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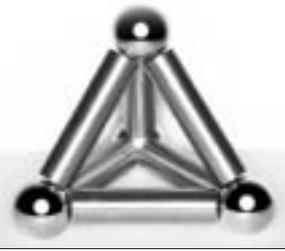
**Show racism
the red card**

Hampden
prizegiving event
in pictures.



**Further
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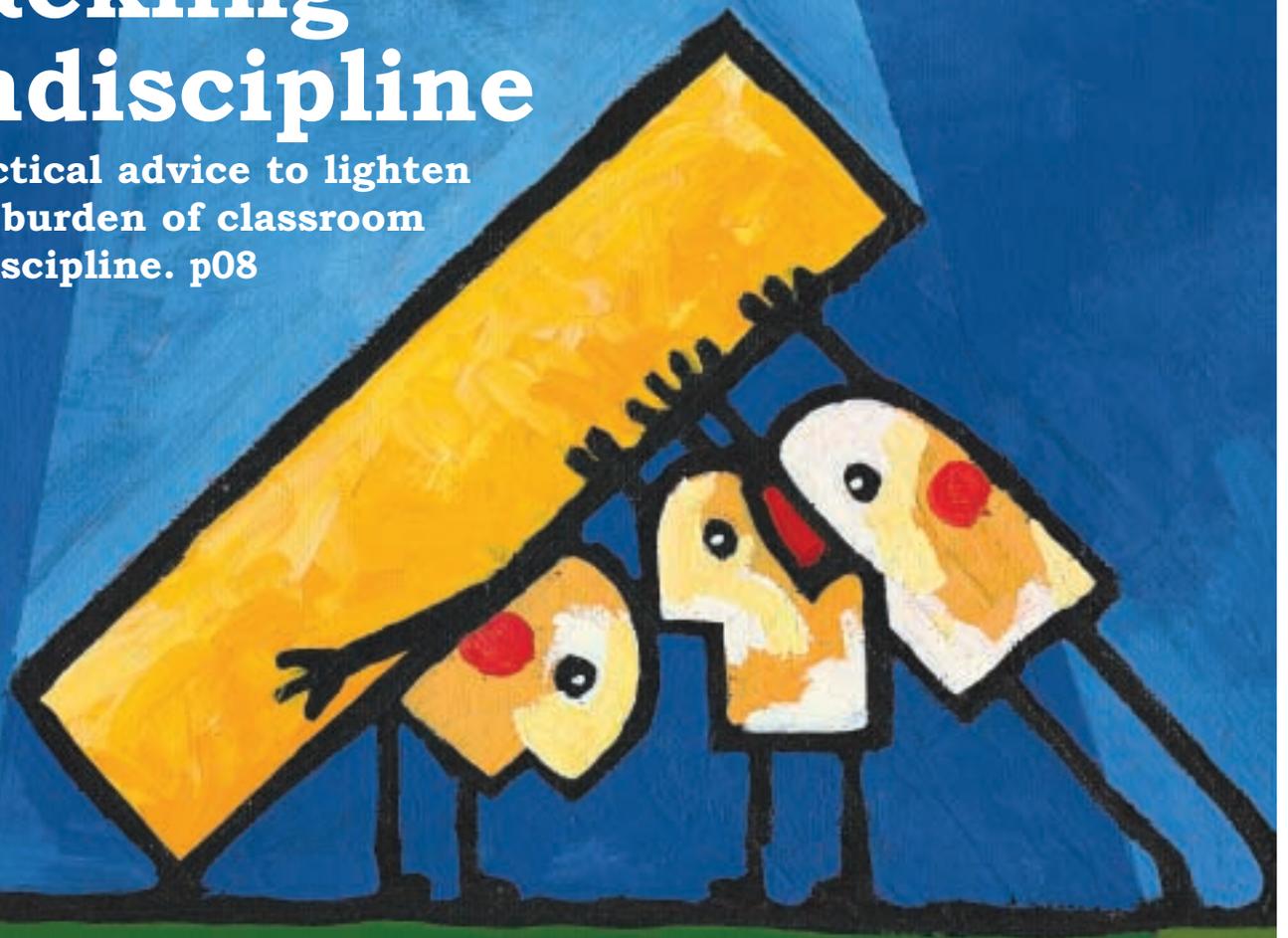
The eternal
question. What
is happening in
Scottish Colleges?



SEJ

Supporting teachers, tackling indiscipline

Practical advice to lighten
the burden of classroom
indiscipline. p08



SETT 2006 pullout guide
see centre pages

Your EIS 2006/2007 diary
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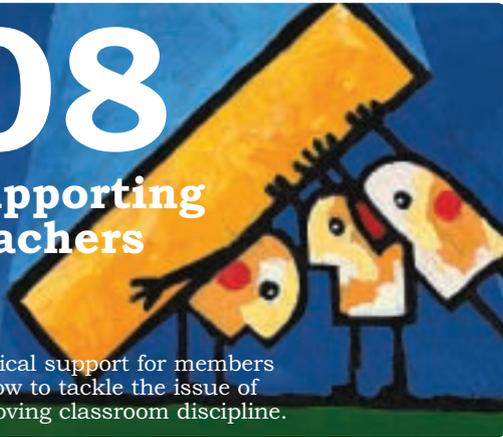
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Comment



Tackling indiscipline requires a joint effort

The growing problem of indiscipline in our schools is an issue which continues to cause real concern for teachers and education authorities across the country. Year on year the problem continues to get worse and teachers, as well as the majority of pupils, grow more and more frustrated with the continuing disruption of classes.

While the most publicised cases of indiscipline are those at the severe end of the scale, such as those involving serious substance abuse or acts of violence, these represent only a small percentage of incidents in schools. It is the more common incidences of recurring low or mid level indiscipline which cause a much greater problem for teachers.

Pupils talking out of turn, or refusing to follow instructions, misuse of mobile phones in class, attention seeking behaviour – these are the types of incidents that the vast majority of teachers will have to deal with every day in their schools. While these incidents do not grab the attention of tabloid news editors in the same way as extreme examples of indiscipline, they do cause a massive amount of disruption to teaching and learning and create frustration for teachers and pupils alike.

Over the last year, a special committee has been convened by the EIS to take a close look at the issue of indiscipline and how it should be tackled. The convener of the committee, former national President Sandy Fowler, is also a member of a working group established by Education Minister Peter Peacock to examine every aspect of school discipline. Details of his Committee's work along with the views of leading EIS activist Grant Bruce and the view of Education Minister Peter Peacock are on pp 8-11 of this SEJ.

There will be no quick fix to the problem of school indiscipline, but there does at least seem to be a combined desire to tackle the issues and to strive for solutions. It will take time but, with teachers and school management teams working together with pupils and parents, combined with additional resources from local authorities and the Scottish Executive and further cuts in class sizes, discipline in schools can be improved. In this SEJ, we take a closer look at how it can happen.

Get SETT to go

The centre pages of this month's SEJ feature a pullout guide to this year's Scottish Education and Teaching with Technology (SETT) show. SETT, which is run by Learning and Teaching Scotland and EMAP and supported by the EIS, is now the established annual professional development conference for Scotland's teachers and lecturers. This year's event is bigger than ever, so you are sure to find something of interest in our special SETT guide. ■

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Presidential election

The results of the recent Presidential elections and elections to EIS Council are now confirmed, and details have been circulated to all establishments via the EIS Bulletin.

The new President and new Vice President for 2006/2007 have now been elected. The incoming President is Peter Quigley, a long-serving member of EIS Council and the current Local Association Secretary for Fife. Mr Quigley has served as EIS Vice-President for 2005/2006.



Peter Quigley

Photograph: Paul Dadds



Kirsty Devan

The incoming Vice-President is Kirsty Devaney, a lecturer from Dundee College. Ms Devaney is a senior EIS-FELA activist and also a long-serving member of EIS Council. Ms Devaney is the first member from Further Education to be elected to the post of Vice-President.

The SEJ congratulates Mr Quigley and Ms Devaney, as well as all new EIS Council members, on their success in the recent elections.

Mr Quigley and Ms Devaney will formally take up their roles at the EIS AGM in June, when current President Jack Barnett will also move into the role of Past President. ■

“Placement pals” benefits Yorkhill Foundation

Kerry Jarvis, Heather Hilling, Debbie McPhee and Hayley MacKenzie, 3rd Year BEd students at Strathclyde University, hand over a cheque for £582.85 to Joan McLeod, Fundraising Manager at Yorkhill Children’s Foundation in Glasgow.

As part of their Enterprise in Education elective, the student teachers (and EIS members) produced a “Placement Pals” booklet, full of information to assist their colleagues when out on school placements. Kerry said “We wanted to provide our fellow students with something that would be useful to them and easy to use.”

The EIS was happy to sponsor the project, allowing the students to sell the booklet to their colleagues and donate the profits to the Foundation. ■



Photograph: Alan Wylie

Challenges ahead with curricular change

The EIS has welcomed proposals for curricular change in Scottish schools, published by the Scottish Executive’s Curriculum Review Programme Board.



“Such major changes will not be without significant challenges.”

George MacBride

Commenting on the recent publication of the paper *A Curriculum for Excellence – Progress and Proposals*, EIS Education Convener George MacBride welcomed the emphasis on increased flexibility and a planned de-cluttering of the curriculum, as well as the intent to engage all teachers in the process of change at school level. But he also warned that, if such major changes in the curricular framework are to be implemented successfully, there will be a need for additional resources for schools and cuts in class sizes.

Commenting following the launch of the proposals, Mr MacBride said, “The EIS welcomes the publication of the latest

A Curriculum for Excellence proposals and is encouraged by the method in which the process is proceeding and the high level of consultation with teachers on the proposals. The planned changes outlined today are aimed at providing a more modern and flexible curriculum which will meet the educational needs of young people today and for the future.”

Mr MacBride added, “Teachers have long been calling for a de-cluttering of the overcrowded curriculum, as well as for simplification in current structures of assessment. These are positive proposals which place teachers at the heart of curricular development and which emphasise the important role that all teachers

have to play in determining the best way forward for the educational development of their pupils.”

However, Mr MacBride went on to warn, “Such major changes will not be without significant challenges. Headteachers will have to understand that, for these proposals to work, all teachers will have to be engaged actively in the process so the introduction of inclusive, collegiate working practices in all schools will be absolutely vital. There will also be a need for additional resources to support the process of change, and a need for class size reductions to allow teachers to spend more time with each individual pupil in their class.” ■

STUC report: Reduce class sizes

EIS President Jack Barnett has called for action to reduce class sizes in Scotland's schools, to allow teachers to work more effectively with individual pupils and to raise attainment in the classroom.

Introducing a motion on the need to reduce class sizes to the annual Scottish Trades Union Congress, Mr Barnett highlighted that further educational improvements can only be delivered once class sizes are significantly reduced.

Addressing the meeting in Perth, Mr Barnett said, "The ambition of developing a world class education system in Scotland is one which is frequently expressed by representatives of SEED and indeed the Minister for Education and Young People Peter Peacock."

Mr Barnett continued, "There is little doubt that one key area directly related to improving the quality of the teaching and learning experience and hence of

educational performance - is class size. International comparisons of school performance conducted through the PISA programme demonstrate clearly that smaller class sizes do make a difference. Cutting class sizes can play a significant role in improving pupil motivation, pupil behaviour and pupil attainment."

Mr Barnett added, "The expectation today - as defined by the Curriculum for Excellence - is of a much more individualised and personalised approach to teaching and learning with a far greater emphasis on personal learning planning and quality dialogue between the teacher and individual pupils."

"And with the best will in the world - how can teachers provide, that level of individual attention with class sizes of up to 33 pupils?", he said.

