

The Scottish  
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## Scottish Learning Festival 2009

Pull-out guide  
p15



## The Youngest Suffragette

100 years on  
p10



# SEJ

EIS Diary  
2009-2010  
enclosed

## Outdoor Education reaches new heights

Promoting cross-curricular  
learning in the outdoor  
classroom p8.

# A Beneficial Return?

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

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

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

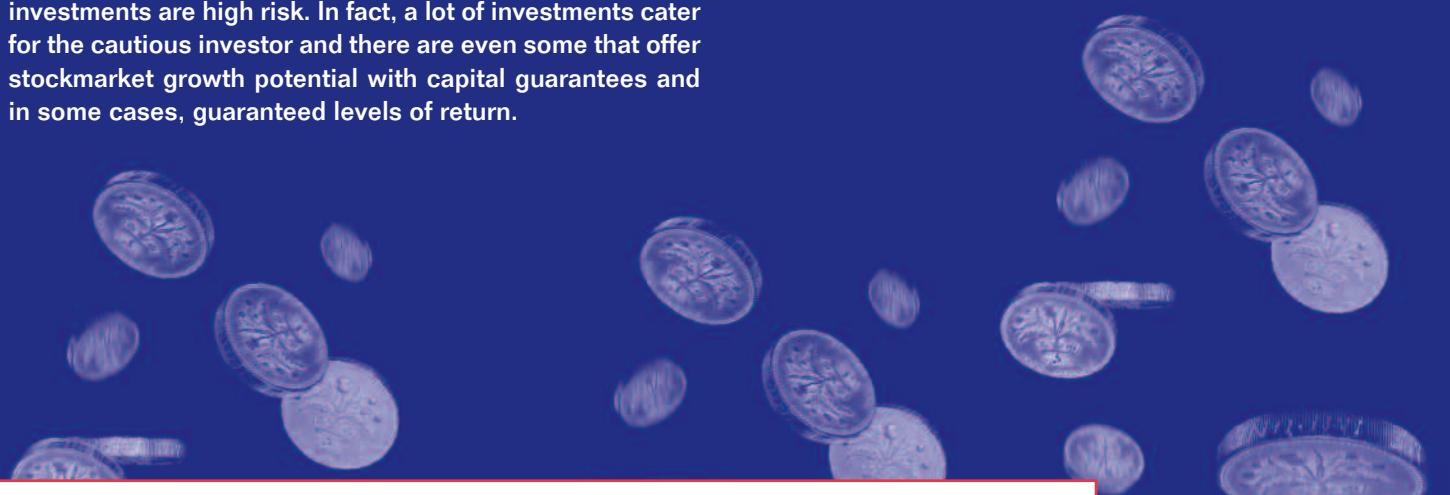
Most investments should be seen as medium to long term (5 years +) and this generally helps to smooth out the return – if you look at the performance of a fund over one year you could well see a fall in value, however, look at the same fund over a five year period and it might actually perform very well.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

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

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

## Key points

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



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

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# Challenges for CfE begin in earnest

The long-awaited publication of the *Curriculum for Excellence* Experiences and Outcomes was an important milestone for schools and teachers. With comprehensive guidance on the future shape of CfE now available for the first time, schools will now be expected to push ahead full-steam as they work towards delivery of the ambitious aims of the programme.

However, it remains vitally important that schools and teachers are given adequate support to allow them to deliver on such an ambitious programme of curricular change. Teachers will require access to relevant professional development opportunities to equip them to deliver the new CfE framework, and they will need the resources to support the changes in learning and teaching practice that are central to the new *Curriculum for Excellence*. The situation we are currently experiencing – with budget freezes and education spending cuts in some local authority areas – cannot be allowed to continue or it will threaten to derail the delivery of the *Curriculum for Excellence*.

As we report on page 7 of this SEJ, the EIS has been surveying a sample of teachers to gauge their perceptions of *Curriculum for Excellence* and their level of engagement with the development process to date. The evidence gathered from the EIS survey indicates that teachers, in general, remain positive about the ethos and aims of the *Curriculum for Excellence*, but that the level of engagement with teachers remains highly variable across the country. This remains a key challenge to be addressed by the Scottish Government and local authorities as, unlike the discredited top-down approach of the past, the *Curriculum for Excellence* is based on large-scale teacher involvement throughout its design and implementation.

CfE will bring challenges for schools too, as teachers work on the process of embedding literacy and numeracy across the curriculum and engage in far greater cross-curricular teaching than has sometimes been the case in the past. New approaches, such as the cross-curricular outdoor learning experience highlighted in this month's cover feature on page 8, will be needed to ensure that all pupils can enjoy an enhanced, fully rounded and rich educational experience. Teachers, and the pupils that they serve, have much to gain from the *Curriculum for Excellence*, but the challenges that such a major change will bring cannot be underestimated and they must not be ignored by those responsible for supporting the work of schools. Teachers want to make CfE a success, but the message for both local and national Government remains that greater engagement with teachers and support for schools is essential.

# Leadership and Learning

The EIS is pleased to announce that it is working in partnership with the Universities of Glasgow and Edinburgh on a new leadership development programme for teachers, the Post Graduate Certificate in Developing Leadership and Learning. The EIS is currently working with the Universities to create this programme, with the first course of the programme set to be piloted from October 2009. See page 6 of this SEJ for more details on this exciting new CPD opportunity. ■



## Curriculum for Excellence – it's here



### CfE experiences and outcomes formally launched

**Scotland's biggest reform of its education system in a generation is now fully underway with the formal launch of CfE guidance for teachers at a recent event in Stirling.**

Fiona Hyslop, Cabinet Secretary for Education and Lifelong Learning, and Keith Brown, Minister for Schools and Skills, visited Raploch Community Campus for the launch.

Commenting on the launch, Ms Hyslop said, "Scotland already performs well on the world education stage but we must do better. Education will be provided suited to the needs of individual pupils in a modern world with teachers provided with the freedom to develop quality teaching and learning approaches within their own schools."

"These reforms mark the hard work of many people who share my commitment to improving the Scottish education system. The launch of the *Curriculum for Excellence* Experiences and Outcomes, gives teachers the

opportunity to reflect a modern society in the classroom."

Responding to the launch of the Experiences and Outcomes, EIS General Secretary Ronnie Smith said, "The publication of the experiences and outcomes for the *Curriculum for Excellence* has been long awaited by teachers, and mark an important milestone on the journey towards implementation of CfE. The information is extremely comprehensive, and will enable schools to step up their own work and progress their own planning on the new curricular framework."

He added, "The most important thing that teachers still need in relation to CfE is time – the time

to plan for the many changes that CfE will bring, to meet with colleagues to discuss the implications of change and how it can be achieved in their school, and to work on the practicalities of delivering the new *Curriculum for Excellence* in their own classrooms and tailored to meet the needs of the pupils that they teach." ■

The online *Curriculum for Excellence* experiences and outcomes are available at [www.ltscotland.org.uk/curriculumforexcellence/](http://www.ltscotland.org.uk/curriculumforexcellence/)

**Printed copies of the *Curriculum for Excellence* Experiences and Outcomes, one copy for each individual teacher, will be sent to all Scottish schools by the end of May. Look out for your copy in your establishment soon.**

**EIS survey on implementation of *Curriculum for Excellence* published. See Council News on page 7 of this SEJ for further details.**

## EIS on the Party circuit



**The EIS has been active at three of the major Scottish political party conferences over the past few months.**

A staffed EIS stall, providing information and campaign material about key EIS priorities including the class size campaign, was in place at both the Labour and the Liberal Democrat conferences in March.

The EIS stall was also in operation at the SNP Conference in April and, additionally, the EIS held a well-attended fringe event at the SNP Conference which allowed delegates to find out more about the work of the EIS and its key priorities on class sizes, the *Curriculum for Excellence* and other important issues. ■

# GTC Scotland Council Elections

The General Teaching Council for Scotland has announced the start of the formal process which will lead to the election of new members for the Twelfth Council.

The election will take place in September and will be open to all registered teachers in Scotland. The Council, which is formed every four years, requires 26 registered teachers to become members of the 50-strong assembly. GTCS Council members are charged with a responsibility to represent the profession, the wider educational community and the public and to consider important educational issues affecting teachers and teaching needs and the public interest.

Council Convener and EIS Council member May Ferries said, "The current Council has been made up of members from a wide variety of backgrounds. Working together we have made good progress in supporting and maintaining standards for the teaching profession in Scotland. Becoming a member on the Council does require the sacrifice of personal and professional time but the payback is immeasurable both to the individual and their CPD. I hope that Scotland's teachers consider nominating themselves for this worthwhile cause and that the next group of elected teachers uses its passion for education to continue to drive forward the good work of the Council in ensuring that the GTC Scotland is a modern, strong and fair professional body."



Teachers are being asked to check that their voting category (category of employment) is registered correctly. Teachers are allocated to the election/voting category to which their teaching qualification relates or to the category of school (primary or secondary) in which they are employed. Those teachers registered, but not currently in employment, may be allocated to the category to which their teaching qualification relates or to the category of school in which they have previously been employed.

This process is essential, as a teacher can only stand for election or vote in the election in the appropriate category. For example, a teacher registered under the 'Headteachers in Primary or Nursery Schools' category, can only stand or vote for a teacher in that same category.

**GTC Scotland has a dedicated election 2009 area for the campaign with more information – [www.gtcs.org.uk/election](http://www.gtcs.org.uk/election)**

“The current Council has been made up of members from a wide variety of backgrounds. Working together we have made good progress in supporting and maintaining standards for the teaching profession in Scotland.”  
Council Convener May Ferries

## EIS to the fore at STUC Congress



The EIS played a prominent role in this year's STUC Congress in Perth. This year's Congress centred around the theme "Active Unions – Rebuilding Collective Prosperity" and was dominated by discussions around the global economic crisis.

EIS President Elect Helen Connor contributed to the first major debate of Congress, which dealt with rebalancing the economy and which incorporated an EIS motion on the role of education in combating recession. In her speech, Ms Connor concentrated on the positive aspects of increasing investment in the education service during a time of economic downturn, including the importance of investing in infrastructure projects on school estate and the employment of additional newly qualified teachers.

EIS President David Drever seconded the major public services composite motion presented to Congress. In his speech, Mr Drever concentrated on the impact of current public sector cuts and union concerns regarding future additional cuts under the third year of the Comprehensive Spending Review.

Past President Kirsty Devaney moved a composite motion on the Learning Agenda. In her speech, Ms Devaney highlighted the key role that Union Learning Representatives are playing in supporting positive trade union learning opportunities.



## Important new CPD opportunity for EIS members



### Developing Leadership and Learning

The EIS and the Universities of Glasgow and Edinburgh are pleased to announce a new leadership development programme for teachers, the Post Graduate Certificate in Developing Leadership and Learning. The EIS is currently working in partnership with the Universities to create this programme. The first course of the programme will be piloted from October 2009.

It is now widely recognised that teachers have a central role in leading learning in the school. The EIS in their recent paper on leadership highlight this aspect of the teachers' role in schools today. Teachers as leaders in learning can develop and draw upon their expertise in the classroom to collaborate with others. It is here that real differences can be made to the learning lives of pupils and to their achievement.

The new programme will support teachers wishing to build their confidence and practice as leaders and is intended for both teachers who aspire to or are in the early stages of developing their leadership role, as well as experienced teachers seeking to enhance their skills in working collaboratively. Applicants should have minimum of 3 years teaching experience.

#### The programme aims to:

- develop a critical understanding of the concept of leadership particularly in the context of teacher leadership;
- foster critical reflective practice; and
- provide opportunities for the development and review of leadership skills.

#### The Programme Structure

The programme consists of three courses, each carrying 20 credits. Participants will complete Courses 1 and 2 in one academic session and Course 3 in the subsequent academic session. The certificate programme is part of a Masters pathway and so can be used towards a Masters degree in education and in leadership at the Universities of Glasgow and Edinburgh and APL may be available for the Chartered Teacher Programme

#### Flexible Learning

Learning in this programme is based around real experiences, set within the context of the school and an important outcome is the development of practical strategies and tools to enhance practice and contribute to the quality of pupil experience.

A structured and supported approach to experiential learning will enable participants to reflect on experience and plan ways of enhancing their understanding, skills and confidence as a leader. The programme design incorporates flexible learning opportunities and includes online learning and teaching sessions to support the development of practice. Built into the course are opportunities to work collaboratively with other participants and to work in network support groups.

#### The Pilot Project

The first step will be to pilot the programme in session 09-10. The Partnership of the EIS and the Universities of Glasgow and Edinburgh welcomes expressions of interest from teachers who would like to be involved in this pilot.

