyone, by the sound of it, to have a flutter (7)
- 10** Internal level template augmented by height (7)
- 11** Old English teacher or furniture maker perhaps (5)
- 12** Riddle Eva solved in adventurous style (4-5)
- 13** Stop the clock, you can't go on any more (4-5)
- 15** Hurt though never do drab conclusions (5)
- 16** Last character in heartless city, could be galvanised (5)
- 18** Like 15 across might snare root (9)
- 20** Looking back is not what it used to be (9)
- 23** Quietly egg on removal of opposition (5)
- 24** Regarding painful lump her nail scratched (7)
- 25** Like a male fish, quite civilised (7)
- 26** Sounds as if the parrot stays dry and, when eaten, is better for all of us (15)

### Down

- 1** Hispanic duet, Liz derived from more than on country (4,11)
- 2** Breastbone of bird in total (7)
- 3** Of course, its obvious, not artificial (9)
- 4** Primarily reigned under ludicrous edicts dictatorially (5)
- 5** Rep in shit, disorder of the kidney (9)
- 6** Nothing found in firm store (5)
- 7** Power consumed by main computer could avoid obstacles (7)
- 8** A shotgun which could belong to Fortesque-Smyth (6-9)
- 14** Flowers which can look after your hands (9)
- 15** Remove rates from dodgy representation to facilitate access to beans (3-6)
- 17** Silt Ron sticks up his nose (7)
- 19** Alternative found in river rushing down (7)
- 21** Just say goodbye to the French (5)
- 22** Violent thug a thing of no importance (5)

## Answers to crossword no.45

**Across:** 7 Pro tem, 8 Discreet, 9 Dog-house, 10 Floral, 11 Shanghai, 12 Usurer, 13 Ostentation, 18 Hiccup, 20 Embolden, 22 Bateau, 23 Outweigh, 24 Sick call, 25 Eclair.

**Down:** 1 Brioche, 2 Etchings, 3 Ambush, 4 Usufruct, 5 Ormolu, 6 Belated, 8 Dyed-in-the-wool, 14 Espousal, 15 Oil-wells, 16 Titanic, 17 Penguin, 19 Cheeky, 21 Butter

**CROSSWORD WINNER** – Congratulations to **Kenneth Clark**, Edinburgh, who was the winner of SEJ cryptic crossword no 45. Mr Clark receives a £20 book token.

## 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, 29 June 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

# Sudoku

supplied by: Lovatts Publications

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

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

SEJ March 07 Sudoku solution

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

Apologies to readers for the error in last issue's Sudoku. This was caused by a technical error. Thank you to those readers who pointed out the error.

# Sudoku

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# Letters



## Dawn raid alternatives

Dear Editor

I write about your cover story in the February 2007 issue of the Scottish Educational Journal, specifically the article entitled "Dawn raids – damaging schools and communities".

I welcome the opportunity to engage in a constructive, rational debate on the issues surrounding the work that I and my staff do

and I appreciate that many people hold strong views about immigration and asylum. I believe therefore that it is important that they fully understand the issues, and are not misled.

In the SEJ article, the EIS called for a "better way" to deal with the problem of failed asylum-seeking families who refuse to leave the UK when instructed to do so, as opposed to the current method of early morning enforcement visits.

Your article states that "It is time for a radical rethink on the use of dawn raids as a means of removing unsuccessful asylum seekers." I agree, and I am keen to hear suggestions. However, I do not believe that it is responsible to publicly condemn an organisation without taking the opportunity to engage on discussion on how to change and influence practices.

Yours etc.

Phil Taylor, Regional Director  
Home Office Border & Immigration Agency

## Were you in the Jordanhill class of 1976?

Dear Editor

Former students from Jordanhill College are being invited to attend a diploma awards ceremony – more than 30 years after they qualified.

The special celebration is to be held in November on the Jordanhill Campus - now part of the University of Strathclyde – for the class of 1976. The year saw widespread student protests across Scotland and some diploma ceremonies, including those at the College, were cancelled as a result.

Now, 31 years later, the University wants to give these alumni the opportunity to don a gown, walk across the stage and be congratulated by staff, family and classmates. All Jordanhill alumni from 1976 for whom the University has a postal address will be invited.

The event will take place in the afternoon of Saturday 10 November 2007 at Jordanhill. To make sure you receive your invitation, please update your details via the alumni website at [www.strath.ac.uk/alumni](http://www.strath.ac.uk/alumni)

For more information about the awards ceremony, please contact Lucy Alder, Alumni Officer, on [lucy.alder@strath.ac.uk](mailto:lucy.alder@strath.ac.uk)

Yours etc,  
Lucy Alder  
The University of Strathclyde



## Did you receive your copy of Teaching Scotland in February?

If the answer to this question is "no" there is a possibility that GTCS may not have your correct address details on the register.

With recent changes to the Teacher Registration Rules, it is now compulsory that teachers notify GTCS when moving home or changing name.

### This is important because:

- Registration rules state that teachers will be removed from the register if they do not update their details with GTC Scotland
- As your regulatory body we need to have correct contact details so we can communicate effectively with you

Over the past year, the GTCS has been working hard to locate

teachers for whom they have no up-to-date address details. Despite a targeted advertising campaign, including posters and leaflets, there are still 800 teachers who have failed to update their details.

By 1 October those who have not updated their details could be removed from the register – which obviously could have major implications for you and your school.

Avril Barker, GTCS Director of Professional Services, and the person responsible for the register says "It is important teachers take responsibility for ensuring their contact details are up to date. This will enable us to communicate effectively with them throughout their teaching career".

**Checking if GTCS hold your up-to-date details is easy. Visit [www.gtcs.org.uk/mygtcs](http://www.gtcs.org.uk/mygtcs) and click on the 'sign up for access' link. Once approved (usually within 24 hours) you will be able to login, check and update your details if necessary.**

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.



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### EIS FINANCIAL SERVICES LTD

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Name: .....

Address: .....

.....  
.....

Postcode: ..... E-mail: .....

I would like some help or advice on:

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> Mortgages            | <input type="checkbox"/> Retirement Planning          | <input type="checkbox"/> Monthly Savings Plans |
| <input type="checkbox"/> Lump Sum Investments | <input type="checkbox"/> Critical Illness Cover       | <input type="checkbox"/> Stakeholder Pensions  |
| <input type="checkbox"/> ISAs                 | <input type="checkbox"/> Other (please specify) ..... |  |

Telephone number: Home  Work

When is the best time to contact you?

- Morning       Afternoon       Evening



Please cut out and return to:

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