"Class size limits set in the 1960s and 1970s simply do not meet or match the expectations and requirements of teaching and learning in 2006", continued Mr Barnett. "Good is not good enough. If we are to progress further on the journey to international excellence then reducing class sizes, so that pupils can receive the individual attention modern teaching methods demand, needs to be a key priority shared by all with a genuine commitment to improving Scottish Education." ■



"Class size limits set in the 1960s and 1970s simply do not meet or match the expectations and requirements of teaching and learning in 2006."

Jack Barnett,
EIS President

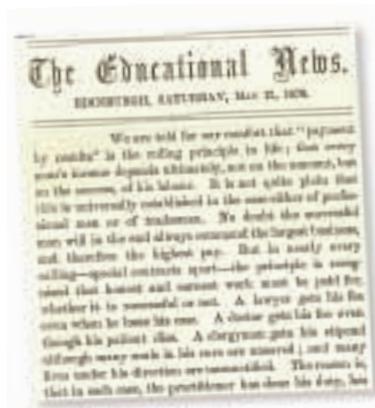
Flashback to 1876

Payment by results

130 years ago, the Government was considering performance related pay as an option for teachers. The EIS had serious concerns.

We are told for our comfort that "payment by results" is the ruling principle in life; that every man's income depends ultimately, not on the amount, but on the success, of his labour. It is not quite plain that this is universally established in the case either of professional men or of tradesmen. No doubt the successful man will in the end always command the largest business, and therefore the highest pay. But in nearly every calling... the principle is recognised that honest and earnest work must be paid for, whether it is successful or not. A lawyer gets his fee even when he loses his case. A clergyman gets his stipend although many souls in his cure are unsaved. The reason is, that in each case, the practitioner has done his duty, has given his best services. In the case of Education, however, in so far as Government is concerned, the contrary principle

is acted on. The influence of adverse circumstances is completely ignored. Yet we know no case in which the admission and recognition of adverse circumstances may be more reasonably demanded. The failure of 25 per cent, of the scholars in a particular standard in reading, or in writing, or in arithmetic, is much more generally due to their natural backwardness and incapacity than to the inefficiency and unskilfulness of the teacher. On that very ground the 25 per cent may have received the special attention of the conscientious teacher. Yet after his most strenuous efforts have been expended they fail, and the teacher suffers because he could not remove mountains and overcome impossibilities. He, or the school, is paid for the easiest part of his work. His most difficult and most arduous labours go unrewarded.



The principle of payment according to individual results involves many other practical evils. It induces the teacher to bestow his attention, and to concentrate his energies, on those scholars who are likely to do him credit and to gain grants; and, therefore, in a certain measure to disregard and even to neglect those who, being naturally backward, have most need of his fostering care. It leads him, further, to hold back his scholars as long and as far as he decently can, in order that he may make sure of their passing in some Standard, whether or not that is the Standard for which their age and their time spent in the school adapts them. ■

"the principle is recognised that honest and earnest work must be paid for, whether it is successful or not."

SEJ May 1876

Dealing with Islamophobia

The EIS recently organised a successful seminar in Glasgow which discussed strategies to combat Islamophobia in schools. A variety of speakers told of their own experience and of ways in which teachers and schools can be supported in this important work.

Habib Hashmi, Vice Convener of the EIS Anti Racist Committee detailed the background of attitudes toward Islam. His well received presentation also examined issues and problems arising today in schools because of the world political situation and views of Islam frequently presented in the media. "We need to take a more open view of Islam," said Mr Hashmi. "Islam represents 20% of the human population and it incorporates diverse cultures. We need to recognise Islam's civilisations and their contribution to the richness of human experience. There should be an emphasis on our common humanity".

Contributors to the event gave their perspective as teachers and described some of the issues they had dealt with in schools. Some delegates commented on the lack of understanding by members of the teaching profession about Islam. There is a need to ensure that training is provided for all teachers, not just those who work

in schools with a high proportion of black and minority ethnic children. Teachers need to feel equipped to deal with racism and racist incidents confidently.

Pupils will bring their prejudices into the classroom and the playground. Children have learned responses and absorbed attitudes and opinions about the world from home and the community. Working with parents and the community is essential to tackle racism and Islamophobia effectively.

It is also important to recognise that teachers must comply with legislation. Promoting racial equality is not an option but a legal requirement of every teacher and of local authorities.

Some contributors commented on the increasing secularisation of society where not only Islam is a target of criticism, but all religions. Secularists, it was suggested by one member, tend to think that they have a more intelligent and more humane view of the world than the religious.



Photography: Alan Wylie

A number of comments from Muslim teachers present suggested that as Muslims they have a duty to be introspective about their religion. One speaker suggested it was necessary for Muslims to provide a more critical view of excesses carried out in the name of Islam: others stated that Muslims should not be afraid to voice their opinions and to provide a more positive view of Islam.

What is important to teachers is how to help colleagues, pupils and parents to deal effectively with discriminatory behaviour based on Islamophobia. Delegates to the seminar felt that a lot more debate is required to probe more deeply into the attitudes, structures and assumptions that form prejudice before we can move forward. ■

A thought for the day... Edward Said:

"No one today is purely one thing. Labels like Indian, or woman, or Muslim, or American are no more than starting points, which if followed into actual experience for only a moment are quickly left behind. Imperialism... (allowed) people to believe that they were only, mainly, exclusively, white, or black, or western, or Oriental... survival is in fact about the connection between things; in Eliot's phrase "reality cannot be deprived of the other echoes that inhabit the garden."

quote extracted from the presentation by Habib Hashmi

"We should also emphasise our common humanity; Muslims and non-Muslims should debate and consider each other's criticisms."

Habib Hashmi



ANNUAL GENERAL MEETING 2006

OBSERVERS

The EIS Annual General Meeting will be held in the **Caird Hall, Dundee on 8, 9, 10 June 2006.**

FEIS

The Statutory Meeting of Fellows of the Institute will be held in Committee Room 3 of the Caird Hall, Dundee at 1.45pm on Thursday 8 June 2006.



The Educational Institute of Scotland

Reviewing the progress of the 21st Century Agreement

Salaries convener Malcolm Maciver reported to Council on the plans for a comprehensive review of the implementation of the 21st Century Teaching Agreement to be undertaken by the Scottish Negotiating Committee for Teachers (SNCT).

Mr Maciver highlighted that the Salaries Committee had produced a paper which set out the EIS opinion on the progress of implementation of the Agreement. Mr Maciver said that this was “a significant position paper which summarises EIS opinion on the implementation of the National Agreement, and which sets out EIS recommendations on the approach which should be taken in the Review of the National Agreement by the SNCT.”

Mr Maciver also highlighted that the SNCT would shortly be issuing advice on teachers’ working hours in relation to the Agreement, to apply from the start of the next school year in August.

Council was also provided with information on the publication of Audit Scotland’s review of the 21st Century Teaching Agreement, together with details of the EIS response to the report. Commenting prior to the Council meeting, General Secretary Ronnie Smith said, “The Agreement has produced a period of calm and stability in industrial relations. This has provided space for a focus on core educational business such as refreshing the curriculum and modernising assessment. This will ensure that Scotland’s first class education system keeps its place among the leading systems in the developed world.”

He added, “At the same time, record numbers of students of all ages are undergoing teacher education and more than ever are entering the Teacher Induction Scheme, which provides a sound



Malcolm Maciver

introduction to the profession for beginning teachers and is the envy of many countries.”

Ronnie Smith continued, “A highly trained, well-rewarded, professional and motivated teaching force can only be of benefit to our pupils. But the 21st Century Agreement is a long term project that will not offer a quick fix. Changing the climate and securing proper collegiate working in schools will take years to embed. It is important we take a long term view and consider the big picture. We should not just focus on the limited view taken by auditors and value-for-money considerations.” ■

Mobile phone advice

The EIS will produce advice for members on the issue of pupil misuse of mobile phones in class. As mobile phone technology advances, with the inclusion of digital video imaging, the potential for misuse of phones in class is constantly increasing. There are an increasing number of incidents where mobile camera phones are abused by pupils in schools, such as in the bullying of fellow pupils or with the aim of embarrassing teachers. The EIS will now examine the issue of mobile phone misuse and draw up a policy document to advise members on methods of minimising mobile phone misuse in schools.

Introducing the motion to Council, David Liddell (South Lanarkshire) said, “The advice should contain issues such as the invasion of teachers’ privacy, the use of mobile phones to bully and harass teachers and pupils, and advice on the issue of teachers’

rights to confiscate phones from pupils where appropriate.”

Opposition to unannounced nursery inspections

The EIS will make clear its opposition to unannounced inspections in the nursery sector carried out by the Care Commission, as a result of a successful motion proposed by education committee vice-convenor Norma Anne Watson. As a result of the successful motion, the EIS will now seek an urgent meeting with representatives of the Care Commission to discuss the issue of unannounced inspections, after which further advice and information will be issued to members in nursery establishments.

Commenting, Norma Anne Watson said, “There has been no consultation with the EIS on this issue”. She questioned the need

for these additional inspections – she said, “HMIE evidence points to high quality provision in nursery schools and classes.”

Discipline advice agreed

The report of the EIS committee of pupil indiscipline (see pp 8-11 of this SEJ for further details) was formally approved by Council. The report will now be issued to all schools prior to the summer break, and will also be available to download from the EIS website at www.eis.org.uk

Commenting on the report, the committee’s convener, Sandy Fowler, said, “The issue of pupil indiscipline is seldom far below the surface of educational debate in Scotland. Teachers spend a great deal of time thinking about indiscipline and how it can be tackled. Our hope is that this document will offer sound, practical advice on the issue of improving classroom discipline.”

“A highly trained, well-rewarded, professional and motivated teaching force can only be of benefit to our pupils.”

Ronnie Smith

Supporting better discipline, promoting better learning

The issue of improving discipline in our schools is again at the fore of educational debate in Scotland. Last year, the EIS convened a committee on pupil indiscipline to produce a report aimed at giving practical advice to members on how to tackle the issue of improving classroom discipline. This report was set to be discussed and finalised at the May meeting of EIS Council before being printed and circulated to all schools prior to the summer break. The report will contain specific information and advice aimed at teachers in schools. Further copies of the report will be available from EIS HQ.

Sandy Fowler, convener of the EIS committee on pupil indiscipline says:

“The EIS believes in the fundamental principle that teachers have the right to teach and young people have the right to learn in a safe disciplined environment. We are calling on the Scottish Executive and Local Authorities to ensure sufficient funding for Additional Support Needs and additional staffing for in-school behaviour bases and units. To supplement on-site provision, there is the need for the provision of additional off-site behaviour facilities for pupils with severe, recurring indiscipline issues.

The reduction in class sizes in all sectors to assist improvements in classroom behaviour is also a hugely important step which needs to be taken to combat indiscipline. We are also calling on the Scottish Executive and Local Authorities to re-affirm the right of Head Teachers to use exclusion where appropriate. Every effort should always be made to find alternatives to exclusion but, in instances of severe and repeated disruption to classes, sometimes there is simply no option but to remove pupils from school.

Our hope is that the work of the committee throughout the year has resulted in a report which can offer realistic and practical advice to teachers on how to deal with pupil indiscipline. However, if we are to be successful in improving discipline in our schools, there will need to be improved support and additional resources from local authorities and the Scottish Executive.”



Our hope is that the work of the committee has resulted in a report which can offer realistic and practical advice to teachers on how to deal with pupil indiscipline.

Sandy Fowler, convener of the committee on pupil indiscipline.



Teacher entitlements

Unacceptable pupil behaviour, whether low level or extreme, is profoundly challenging for the staff and pupils who come in contact with such behaviour. It disrupts the continuity and consistency of teaching and learning. Any pupil behaviour which disrupts or impacts on the learning of other pupils and the maintenance of health, safety and discipline within the school community is unacceptable. This includes low level disruptive behaviour, bullying and incidents of verbal abuse, physical violence or assault.