Course	Focus
Course 1: Developing as a leader	Exploring the skills and qualities of leadership and using these ideas to complete a self evaluation
Course 2: Working collaboratively	Developing collaborative practice: exploring the purposes and approaches in working collaboratively
Course 3: Leading a project	Completion of small scale work based project and reflecting on practice

To find out more and to register your interest in the programme, please contact [developingleadership@educ.gla.ac.uk](mailto:developingleadership@educ.gla.ac.uk)

# Survey Reveals Teachers' Concerns Over CfE

The results of a recent EIS survey of teachers on the implementation of the *Curriculum for Excellence* were reported to Council at its May meeting. The survey, carried out in March and which had a very high 42% return, is the largest study undertaken to date on CfE.

Education Convener Larry Flanagan told Council, "The rate of return on what was basically a cold-call survey was very high, which reflects the very strong feelings amongst members on the issue of CfE. While there are some positive messages regarding a high level of engagement in some areas regarding CfE, there are also some very real areas of legitimate concern identified in the survey findings."

He added, "Clearly, there is very uneven progress on CfE across the country and there remains a very large divide between primary schools and secondary schools on the progress of implementation. It is alarming that, almost five years into the process, over one teachers in ten (11% of those surveyed) have apparently not engaged with CfE in any meaningful way at all. These are the types of issues that will have to be addressed otherwise the progress of the entire programme will be put at risk."

Amongst the areas of concern identified by the Survey Report are varying levels of engagement with teachers and lecturers across Scotland, questions over the availability of relevant CPD opportunities and concerns over consistent access to opportunities that do exist, the lack of funding available to support CfE development and CPD, and the scarcity of time available to teacher and lecturers to work on CfE while also managing their existing teaching commitments and associated workloads.

Specifically, some of the key facts highlighted by the EIS survey include:

- Whilst overall the survey indicates a high degree of teacher involvement in discussions on *Curriculum for Excellence* (89%), it is a major cause for concern that as many as 1 in 10 appear not to have been involved at all (11%). Involvement is higher in Primary than in Secondary. A number of secondary teachers in the sample have not been involved yet in whole school meetings (14%) where CfE has been discussed.

- Local authority CPD events have been accessed by little over half of teachers (52%), leaving a significant minority (48%) untouched in this area. The figures for National CPD events reveal an even greater failure to engage the profession, with the vast majority of teachers (86%) not having attended any CPD events organised by leading partners such as LTS and HMIE.
- Nearly half of teachers express little confidence about familiarisation with *Building the Curriculum 3* (46%), with the figure rising even further for Secondary alone (58%).
- Although the survey indicates some progress in discussion and development around CfE in the majority of Primary and Secondary schools, this is not to under-estimate the significant minority who do not feel that they have been part of these discussions and have little confidence that CfE is progressing satisfactorily within their school.

The overall message that the Survey Report is sending to Government, nationally and locally, and all those responsible for CfE is that funding must be made available, CPD must be delivered and there must be



meaningful engagement on a regular and continuing basis with every teacher and lecturer if CfE is to succeed.

**Copies of the EIS CfE Survey report have been sent to all Local Associations. Further copies are available on request from EIS HQ, or can be accessed online at [www.eis.org.uk](http://www.eis.org.uk)**

## The Suffragettes

Equalities Convener Bill Ramsay highlighted to Council that plans were progressing on EIS involvement in the 100 year anniversary of the Women's Suffrage Rally in Edinburgh on Saturday October 10 (see related feature on page 10 of this SEJ). Final details of the day's events are yet to be confirmed, and will be communicated to members when available. The celebration is being organised by the Gude Cause at Edinburgh Peace and Justice Resource Centre who can be contacted on 0131 229 0993 or at [gudecause@peaceandjustice.org.uk](mailto:gudecause@peaceandjustice.org.uk)

## Justice for Columbia



**President David Drever recently represented the EIS on the Justice for Columbia delegation, which visited the country in April.**

The purpose of the visit was to investigate and report upon labour and human rights abuses in Columbia. A full report on the delegation's visit and work is currently being prepared, and a related article will be published in the June (AGM) edition of the SEJ. ■

## Improving your Basic State Pension

There are many teachers, mainly women and carers – who will not get a full basic state pension because their National Insurance record is incomplete. A new measure in the Pensions Act 2008 will mean some people can pay up to six additional years of Class 3 contributions dating as far back as 1975. This is over and above those permitted under current time limits.

The new rules came into effect from 6 April 2009 and affect individuals who reach state retirement age between 6 April 2008 and 5 April 2015 and who already have 20 qualifying years.

Further information is available at [www.thepensionservice.gov.uk/state-pension/basic/faqs.asp](http://www.thepensionservice.gov.uk/state-pension/basic/faqs.asp) ■



## School of hard rocks?



The SEJ recently paid a visit to the Broomlee Centre in West Linton, one of four education facilities operated by Scottish Outdoor Education Centres. Here, we look at some of the work being carried out by SOEC to support outdoor learning, with a broad range of subjects being explored in their outdoor classroom. With the ongoing development of the *Curriculum for Excellence*, SOEC believes that the broad range of curricular areas that can be addressed through outdoor learning will make providing improved opportunities for all pupils to study outdoors ever more important.

The Broomlee Centre in West Linton is one of four outdoor education centres currently operated by Scottish Outdoor Education Centres. Originally built in 1939 as a refuge for children who lived near World War II bombing targets, the Centre is still welcoming children from across Scotland and allowing them to enjoy learning in the great outdoors. The original wooden huts, built all those years ago by the Royal Engineers, remain in remarkable condition and still provide warm and dry accommodation for thousands of visiting pupils every year.

Dave Spence, Chief Executive of Scottish Outdoor Education Centres (SOEC) is proud that more than a million children have passed through the doors of the centres over the years, experiencing a wide range of programmes that aim to make learning exciting and engaging for all pupils.

"There is a misconception that outdoor education is all about outward-bound type courses", says Dave Spence, "but this is just not the case at all. We offer a wide range of experiences, tailored to meet the needs of individual schools."

The wide range of programmes currently being offered by SOEC range from courses

designed to smooth primary – secondary transition to eco-literacy and environmental awareness classes. Each programme is tailored to meet the needs of individual pupil groups, and the multi-disciplinary approach adopted is designed to reflect the aspirations of the *Curriculum for Excellence*.

Inverclyde schools recently made a major commitment to outdoor learning by sending all P6s on a residential outdoor learning programme with SOEC. Over 800 pupils attended the Broomlee Centre over several weeks.

The programme was paid for with £80,000 from Inverclyde Council. A commitment has also been made to continue the scheme for the next two years.

The Convenor of Inverclyde's Education and Lifelong Learning Committee Councillor Iain McKenzie said; "This was a commitment we made because we recognised the importance of outdoor education and the importance of a rounded education in Inverclyde. These trips will help enhance children's view of life and learning and should help them become better citizens. That is why, despite the economic downturn, we are committed to making the money available."

The programme was designed specifically to meet the needs of Inverclyde primary schools. Pupils undertook a wide range of experiences such as archery, rope and climbing activities, with outdoor tutors continually emphasising important goals in terms of *Curriculum for Excellence* outcomes.

This was the first occasion in several decades that a local authority has determined that a whole year cohort should attend a residential experience. Dave Spence says, "It was great to see a local authority take leadership in this area and it created a fantastic opportunity to develop best practice in outdoor learning. Not only did the pupils undertake an away from home experience and participate in some fun and novel challenges, they will all have left feeling that their potential is far greater than they previously thought. The residential programme also built on important themes such as health, confidence and exploration."

SOEC gave talks to parents and headteachers in Inverclyde prior to the commencement of the residential programme, and held meetings with all teachers attending on the value and potential of outdoor learning in delivering *Curriculum for Excellence* outcomes. There were

**"The children have loved it, they just don't want to leave at the end."**



also further discussions and consideration of the school curriculum before and after the trips in an attempt to embed the project and strengthen links between the residential experience and school.

SOEC is also undertaking a survey of the pupils and, in conjunction with the Centre for Confidence and Well-Being in Glasgow, evaluation will be undertaken to determine the efficacy of their work in particular areas such as positive mind-set, optimism and 'can do' spirit.

The areas of emphasis agreed for the Inverclyde schools were "River", reflecting the area's links to the Clyde, "Health", a key area for all schools, "Exploration", which often is more restricted in urban or industrial areas, and "Confidence", which is a cornerstone of the *Curriculum for Excellence*.

Dave Spence argues that, with the Government keen to promote outdoor learning in light of the *Curriculum for Excellence*, much greater investment is needed in the sector. Attendance at courses is funded mainly by parents or, in the case of the Inverclyde initiative, by local authorities. By Dave's estimate, an entire year group of 50,000 children nationwide could enjoy a 5-day residential experience for an investment of between £4M - £8M, depending on the type of programme and the level of any parental contribution. Clearly, that is a significant amount of money but, in Government terms, does not present a particularly large investment.

But is it worth the money? Well, the feedback from both pupils and teachers has been overwhelmingly positive. By encouraging a "can-do" attitude, the residential programme at Broomlee has been helping children to find out new things about themselves. Tales of quiet children coming out of their shells and contributing while at the centre and also on their return to school are not in short supply. Many other children have developed a taste for fresh air, exercise and fresh, healthy food for the first time. "We don't want to leave, it's brilliant" is the most common response from pupils when asked about their experience at Broomlee.

EIS member Emma Morris, a primary 6 teacher from Gourock Primary School, agrees. "The children have loved it, they just don't want to leave at the end", she says. "The key themes are definitely coming through. The water theme and the links with the Clyde have been particularly good, with the pupils learning all about the water cycle and how important the river is to so many aspects of their lives."

Headteacher and fellow EIS member Joan McGill agrees. The SEJ met Joan and some of her pupils in the woods, taking part in a tree climb. She said, "The children have really engaged with the programme and the themes, and have really enjoyed every minute of their time here. The themes have come through very strongly. We had looked at some of the themes in class before we arrived, and each child set their own targets before we made the trip. Most

of the children have met or exceeded their targets, and they've had great fun while they were doing it. The 'Can-Do' attitude is definitely coming to the fore, and it's helping to make us all Successful Learners."

With the Scottish Government keen to promote just such successes under the four capacities and the *Curriculum for Excellence*, Dave Spence and his

"There is a misconception that outdoor education is all about outward-bound type courses", says Dave Spence, "but this is just not the case at all."



Pictures:  
Mark Jackson.

team at Scottish Outdoor Learning Centres hope that more investment will be made to embed outdoor learning in all areas of the curriculum. With the wonderful natural resources available right across Scotland, it would be a massive missed opportunity if outdoor education were not utilised to its full potential to support the cross-curricular work that is central to the *Curriculum for Excellence*.

- BC

## About Scottish Outdoor Education Centres

**For more than 65 years, Scottish Outdoor Education Centres (SOEC) has created and delivered outdoor learning programmes for children, young people and others to enjoy and to support the work of teachers and group leaders. Its charitable aims are to:**

*"own and manage residential centres of a permanent nature... for the social, intellectual and physical benefit of the community at large and of children and young people in particular."*

Every year, SOEC welcomes 20,000 people to its 4 Centres: Dounans, Belmont, Broomlee and Loanigndale. Visitors include primary and secondary schools, youth groups, music groups and groups with specific needs, University and corporate groups, national sports teams and many more.



Along with local authority centres such as Ben More and Ardyne, and centres such as those run by the Abernethy Trust, there remains a substantial infrastructure for residential outdoor learning in Scotland. In recent decades this infrastructure has reduced as centres have continued to close. Nevertheless, today's outdoor centres provide important foundations which could be upgraded for very little money to meet the needs of children and young people in the 21st Century. This has to be more cost effective than allowing the infrastructure to continue to decline. If they are allowed to disappear, the cost of re-establishing it would be prohibitive.

**For further information, please visit [www.soec.org.uk](http://www.soec.org.uk)**



By Rosslyn Cole,  
S2 Trinity Academy Edinburgh

In this issue of the SEJ, we highlight the impending 100th anniversary of Scotland's largest Suffragette Pageant and March, held in Edinburgh on October 9th, 1909 and organised by the Women's Social and Political Union. The links between education and the Women's Suffrage movement were very strong, due in part to increasing access to university education for women at that time. As we move closer to the anniversary of the Edinburgh rally, to be celebrated in a parade in Edinburgh in October this year, Trinity Academy pupil Rosslyn Cole takes a personal look at the Suffragette movement, exploring the story of young Suffragette Bessy Watson, who was nine years old at the time of the Edinburgh Suffragette Pageant.

# The Youngest Suffragette

Mrs Elizabeth Somerville (nee Elizabeth "Bessy" Watson) was born in Edinburgh in 1900. She lived in the same house in Edinburgh where I live now. She had an amazing life. She played the pipes from when she was seven and she became the youngest suffragette in Scotland.

When she was nine, she and her mother were walking down Queensferry Street when they stopped outside a shop window. It was the window of the W.S.P.U. (the Women's Social and Political Union). The W.S.P.U. was formed in 1903 by six women, including Christabel and Emeline Pankhurst, to campaign for social reforms, an extension of women's voting rights and sexual equality. She and her mother went into the shop and when they came out they were members of the W.S.P.U. Bessie was booked to play in the W.S.P.U.'s historical pageant in October. She remembered meeting in St David's Street. It was a typical October afternoon, dull and drizzly. There were six other girl

pipers there including Miss May Watson from Leith and Miss Sarah McDougall and four others whom she could not remember. She wore a white and purple and green sash with the words VOTES FOR WOMEN on it and a glengarry cap. The sash is now on display in The People's Story museum on the Royal Mile.

**"The W.S.P.U. was formed in 1903 by six women, including Christabel and Emeline Pankhurst, to campaign for social reforms, an extension of women's voting rights and sexual equality."**

A few weeks later she met Christabel Pankhurst when she came to address a meeting in Edinburgh in the King's Theatre. During the evening she was presented with a brooch representing Queen Boadicea in her chariot as a token of gratitude for her help in the pageant. Many years later, she gave the brooch to

Margaret Thatcher who greatly appreciated the gift. Even when she was an old woman, Bessie still had a mental picture of Christabel as she had seen her when she was a child. Christabel was one of Bessie's idols when she was growing up.

Now she felt like a real suffragette. She followed the newspaper reports and attended meetings with her mother. Then she got the biggest honour of all. When she was ten she was invited, along with the other lady pipers with whom she had played in Edinburgh in 1909, to lead the Scottish contingent in the great pageant of women in London on 17th June 1911, just five days before the coronation of King George V. She had never been to London before and she was excited about going. Her mother unfortunately couldn't come. She couldn't go alone, but one of her mum's friends was a member of the W.S.P.U. and offered to look after her. No matter how busy she was she had to practise and write a diary. In the evening, she would record the day's events.

## Remembering the March to Women's Suffrage



The People's Story Museum, situated in the Canongate Tollbooth on Edinburgh's Royal Mile, holds a number of interesting artefacts relating to the Suffragette Movement and the 1909 Edinburgh March. Items on display include photographs of Bessie Watson and the Edinburgh rally, as well as original Votes for Women sashes, badges and banners from the time.

From 31 July 2009 until 9 January 2010, a special exhibition will be held to mark the 100 year anniversary of the Edinburgh Pageant. This special exhibition, to be held in the **Museum of Edinburgh**, entitled "**Votes for Women – the Women's Suffrage Movement in Edinburgh**" will feature many of the items normally on display in the People's Story Museum, as well as other artefacts from the days of the Suffragettes.

For further information on the Exhibition or on Edinburgh Museums, visit [www.cac.org.uk](http://www.cac.org.uk)

Her contact with the W.S.P.U. did not stop there. She often played at supper parties held to welcome prisoners released under the Cat and Mouse Act. Sometimes she would race home to play outside Calton Jail for the prisoners until their sentence was completed or they were released again under the Cat and Mouse Act. Mrs Somerville wrote that this was "a most exciting period of my life".

She also became a Girl Guide when she was ten. There were no Brownies in those days but because she was a piper and an only child she was allowed to join early.

Thanks to the Suffragettes later generations of women now enjoy greater freedom and equality. For example I have the opportunity to go to university or college and expect to get equal pay. Sex discrimination in the workplace is now illegal and women are entitled to maternity leave and pay.

There are societies where women still do not have the vote, and in Saudi Arabia women are considered to be the property of men. Women were denied the right to vote in the Kingdom's first municipal elections because there were no separate voting booths for them. I consider myself very lucky to be in a society where women have the right to vote.

It is nice to know that Mrs Somerville's efforts were not in vain. She played the pipes up until her husband died in 1985. After that she played her chanter which she had had for over eighty years. She died in 1992 and we bought the house in 1993. ■

### LONE PIPER



by  
Elizabeth Somerville

Thanks to Michael Marwick of Marwicks Solicitors and Denise Brace of City of Edinburgh Museums and Galleries for their generous assistance in researching this feature.

Photographs reproduced courtesy of the People's Story, City of Edinburgh Museums and Galleries.

Text from "Lone Piper" and photograph permissions courtesy of Marwicks Solicitors, Dundas Street, Edinburgh.

## In their own words

*"I wore a white dress, with a purple, white and green sash bearing the words Votes for Women and a Glengarry cap. I rode on a float beside the Countess of Buchan in her cage and I played at intervals along the way. It was an exciting day for a nine-year old." – Elizabeth Somerville, describing her experiences at the Edinburgh Pageant in "Lone Piper", a privately published story of her life.*

*"The procession, from the spectacular point of view, is the most gorgeous pageant that the city perhaps has ever seen. The pages of history and of legend have been drained of the many famous women and no expense has been spared in the matter of costuming." – The Evening Dispatch reports on the Edinburgh Pageant, October 9, 1909.*

**"Thanks to the Suffragettes later generations of women now enjoy greater freedom and equality. I have the opportunity to go to university or college and expect to get equal pay."**

Rosslyn Cole

**Instruction is a profession, and is viewed as that by the majority of its practitioners."**



National CPD Team. In my closing address I stated that we were entering a new era in the furthering of Scotland's Music Instruction profession, but closed with some words of warning, stating



## Who pays the Piper?

The EIS has been raising concerns about the cutbacks in instrumental music instruction in some parts of Scotland. As local authorities attempt to balance the books and juggle with the commitments placed on them under the Concordat, there is a growing threat to music provision in schools as Councils consider reductions to their music instructor workforce. Here, Graeme Barclay, convener of the EIS Music Instructors' Network, offers his view on the damage that is being done to music education across the country.

In February 2008 the EIS Music Instructors' Network stamped its mark as one of the country's collegiate partners in the furthering of Music Instruction within Scotland's schools. Our National CPD Conference received great support, and featured input from Scottish Government, Heads of Instrumental Teaching Scotland (HITS), Learning and Teaching Scotland and the

that Local Authorities were beginning to view Music Instruction Services as a possible target for financial savings. Fifteen months on, and it would appear that this unfortunate premonition may well be coming to fruition.

### Music Instruction

Since the inception of the Music Instructors' Network in 2002 coinciding with the imminent implementation of the McCrone agreement, we have discussed and served as an Advisory body on some minor financial cuts within Local Authorities. On hearing of the recent proposed cuts to the Music Instruction Service within Renfrewshire, we feel it appropriate to offer the Network's support to EIS Music Instructor members, schools and pupils benefiting from Music Instruction.

Renfrewshire Council's proposed reduction of 7 FTE from its current 17 FTE Music Instruction Service has served as a stark sign that Local Authorities have begun to cite

Music Instruction as a possible weak target for cuts. How extremely short-sighted and narrow minded! For a Local Authority with a revered musical status such as Renfrewshire to contemplate making a saving of £232,000 from the Service that supports this musical excellence is ludicrous. As a Network, we feel that this should be challenged rigorously and our Instructor members supported.

### Under-funded

Within other Local Authorities, we hear of more financial cuts. Though not nearly as drastic as Renfrewshire's proposed 40% saving, we hear of 5% savings being made to Instruction Service budgets. Undoubtedly times are hard financially, and education, it would appear, is not exempt from financial scrutiny and savings. However, Music Instruction has been under-funded for many years, and is at financial breaking point if further cuts are to be made.

In my role as Convener of the EIS Music Instructors' Network,

I currently represent the Network on the SQA Assessment Panel for Music. Here is a Qualifications Authority that recently invested huge amounts of effort and finances into the introduction of numerous NQ Group Awards and Units in Music Performance. Who will deliver the required specialist tuition to pupils and students within our educational establishments, should Authorities decimate Music Instruction?

#### Vital Life Skills

Also associated with SQA matters at NQ Higher Level, a Music Instructor can be entirely accountable for 60% of a candidate's presentation, and final award. This highlights the importance borne on the performance element of the award. Contrary to the cynical minority, Music Instructors are not those scruffily dressed individuals within Music Departments who sit drinking coffee talking about their last gig. Instead, we are a Service that instils vital life skills in our pupils by providing musical guidance and tuition in order that they can achieve real success in their chosen instrument or voice. We are the practitioners that provide schools, and Local Authorities with ensembles, soloists, orchestras, bands and choirs, many of which receive National and International accolades. Music Instruction is a profession, and is viewed as that by the majority of its practitioners. All elements of the *Curriculum for Excellence*, Assessment is for Learning and Determined to Succeed apply to our profession. Music Instruction encompasses all associated areas of these current initiatives which form the backbone of Scottish Education. Music Instructors fulfil the same contractual obligations and CPD requirements as our teaching counterparts.



Within the Music Instructors' Network, we strive to one day achieve professional registration for Scottish Music Instructors. Negotiations with GTCS have proved to be encouraging, and we are hopeful that these will continue to progress, culminating in a form of registration for our members. Current discussions with HITS and the RSAMD in relation to a CPD based recognised teaching qualification for Music Instructors have strengthened our collegiate approach to working with associated bodies for the benefit of all.

Scotland has a globally envied Music Instruction Service, and our students achieve phenomenal standards, and considerable success. Local Authorities must realise this immediately, and build on this accolade. They need to dispense with these short-sighted financial cuts, and through investing in and supporting the professionals that create showcase pinnacles for our Scottish students, celebrate the success in music learning that our nation can be proud of. ■

**Graeme Barclay (EIS Convener, Music Instructors' Network)**

- See letters page 29.



**"Who will deliver the required specialist tuition to pupils and students within our educational establishment, should Authorities decimate Music Instruction?"**

Graeme Barclay

#### CUTS IN INSTRUCTOR NUMBERS THREATEN MUSIC EDUCATION

The EIS has voiced its concerns that music education across Scotland is under threat due to budget cutbacks and a fall in the number of specialist music instructors employed in some local authority areas. Not only will this lead to significant job losses, but it will also have a devastating impact on instrumental music instruction in schools and damage the educational experience for pupils who wish to learn how to play a musical instrument.

Commenting, EIS General Secretary Ronnie Smith said, "Music instructors have a vital role to play in providing quality instrumental music education in our schools. Learning to play a musical instrument can bring many benefits to pupils, including increased confidence and self-esteem. Creativity and independent expression are central to the new *Curriculum for Excellence*, and these are also key aspects of learning to play a musical instrument. It is vital that all pupils should continue to have the ability to access adequate instrumental music instruction, and the continued employment of instrumental music instructors is essential to this aim. The educational experience for pupils must always come before financial concerns, and those Councils looking to save fairly small sums of money by cutting back on music instruction are being shortsighted in the extreme. The benefits to pupils of quality music instruction far outweigh the relatively small cost to Councils of maintaining an adequate music instruction service."

Mr Smith added, "With an uncertain future for other avenues that allow young people to access music, such as the Youth Music Initiative, maintaining a quality music instruction service in schools is more important than ever. The Scottish Government should act decisively to ensure the future of the Youth Music Initiative beyond the end of its current funding cycle in 2010, and local authorities must act now to protect music instruction in our schools, so that generations of young people can continue to benefit from all that quality musical education has to offer." ■





# Making your mark with the GTCS

**EIS Vice-President elect Kay Barnett explains her personal experience of representing teachers on the General Teaching Council for Scotland. Here, Kay explains how serving on the GTCS has allowed her to serve the interests of Scottish education in addition to providing valuable CPD opportunities and experience.**

Without a doubt, it was my EIS experience that gave me the confidence to become increasingly involved as an elected teacher representative on the GTCS.

I became an EIS school representative and local association 'activist' after entering teaching in 1980. After wider experience on the regional EIS executive, I had the opportunity to represent the Institute at national events such as the STUC and Women's STUC. At the same time, I was developing wider professional interests outwith my remit as a history teacher in a large secondary school. Largely due to my own experiences as a probationer and comparison with the diverse experiences of colleagues, I had always had an interest in the area of support for beginning teachers and could see the links between this area and the developing role of our professional regulatory body. Having said that, when I finally decided to put myself forward as an EIS supported candidate for election to the GTCS in 1999, I suppose I held a typical view of the time that the fundamental function of the Council was to 'police' the profession, dealing primarily with those deemed 'unfit' to teach. How wrong I was! Granted, this remains a crucial aspect of GTCS work – but, it has to be set in context and perspective as the Council has continued to successfully develop a wide range of regulatory and additional professional functions, including supporting and enhancing teacher education and development.

The past 10 years have offered me unprecedented professional opportunities and challenges across the life of 3 Councils. I started out, unsurprisingly, as a member of the Probation Committee, eventually taking on the remit of committee convener. After restructuring, I was elected

as convener of the Professional Standards Committee with an extensive remit across all aspects of standards. I have also been a member of the Discipline Sub Committee and the Policy & Strategy Committee (which brings together all conveners with representatives drawn from the wider Council).

The coming together of all members at full Council meetings 4 times a year offers not only the opportunity to influence formal business but also the chance to talk with so many different people with a wide spectrum of educational views and perspectives, but with a distinct focus on Scottish education. Although it can vary across committees, core tasks involve reading and preparation of agendas and associated papers, attendance at meetings and panels (often involving individual teachers and their representatives) plus involvement in short life working groups set up to deal with individual initiatives (for example, at the moment I am heavily involved with groups taking forward some of the recommendations made by the Chartered Teacher Review Group).