Either directly or indirectly, all teachers in schools are affected by unacceptable pupil behaviour. Teachers should not be made to feel they are failures as a result of poor behaviour in their classrooms. They should be able to seek support in a non-judgmental and non-threatening way.

Teachers themselves have a responsibility to respect the children and young people they teach and to be committed to and have high expectations of pupils' learning and attainment. Teachers should encourage good behaviour and respect for others, be consistent in their application of school behaviour policies and seek advice and support on how to promote positive behaviour. It is also vitally important to keep parents informed of their pupils' educational and social progress including issues around behaviour.

Responding to pupils displaying very challenging behaviour

An agreed system of staged assessment and intervention, that ensures additional support in classes for individual pupils presenting persistent behavioural

problems should, where necessary, be enhanced by further additional support from outwith the mainstream class in a unit or base or in off-site provision.

In-school units should be subject to the curricular social and behavioural objectives set by each school. The curricular, social and behavioural targets for off-site units should be determined by the staff of the unit, in line with the policies of the relevant local authority.

The EIS recognises that violence against teachers is a major concern to EIS members. The EIS must be fully consulted, at establishment level, on decisions arising from violent incidents against teachers. Local



Negotiating Committees for Teachers (LNCTs) should seek agreement on the operation of Local Authority exclusion policies when acts of violence take place, and should agree policies on minimising the risk of violence and on recording and reporting procedures locally.

There should be increased dedicated resources and alternative provision for pupils who have committed violence against teachers. Violence to teachers should be monitored by both LNCT and Safety Committees at Authority level. A policy on minimising the risk of violence and procedures for reporting, recording and monitoring should be agreed with the EIS through the LNCTs.

The policy should include reporting all assaults to the police, conducting incident investigations and ensuring that risk assessments are carried out with consultation of EIS members as a necessary part of the process.

The EIS will continue to lobby for provision for violent pupils to be permanently excluded from school. There is a growing recognition that the policy of inclusion is not working for many pupils who exhibit violent behaviour. At the moment, however, there is a lack of suitable alternative provision. Therefore, the EIS will continue to argue strongly for a range of provisions for violent pupils. ■

Adapted from the EIS Report on pupil indiscipline 2006.

The Holyrood View

Working together to tackle indiscipline

Writing exclusively for the SEJ, Education Minister Peter Peacock outlines the steps the Scottish Executive is taking to support the drive to improve school discipline.

Tackling school indiscipline remains a high priority for me. Teachers, and our well-behaved pupils, deserve to work and learn free from disruption.

That's why I work with unions, CoSLA and headteachers to share best practice and tackle indiscipline. By working together, we can identify and get to the root of the challenges and take effective action.

We know that what concerns teachers most is not fear of violence – it is low-level indiscipline like talking out of turn or excessive noise.

But teachers have new ways to approach these challenges. For instance, Cool in School, which was developed in Fife, helps children manage conflict, express emotions and resolve disagreements before they escalate.

We've also invested £35 million to provide extra support staff, helping teachers manage the full range of pupil behaviour.

Of course, there is no panacea – teachers need a range of solutions. Helping pupils understand the consequences of their actions is also vital and that's what mediation techniques, like restorative practices, are designed to do.



“Among our biggest challenges is to get consistency in school performance and empowering teachers is part of that process.”

Peter Peacock,
Education Minister

But where problems are serious – violence or persistent anti-social behaviour – it is right they are dealt with severely. Schools are no place for violence and removing exclusion targets has returned the power to use this ultimate sanction to headteachers.

We also need to consider why pupils misbehave. Often, they carry baggage from home or have switched off from education. The new curriculum will help, as will increased vocational education, peer mediation and Pupil Inclusion Networks, reconnecting disaffected youngsters with their school.

There will always be challenging behaviour in schools and inclusion can be seen as accentuating that challenge. Inclusion is challenging, it is also desirable – but not at any price. Highly disruptive children should not be accommodated at the expense of other pupils' education, and pupils should not be left in mainstream classes, preventing other pupils from learning.

That's why we need a spectrum of provision to cope with the spectrum of needs we know

exists and I believe we have further to go in securing this.

It's clearly vital that we listen to teachers as the challenges change constantly. Teachers' input helps us address the reality of school life.

I won't hide from the challenges and our new teachers' survey will refine our knowledge and equip us to further develop policies.

We also know what works in schools to deal with poor behaviour and we know that some schools cope better than others. Where there is clear, strong and consistent leadership; where the rules are clear and seen as fair by all; where decisions are made consistently and explained; where curriculum flexibility is used; where other professionals are engaged in support – we know schools cope well. Where any of these key features are missing, performance is less good. Among our biggest challenges is to get consistency in school performance and empowering teachers is part of that process.

That's why we worked closely with the EIS to appoint a regional communication team. They ensure that staff at the chalkface know about our Better Behaviour – Better Learning strategy, and can tap into the initiatives being pioneered throughout Scotland.

By working together, we can continue to make a difference, improving school life for teachers and pupils alike. ■

To find out more about the regional communications team member for your area, visit:
www.betterbehavioursotland.gov.uk/knowledge/school_leader/research/rct1.aspx

Briefly

A personal viewpoint on the current discipline problems facing many Scottish schools and exploring the ways in which the issue can be addressed.



Working together on discipline

Grant Bruce, Depute Head Teacher at Dyce Academy and EIS Council member for Aberdeen City

The profession understands the need for high quality resources and the need for training yet what is done to ensure that parents are prepared for the very demanding job of bringing up kids?

Grant Bruce

Teacher concerns both north and south of the border, reflected in union conferences, focus strongly on the issue of pupil indiscipline. Grant Bruce writes of the step forward represented by the Additional Support for Learning (ASL) but warns of the many challenges ahead.

I very much welcome the new ASL Act which came into force on November 14 last year, which, if properly resourced, could radically change and improve the way Scottish schools deal with all children and young people. The recognition that most pupils at some time throughout their school careers can encounter problems or difficulties, and that education authorities must make arrangements to identify additional support needs (ASN), is long overdue. Thus the terms SEN to describe pupils with developmental delay, autism, learning difficulties etc and SEBD, pupils with social, emotional and behavioural difficulties will no longer be used. The Act stresses the need for inter-agency working. From my experience, inter-agency working has been established for some years, although its

effectiveness varied depending on the availability of social workers, health professionals and educational psychologists. The ASL Act states that children and young people who have significant ASN, which require support from at least one agency outside education, may require a co-ordinated support plan (CSP). As much as I can see the benefits of CSPs for the young people we work with, I have concerns about the workload issues for EIS members associated with the management of these plans.

Continuum of Support

It is essential that each local authority has a continuum of provision ranging from mainstream schools through shared placement provision to free standing special schools to meet the needs of all our young people. This continuum used to exist for both SEN and SEBD pupils in Aberdeen City but since the introduction of its Inclusion Policy in 1996, the Council encouraged a shift from free standing special schools to mainstream bases. Whilst Aberdeen EIS members reported that the introduction of mainstream SEN bases had worked comparatively well, the

same cannot be said for the inclusion of SEBD pupils. The removal of the City's SEBD shared placement provision, and the restriction of access to the City's only off-site SEBD provision in an attempt to close it, greatly increased indiscipline in Aberdeen schools. This in turn led to an increase in the number of reported verbal and physical assaults on our members. In 2002, at the time of the introduction of the Scottish Executive's ill-considered and now defunct exclusion targets (schools were expected to cut their exclusions by a third), Aberdeen's exclusions rate greatly increased, because they had run down their off-site provision. This prompted 'the revolving door effect' in City secondaries, with second and then third starts being passed from school to school.

In May 2004 the incoming administration in the city give a commitment to carry out a review of the City's Inclusion Policy by an independent body. The implementation of the recommendations of this independent review should see a reversal of the decrease in SEBD

shared placement and off-site provision started in the late 1990s.

My own school, Dyce Academy, a 500-pupil six-year secondary in the North of Aberdeen, I would like to think is an Inclusive school. For eight years now, we have had an autistic base, an Aberdeen City resource which we call our MICAS (mainstream integration of children on the autistic spectrum) base with a capacity of eight. For four years we have operated a pupil support base, which at any one time can have any number from 10 to 30 pupils receiving support for their challenging behaviour ranging from input of 40 minutes per week up to about 10 hours. Undoubtedly this has helped us support pupils who in the past we might have eventually permanently excluded.

Six years ago the Aberdeen City Music School was established in Dyce Academy as one of Scotland's four national specialist music schools. At present we have 40 excellent, young musicians from all over Scotland, with about 30 of them boarding, receiving quality instruction as well as mainstream education at Dyce Academy to meet their ASN. In 2004 we established an SEN base in the school that operates on similar lines to our MICAS base. This has allowed us to meet the needs of pupils who have spent time in our associated primary school's SEN base. Currently three of our pupils meet the criteria set by the Educational Psychology service and spend some of their week there.

The common theme that governs all four of our specialist bases is that our pupils spend as much time as possible in mainstream classes.

Support for Learning

The majority of our pupils will be unsupported mainstream. If class teachers identify problems, pupils can either be supported in class by Support for Learning staff or by behaviour support staff or by both. Clearly unresolved learning difficulties can quickly lead to behavioural problems.

If behavioural problems continue, a pupil could be placed on a signed timetable to monitor her/his work every period. If that does not see improvements the Guidance teacher would start what we call one-to-one counselling which simply means

The common theme that governs all four of our specialist bases is that our pupils spend as much time as possible in mainstream classes.

the pupil has a 15-minute interview with Guidance to review any problems once a week. If problems continue a place would be negotiated in our pupil support base (psb) and targets set in an Individual Action Plan for the pupil. Once a pupil starts in our psb they will be there for at least four or five months completing whatever socialisation programme has been set up for them. Psb reviews take place every two months when parents are called in to school to review their child's progress. It is at a review that decisions are taken on whether to decrease or increase the time spent by the pupil in the psb.

If a psb pupil continues to cause problems they could be issued with exclusion warnings or even be excluded. We would normally exclude a pupil three or four times before requesting that the local authority consider a removal from the roll. As I have already indicated, we previously had a facility that allowed pupils at risk of permanent exclusion to spend part of the week in school and part of the week off-site where they could receive specialist input. With the removal of this shared placement provision and the restriction of the City's only off-site SEBD school there was nowhere for excluded pupils to go and hence 'the revolving door effect' mentioned previously. All too often these youths in their early teens, because mainstream schools do not have the resources to meet their needs, opt out and become non-attenders.

Parental Support

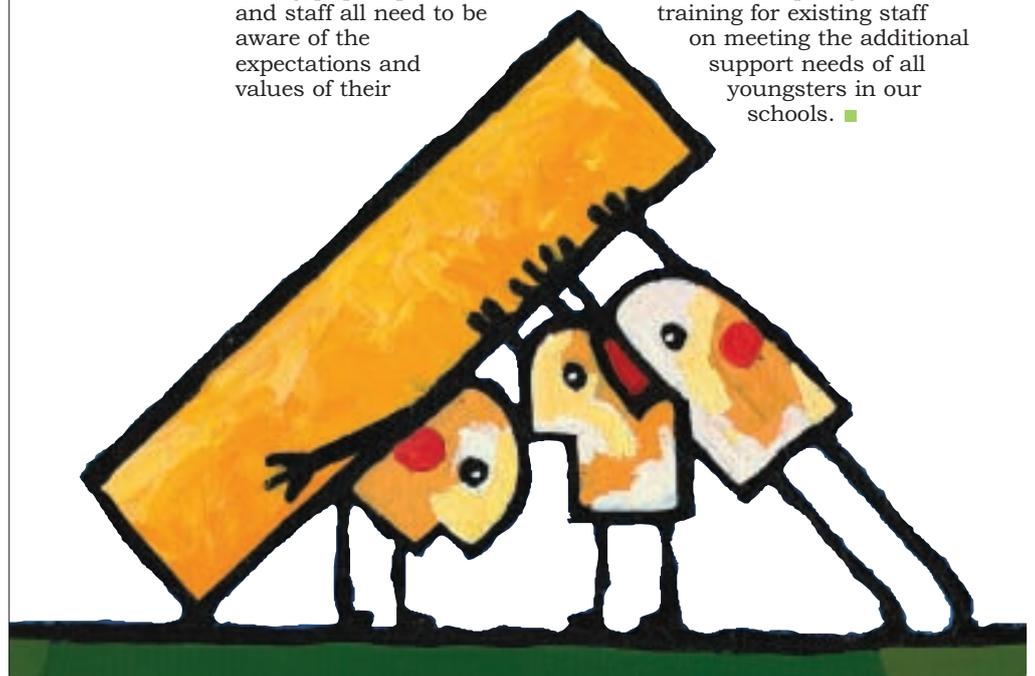
Ideally pupils, parents and staff all need to be aware of the expectations and values of their

local school. With an acceptance of joint goals it is possible to create an ethos where everyone can successfully co-exist. The profession understands the need for high quality resources and the need for training yet what is done to ensure that parents are prepared for the very demanding job of bringing up kids? This is one area I would like to see developed through inter-agency working. Health visitors and social workers working with nursery staff to ensure that early intervention applies to the family and not just the pupil.

Initial Teacher Education

I want to finish with a theme that is also prominent in recent teachers union conferences, the training of new staff to manage bad behaviour. It is essential that we ensure that new teachers have the skills, knowledge, confidence and the desire to relate to all pupils regardless of their ASN. In both postgraduate and B Ed courses we need to introduce students to the concept of learning with and from staff and pupils, and that learning is an evolving process founded on good classroom relationships. Aberdeen University school of education is currently piloting a scheme along these lines with this year's B Ed 1 students and a working group has been set up aimed at embedding inclusive approaches in next year's postgraduate courses.

Finally, having highlighted the need for improved pre-service training, let's not forget that adequate resources must be available for quality in-service training for existing staff on meeting the additional support needs of all youngsters in our schools. ■





The eternal triangle

What is happening in Scotland's Further Education colleges and why do we have to keep asking that question?

Kirsty Devaney, EIS Vice-President elect & member of the EIS Further Education Lecturers Association (FELA) Executive

Why do I get paid more than lecturers in some colleges but less than lecturers in some other colleges?

Why does a lecturer in one college not work the same hours as a lecturer in another?

We all know the history of the incorporation of FE Colleges in 1993 and the loss of national bargaining. The application of the free market to education has resulted in 43 salary scales, 43 schemes of conditions of service, 43 joint negotiating committees (JNCs) struggling through pay negotiations every year. And then a college may hit financial difficulties like James Watt College in Greenock or Inverness College or Lauder College in Dunfermline and the EIS will be thrown into a round of crisis meetings damaging to morale and sometimes damaging to jobs. College Principals, whether of the caring variety or not, have to balance the books – the Scottish Executive, through the Funding Council, tells them they have to. The phrase is “they must come out of deficit”.

This is not to hark back to a golden age when we were under local authority control. There were plenty local difficulties then, just

as there are difficulties now in the primary and secondary sectors with particular local authorities. However, at least a teacher in Dumfries knows that a move to a school in Thurso will not result in a wage cut or an increase in class contact time. The only certainty we seem to have in FE is the uncertainty which comes from local negotiations and the unpleasantness which can come from arguing in the annual pay talks across the table from people with whom you have a perfectly good relationship for the rest of the year. A college is an educational establishment where all staff should be your colleagues working towards a common goal instead of the management/staff divide which exists in some colleges.

So local negotiations are expensive, time-consuming, counter-productive, stressful, divisive and the results for FE lecturers are unfair and demoralising. It is the easiest thing in the world to rail against the whole system and retreat behind the barricades but there is a difference between a principled stand and an entrenched and embittered attitude.

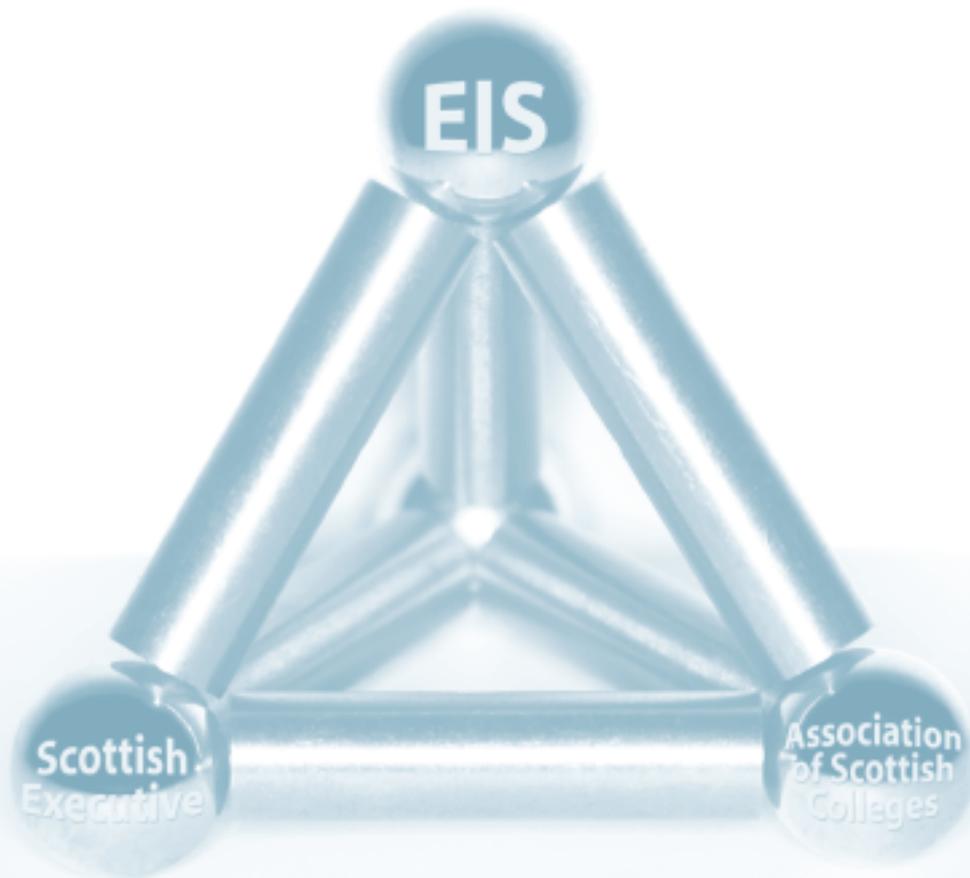
Difficult though it may be, I think we have to start building bridges. Scotland's colleges are the flagships of this government's Lifelong Learning agenda - their much trumpeted second chance. We are a real success story, with a huge number of people benefiting from their college experience. However, if you will forgive a mathematical metaphor, there are three variables in the whole equation or three vertices to the triangle: the EIS, the Scottish Executive and the Association of Scottish Colleges. The current Review of FE in Scotland is providing an opportunity for face to face discussion nationally which has not really been possible since the loss of national bargaining. Let us hope that discussion is not only national but also rational, and that this marks the beginning of a greater understanding of each other's perspective.

Vision

The position of the EIS is clear. We know with absolute certainty where we want to go: a common salary scale nationally negotiated and common core conditions of service. Scottish FE is actually fairly cohesive, in the sense that standards across the colleges are

“Local negotiations are expensive, time-consuming, counter-productive, stressful, divisive and the results for FE lecturers are unfair and demoralising.”

Kirsty Devaney



“A bit of courage, a bit of imagination and a lot of listening are called for.”
 Kirsty Devaney

at a similar high level and it is delivering what the Scottish Executive wants but there is not so much cohesion when it comes to salaries and conditions of service.

The Scottish Executive have their vision of school/college partnerships, of greater collaboration between colleges and universities and of colleges as “positive environments in which to work”. They cannot therefore ignore our vision of a joined up service which is national in every sense of the word and which rewards equally the people who make it successful. The political will must be there to make it happen. A bit of principled courage is needed to start to undo what is wrong with FE, courage that was sadly lacking when the Scottish Executive failed to follow through with their consultation about a professional body for Further Education lecturers. They seemed to prefer to listen to only one of the responses to the consultation, the one that was against such a body.

National unity for FE?

Which brings me to the third variable or the third corner of the triangle – the Association of Scottish Colleges. It is difficult to know exactly what their perspective is. Some would say that they see themselves as a loose association of private entrepreneurial employers whilst others would claim that they are the ones with the vision to manage the delivery of world class education and training, which they attempt to do in difficult economic circumstances... whatever. They talk about being concerned that it is difficult to market Scotland’s colleges because of the lack of national identity for FE but they do not seem to be interested in the one area where there could be national unity. There is also the danger for colleges that staff will go elsewhere, either to another college, to the school sector or to universities. Principals should not underestimate the resentment of staff who feel undervalued.

A bit of courage, a bit of imagination and a lot of listening are called for. We have to make a start otherwise national collective bargaining will remain the elephant in the room; everyone knows it is there but they are not talking about it, thus preventing progress and real partnership. Nothing magical will happen overnight, the mechanics of how we reach agreement will be pretty complicated and it will probably take a few years to accomplish but if the three parties involved were genuinely committed to finding a solution to what is undoubtedly the most acrimonious problem in Scottish FE, then a way would be found.

Scotland’s lecturers want to teach, to deliver a top class service and to have their professionalism recognised but they are tired of being kept in the corner of the Further Education triangle where they have no national negotiating rights. This problem may have three parts but it should have one solution. ■

“It is the easiest thing in the world to rail against the whole system and retreat behind the barricades but there is a difference between a principled stand and an entrenched and embittered attitude.”

Defending teachers' pension rights

General Secretary Ronnie Smith offers an insight into ongoing discussions on the Scottish Teachers' Superannuation Scheme. While the scheme will undergo some changes, the joint union campaign to protect the pension rights of public sector workers has ensured that the key elements of the scheme will remain in place for Scotland's teachers.

In November last year the government and the TUC reached agreement on a set of principles to underpin discussions on public sector pension schemes for health service workers, Civil Servants and teachers. This followed the government's withdrawal of its intention that the Normal Pension Age 65 would apply to current scheme members in respect of all service from 2013 onwards.

The Public Services Forum Agreement opened the way for further scheme discussion. For teachers, these discussions have been taking place through the Teachers' Pension Scheme Review Group at UK level. The TPS Review Group comprises representatives of government, employers and teachers' unions. The representatives of the teachers' unions, including the EIS, are drawn from the Teachers' Panel of the Teachers' Superannuation Working Party which is a standing group to facilitate discussions on pension matters between government, employer and unions.

The TPS Review Group is examining current schemes and the likely costs of the schemes. This provides an opportunity to consider changes to the scheme within a cost envelope set out by Treasury and reinforced in the PSF Agreement.

The Scottish Teachers' Superannuation Scheme is administered by the Scottish Public Pensions Agency and provides pension benefits calculated on the basis of 1/80 of pensionable salary for each year of pensionable service. On retirement, the scheme also provides a tax free lump sum of three times the annual pension.



"In early scheme discussions union representatives argued that the unions were not prepared to consider shifting the goalposts for current scheme members."

Ronnie Smith,
EIS General Secretary

The pension is a defined benefit based on final salary which is the best 365 days over the last three years of service.

Currently scheme members contribute 6% of salary while employers contribute 12.5%. The contribution levels and benefits are agreed by Parliament and the scheme is underwritten by the state.