I would sum up my time at the GTCS as a 'joined up' professional development experience, during which I have been fortunate enough to learn a great deal from working in partnership with and for others. The exact nature of the work has been directly relevant to not just the GTCS but to the EIS, my employer and my colleagues in school and beyond. In my case, a good example of this would be the development and implementation of the Teacher Induction Scheme and the implications of this at local,

Authority and national levels. The support I have received from my colleagues locally illustrates the fact that this partnership approach has stretched far beyond the boundaries of GTCS territory. Certainly from my point of view, departmental and SMT colleagues in Fraserburgh Academy have been consistently supportive and seem to have viewed my contribution outwith the school community as a two-way process, valuing what I have been able to feed back in locally as a result of wider experience. I see the way in which Aberdeenshire Education have supported me to develop within the GTCS as a model of best practice.

It is important that we have teachers with a blend of skills and abilities, interests and degrees of experience to date, involved in the life of the next Council. Irrespective of your 'starting point', it is important to know that there's a wealth of experience and support from both EIS and GTCS colleagues who will go out of their way to help meet your professional and personal needs. It's this type of support structure that allows you to participate fully in the work of the GTCS. And, of course, one of the most important ways to participate is to encourage as many people as possible to vote in the forthcoming elections so that EIS supported candidates are successful and in a position to influence the life of the next GTCS Council.

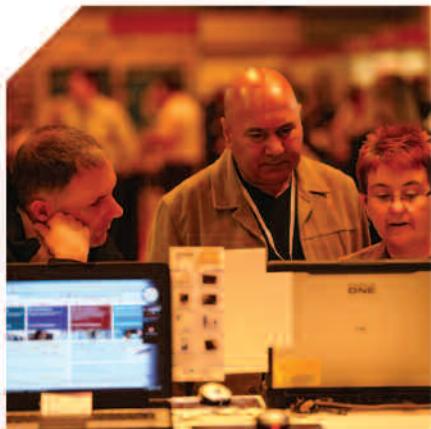
It's been a challenging but rewarding CPD experience and, best of all, you really feel as if you are in a position to collectively make a difference to the education system in Scotland. ■

**The General Teaching Council for Scotland (GTCS) is currently holding elections to its twelfth Council. Look out for information on EIS supported candidates for the GTCS elections in your school. Make sure you use your vote to support the vital work of the GTCS.**

**"The past ten years have offered me unprecedented professional opportunities and challenges across the life of 3 Councils."**

Kay Barnett





# The Scottish Learning Festival 2009



23-24 September 2009  
SECC • GLASGOW



Celebrating excellence in learning

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

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# The Scottish Learning Festival 2009 – celebrating excellence in learning

Over the last 10 years the Scottish Learning Festival (SLF) has become firmly established as the largest annual national education conference and exhibition in Scotland.

There is no other event on the Scottish educational calendar that covers all the key educational issues and initiatives, contributes to continuing professional development, shares innovative practice for the classroom and showcases new teaching resources, all fit for the 21<sup>st</sup> century.

This is your personal guide to the sessions and activities you won't want to miss this September.

## What's on offer in 2009

- Inspirational keynote addresses from the Cabinet Secretary for Education and Lifelong Learning, Fiona Hyslop MSP, Prof Ferre Laevers, Prof Carol Dweck and Dr Frank Dick, OBE
- Spotlights presented by education experts Graham Maxwell, Prof Carlina Rinaldi, Ian Jukes, Frank Crawford, Kay Livingston, Andreas Schleicher, Marie Dougan and Gill Robinson
- Over 170 seminars delivered by national organisations, LTS staff, education authority staff and practitioners
- Discussion zone sessions hosted by leading educationalists from across Scotland
- Up to 200 exhibitors in Scotland's largest education resources exhibition covering all curriculum areas and levels of education
- Learning in Practice area featuring the Local Authority Village, Homecoming Village and International Village
- Conference in Pictures providing a unique and interactive way for visitors to exchange and share ideas
- Presentations and demonstrations by teachers and pupils at the Scottish Education Village
- The Education Showcase area with demonstrations and performances. Places at Showcase sessions can be pre-booked in advance.

## Curriculum for Excellence: Making the Change

The conference programme brings together examples of classroom and establishment-wide practice and management strategies, including the use of Glow, from across the country which enable the transition to take place within the context of *Curriculum for Excellence*.

With over 170 seminars to choose from, the Scottish Learning Festival conference programme has something for everyone in education.

All keynote addresses can be pre-booked. Reserve your seat to hear motivating addresses from:

- Fiona Hyslop MSP at 10.30 and
- Prof Ferre Laevers at 14.00 on Wednesday 23 September.

Come back for day two and be inspired by:

- Prof Carol Dweck at 11.30
- hear the motivational closing keynote by Frank Dick at 15.00.

In addition to the pre-booking all keynotes, you can also register for two spotlights or seminars each day plus one education showcase session per day.



### Exhibition partner



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**T**he Scottish Learning Festival isn't just about the conference programme – during the two days there is a whole host of other activities designed for you to discover innovative and proven strategies for the classroom. Here are some of the highlights.

### The Exhibition

This year's exhibition will be the biggest yet. The exhibition is where you will find up to 200 exhibitors and visitor features including the Health and Wellbeing and Early Years zones and, new for 2009 the Scottish Youth Work Village. As the largest education show in Scotland, the exhibition aims to showcase new educational resources and contribute to continuing professional development, and you'll also be able pick up tips and tricks to take back to the classroom.



### Visit the Village

Home to LTS, Scottish Government, SQA and HMIE, the Scottish Education Village is the place to discover all the major developments in Scottish education and see examples of innovative practice presented by various schools.



### The Scottish Learning Festival 2009

Celebrating Excellence in Learning

Wednesday 23 September 09:00 – 17:30

Thursday 24 September 09:00 – 17:00

SECC and Clyde Auditorium

### Discussion Zone

SLF 2009 includes the Discussion Zone, the new name for the topic surgeries, which provides delegates with the opportunity to engage in small-scale discussions with presenters.



Covering a range of topics, the Discussion Zone allows visitors to listen to and have discussions with many of the presenters from the SLF conference programme in a friendly and informal setting.

The Discussion Zone is a further example of the Scottish Learning Festival providing a voice for delegates to exchange views with other educationalists and take away ideas to use in their own work.

### Education Showcase

Located in the exhibition, the Education Showcase features hands-on demonstrations of teaching and learning activities and performances, and the return of the games challengr. This year you can pre-book one session per day, helping you plan your time at SLF.



### Learning in Practice

Explore the Learning in Practice area to find out more about the projects and initiatives being developed by your local authority, talk with international teams about school links, exchanges and overseas visits at the International Village, and discover a range of resources and services available from national cultural organisations in the Homecoming Village.

**Book now at**  
[www.scottishlearningfestival.org.uk](http://www.scottishlearningfestival.org.uk)  
Browse the full conference programme online and start planning your visit to the Scottish Learning Festival 2009.  
To guarantee places at seminars it is strongly recommended that you make your selections and book before the summer break, as space is limited.

# Registration Form

For free entry to the Scottish Learning Festival 2009, please complete this form fully. Please photocopy this form for your colleagues. Alternatively, you can register online at [www.scottishlearningfestival.org.uk](http://www.scottishlearningfestival.org.uk).



23-24 September 2009  
SECC ➤ GLASGOW

► **FREE ENTRY:** Organised by Learning and Teaching Scotland and Emap Connect, the Scottish Learning Festival 2009 has been made possible with funding from the Scottish Government and is free to all educational professionals. There is no limit to the number of staff establishments can send.

## Step 1: SEMINAR BOOKING FORM

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

**Wednesday 23 September 2009**      **Thursday 24 September 2009**

KEYNOTE CODE

KEYNOTE CODE

SEMINAR CODE

SEMINAR CODE

EDUCATION SHOWCASE

KEYNOTE CODE

KEYNOTE CODE

SEMINAR CODE

SEMINAR CODE

EDUCATION SHOWCASE

## Step 2: EXHIBITION TICKET

### A. TYPE OF ESTABLISHMENT

(Tick one box)

- 01  Adult Education
- 02  Consultancy
- 03  Economic Development Agency
- 04  Education/Trade/Industry/ Commerce
- 05  FE College
- 06  LA Nursery/Pre-school
- 07  Learning and Teaching Scotland
- 08  Learning Support Centre
- 09  Local Authority
- 10  Partner Provider nursery/ preschool
- 11  Primary School
- 12  Primary School (Independent)
- 13  Scottish Government
- 14  Secondary School
- 15  Secondary School (Independent)
- 16  Special School
- 17  Teacher Education Institute
- 18  University
- 19  Other (Please specify)

- 08  Director of Education
- 09  Education Trade/Industry/ Commerce
- 10  Headteacher
- 11  HMIE
- 12  ICT Co-ordinator
- 13  IT/Networking Manager Technician
- 14  LA Adviser
- 15  Lecturer
- 16  Librarian
- 17  Newly Qualified Teacher
- 18  Nursery Staff
- 19  Nursery Teacher
- 20  Parent
- 21  Primary Teacher
- 22  Principal Teacher
- 23  Pupil Support Assistant
- 24  Pupil Support Teacher
- 25  Quality Improvement Officer
- 26  School Board
- 27  Secondary Teacher
- 28  Student Teacher
- 29  Other (Please specify)
- 30  Citizenship
- 31  Classical Studies
- 32  Computing
- 33  CPD
- 34  Cross curricular
- 35  Curriculum for Excellence
- 36  Design and Technology
- 37  Drama
- 38  Early Years
- 39  English
- 40  Enterprise
- 41  Gaelic/Gàidhlig
- 42  Geography
- 43  Glow
- 44  Guidance
- 45  Health and Wellbeing
- 46  History
- 47  Home Economics
- 48  ICT
- 49  Inclusion
- 50  Integrated Community Schools
- 51  International Education
- 52  Literacy
- 53  Mathematics
- 54  Media Studies
- 55  Mentoring
- 56  Modern Languages
- 57  Modern Studies
- 58  Music
- 59  Numeracy
- 60  Personal and Social Education
- 61  Physical Education
- 62  Physics
- 63  Pupil Support
- 64  Religious and Moral Education
- 65  School Management/Admin
- 66  Self evaluation
- 67  Other (Please specify)

### D. PURCHASING INTEREST

(Please tick all areas of interest)

- 01  Admin/Office Administration
- 02  Audio Visual Equipment
- 03  Books/Library
- 04  Books/Text
- 05  Catering
- 06  Communications/Networking Technology
- 07  Computer Hardware
- 08  CPD
- 09  D&T/Craft Equipment
- 10  Financial/Accounting Services
- 11  Furniture/Storage Equipment
- 12  General Resources
- 13  Interactive Video
- 14  Internet/Online Content
- 15  Internet/Online Hardware/ Service
- 16  IT/ICT Training
- 17  Library Resources
- 18  Micro-Electronics/Robotics
- 19  Peripherals
- 20  Recruitment Services
- 21  Science Materials and Equipment
- 22  Software and Multimedia
- 23  Stationery
- 24  Other (Please specify)
- 05  Clackmannanshire
- 06  Comhairle Nan Eilean Siar
- 07  Dumfries and Galloway
- 08  Dundee City
- 09  East Ayrshire
- 10  East Dunbartonshire
- 11  East Lothian
- 12  East Renfrewshire
- 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  Not Local Authority Based
- 39  International (Please specify)

### E. LOCAL AUTHORITY

(Tick one box)

- 01  Aberdeen City
- 02  Aberdeenshire
- 03  Angus
- 04  Argyll and Bute

## Step 3: PRINT CLEARLY IN BLOCK LETTERS

Prof  Dr  Mr  Mrs  Ms  Miss

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

Surname \_\_\_\_\_

Establishment \_\_\_\_\_

Address \_\_\_\_\_

Town/City \_\_\_\_\_

County/Country \_\_\_\_\_

Postcode \_\_\_\_\_

Tel \_\_\_\_\_

Mobile \_\_\_\_\_

Email \_\_\_\_\_

Is this your first visit to the Scottish Learning Festival?  Yes  
The personal information provided by you will be held by LTS and EMAP Connect.  
Tick here if you do not want to receive material from third parties

By providing your email address, you will receive email updates about the festival.  
Tick here to sign up to the official email bulletin, the Delegate.  Tick here if you would like to receive SMS reminders.

Source Code: E

## Step 4: RETURN THIS FORM



By post to:  
**The Scottish Learning Festival 2009**  
Learning and Teaching Scotland  
The Optima  
58 Robertson Street  
Glasgow G2 8DU



Or fax this form today to:  
**0870 238 7252**



Or phone our Ticket Hotline on:  
**0870 421 1938**



Or book online at:  
**www.scottishlearningfestival.org.uk**

## Joint CPD Event Reports

### ■ Renfrewshire, Tuesday, 17 February 2009

The Renfrewshire joint learning event with the EIS was held as part of an INSET day at the Normandy Hotel in Renfrew on the 17th February 2009. Speakers included Professor Bart McGettrick who is associate Dean at Liverpool Hope University, David Cameron who is Director of Children's Services in Stirling, Stephen McKenzie and Gordon McKinlay of Renfrewshire Education Department.