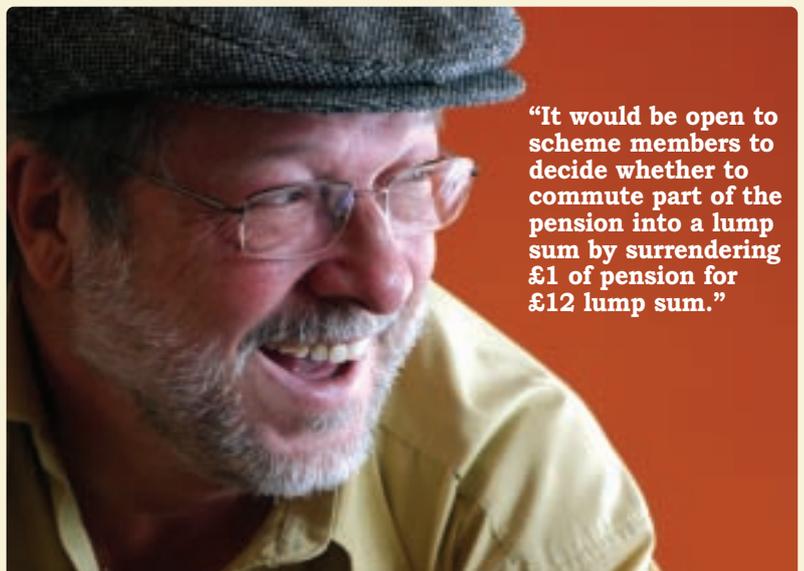
A central part of the PSF Agreement was that "existing scheme members will have the right to suffer no detriment in terms of their Normal Pension Age and will retain their existing pension provision unless individual or collective agreements within sector specific negotiations are reached which allow changes to these provisions or transition to new schemes". In early scheme discussions, union representatives stated that they were not prepared to consider shifting the goalposts for current scheme members. Those currently in the scheme entered the scheme with the understanding that they

could retire at 60 on an unreduced pension.

Discussions within the TPS Review Group have been conducted thus far on the basis that NPA 60 will continue to apply to current scheme members with NPA 65 applying to those entering the scheme from an agreed implementation date.

The teachers' unions have argued that new entrants to the scheme should have an improved accrual rate for pensions. This would help to offset the effect of an actuarial reduction if a future scheme member retired before NPA 65. Discussions have focussed on an accrual rate of 1/60 basis with no lump sum. It would be open to scheme members to decide whether to commute part of the pension into a lump sum by surrendering £1 of pension for £12 lump sum. Up to 25% of the pension could be so commuted under new Revenue rules.

It is also possible that, while current scheme members would



"It would be open to scheme members to decide whether to commute part of the pension into a lump sum by surrendering £1 of pension for £12 lump sum."

retain the current 1/80 accrual rate, the lump sum could be increased by commuting some pension to that sum under the new Revenue rules.

In other respects, the intention is to provide common scheme provisions including significant areas of improvement. The table below sets out the main areas under consideration and a brief explanation of each issue. Many of the areas under discussion would be significant improvements long sought by the teacher unions on the TSWP.

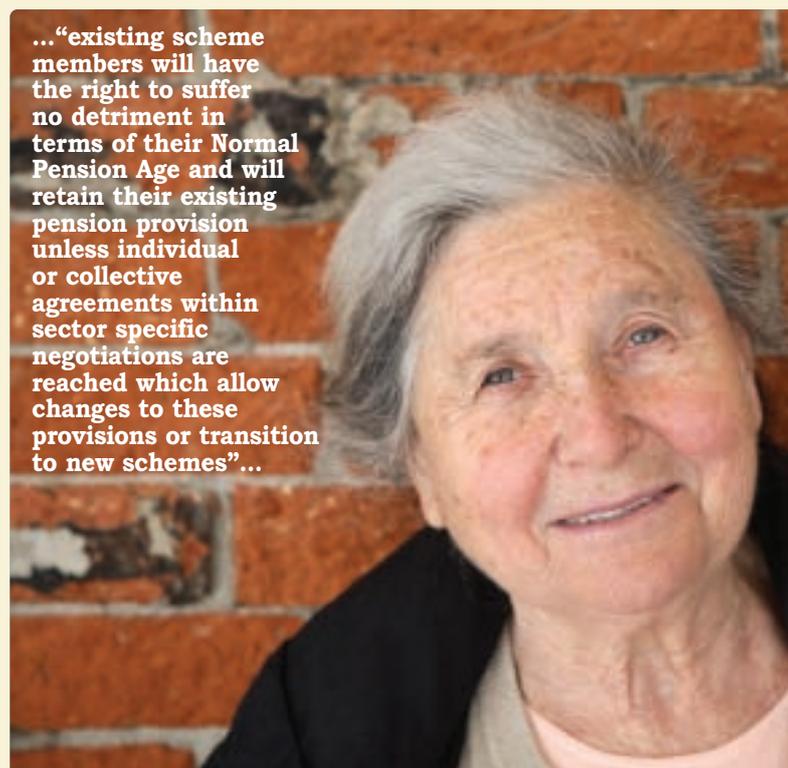
The PSF Agreement set out a proposal that 1% of savings from moving to NPA 65 would be available for scheme improvements. The improvements sought by the Teachers' Panel have potential to cost more than the 1% set aside for improvements. It is probable that a modest increase in members' contributions may secure the improvements sought.

The intention is to secure consensus if possible amongst all parties to the TPS Review Group. The government will then submit a package of measures costed by its actuaries to the Treasury which shall have the power to endorse or reject the proposals. Should the proposals enjoy the support of Treasury, the proposals will be subject to public consultation. In Scotland this will

be conducted by the Scottish Public Pensions Agency. At the end of the consultation it will be for the Scottish Ministers to set regulations through the Scottish Parliament to effect changes to the Scottish Teachers' Superannuation Scheme.

Teachers' pensions are secure and based on a final salary,

defined benefit basis. At a time when many final salary schemes are being closed and replaced by defined contribution schemes or career average schemes there can be little doubt that the retention of final salary provision will represent a significant achievement for the teacher unions' representatives. ■



Possible Change	Explanation
Dependents' Pension	At present only spouses or civil partners can benefit from a member's contributions. The extension of pensions for unmarried partners would represent a significant improvement.
Spouses' and partners' pensions paid for life	Spouses pensions currently end on remarriage. Pension provision would be unaffected by remarriage or new partnership.
Calculation of pensionable salary	At present a teacher's pension is based on the best 365 days in the final three years. A scheme member would be able to have a pension based on the better of the final year's salary or the average of the best 3 consecutive years salary in last 10 years of reckonable service.
Phased Retirement Arrangements	Members would be allowed to draw down part or all of their pension under defined circumstances but continue to work on a reduced basis.
Revised Ill-Health Arrangements	Two tier benefits are proposed. A higher benefit would be provided for those who are permanently incapacitated while those capable of comparable employment but permanently unfit to teach would be given benefit based on accrued service.
Purchase of additional pensions	At present scheme members can purchase additional years of service. This may be replaced by a facility to buy additional pension of up to £5,000.
Increase in death grant	Currently a death grant of 2 times salary is paid on death in service. This may be increased to three times salary if a scheme member dies in service.

Are you planning to retire in the near future?

There are ways that you could increase the overall pension you receive!

Tax Free Lump Sum

When you retire from Superannuation you will receive a tax free lump sum equal to 3 x your annual pension. We can help by giving advice on a number of ways to invest this lump sum to provide you with an additional regular income. In many cases you can still access your capital if you need to and even retain potential growth on your investment!

Investing in this way could provide an extremely tax efficient regular income to supplement your Superannuation pension.

Do you have AVCs or FSAVCs?

THE OPEN MARKET OPTION

The Open Market Option is an often underused benefit of AVCs/FSAVCs.

Essentially what this option allows you to do is shop around for a better pension.

Approximately three months before you are due to retire your AVC/FSAVC provider should send you an estimate of the pension that you can expect to receive from them. As independent financial advisers we are able to search the market place in an effort to secure a higher pension for you from another provider.

The difference in your total pension could be quite significant!

For further information on retirement planning call us now on

0141 332 8004

and an Independent Financial Adviser can discuss your requirements further.



Learning and Teaching Scotland presents

The Scottish Learning Festival



20-21 September 2006
SECC ► GLASGOW

Transforming professional practice

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

Keynote speakers

Andy Hargreaves
Lady Marie Stubbs
David Weinberger
Terry Dozier
Dr Edward de Bono

Plus

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

Ambition and Excellence in Education



Special EIS Edition

WEDNESDAY

Seminar Code **K A** 10:30

Success and Sustainability; By, With and Across Our Schools

Andy Hargreaves, The Thomas More Brennan Chair in Education at the Lynch School of Education at Boston College

Few of the efforts and effects of leadership succeed in being sustainable. Heroic or charismatic leaders can achieve short-term success, but it rarely survives beyond their departure. Micromanagers can lift performance, but this quickly fades once the leader is no longer breathing down people's necks.

Like sustainable development, sustainable leadership is an imperative in today's educational and social world. There must be leadership that really can foster long-term school improvement and ensure lasting success. The questions are – what does it look like and how can it be implemented in education?

Drawing on long-term studies of educational change over 30 years, and his co-authored book, *Sustainable Leadership*, Andy Hargreaves addresses what kinds and patterns of leadership make improvement sustainable in ways that matter, spread and last.

Seminar Code **K B** 14:15

Ministerial Address

Peter Peacock, Minister for Education and Young People

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

Everything is Miscellaneous

David Weinberger, Writer, Fellow at the Harvard Berkman Center for Internet and Society

We have organised our ideas using the same principles by which we organise our laundry. Now, however, information and the information about information are all becoming digital. Rather than organising knowledge into hierarchical trees created by experts, we are building unimaginably large piles of miscellaneous knowledge. This inverts the old idea of knowing. Instead of knowledge being filtered on the way in by experts, miscellaneous knowledge has more value if it is more inclusive. Instead of experts arranging the information for us, users sort and order the information as they use it. This changes not only the nature and shape of knowledge, but also its authority.

The Scottish Learning Festival is sponsored by



There are over 150 sessions to book from at
www.scottishlearningfestival.org.uk

THURSDAY

Seminar Code **K D** 11:30

Turning Good Teachers into Great Leaders

Terry Dozier, Special Adviser on Teaching to the US Secretary of Education during the Clinton Administration

Everyone agrees that leadership in a school contributes greatly to producing high student outcomes. School leadership can come from the administration, teaching staff or both. While much is known about administrative leadership and how to develop it, less is known about teacher leadership. Few school authorities attempt to systemically identify and nurture teacher leaders.

What is teacher leadership? How do accomplished teachers view themselves as leaders? How can teacher leaders be used to improve schools and the teaching profession? What kind of training and support do teacher leaders need? What can schools and authorities do to stimulate the development of teacher leaders? Results from a survey of accomplished teachers conducted by the Center for Teacher Leadership at Virginia Commonwealth University will be shared. Implications for Scottish schools will be discussed.

Seminar Code **K E** 14:45

The Powerful Effects of Teaching Thinking Explicitly as a Skill

Edward de Bono

Dr Edward de Bono has 30 years' experience with the direct teaching of thinking as a skill all around the world. Teaching thinking as a subject increases the performance in every other subject between 30 and 100 per cent. Teaching thinking increases fivefold the employment rate of unemployed youngsters. Teaching thinking reduces criminality among violent youngsters by 90 per cent. Teaching thinking cuts corporate costs by millions of pounds. An understanding of the human brain as a self-organising information system leads to design of specific thinking tools: for perception, for creative thinking (lateral thinking) and for exploiting a subject. Traditional thinking is based on analysis and judgement. This is excellent but not enough. For the first time in history we can use creativity deliberately.

Seminar Code **K C 1** Wednesday 12:15

Every Child Matters – How does the Teacher Ensure that this Happens?

Lady Marie Stubbs

We are delighted that Marie will be delivering a keynote at SETT this year. Drawing on her vast experience within education, in particular her involvement with national teacher and headship training, this speech will be an inspiration to both newly qualified and experienced teachers alike.

This can be chosen as a seminar option in addition to other keynotes.

WEDNESDAY

Seminar Code **L 1 A** 09:30

A Curriculum for Excellence in Action

Maggi Allan, Chair, Programme Board, A Curriculum for Excellence and May Sweeney, LT Scotland

This seminar will focus on the most recent developments relating to A Curriculum for Excellence. It will also demonstrate how schools and centres are responding to the values, purposes and principles of A Curriculum for Excellence and putting them into action.



Seminar Code **L 1 B** 12:15

New Approaches to Engaging Learners

Frank Pignatelli, Chief Executive, Scottish University for Industry (learndirect scotland)

Frank Pignatelli will discuss how learndirect scotland has seen significant success in engaging many thousands of disaffected and disillusioned learners. He will describe the theoretic framework within which this work has been done and will offer examples of the approaches which have led to this success.



Seminar Code **L 1 C** 13:15

Benchmarking Scottish Education

Andreas Schleicher, Head of Education Indicators and Analysis Division, Directorate for Education, Organisation for Economic Cooperation and Development (OECD)

International comparisons tell us Scotland has one of the best education systems in the world. By pitching ourselves against the best, we can continue to raise the bar. Andreas will provide an analysis of Scotland's performance in PISA 2003 (Programme for International Student Assessment).



Seminar Code **L 1 D** 16:00

Different in Similar Ways

Ian Smith, Founder, Learning Unlimited

Learning style is one of the fundamental pillars of our current understanding of how we learn and there are lots of learning style theories and models around. But how accurate and useful a concept is learning style and how practical is it for teachers to use learning styles in the classroom? This session will address these questions and help you to decide how to use the concept of learning style in practice in your classroom.



THURSDAY

Seminar Code **L 1 F** 09:30

Assessment is for Learning – more than 2 stars and a wish

Norman Emerson, LT Scotland

Strategies such as traffic-lighting and sharing learning intentions have increasingly become a feature of Scottish classrooms over the last few years. This session will encourage delegates to reflect on how such strategies can link to other key areas within the Assessment is for Learning Programme as a way of enabling our pupils to become successful learners, confident individuals, responsible citizens and effective contributors.



Seminar Code **L 1 G** 10:30

Inspiring Leadership

Zoë Van Zwanenberg, Scottish Leadership Foundation

This spotlight session will focus on the impact leadership can have on teaching and learning, and why we need leaders at all levels.



Seminar Code **L 1 H** 12:45

Learning and the Brain

Bruno della Chiesa, Project Manager, Learning Sciences and Brain Research, OECD, Centre for Educational Research and Innovation (CERI)

Bruno's project is seeking to establish the foundation stones of a new science – that of educational neuroscience. His presentation will look at the implications of brain research for classroom practice.



Seminar Code **L 1 I** 13:45

Unlocking Creativity: Teaching Creative Thinking and Learning

Professor Brian Boyd, University of Strathclyde and Tapestry

The seminar will build on the work done by Tapestry in promoting creativity in learning. It will explore the concept of creativity, will suggest ways in which it can be 'taught' and will suggest that A Curriculum for Excellence has now given permission for teachers to look for creative solutions to problems of underachievement.



KEY

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

Opening hours

Wednesday 20 September
09:00 – 18:00
Twilight session starting at 16:00 and 17:00

Thursday 21 September
09:00 – 17:00

The Scottish Learning Festival 2006

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

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

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

EIS at the Scottish Learning Festival

This year the EIS will present three seminars at the Learning Festival. **Norma Watson**, Vice Convenor of the Education Committee, will discuss the future of nursery and early years

education on Wednesday 20 September at 12.15 (Code **A 2 B**).

On Thursday 21 September at 9.30 **EIS Learning Representatives** (Code **S 2 F**) will explore CPD and the Learning Agenda and at 10.30 **George MacBride**, Convenor of the Education Committee, (Code **C 1 G**) will explore A Curriculum for Excellence and the role of the teacher. Visitors will also be able to come along to stand **C45** in the exhibition hall and speak to staff from the EIS.

Further information about the Learning Festival can be found on the Scottish Learning Festival website, www.scottishlearningfestival.org.uk

Book early

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

To request a copy of the conference programme or if you have any queries about the Scottish Learning Festival call **0870 421 1938** or e-mail SETT@LTScotland.org.uk.

Registration Form for Conference and Exhibition

Please visit www.scottishlearningfestival.org.uk for the full seminar programme.

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

Wednesday 20 September 2006

KEYNOTE CODE

SEMINAR CODE

SEMINAR CODE

Thursday 21 September 2006

KEYNOTE CODE

SEMINAR CODE

SEMINAR CODE

A. TYPE OF ESTABLISHMENT

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

B. JOB FUNCTION

- (Tick one box only. Tick each job function)
- 01 Headteacher
 - 02 Deputy Headteacher
 - 03 Principal Teacher
 - 04 Primary Teacher
 - 05 Secondary Teacher
 - 06 Lecturer
 - 07 ICT Coordinator
 - 08 Additional Support Needs Teacher/Coordinator
 - 09 Nursery Staff

- 10 Learning Support Assistant
- 11 Classroom Assistant
- 12 Student Teacher
- 13 Librarian
- 14 School Board
- 15 Busied/Facility Manager
- 16 Administrator
- 17 HMI
- 18 IT/Networking Manager/Technician

- 19 Newly Qualified Teacher
- 20 Nursery Teacher
- 21 Behaviour Support Teacher
- 22 LA Advice Officer
- 23 Consultant
- 24 Education/Trade/Industry/Commerce
- 25 Economic Development Officer
- 26 Director of Education
- 27 Quality Improvement Officer

C. SUBJECTS/AREAS OF INTEREST

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

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

D. OTHER AREAS OF INTEREST

- (Tick all areas of interest)
- 01 Assessment
 - 02 Citizenship
 - 03 Enterprise
 - 04 Gaelic
 - 05 Technology
 - 06 Literacy
 - 07 OPD
 - 08 Cross-Curricular
 - 09 Care Skills
 - 10 Attainment
 - 11 Integrated Community Schools
 - 12 Behaviour
 - 13 Numeracy
 - 14 Guidance
 - 15 National Projects
 - 16 SSDN
 - 17 Curriculum for Excellence
 - 18 Health
 - 19 Inclusion

E. PURCHASING INTEREST

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

- 02 Dumfries & Galloway
- 03 Dundee City
- 04 East Ayrshire
- 05 East Dunbartonshire
- 06 East Lothian
- 07 East Renfrewshire
- 08 City of Edinburgh
- 09 Fife
- 10 City of Glasgow
- 11 Highland
- 12 Inverclyde
- 13 Midlothian
- 14 Moray
- 15 North Ayrshire
- 16 North Lanarkshire
- 17 Orkney Islands
- 18 Perth & Kinross
- 19 Renfrewshire
- 20 Scottish Borders
- 21 Shetland Islands
- 22 South Ayrshire
- 23 South Lanarkshire
- 24 Stirling
- 25 West Dunbartonshire
- 26 West Lothian
- 27 Independent School
- 28 England
- 29 Wales
- 30 Northern Ireland
- 31 Republic of Ireland
- 32 International (Please specify)

F. LOCAL AUTHORITY

- (Tick one box)
- 01 Aberdeen City
 - 02 Aberdeenshire
 - 03 Angus
 - 04 Argyll and Bute
 - 05 Clackmannanshire

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Taking Learning Outdoors

As part of the SEJ's ongoing focus on improving health and wellbeing, Learning & Teaching Scotland Development Officer Willie White examines the benefits that outdoor education can have for pupils' social skills, self confidence and attainment in other areas of education.

Willie White, Development Officer, Outdoor Education, Learning and Teaching Scotland

It's that time of year again, as the days get longer, brighter and warmer; we catch ourselves gazing out the window reminiscing about the good old days and wonder if it's worth trying to take a class outside? Are we allowed to do that? Is it 'Excellent'? An increasing number of teachers are recognising that the classroom of the future may not be limited to a classroom at all – that an 'Excellent' curriculum would need to go beyond the traditional boundaries and offer real world learning experiences outdoors. But what exactly does that mean? For simplicity and clarity, consider the outdoor classroom as a setting, outdoor education as a process in which educators, students and others take part, and outdoor learning as the learning which accrues as a result.

Outdoor learning for all

LT Scotland recognises the particular circumstances of today's young people. As Bernard McLeary, Chief Executive, says 'We need to encourage this generation, perhaps more than any previous one, to acquire the environmental awareness and citizenship that is instilled through exploration of the natural environment in childhood.'

Outdoor Connections Development Programme

To support such an approach, the Minister for Education and Young People Peter Peacock MSP initiated the two-year Outdoor Connections development programme in 2005, sponsored by SEED and led by Learning and Teaching Scotland. It is designed to make connections across current and emerging outdoor education priorities and policies, programmes and people. The learning benefits to be gained will be exemplified through evidence gathered by a range of research in 2006 into the current state of outdoor education in Scotland for 3–18 year olds. The Outdoor Connections programme will develop and disseminate

resources which will continue to improve the quality of outdoor learning.

What the research tells us

The global evidence base suggests outdoor learning has much to contribute to meeting these improvements. The National Foundation for Educational Research (NFER) review of 150 outdoor learning studies worldwide between 1993 and 2003 found:

- evidence that outdoor learning can foster the development of specific academic skills, as well as improved engagement, achievement and stronger motivation to learn.
- substantial evidence that in outdoor learning, learners develop their knowledge and skills in ways that add value to their everyday experiences in the classroom. There can be reinforcement between the affective and the cognitive, with each influencing the other and providing a bridge to higher order learning.
- substantial evidence that outdoor learning has the potential to raise attainment and improve attitudes towards the environment, more positive relationships with each other, with teachers and with the wider community.
- substantial evidence that outdoor learning can impact positively on young people's attitudes, beliefs, self-perceptions, interpersonal and social skills.

As we are encouraged to look at the curriculum differently through A Curriculum for Excellence it is clear that by varying the pot we cook it in, from in-school to out-of-school, we can create innovative opportunities for affecting the ethos and life of the school, curriculum areas and subjects, interdisciplinary projects and studies, and personal achievement.

Looking to the future

The recent HMIE report *Improving Scottish Education* also outlined some of the challenges of the future, which education must embrace to be relevant further into the 21st century – globalisation, demographic change, health inequality, need for generic and soft skills, sustainability, and so on. Deputy Education Minister Robert Brown MSP clearly believes we can develop the values our young people need to embrace their future. 'If sustainable development is about looking forward to a better future, it is essential that our young people are able to develop the skills, knowledge and values that can equip them to make informed decisions and to be active participants in a democratic society. Opportunities for learning in the natural environment are key to developing these values. It is right that outdoor education will play a part in those developments.'

Get involved

So go ahead, make the effort, and take learning outdoors. It's not only allowed, it's positively encouraged, innovative and excellent! And more and more teachers are doing it. As Robert Brown recently said, "We must challenge people to think, 'Why learn indoors?'"

Keep up to date with progress in the Outdoor Connections programme by subscribing to the electronic newsletter at outdoorconnections@LTScotland.org.uk and visit the stand at SETT, the Scottish Learning Festival in September to find out about the many different ways of taking learning outdoors. ■

Subscribe to Outdoor Connections electronic newsletter at outdoorconnections@LTScotland.org.uk

outdoor connections
taking learning outdoors



What's the Hampden roar?