They explored the possibilities and opportunities for developing a Curriculum for Excellence in the classroom and school. The Curriculum for Excellence document is seen as a statement on a journey of development and the workshop looked at where this journey may take us in the school environment. The event reflected on the ways in which we look at the way children need to be helped in developing relationships and therefore improve overall achievement.

#### **The programme included:**

- time for reflection on key themes
- discussion on how schools might interpret a Curriculum for Excellence
- opportunities to go beyond a Curriculum for Excellence
- discussion of practical issues for the classroom and school.

The EIS also organised an education exhibition and this included stalls supported by General Teaching Council for Scotland, University of Stirling, Learning and Teaching Scotland, University of the West of Scotland, Open University, Glasgow University, General Teaching Council for Scotland

The event was hosted during an in-service day, the first of its kind as a collaborative exercise, and the attendance was over



EIS LR, Karen Farrell, welcomes teachers to the Clackmannanshire Joint CPD Event.

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**CPD OPPORTUNITIES**

**INFORMATION ADVICE SUPPORT**

**eis**  
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If you want to make a difference to the personal and professional development of teachers / lecturers - train to become an EIS Learning Representative.

The next on-line, undergraduate course begins in September 2009 and the course fees are met by the EIS.

For an information pack please contact:

**EIS LR Department:**  
**emccconchie@eis.org.uk**  
**0131 225 6244**  
**www.eis.org.uk**

500 course participants on the day. The event provided an opportunity for Renfrewshire teachers to investigate various CPD opportunities and reflect on the changes required for a Curriculum for Excellence.

Members in Renfrewshire seeking advise, support or guidance on aspects of CPD may contact David Thomson, EIS Renfrewshire LR, at [dthomson@eis-learnrep.org.uk](mailto:dthomson@eis-learnrep.org.uk).

### ■ Clackmannanshire, 18 March 2009

On 18th March a joint information event in partnership with EIS and Clackmannanshire Council was hosted by EIS Learning Representative Karen Farrell at the Gean House in Alloa. The occasion offered an opportunity to Clackmannanshire teachers for advice and support on Charter Teacher Status. Learning Teaching Scotland and each of the seven universities who are providers of the Charter Teacher programme forwarded information for teachers to digest and consider if this might be the way forward for them. Attended by local teachers there was a positive atmosphere that afforded informal chat on opportunities and requirements for entry to Charter Teacher Status. The conversation addressed many issues facing local teachers including how to remove barriers in relation to returning to academic study, portfolio requirement, time and costs involved. Overall the afternoon was well received.

Karen welcomes questions from all teachers in Clackmannanshire in relation to every aspect of CPD and may be contacted at [kfarrell@eis-learnrep.org.uk](mailto:kfarrell@eis-learnrep.org.uk) or by telephone, 07777676081.

**New leadership programme for EIS members see details on p6.**

# Book festival

# Inspiring events for young minds

The Edinburgh International Book Festival, which runs from 15 – 31 August, includes a diverse programme of events designed specially for school groups. Here, the SEJ looks at some of the highlights from this programme – sourcing all the best events for primary and secondary pupils, not to mention teachers! The EIS supports the Book Festival through our sponsorship of the RBS Schools Programme and a copy of the programme was recently sent to all schools with the EIS Representatives' Bulletin.



**"I think it was the most fun and hilarious trip I have ever been on!!!"**

Sam, P5, South Morningside Primary School (after a Michael Rosen event)

**C**ombining 10,000 pupils and teachers, 100 schools and 60 events within 7 days: the Book Festival's RBS Schools Programme is bigger and bolder than ever before. Packed with events featuring the best writing for children and teens, the focus is firmly on participation, imagination and creation. All events take place in a specially created tented village in the heart of Edinburgh, providing a young person-friendly environment.

## Highlights for kids

Younger primary pupils get the chance to laugh heartily with bearded funny man Philip Ardagh, hear all about Horrid Henry's latest adventures with Francesca Simon, revel in the magic

of Emily Gravett's animal picture books and learn how to save the planet with Ellie Bethel's green superhero *Michael Recycle*. Older primary pupils can go *Cosmic Treasure Hunting* with Lucy Hawking in an exciting journey across our solar system, roll in the aisles as Kjartan Poskitt does his stand-up routine on *Murderous Maths* and groan with delight as they discover yucky dinosaur facts with Charlie James. Secondary pupils will be able to talk artificial intelligence with New Zealand author Bernard Beckett, become revolutionaries with Julie Bertagna and Saci Lloyd and learn how to draw Manga-style Shakespearean characters with Chie Kutsuwada.

## Highlights for teachers

The RBS Schools Programme also includes an exciting range of CPD events for teachers and education professionals. This year sees Brian Boyd return to Charlotte Square Gardens to continue his exploration into the roles which creativity and innovation play in the school environment. Dr Mel Gibson

reveals how graphic novels can be a useful teaching tool, while a distinguished panel – including computer scientist Judy Robertson and Australian cyber-journalist Lili Wilkinson – examines how new technology can help young people to engage with literature. Learning and creativity guru Guy Claxton argues persuasively that the main aim of education should be to create engaged individuals, prepared for the wider world. Inspiring and influential voices.

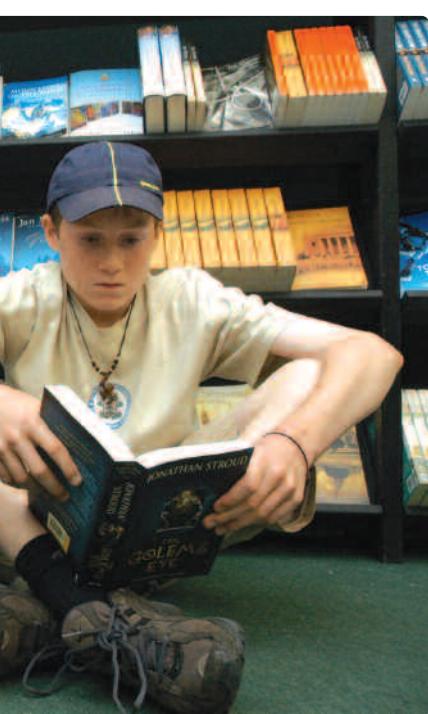
## Activities and Bookshop

But the Book Festival experience doesn't stop at the events. The chance to meet a favourite author and get your book signed, enjoy free daily storytelling and paint up a storm in the free Activity Corner all add to the fun of your visit. And, of course, there's the RBS Children's Bookshop. Packed to the rafters with over 3000 titles it's an Aladdin's Cave and even the most reluctant reader can be difficult to prise out at home time!

The RBS Children's Bookshop is run independently by the Book Festival. This means that they



# EDINBURGH INTERNATIONAL BOOK FESTIVAL



can offer you a 25% discount on any books purchased through the festival when you order tickets for schools events. Pupils always gain more from an event if they have read the author's work beforehand.

## RBS Schools Gala Day

Each year the Book Festival ends in an explosion of fun and learning: RBS Schools Gala Day. On this special day Charlotte Square Gardens is devoted solely

to primary schools, creating a safe environment in which pupils can explore and celebrate books.

This year RBS Gala Day will celebrate the theme of 'Home' with activities and events on Scotland's language and culture, as well as our natural environment. Pupils can pick up a prescription for some great new reads at Dr Recommenda Book's reading surgery, learn about sustainable energy and the environment at the world's first PowerPod or simply enjoy an ice cream in the sunshine! (Here's hoping...)

## Financial support for transport

If you need financial assistance to take your pupils to the Book Festival then you can apply for their RBS Transport Fund. Whether it's a coach from Inverness or even an Edinburgh city bus fare, you can apply to have the costs reimbursed. Allocation of funding is based on economic need and geographical distance. See the RBS Schools Programme or check the Book Festival website ([www.edbookfest.co.uk](http://www.edbookfest.co.uk)) for full details of how to apply.

## Outreach

There are many reasons (including financial and geographical restrictions) why some groups may find it difficult to visit the Book Festival. To help remedy this situation, the festival takes some of their author events out into the community during August; visiting a variety of schools, libraries, community centres and care homes across Scotland. Events are tailored to age and ability and can include author interviews and book readings, Q&A sessions, dramatisations, interactive prop and costume workshops.

The Outreach programme runs from 24 Aug - 2 Sept 2009.

Although this year's programme is fully subscribed, you can register interest for next year by emailing Sara Grady, Children & Education Programme Director, at [sara@edbookfest.co.uk](mailto:sara@edbookfest.co.uk)

## Support services

The Book Festival is open to all students. The venues are wheelchair accessible and have infra-red audio loops for students with hearing difficulties. The Festival can also provide a British Sign Language interpreter given prior notice. Should any of your pupils require extra services or should you need more information to plan your visit, please contact Sara Grady at [sara@edbookfest.co.uk](mailto:sara@edbookfest.co.uk)

## Public Book Festival events

Although the RBS Schools Programme is specifically designed for school groups, there are loads of exciting activities and events in the Book Festival's public programme which may also be suitable for groups from your school.

The full public programme is out on **11 June**, in the meantime here are some highlights to tickle your taste buds: Judith Kerr talks of her childhood escape from Nazi Germany, the story she first told in *When Hitler Stole Pink Rabbit*. Andy Stanton brings his unhinged creation, Mr Gum, to life in a laugh-a-minute event. Louise Rennison reveals the latest and last of Georgia Nicolson's hilarious diaries and Chris Riddell and Paul Stewart celebrate Twig's wild world as their fantastically inventive series *The Edge Chronicles* comes to an end. ■



**"Thank you for a fantastic day. Your bus grant allowed us to bring pupils, teachers and librarians from four Aberdeen schools to the festival. The range of authors we saw was very diverse and it was certainly worth the 6am start."**  
Teacher, Meldrum Academy



*For a free copy of the public programme, available from 11 June, email mailinglist @edbookfest.co.uk or download a copy from the Book Festival website at [www.edbookfest.co.uk](http://www.edbookfest.co.uk)*

## How do you find out more?

The Edinburgh International Book Festival's RBS Schools Programme is now open for bookings. Tickets cost £2.50 per pupil. You can download a copy of the brochure from [www.edbookfest.co.uk](http://www.edbookfest.co.uk) or email [mailinglist@edbookfest.co.uk](mailto:mailinglist@edbookfest.co.uk) to request a postal copy.

If you can't find the answers to your questions on the website, please contact the Book Festival's Children & Education Programme Director, Sara Grady, at [sara@edbookfest.co.uk](mailto:sara@edbookfest.co.uk) or on 0131 718 5666.



# Scottish Parliament



Ten years on, the Holyrood Parliament is continuing to enhance its role in all aspects of Scottish Life. The Scottish Parliament Education Service offers support for schools and colleges, offering resources, outreach programmes and Parliamentary visits to support political and citizenship education. Here, the SEJ takes a look at the broad range of opportunities currently available to support young people in learning more about how Scotland works.

## Seat of Learning

**A**nniversaries tend to be a time for reflection and the 10th anniversary of the devolved Scottish Parliament is no exception. All aspects of its work and achievements are being assessed, and the role of the Education Service is included in this.

From day one, schools have been actively encouraged to engage with the Scottish Parliament. At the Opening Ceremony on 1st July 1999, youngsters from all parts of Scotland were involved in the celebrations. Our inward education programme was launched at the same time. Since then, more than 60,000 young people have taken part in an Education Service led visit. Over 30,000 have taken tours and countless others have met their local MSPs.

The Parliament's key founding principles of openness, accessibility and participation have been our cornerstones for developing popular and innovative education programmes. In the first few years, the main aim was to educate teachers and pupils in the powers and procedures of the new Parliament. The education programmes concentrated on three main threads: information about what happens in the Parliament, engagement with MSPs and, by visiting the building, getting an experience of the dynamism of the institution.

Take up by schools has been high and programmes book up quickly. In 2004, when the new building opened at Holyrood, a visit became a priority for many, creating even more demand. An outreach education programme was set up to allow more schools to get involved and to overcome any geographical or financial barriers to engaging with the Parliament. Over 20,000 young people have now enjoyed a visit to their school.

MSPs play an important role in all the education activities and their involvement is the highlight for many groups.

In 2007, the service was comprehensively reviewed with a view to meeting the needs of the education community, both

formal and informal, in the Parliament's second decade. The outcome is a new team, Education and Community Partnerships, building on the successes of the past but with a new focus on ensuring that developments in formal education are encompassed and that young people enjoy a role in the decision making process.

A move towards a more interactive approach has resulted. This includes events at Holyrood, allowing young people to explore issues important to them. In 2007, a "Young Women in Politics" event, coinciding with an exhibition on women's suffrage in Scotland, focussed on political involvement such as campaigning, voting and political parties. In 2008, young people from across Scotland took part in "Our Environment, Our Future", discussing environmental issues and engaging directly with the Parliament's committees.