Show Racism the Red Card winners gather at Hampden Park prizegiving ceremony.

The cream of Scottish football joined with pupils and teachers from schools across Scotland at Hampden Park in March to celebrate the winners of this year's schools' anti-racism arts competition, organised by the EIS in partnership with the charity Show Racism the Red Card (SRTRC).

Scottish National team coach Walter Smith was in attendance, along with some of the Scottish football's premier playing talents including rising stars Chris Burke of Rangers and Mark Wilson of Celtic. Other major SPL stars in attendance included Jim McIntyre (Dundee United), Phil O'Donnell (Motherwell), Gordon Greer (Kilmarnock), David McNamee (Livingston), as well as Greenock Morton pair David McGurn and Andy McLaren and former Partick Thistle manager, and ex Celtic star, Gerry Britton.

winners from each of the competition's six categories were at the Hampden ceremony to receive their football-related prizes from Scotland's football stars, along with equipment and cash prizes for their schools.

The overall national winner was the entry by Nina Haveron and Emily Pollock from Greenock Academy, who received extra football prizes and an additional cheque for £1000 for their school.

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

He added, "The real winner here is Scotland's multi-cultural society, with so many young people clearly committed to the anti-racism cause and producing such excellent work which really helps to drive home the important anti-racism message."

Mr Barnett went on to add, "It is through our young people that we will create a more tolerant, equal and inclusive society in the future and that

Hundreds of schools from across Scotland took part in the anti-racism competition this year. Pupils were asked to create a piece of art – a drawing, painting, poem, sculpture or audio-visual piece – to convey an anti-racism message. The standard of entries was extremely high and

National winners Nina Haveron and Emily Pollock from Greenock Academy with Scotland coach Walter Smith.



Show Racism the Red Card 2006

**Overall national 1st prize winners:
Nina Haveron and Emily Pollock
from Greenock Academy**

is why it is so encouraging to see all these young people here today.”

Roddy McNulty, Show Racism the Red Card’s Education Development Worker for Scotland, said: “SRTRC have been greatly encouraged with the response to the schools competition this year -

the standard of entries was terrific. The message is unequivocal from Scotland’s younger generation that racism is not welcome in society. Young anti-racists from all over Scotland have gathered here at the national stadium to receive prizes from their sporting heroes, and to celebrate the efforts of the

thousands who took part in this competition nationwide.”

Football clubs across the country have given fantastic support to the Show Racism the Red Card campaign and many donated prizes for the competition winners. ■



Photography: Alan Wylie

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

Roddy McNulty, Show Racism the Red Card’s Education Development Worker for Scotland

A new start?

Social Market Policies in Scottish Education since 1997

In the second part of his focus on the recent history of Scottish education, prominent EIS activist David Drever who teaches in Orkney looks at the post-Thatcher era and examines the educational legacy of Labour's 1997 rise to power and the subsequent impact of devolution on the market-driven agenda and Scottish education.

In what shape was Scottish Education in 1997? As a public sector service it had suffered long term funding cuts that resulted in a deterioration in provision, particularly resulting in a school building estate that was decaying and unfit for purpose. The comprehensive school was still intact, although the influence of a consumerist, market ideology had shaped curriculum and assessment policies. The structures had not changed, but classroom practices were narrower and more constrained. Despite a period of retrenchment for the trade union movement, successive Tory governments had been unable to inflict a defeat on Scottish teachers who, led by EIS, had campaigned with marked successes throughout this period.

While the Labour government of 1997 acted to redress some of the mistakes of the Tory years, the market ideology that had been developed over the previous two decades was adapted and continued by the Scottish Executive. Nevertheless it is worth noting at this point that the historically separate Scottish governance of education has continued, and Scottish schools have been spared the brutal elitism that Blair's 'Education, Education, Education' policies have inflicted on England. South of the border, changes have been wrought that were only the stuff of dreams for the Tories.

An early positive step of the Labour/Lib Dem coalition was to abolish the Assisted Places Scheme, a means by which cash was diverted to bolster private and fee-paying schools. The new Scottish parliament fulfilled an election pledge of the Scottish Liberals to abolish university fees and it is proposed to replace school boards by Parent Councils in the Scottish Schools (Parental Involvement) Bill, 2005.



"The constant drive to raise standards has met seemingly intractable problems in those areas where poverty, poor housing, ill health and unemployment are endemic."

David Drever

Self-governing schools, the failed initiative of Michael Forsyth, were abolished in the Standards in Scotland's Schools Act, 2000.

This Act was Holyrood's first piece of education legislation and it set the tone for the new Scottish Executive. The title of the Act is indicative of its concerns. The legislation is preoccupied with accountability, measurable outcomes and targets in much the way of its Tory predecessors. These managerialist tools were to be deployed in pursuit of the first of five National Priorities: the raising of standards of attainment.

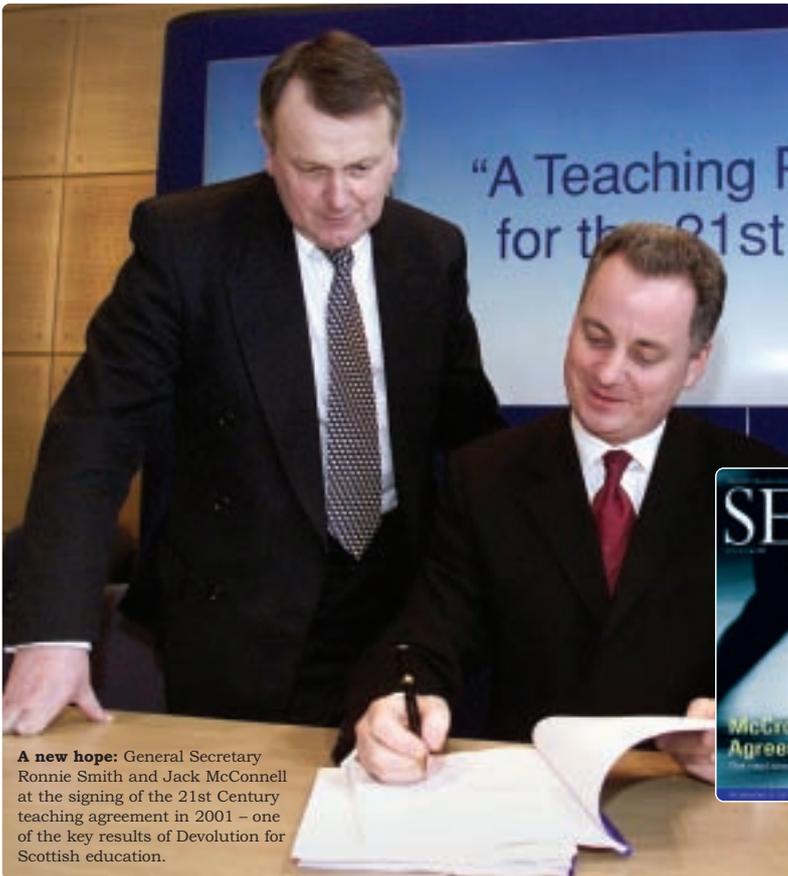
A complex apparatus of monitors, checks and plans are now in place in all schools and Education Authorities to ensure that measurable attainment can be boosted. Results from 5 - 14 testing, Standard Grades and National Qualifications are all subject to endless scrutiny. The traditional Advisory Service which had previously provided curricular support and staff development for schools has been replaced throughout the country by Quality Improvement teams whose tasks are managerial monitoring rather than educational support.

The most profitable exemplar of the New Labour catechism, "public bad, private good" has been the wholesale use of the Public Private Partnership (PPP) in the school building estate. Outside of London Scotland has the highest penetration of private capital investment in public procurement, amounting to £2535M. Despite the concerns of some Councils, and of all the trade unions involved, 30 out of 32 Authorities are engaged in PPP in the school estate. The Scottish Executive has ensured that Local Authorities have been unable to pursue other funding mechanisms and effectively have allowed only PPP projects access to the rebuild. Yet the evidence is against the PPP schemes. Private companies continue to make unacceptably high profits from these schemes

over very long periods of time, usually 25 or 30 years. The school buildings remain in the ownership of the contractor over this time, and facilities management and service provision are under private control. At the end of the contractual period they finally revert to the local authority. Even at this relatively early stage in the life of the project in Scotland, there are serious reservations about the quality of much of the provision. What is abundantly clear is that PPP has been a publicly funded cash cow for the private sector.

There are more specifically educational ways that the private sector has penetrated schools. Enterprise Education is an important contributor to the rhetoric about attainment and excellence 'Enterprise culture' lays an emphasis on a 'can do' philosophy that prefers individual risk taking to working together. Role models of success are drawn from captains of industry who are more notable for their ability to turn a profit than for their educational skills. The current Scottish Executive's fixation with hugely wealthy businessmen also afflicts education policy makers.

Meanwhile there have been moves towards developing "curriculum flexibility" that effectively reduce access to the core curriculum for predominantly working class children. A 2005 initiative from the Scottish Executive has set up a programme of vocational education for S3 pupils and above, linking schools and colleges. There is evidence that schools are targeting lower achieving S3 and S4 pupils, overwhelmingly boys, to attend these programmes. Similar outcomes arise where schools in impoverished communities deem their pupils unable to cope with an eight Standard Grade course and cut the core curriculum accordingly. Where choice has been reintroduced to the core curriculum, as in the case of Modern Languages, the result has been a sharp decline in



A new hope: General Secretary Ronnie Smith and Jack McConnell at the signing of the 21st Century teaching agreement in 2001 – one of the key results of Devolution for Scottish education.



International comparators support the research findings. OECD surveys of literacy and numeracy demonstrate that attainment correlates with teacher student ratios and that the poorer the ratio, the lower the level of attainment. An illuminating comparison can be made between Finland and Scotland which share similarities of population, GDP, and school systems. In Finland the average class size in Primary is 20, while in Scotland it is 23.9. Finland has the highest results for mathematical literacy and reading literacy and shows the narrowest gap between highest and lowest achievers. Scotland is in sixth place in literacy and fifth in Maths. The disparity between lowest and highest achievers in Scotland is considerably greater.

There is virtual unanimity amongst teachers that reduction of class size maxima is the single most effective way to raise achievement in all our children, and particularly to redress the educational disadvantage of the poorest in our community. It is recognised that Scotland fares well in international comparisons, but that the disparity of attainment and the extent of the growing educational disadvantage in our poorest communities is masked. Existing class size maxima were set in 1974 at a time when real advances were being made for pupils and teachers alike. It is now recognised that these class sizes are outdated and inappropriate for the present century. The EIS is actively campaigning, in advance of the 2007 Scottish Parliament elections, for a phased reduction to a class maximum of twenty at all stages.

It is a campaign that has the potential to embrace issues that are central to the future of Scottish Education: inclusion of all pupils; growing disaffection and behaviour problems; teaching methodologies that respond to pupils' needs; the improvement of education provision for all children, but particularly those already disadvantaged by poverty, bad housing and ill health. Past history has shown that such a campaign can be effective if it provides a focus for all who share an interest in its success: parents, teachers, the trade union movement and the wider communities of Scotland. ■

uptake. Elsewhere schools, with Executive approval, have reintroduced streaming in an attempt to raise attainment. The constant drive to raise standards has met seemingly intractable problems in those areas where poverty, poor housing, ill health and unemployment are endemic. However the solution cannot be a removal of the entitlement to a broad ranging curriculum for the poorest children in our society.

The developments scrutinised above are aspects of the avalanche of Ministerial policy documents that have recently come from the Scottish Executive. Most are a studied response to the National Debate on Education launched in 2002. Taken as a whole recent policy indicates the opportunities and dangers that face Scottish education today. As has been seen, they contain elements that are a continuation of a traditional social market approach to education strategy. Nevertheless there are positive developments that can be seen most clearly in the Scottish Executive's *A Curriculum for Excellence*, published in 2004. The past fixation with assessment as a measurement device has been broken. Instead assessment is recognised as an important tool in supporting the learning and teaching process. There is an end to league tables and the national collection of 5-14 attainment statistics; and there is recognition

that pupil achievement is about more than just attainment.