Although over a hundred young people took part in each of these events, the Parliament would like to widen this out to all schools; the roll out of GLOW across Scotland creates exciting development opportunities here. There is the potential for Pupil Councils and other groups to seek out the views of the school population and feed into 'national polls', for example.



Party talk: school students take the chance to cross question senior MSPs.

The Education Service develops and supplies free resource materials for schools in English and Gaelic. In the ten years since we published our first "Teacher's guide to the Parliament", we have gone on to produce cartoon booklets, posters, wall charts, resources for visually impaired students, a video, worksheets and several games.

Looking forward, we are working towards more interactive online resources to compliment our hard copy publications. We are aiming to support *Curriculum for Excellence* and GLOW. As well as updating the Social Studies curriculum resources, we are looking at expanding our cross-curriculum resources - an example of this is the Parliament and Poetry web resource launched at the end of March.

A Professional Advisory Panel has been set up to ensure our provision is in line with current and future educational developments. Membership of the panel includes LTS, HMIE, the Scottish Government, Hansard Society, Association of Directors of Education, Aberdeen University School of Education, Bòrd na Gàidhlig, the Modern Studies Association and teachers' organisations.

From September, the inward visit will focus on issue based, decision making activities using new technology. Members will still be invited to meet the young people but the new approach will help focus the sessions on the issues most important to young people.

Some specialist days will be offered also, for example, Advanced Higher Modern Studies seminars that include workshops on research methods and the committee system. For those wishing a shorter visit, free tours will be available from September through the Visitor Services team.

The outreach programme takes the Scottish Parliament out of Holyrood and into schools. MSPs do much of their work in their local area, so it makes perfect sense that the Education Service should get out and about also to support them.

Schools can book visits with Outreach Education staff, who can deliver up to twenty one sessions each week, depending on number of classes and location of schools. These visits,

**"Teacher seminars have been held regularly and nearly 12,000 Scottish teachers have visited the Parliament for CPD since 1999."**



which can have a citizenship or curriculum focus, take about an hour and a half, and include activities on areas from representation to legislation. The sessions for secondary schools will be redeveloped to include relevant curricular content, delivered through case studies and activities.

The main goal of this programme is to engage pupils with the political process. As such, our aim continues to be to bring MSPs into schools to work with young people: answering questions; listening to opinions; encouraging the pupils to develop their ideas.

However, from September, schools will have the alternative of priority bookings for the new free tours at Holyrood for the second part of their outreach session. Along with new resources, this will offer schools a different way to engage with the political process by exploring and learning about how we work in the building.

A crucial part of any education programme is getting teachers involved and feeling confident about what they teach and its relevance. Teacher seminars have been held regularly and nearly 12,000 Scottish teachers have visited the Parliament for CPD since 1999.

In the early days, the focus was on the basics of how the Scottish Parliament works – mainly attracting Modern Studies and

Primary teachers. Now, more teachers are looking for ways to encourage their pupils to get more directly involved in decision making, and guidance on methods such as how to use the Parliament's petitions system and getting MSPs involved in their school is in demand.

Looking forward, future seminars will encourage all teachers to get involved in the democratic processes regardless of subject. There have been several successful projects attracting different subject classes. For the last four years the Parliament has worked in partnership with the Scottish Poetry Library, delivering workshops about the Parliament, the building and including MSPs. The children then work with a poet to write their own poems, based on the day's experiences. In 2008, the Parliament hosted the SQA Higher Art and Design Exhibition and we offered workshops and art tours to schools visiting the exhibition.

There is potential for many more subjects to use the Parliament as a learning resource and with the prospect of more cross-curricular approaches, the concept of democracy could become a key theme in school. By offering effectual support to enable young people to become successful learners, confident individuals, responsible citizens and effective contributors in Scottish society, we are aiming to encourage even more teachers and pupils to engage positively with their Parliament. ■

*For details of all resources, visit programmes, seminars and events for 2009 – 10 see: [www.scottish.parliament.uk/vli/education/index.htm](http://www.scottish.parliament.uk/vli/education/index.htm)  
Tel. 0131 348 5401 or Email [education.services@scottish.parliament.uk](mailto:education.services@scottish.parliament.uk)  
For more information about Outreach Programmes: Tel. 0131 348 5374*



## OBITUARIES

### JAMES LOCKE NICHOLSON 1921 – 2009

**Locke was born in Blyth, Northumberland and educated at Blyth Grammar School before studying at St. John's College York. After serving in the RAF during the war he was offered a teaching post in Aberdeen in 1948 by Jack Dalby, a former RAF colleague who was the city's music advisor. He set up home with his first wife, Eleanor, and their two daughters, Frances and Jillian.**

His first post was at Old Aberdeen Junior Secondary School and one year later he became the music teacher at the newly opened Kaimhill Secondary School. After ten years he was appointed to the music department at Aberdeen Grammar school and in 1961 he was promoted to head of music at Northfield Academy.

During his time at Northfield he was widowed and later married Barbara Deans, who was the PE teacher. They had a son, Andrew. He finished his career at

Summerhill School, working with R.F. McKenzie. Locke was skilled at instilling a love of music in his pupils and, along with Stewart Watson, instigated Brass Bands in the schools in Aberdeen. He introduced so many youngsters to a variety of composers and their work from Bach to the Beatles.

Throughout his teaching career Locke supported the EIS and was very proud to be awarded an FEIS in recognition of his service to music education.

After Locke retired, he became the Aberdeen EIS Benevolent Fund Correspondent, a post he held for 25 years. Locke maintained his ties with the local association after his retirement and attended Executive meetings annually to report on the valuable work he did. Locke raised the status of Benevolent Fund Secretary to such an extent that his work was recognised at national EIS level and when he handed over the reins to his daughter Frances in January 2007, EIS national officers attended his presentation lunch.



During this same period, Locke was the chairman of the local Abbeyfield Association. In both these roles he supported people at vulnerable times in their lives.

He was a people person, interested in everyone he met and made them feel important. Prince or pauper, you felt valued in his company. He is survived by his wife, three children and four grandchildren.

- F.M.

### LES MITCHELL

**Family, friends and colleagues in many places were dismayed to learn of the recent untimely passing of Leslie Mitchell, who was found dead in his classroom at Kelso High School. Les, as he was always addressed, was a dedicated and much respected teacher of mathematics in a number of different places, in all of which he was a credit to the profession.**

A native of Felling in Gateshead, Les never lost either his Tyneside accent or his love of Geordie traditions – his rendition of “Cushie Butterfield” was a delight. He began working life as a draughtsman, but a passion for mathematics led him to train as a teacher, and later to achieve a degree in his subject. He taught in North Tyneside for a while, but a love of Scotland, and in particular the Western Isles, led him to take a teaching post at The Nicolson Institute in

Stornoway. His commitment and dedication to the welfare of his pupils and colleagues was apparent immediately, and he and his wife, Lorna, made a great contribution in their different ways, to the work of PHAB (Physically Handicapped and Able Bodied) in Lewis. He was EIS Representative at The Nicolson Institute during a particularly difficult time in the school’s history, and for a while acted as Executive Member and Local Association Secretary for the Western Isles. A man of unshakeable integrity, his decisions and actions were always taken in the long term interests of pupils and the profession, even at risk to the security of his own employment, and occasionally at the opprobrium from colleagues with less vision.

Les served briefly as APT Guidance at The Nicolson Institute, before moving on to pastures new at Forres Academy, and in due course to his final

employment at Kelso High School. Wherever he worked, he was held in high regard by colleagues and pupils alike, as witness the emotionally charged, but dignified, assembly held in his honour at the school. His funeral was an appropriately understated affair, with a mixture of the solemn and the tongue in cheek; Les detested pomposity and vainglorious show. To his widow, Lorna, and to all his family and friends we offer our heartfelt condolences.

One final thought. Les never believed that mathematics was difficult to master, and was scornful of those who paraded a lack of numeracy, as if it was something to be proud of. His attitude was summed up in his own words, “If you can remember a telephone number, you can do mathematics!” We need more teachers with Les’ approach. He will be deeply missed.

- R.M.

# Enriching Learning

## LTS Visit to The International Centre for the Enhancement of Learning Potential

16 Scottish educationalists recently visited the International Centre for the Enhancement of Learning Potential (ICELP) in Jerusalem in order to find out more about how the work of Professor Reuven Feuerstein can help young people become successful learners. The visit was funded by LTS as a SCPIID study trip. Here, Depute headteacher and EIS member Anne-Theresa Lawrie describes the group's experience on the trip, and explains how the work of ICELP is now being used to support education around the world. Ms Lawrie is an accredited Feuerstein trainer and works with staff in the Scottish Borders.

An increasing number of education authorities in Scotland are implementing the methodologies of Professor Reuven Feuerstein in order to help young people become successful learners who are highly motivated to engage in the learning process.

Professor Feuerstein began his work in Israel in the early 1950s where he worked with children from the Holocaust and the many immigrant children from Europe and Africa who were to be the future of Israel. Many of these children failed traditional IQ tests and Professor Feuerstein believes that intelligence is not fixed but can be improved with the help of a mediator. Professor Feuerstein believes that all human beings can improve their intelligence through the acquisition of cognitive functions which facilitate the learning process. Many of these children had either fragile or missing cognitive functions and Professor Feuerstein devised a thinking skills programme called Instrumental Enrichment (IE) which allows the learner to develop the cognitive functions to become an autonomous learner.

Instrumental Enrichment has been used with young people all over the world and has resulted in them improving both their cognitive and emotional skills. There are over 1000 research studies which demonstrate the benefit of IE to the learner. Many of the principles of the IE programme are used in other thinking skills approaches such as Cognitive Acceleration in Science Education. A pilot project was set up in 2005 in the Scottish Borders and its aim was to investigate whether or not the IE programme would help young people with social, emotional and behaviour needs engage more fully in the learning process.

The funding for this project was provided by the Scottish Executive who were investigating teaching pedagogies which were innovative (Future Learning & Teaching). The pilot project was evaluated after six months of IE implementation and the results included the following:

Children doing IE had a better perception of themselves as learners following IE; children doing IE were able to complete tasks more successfully than before, and children doing IE performed better in creativity and cognition tests than those in the control group.

A total of 32 teachers from both the primary and secondary sector were trained in IE and they viewed the impact of this training in the following ways:

It helped them better understand the learning process; it allowed them to help children overcome their cognitive deficiencies and it should be a core part of the curriculum because it helps children develop a framework and language for thinking. Due to the success of the IE pilot in SBC, there has been a continuation of the IE training for teachers and there are now almost 200 teachers trained. IE is being used in some primary schools as a stand-alone thinking skills programme and in a few secondary schools as part of the curriculum. Kelso High School have implemented the IE programme through English, Maths and RMPS for S1 pupils and the impact of this on pupils' learning is being evaluated.

In February 2009 a group of 16 educationalists from Scotland embarked on a five day LTS Study Visit to The International Centre for the Enhancement of Learning Potential (ICELP) in Jerusalem and the aim was to



Professor Feuerstein and Anne-Theresa Lawrie

"Professor Feuerstein believes that intelligence is not fixed but can be improved with the help of a mediator."

find out more about the theories of Professor Reuven Feuerstein. The photograph below shows the group outside the ICELP headquarters.

The study trip was intense but the group were highly motivated both hearing about and seeing the implementation of Feuerstein's work.

The Scottish group have found out more about how the work of Professor R Feuerstein really helps young people become effective learners who can have a very rewarding future. Professor Feuerstein's work is used to help children with learning needs and also gifted children. He says that "chromosomes don't have the last word" when it comes to learning. The study visit was a great success and many thanks to Israel Roi and all the staff at ICELP for sharing with us ways of helping children become successful learners.

### The group included:

Gillian Penman (Aberdeen City), Angela Bryce (Aberdeenshire), Alison Currie (Argyll & Bute), Alistair Haldane (Fife), Mary Burrows (Inverclyde), Martin Edwards (North Ayrshire), Laura Wallmsley (North Lanarkshire), Elizabeth Spence (Orkney), Dugald Campbell (Perth & Kinross), George Gilchrist (Scottish Borders), Susan Gray (Scottish Borders), Sarah Grumball (West Dunbartonshire), Veronica McGraw (West Dunbartonshire), Claire McDonald (Scottish Borders), Claire McGinty (West Dunbartonshire) and Anne-Theresa Lawrie (Group Facilitator).



# Your EIS contacts

## EIS Area Officers, Local Association Secretaries and Learning Reps

### Headquarters

**Telephone:** 0131 225 6244  
**fax:** 0131 220 3151  
**email:** [sej@eis.org.uk](mailto:sej@eis.org.uk)  
[enquiries@eis.org.uk](mailto:enquiries@eis.org.uk)  
**website:** [www.eis.org.uk](http://www.eis.org.uk)  
**membership:** tel: 0131 220 2268  
**e-mail:** [membership@eis.org.uk](mailto:membership@eis.org.uk)

### General Secretary

Ronald A Smith

### Accountant

Colin MacKenzie

### Assistant Secretaries

Simon Macaulay  
Drew Morrice  
Ken Wimbor

### Further & Higher Education Officer

David Belsey

### Education & Equality Officer

Veronica Rankin

### Employment, Health & Safety Officer

Louise Wilson

### Area Officers

#### Dundee

Karen Barclay  
(Aberdeen, Aberdeenshire,  
Highland, Moray)

Graeme Campbell  
(Angus, Dundee,  
Perth & Kinross, Fife)

46 Reform Street,  
Dundee, DD1 1RT  
Tel: 01382 206961  
Fax: 01382 224790

#### Edinburgh

David McGinty  
(Borders, East Lothian  
Edinburgh, Midlothian, Shetland)

Terry Gray  
(Clackmannanshire, Falkirk,  
North Lanarkshire, Stirling, West  
Lothian)

46 Moray Place,  
Edinburgh EH3 6BH  
Tel 0131 225 3155  
Fax 0131 220 3151

#### Glasgow

Lachlan Bradley  
(Argyll & Bute, East  
Dunbartonshire, Inverclyde,  
Renfrewshire,  
West Dunbartonshire)

Frank Healy  
(East Renfrewshire, Glasgow,  
Orkney, Western Isles)

6 Clairmont Gardens,  
Glasgow G3 7LW  
Tel 0141 353 3595;  
Fax 0141 332 2778

#### Hamilton

Alan Scott  
(Dumfries & Galloway,  
East Ayrshire, North Ayrshire,  
South Ayrshire, South  
Lanarkshire)

101 Almada Street,  
Hamilton ML3 0EX  
Tel 01698 429061;  
Fax 01698 891774

### Local Association Secretaries

#### Aberdeen City

Grant Bruce  
Office 01224 346375  
Mobile 07775 513466  
Fax 01224 346374  
Web [www.eis-aberdeen.org.uk](http://www.eis-aberdeen.org.uk)  
Email [aberdeencity@eis.org.uk](mailto:aberdeencity@eis.org.uk)

#### Aberdeenshire

Pat Flanagan  
Mobile 07731 883637  
Office 01358 720286  
Email [aberdeenshire@eis.org.uk](mailto:aberdeenshire@eis.org.uk)

#### Angus

Arthur Pritchard  
School 01241 872453  
Office 01307 466954  
Fax 01307 462241  
Home 01241 411361  
Email [angus@eis.org.uk](mailto:angus@eis.org.uk)

#### Argyll & Bute

Douglas Mackie  
School 01631 564231  
Home 01631 570558  
Fax 01631 570558  
Email [argyllandbute@eis.org.uk](mailto:argyllandbute@eis.org.uk)

#### Clackmannanshire

Eileen Turnbull  
Office 01259 452460  
Email [clackmannan@eis.org.uk](mailto:clackmannan@eis.org.uk) or  
`eturnbull2@clack.gov.uk`

#### Dumfries & Galloway

John Dennis  
Direct Line 01387 261590  
School 01387 263061  
Email [dumfries@eis.org.uk](mailto:dumfries@eis.org.uk)

#### Dundee

Arthur Forrest  
School 01382 436550  
Home 01241 858355  
Email [dundeedela@eis.org.uk](mailto:dundeedela@eis.org.uk)  
Eric Baillie  
School 01382 438452/3  
Home 01382 503970  
Email [ebaillie@eis.org.uk](mailto:ebaillie@eis.org.uk)

#### East Ayrshire

Iain Harvey  
Office 01563 822333  
Mobile 07970 489558  
Home 01292 263897  
Fax 01563 822333  
Email [eastayrshire@eis.org.uk](mailto:eastayrshire@eis.org.uk)

#### East Dunbartonshire

Ken Brown  
Office 0141 772 5129  
Fax 0141 762 3331  
Email [eastdunbarton@eis.org.uk](mailto:eastdunbarton@eis.org.uk)

#### East Lothian

Gael Gillian  
Office 01620 829010  
Fax 01620 822521  
Email [eastlothian@eis.org.uk](mailto:eastlothian@eis.org.uk)

#### East Renfrewshire

Alan Munro  
Office 0141 881 8219  
Mobile 07815 023281  
Email [eastrenfrew@eis.org.uk](mailto:eastrenfrew@eis.org.uk)

#### Edinburgh

Colin Mackay  
Office 0131 477 0866  
Fax 0131 466 3096  
Mobile 07703 184118  
Web [www.eis-edinburgh.org.uk](http://www.eis-edinburgh.org.uk)  
Email [edinburghla@eis.org.uk](mailto:edinburghla@eis.org.uk)

#### Falkirk

Dorothy Finlay  
Office 01324 506698  
Fax 01324 718422  
Email [falkirk@eis.org.uk](mailto:falkirk@eis.org.uk)

#### Fife

Mike Birkett  
Office 01592 657710  
Fax 01592 657712  
Email [fife@eis.org.uk](mailto:fife@eis.org.uk)

#### Glasgow

William Hart  
Office 0141 572 0550  
Home 0141 946 5690  
Fax 0141 572 0556  
Email [glasgowla@eis.org.uk](mailto:glasgowla@eis.org.uk)

#### Highland

Andrew Stewart  
Office 01349 884750  
Home 01349 884047  
Fax 01349 884750  
Email [highland@eis.org.uk](mailto:highland@eis.org.uk)

#### Inverclyde

Thomas Tracey  
Home 01475 725124  
Fax 01475 725124  
Email [inverclyde@eis.org.uk](mailto:inverclyde@eis.org.uk)

#### Midlothian

Sonia Kordiak  
Mobile 07973 394715  
Fax 0131 558 7623  
Email [midlothian@eis.org.uk](mailto:midlothian@eis.org.uk)

#### Moray

Eileen Morrison  
Tel/fax  
Office 01343 557942  
Mobile 07811 347905  
Email [moray@eis.org.uk](mailto:moray@eis.org.uk)

#### North Ayrshire

Gordon Smith  
Office 01294 557815  
Home 01563 574090  
Email [northayrshire@eis.org.uk](mailto:northayrshire@eis.org.uk)  
Web [www.nayr-eis.org.uk](http://www.nayr-eis.org.uk)

#### North Lanarkshire

Ian Scott  
Office 0141 332 3202  
Fax 0141 353 1576  
Email [northlanark@eis.org.uk](mailto:northlanark@eis.org.uk)

#### Orkney Islands

Jim Lawson  
School 01856 850660  
Fax 01856 850296  
Email [orkney@eis.org.uk](mailto:orkney@eis.org.uk)

#### Perth & Kinross

Douglas Stewart  
Office 01738 450467  
Email [perthandkinross@eis.org.uk](mailto:perthandkinross@eis.org.uk)  
Web [www.eis-pk.org.uk](http://www.eis-pk.org.uk)

**Renfrewshire**  
Olwen McGarvey  
olwen\_mcggarvey@yahoo.co.uk (Temporary)  
Mobile 07940 871956

**Scottish Borders**  
Kay Miller  
Mobile 07894 049157  
Email borders@eis.org.uk  
Web www.borderseis.org.uk

**Shetland Islands**  
Bernie Cranie  
School 01806 522370  
Home 01806 544365  
Email shetland@eis.org.uk  
Web www.eis.shetland.btinternet.co.uk

**South Ayrshire**  
Sandy Fowler  
Direct Line 01292 288013  
Home 01292 282630  
Fax 01292 678697  
Email southayrshire@eis.org.uk

**South Lanarkshire**  
Linzi Moore  
Office 01698 452769  
Fax 01698 452745  
Email www.slaneis.demon.co.uk  
Web slaneis.demon.co.uk

**Stirling**  
William Dick  
School 01786 470962  
Email stirling@eis.org.uk

**West Dunbartonshire**  
Stewart Paterson  
Office 0141 952 3831  
Home 01389 750430  
Email westdunbartonshire@eis.org.uk

**West Lothian**  
Elsie Aitken  
School 01501 770208  
Home 01501 770011  
Email westlothian@eis.org.uk

**Western Isles**  
Richard Fraser  
School 01851 702275/6  
Email westernisles@eis.org.uk

## Contact details for learning representatives

**Aberdeen City**  
Sheila Morrison  
smorrison@eis-learnrep.org.uk

**Aberdeenshire**  
Robert McKay  
rmackay@eis-learnrep.org.uk

Alan Morrison  
amorrison@eis-learnrep.org.uk  
Tel: 01346 515771 (school)

Brian Torrance  
btorrance@eis-learnrep.org.uk  
Tel: 01346 515771 (school)

**Angus**  
Graeme Torbet  
gtorbet@eis-learnrep.org.uk  
Tel: 01382 534 466 (work)  
Tel: 07856 172958 (mobile)

**Argyll & Bute**  
Isobel Hamilton  
ihamilton@eis-learnrep.org.uk  
Tel: 01546 602 598 (work)

**Clackmannanshire**  
Karen Farrell  
kfarrell@eis-learnrep.org.uk  
Tel: 07777 676081 (mobile)

**Dumfries & Galloway**  
Dr Andrew C Nyondo (FE)  
Dumfries & Galloway College  
anyondo@eis-learnrep.org.uk  
Tel: 01387 243918 (work)  
Tel: 07908 030275 (mobile)

John L Thomson  
jthomson@eis-learnrep.org.uk  
Tel: 01387 380418 (work)  
Tel: 01387 811905 (home)  
Tel: 07802 722407 (mobile)

**Dundee**  
Catherine Matheson (FE)  
cmatheson@eis-learnrep.org.uk  
Tel: 01382 834834 (ext 5251)

**East Ayrshire**  
Moira Harris  
mharris@eis-learnrep.org.uk  
Tel: 01290 338423 (work)  
Tel: 01290 332548 (home)

Jane Keir  
rrochester@eis-learnrep.org.uk  
Tel: 01563 820061 (work)

**East Dunbartonshire**  
Allyson Purdie  
apurdie@eis-learnrep.org.uk  
Tel: 0141 772 5129

**East Renfrewshire**  
Adeline Thomson  
athomson@eis-learnrep.org.uk  
Tel: 0141 577 8343 (office)  
Tel: 07985 986070 (mobile)

**Edinburgh**  
Anne Scott  
ascott@eis-learnrep.org.uk  
Tel: 0131 552 5907 (home)

Alison Waugh  
awaugh@eis-learnrep.org.uk

**Falkirk**  
Vacant

**Fife**  
Colin Davidson  
cdavidson@eis-learnrep.org.uk  
Tel: 01333 329814 (home)

Paddy Miller  
mmiller@eis-learnrep.org.uk

Isobel Schroder  
ischroder@eis-learnrep.org.uk  
Tel: 01592 750411 (home)

Graham Watt (FE)  
gwatt@eis-learnrep.org.uk

**Glasgow**  
Jean Boyle  
jboyle@eis-learnrep.org.uk  
Tel: 0141 558 5224 (school)  
Tel: 07841 860757 (mobile)

Hugh Donnelly  
hdonnelly@eis-learnrep.org.uk  
Tel: 0141 582 0110 (school)  
Tel: 0141 576 7858 (home)  
Tel: 078805 11240 (mobile)

Richard Foote  
rfoote@eis-learnrep.org.uk  
Tel: 0141 582 0060 (school)

Hugh Paton (FE)  
hpaton@eis-learnrep.org.uk

**Susan Quinn**  
squinn@eis-learnrep.org.uk  
Tel: 0141 959 3242 (school)  
Tel: 07740 983672 (mobile)

**Highland**  
Ronald Mackay  
ronmackay@eis-learnrep.org.uk

Derek Noble  
dnoble@eis-learnrep.org.uk

**Inverclyde**  
Vacancy

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Carol Duncan  
cduncan@eis-learnrep.org.uk

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**Scottish Borders**  
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Ronnie MacLean  
rmaclean@eis-learnrep.org.uk  
Tel: 01595 745050 (work)  
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Henry Kilgour  
hkilgour@eis-learnrep.org.uk  
Tel: 01555 662 471 (school)  
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Maureen O'Shea  
moshea@eis-learnrep.org.uk

**West Dunbartonshire**  
Ann Fisher  
afisher@eis-learnrep.org.uk  
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## Postgraduate Concerns

### Dear Editor

After reading the letters section in the March issue of SEJ, I felt compelled to respond to the piece about post-graduate students.

I myself am a B.Ed student and felt quite insulted by the generalisation that we arrive in schools as 'wet-behind-the-ears school children'. Yes, I learned a lot from observing good practice and these experiences combined with my ability to teach, have shaped the practitioner that I am today. What the writer failed to mention about B.Ed students is that many of them have a natural aptitude for teaching and have a vocational attitude towards the profession.

For someone of my age, I feel that I have quite a lot of life experience in terms of working life. I began to work part time at quite a young age and continued to work part time through my educational career, sometimes having two jobs during university. I also worked full time for a year before starting further education, to try and save money to decrease the amount of debt which usually incurs for students. I certainly did not enter

my first teaching placement as a 'wet-behind-the-ears' school child.

I was given an unconditional offer to the B.Ed course in 2004 and I am now coming to the end of my probation year. This is my fifth year of experience in classrooms. My issue with the writer's comments is the fact that, yes, there are a lot of excellent post graduate students out there. I currently job share with a person who pursued the PGDE route and she is an engaging, motivating teacher to whom the children respond well. We work well together and learn from each other due to varying experiences we have had. But what I do object to is the post graduate students I have come into contact with in primary schools that have failed placements, do not embrace new initiatives into their teaching practice, do not have an adequate understanding of theory and practice and simply see primary teaching as an easy occupation (!). Of course there are B.Ed students who wish to teach but perhaps come to realise over the four years that the profession is not something which they wish or are able to continue in. I feel that a

one year course allows a number of PGDE students to slip through the system and that it also enables people to initially apply for primary teaching as an easy option for employment.

I am currently competing with high numbers of post-graduate teaching probationers as well as fellow B.Ed probationers, for a permanent teaching post and the disheartening fact is: many of us will not achieve full time employment due to the high numbers of probationer teachers in Scotland, which in turn, is because of the vast amount of students who are being accepted into universities, particularly through the PGDE course.

I do not object to people taking part in life-long learning and following a new career path for various reasons, but I also believe that a person in primary education with an avid interest in the learning and teaching of the whole child in this vocational profession would possibly not have pursued a first degree in an entirely different, unrelated field.

*Yours etc,  
Name and Address Supplied*

## Disability Discrimination Act

### Dear Editor

Many thanks for the excellent article about the Disability Discrimination Act (DDA). It sets out clearly the responsibilities employers have towards their employees and also briefly touches on the responsibilities educational organisations have towards students and pupils. However, I would like to draw attention to the following.

Probably not many people realise that the disability discrimination legislation covers working (and learning) with computers. Reasonable adjustments in the workplace can include the use of assistive technology (AT), such as a screen reader, screen enlarging programmes and the use of software that assists people with dyslexia. When an organisation uses computer software programmes or the World Wide Web in an educational setting, similar adjustments will have to be made to accommodate pupils and students with disabilities.

Website designers also have to take responsibility for making their work accessible to assistive technology, for instance by including named

links and descriptive tagging of illustrations. By not doing so, website owners actually ignore the law. The first law suit in America has already resulted in the payment of \$77,500 when it was ruled that a (commercial) website was unavailable for a blind consumer. In the UK, a recent survey of 1,000 websites found that more than 80% did not comply with the DDA, i.e. was not accessible to assistive technology.

Education providers have a duty of care towards prospective students, so it is unlawful for a university or college website to be inaccessible to people with disabilities.

Reasonable adjustments go beyond automatic doors and ramps. Every aspect of the working as well as the educational

environment has to be scrutinised so as to be truly inclusive. Nowadays, that includes the virtual environment. Many adjustments are simple and can be achieved with little money, other adjustments need a comprehensive and clear strategy to implement. The positive thing about this is that many adjustments actually benefit a very wide range of people, not just those who are covered by the DDA.

*Trudy Duffy-Wigman, Fife*

# Letters

## Dear Editor

I have to agree with the letter writer in the March edition of the SEJ magazine.

Having completed my PGCE(P) at Aberdeen in 2002 (25 years after my original Ecological Science degree!) I have more than once been on the wrong end of less than supportive comments by teaching staff. They have varied from mild suspicion as to my motives, to being told very directly that with a Science degree I should be teaching in secondary schools, I was not welcome in the primary sector!

Thankfully these people have been a very small minority of the teachers I have come across. Most do recognise the commitment post-grads bring to their work and studies (yes there is a lot to get through in one year) and also the life experience they bring to the classroom and workplace.

But perhaps we post-grads should be sensitive to the fact that 'long time ago' - certainly when I went to university - teaching was considered a rather second class 'degree' taken at teacher training colleges rather than universities. (Was it a degree at all or just a diploma? I'm not sure of the history.) I'm sure many excellent teachers were disappointed that their vocation was not educated to degree standard, for I'm sure many were perfectly capable of taking a degree. That society and educational establishments took so long to recognise the true worth of excellent teacher education and the true value of the education teachers had to undertake cannot be blamed on either post-grads or BEds. It is an area of teaching history we should be glad has ended and we should agree to bury. We should now move on together to celebrate the growing reputation for professionalism in the all-graduate teaching profession - and adopt the inclusive practice we are trying so hard to pass on to our pupils.

*Yours etc,  
Name and Address Supplied*

## If music be...

## Dear Editor

The recent announcement that Renfrewshire Council plans to cut its music instruction service from 17 to 10 instructors will seriously harm the prospects of many children.

In comparison to today, it is true to say that musical provision in schools was meagre decades ago. However, one might as well complain that in the not so distant past there were no opportunities to learn computer skills. Music education, in common with education generally, has progressed.

As someone who has been committed to music education for a quarter of a century, I feel that it would be fair to say that I can express an informed opinion.

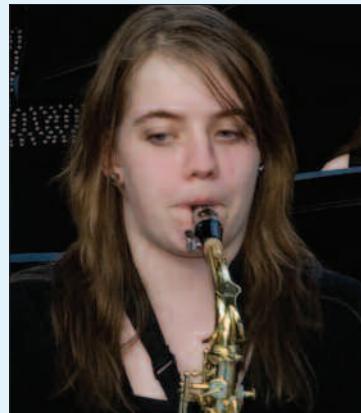
The existence of school bands, instrumental ensembles and choirs, far from being unusual in schools, is now commonplace. My own school has senior and junior bands, a stage band, instrumental groups and choirs. Whereas in the past the music curriculum was dominated by singing, instrumental playing is a core part of the music curriculum and an essential requirement of the Standard Grade and Higher examinations.

The provision of music tuition has transformed music in schools, and the subject is so popular that it is now one of the top five subjects chosen by pupils for certification. At an examiners' meeting two years ago, we were told that Scotland presents more pupils for certification in music than the whole of England.

This may seem an incredible statistic but is due to decades of debilitating cuts to the music tuition budget in England.

Contrary to the impression that music tuition exists only for the 'lucky few', in Scotland children from all backgrounds have been given the opportunity to learn an instrument, irrespective of how poor they are. In England, children from poor backgrounds have little opportunity to learn music no matter how talented they may be.

Let me cite one example of how music can transform someone's life. During the 1970's a pupil who came from a poor



background pestered the principal teacher of music at Wester Hailes Education Centre in Edinburgh for saxophone lessons. The teacher was unsure whether the boy had potential or indeed would practice regularly. After further requests for lessons from the pupil, the teacher arranged music tuition for him. Within a few months the teacher was astonished at the pupil's progress. His playing skills were so phenomenal that he later won a scholarship to the prestigious Berklee College of Music in Boston. He is now of course internationally known - Tommy Smith, the jazz saxophonist.

Music tuition has enormous benefits for pupils, not just those aspiring to become performers. It can change a pupil's personality out of all recognition. Pupils develop an abundance of essential social skills playing in music groups, gain an enormous amount of confidence, and perhaps most importantly of all, they learn a skill which they can use all their lives, no matter where they live. I have had the privilege of visiting special schools and blind schools, where pupils who had a physical or mental impairment, gained unbounded joy and pleasure by being given the opportunity to learn music.

Due to abandoning 'ring-fencing' of the education budget, councils are diverting money intended for education to other areas of expenditure. There are many examples of councils wasting money and advertising non-essential jobs. Why should those who are the least protected suffer - the children?

*Yours etc  
Duncan Mackay,  
North Lanarkshire*  
(See article p12/13).

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

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## Sudoku

supplied by: Daily Sudoku

**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

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

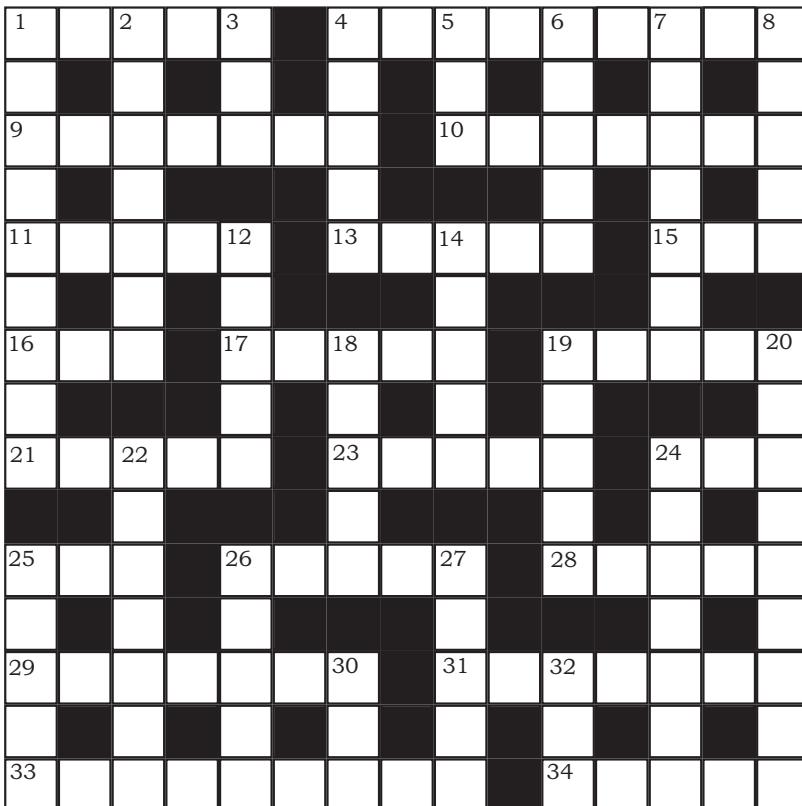
SEJ March 09 Sudoku solution

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

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# Crossword 56



## CLUES

### Across

- 1** Gadget in being is momentarily lost (5)
- 4** It might not help you play golf in the dark though (5-4)
- 9** Anne set about making things smarter (7)
- 10** Rent vapour to clear mob perhaps! (4,3)
- 11** Bone of contention from hesitation in coat (5)
- 13** The hostelry near where I live (5)
- 15** The town I belong to or which belongs to me (3)
- 16** It helps me to hear inside the start of every aural receptacle (3)
- 17** I gazed into a button
- 19** Canine wisdom bucked the extra terrestrial (5)

- 21** Uncooked inside typical extremities netted fish (5)
- 23** Badly clean the boil's demise perhaps (5)
- 24** Backward incorrect element (3)
- 25** Spin part of two match contest (3)
- 26** Egg producer has nothing to change (5)
- 28** A sudden forceful flow on off the doctor (5)
- 29** Windpipe damaged by tar each time I smoked (7)
- 31** Duct identified in miniature thrashings (7)
- 33** I simpered and jumped out of my skin (9)
- 34** To do with a bone, awful narrow inside (5)

### Down

- 1** Feet clung to bend the knee (9)
- 2** A place of correction or a grand tennis player (7)
- 3** Fifteenth letter I hear in debt (3)
- 4** Pertaining to the nose always slimy and liquid to begin with (5)
- 5** Part of a pussy cat, used to be of assistance at Wimbledon (3)
- 6** Track right into the end (5)
- 7** 11 across is a fine example (3,4)
- 8** You can't wash your face in a buffalo so I hear (5)
- 12** Learn about the kidney (5)
- 14** Punctuation found in 5 down (5)
- 18** Country residence in the heart of Birmingham? (5)
- 19** Sent east to become a dreadful age (5)
- 20** Old upholstery material gives he or I rash (9)
- 22** Pashto, if Ghana was transported elsewhere (7)
- 24** Earn the best way to make pots (7)
- 25** Found machine tool at Heartbreak Hotel (5)
- 26** Nothing right inside the revolutionary pigment (5)
- 27** Truly, faithfully and sincerely..... (5)
- 30** Supply the limb with firepower (3)
- 32** Small ostrich Rod had (3)

## Work out and win

A £20 book token is the prize in the SEJ cryptic crossword. Send your completed entry to the SEJ Editor, 46 Moray Place, Edinburgh, EH3 6BH by **Friday 26 June 2009**. The first all correct entry picked at random will win. Details of the winner, along with the solutions to this month's puzzle, will be published in the October SEJ. Employees of the EIS and their families are not eligible to participate in the competition.

## Answers to crossword no.55

**Across:** **1** Plane, **4** Persevere, **9** Objects, **10** Mercury, **11** Pluto, **13** Epoch, **15** Not, **16** Awn, **17** H-bomb, **19** Buxom, **21** Error, **23** Inter, **24** Pat, **25** Pea, **26** Cynic, **28** Torso, **29** Cutlass, **31** Martini, **33** Red Planet, **34** Phase.

**Down:** **1** Phosphate, **2** Adjourn, **3** EEC, **4** Passe, **5** Rim, **6** Earth, **7** Equinox, **8** Egypt, **12** Other, **14** Orbit, **18** Orion, **19** Burst, **20** Meteorite, **22** Reacted, **24** Partita, **25** Pacer, **26** Crawl, **27** Comet, **30** Sun, **32** Rap.

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