Future prospects

Despite the contradictions inherent in some of the 'flexible curriculum' and 'pupil choice' proposals, there is a clear and stated commitment to the importance of comprehensive and inclusive education and a recognition that the concept of attainment should be extended to recognise wider issue of achievement. In 2007 class sizes in English and Maths in S1 and S2 will be cut to 20, and in Primary 1 to 25. This policy, pledged under the duress of the election campaign of 2003, is a small, first step in improving the quality of education provision for all our children. There is incontrovertible research evidence from USA that closely links significant increase in educational attainment with decrease in class size. The Tennessee STAR programme found that all pupils benefited from reduced class size, but that disadvantaged children entering school with low initial attainment were the biggest winners. While all pupils improved, the attainment gap between the highest and lowest narrowed. The research also shows that for the improved attainment to be maintained, the smaller class sizes need to continue through each level of schooling.

This article features extracts from an article by David Drever in "The Red Paper in Scotland" by Research Collections at Glasgow Caledonian University, edited by Vince Mills. ISBN 1-903661-86-2.

If you are interested in joining the SRTA contact:
National Secretary, Mr Douglas Currie,
129 Mayfield Road, Edinburgh, EH9 3AN
or by telephone on 0131 667 6494.



Scottish Retired Teachers' Association

Members of the SRTA with EIS General Secretary Ronnie Smith ahead of the Association's half-yearly meeting at EIS Headquarters at Moray Place, Edinburgh. The SRTA is celebrating its 50th anniversary this year, and a book exploring the history of the Association is currently being produced. The EIS encourages members, on retirement, to join the SRTA.

EIS-ULA Laurence Sutherland Award

The recipient of this year's Laurence Sutherland Award, presented annually by the EIS University Lecturers Association to a student in the Higher Education sector, is Joseph Dwyer from Napier University.

Mr Dwyer is a mature entrant who is currently in the fourth year of his degree studies, leading to a BEng (Hons) in Engineering and Management.

Mr Dwyer was acknowledged for his consistently high performance, which he has achieved despite the pressure of combining his studies with the need to support his young family financially and domestically. ■



Here, Mr Dwyer receives the Laurence Sutherland Award, plus a cheque for £250, from outgoing EIS-ULA President Andy Thomson.

The Educational Institute of Scotland

Trade Union Reform and Employment Rights Act 1993

In terms of the above Act, the following statement relating to the year ended 31 August 2005 is issued to members of the Institute.

1. Total Income and Expenditure

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

	Members Dues	Other Income	Total Income	Total Expenditure
	£	£	£	£
General Fund	4,794,204	557,111	5,351,315	4,848,054
Professional Fund	124,849	455,338	580,187	73,280
Benevolent Fund	74,910	78,245	153,155	94,647
Local Associations	740,119	43,737	783,856	621,709
	5,734,082	1,134,431	6,868,513	5,637,690

2. Political Fund

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

	£
Total Income	147,201
Total Expenditure	6,781

3. Other Information

The salary paid, including employers' superannuation and benefits provided to or in respect of the General Secretary, as included in the Annual Return to the Certification Officer, amounted to £95,204. No salary was paid or benefits provided to or in respect of the President or any member of the executive.

4. Auditors' Report

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

We have audited the financial statements of the Educational Institute of Scotland for the year ended 31 August 2005 set

out in the foregoing pages [of the Annual Return]. These financial statements have been prepared under the historical cost convention as modified by the revaluation of certain fixed assets and on the basis of the accounting policies set out on page 31 (of the Annual Return).

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

Respective responsibilities of the Institute and the Auditors

As described in the Accounting Policies on page 29 (of the Annual Return), the Trade Union and Labour Relations (Consolidation) Act 1992 requires the Institute to prepare financial statements for each financial year which give a true and fair view of the state of affairs of the Institute and of the income and expenditure of the Institute for that period in accordance with applicable law and United Kingdom Accounting Standards. Our responsibility is to audit the financial statements in accordance with relevant legal and regulatory requirements and United Kingdom Auditing Standards.

The Institute is also responsible for keeping proper books of accounts with respect to daily transactions and all assets and liabilities.

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

Basis of audit opinion

We conducted our audit in accordance with United Kingdom Auditing Standards issued by the Auditing Practices Board. An audit includes examination, on a test basis, of evidence relevant to the amounts and disclosures in the financial statements. It also includes an assessment of the significant estimates and judgements made by the Institute in the

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

Opinion

In our opinion the financial statements give a true and fair view of the state of the Institute's affairs as at 31 August 2005 and of its income and expenditure for the year then ended and have been properly prepared in accordance with the Trade Union and Labour Relations (Consolidation) Act 1992.

Haines Watts
Chartered Accountants and
Registered Auditors
27 February 2006

5. Rights of Members

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

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

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

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

Helping vulnerable children achieve positive outcomes

A pioneering education resource for Scottish primary schools to work positively with pupils who have social, emotional and behavioural difficulties has been launched by the Minister for Education and Young People, Peter Peacock.

The Inclusive Education in Primary Schools pack, which has been developed by Barnardo's and funded by the Scottish Executive, is full of practical techniques to help mainstream teachers and staff to develop new skills and confidence to support children with additional needs.

Children with social, emotional and behavioural difficulties often have many problems in their lives and with extra support can achieve positive outcomes. The unique pack and an associated one-day training course provides tried and tested holistic exercises and advice which involve working in peer groups, classes and across the school rather than isolating and trying to 'fix' the child. Schools are also encouraged to involve children's families and the community to help vulnerable pupils attain positive outcomes.

Resource pack

The pack, which was unveiled recently by Peter Peacock, Minister of Education and Young People at the City Chambers in Edinburgh, is now available to all mainstream Scottish primary schools, local authorities and anyone with an interest in education.

Commenting on the launch of the pack, Peter Peacock said, "Teaching children with social, emotional and behavioural difficulties can be very rewarding, but it can also be challenging. I hope the practical tools and techniques in this pack can help teachers tailor their teaching to make sure all pupils reach their full potential".

The pack is recommended to be used alongside a one-day training course. Anyone interested in

buying the pack and/or attending the course should contact Claire Buchanan on telephone 0131 314 6630 or email claire.buchanan@barnardos.org.uk

Speakers at the launch included Peter Peacock, Professor Sheila Riddell, Director of the Centre for Research in Education, Inclusion and Diversity at Edinburgh University and Hugh Mackintosh, Director, Scotland – Barnardo's.

Professor Pamela Munn, Head of Moray House School of Education at Edinburgh University, who advised on the early development of this resource said: "How children experience education makes a difference to their outcomes in the short, medium and long term. This resource offers realistic advice and ready-to-use techniques based on Barnardo's work to support inclusive education for children with social, emotional and behavioural difficulties. It should be a valuable addition to any teacher's 'toolbox' and to those involved in education planning."

Hugh Mackintosh, Director, Scotland – Barnardo's, said: "At Barnardo's, we work with many vulnerable children and know the very difficult life circumstances they often face. We have heard the frustrations of teachers, many of whom want to approach the issues with hope but who lack the energy and the tools to do so given the many demands they face in teaching the whole class. We are now making our successful techniques available to mainstream primary schools to enable teachers and staff to work positively with all children.

"Barnardo's believes that every child deserves a happy, fulfilling

childhood and the best possible start in life. We would also very much like to thank the Scottish Executive for funding this much-needed product."

The pack and training course is based mainly on Barnardo's successful inclusive education work with schools as well as wider research and feedback from Scottish education experts, some of whom were involved in piloting the training course.

The Inclusive Education in Primary Schools resource complements the strategies in the Additional Support for Learning Act and offers support to schools wanting to improve their work for pupils with additional needs. It comes as the Scottish Executive establishes a new national network of coordinators focusing on behaviour and support.

Vision

Barnardo's currently runs nine education services and schools in Scotland which specialise in supporting children with social, emotional and behavioural difficulties which were involved in contributing the resource.

Barnardo's in Scotland works directly with more than 10,000 children, young people and their families in over 60 projects across the country. This includes work with children affected by today's most urgent issues: poverty, homelessness, disability, bereavement and abuse. Barnardo's vision is that the lives of children and young people should be free from poverty, abuse and discrimination. Its purpose is to help the most vulnerable children and young people transform their lives and fulfil their potential. ■



"Teaching children with social, emotional and behavioural difficulties can be very rewarding, but it can also be challenging. I hope the practical tools and techniques in this pack can help teachers tailor their teaching to make sure all pupils reach their full potential."

Peter Peacock,
Minister for
Education and
Young People

For more information about
Barnardo's visit our website at
www.barnardos.org.uk

Win the Barnardo's resource pack.

The SEJ has a copy of the new Barnardo's resource pack to give away. To win, just tell us the answer to the following question:

How many projects supporting children is Barnardo's in Scotland currently involved in?

E-mail your answer to sej@eis.org.uk and the first correct entry drawn will receive a free copy of the Barnardo's resource pack.

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Salad days

Summer time is salad time. Salads have most definitely moved on from the days of limp lettuce and tomato with a sachet of salad cream. Modern salads use the whole spectrum of trendy greens, fashionable seeds and nuts, and a whole variety of ingredients that, quite frankly, salads have never even heard of before.

Spinach and mayonnaise salad

Serves 2

Before Hellman's made mayonnaise, people used to make it. Some kind of mechanical assistance is required – an electric whisk is easiest.

The recipe uses raw eggs which means that young children, pregnant women and the very elderly should not eat the home-made mayonnaise. You can substitute with natural yoghurt and a sprinkling of lemon juice on the spinach leaves.

For the salad

- 1 small bag of tender spinach leaves
- A handful of soft herb leaves such as tarragon, parsley or dill
- Some shavings of parmesan
- A small handful of walnuts, toasted
- 6 cherry tomatoes, halved
- 2 hard-boiled eggs, shelled and quartered (duck eggs are lovely)

Wash and dry the leaves, mix all the other ingredients together and divide into two bowls.

For the mayonnaise

- 2 egg yolks – use the very best, very freshest you can find
- half a pint of oil – you can use two-thirds vegetable and one-third olive oil
- 1 tsp mustard powder
- 1 tsp salt
- A grinding of pepper
- 1 tsp white wine vinegar

Place the egg yolks in a bowl and whisk. Add the oil – literally drop by drop – whisking all the while. Once the mixture has taken on a slightly thicker consistency, add the vinegar, salt, mustard and pepper, and then continue adding the oil in a very steady stream. You will see the mayonnaise take form before your eyes.

If the mixture curdles, simply place a new egg yolk in a clean bowl, and add the curdled mixture drop by drop, beating all the while until the mayonnaise forms. You may need to add a little more oil.

Place several large spoons of mayonnaise on top of the salad and serve.

Cauliflower and pancetta salad

This can be served warm or cold. If you don't have pancetta, you can use little strips of bacon.

- 1 cauliflower head
- 100g pancetta (or about 12 little cubes the size of a square pea)
- juice of one lemon
- some mint leaves

Break the cauliflower into smallish florets and steam over boiling water for 10-12 minutes or until tender. If you don't have a steamer, you can boil it for 8-10 minutes.

Heat a large non-stick frying pan and place the pancetta in to it. If it is good pancetta, you should need no oil. Once it is cooked (this will take a couple of minutes) then add the drained cauliflower and mix together. Cook for a further couple of minutes, but don't let the cauliflower brown. Serve with shredded mint leaves and the lemon juice.

Broccoli and rocket salad

This may sound like an odd combination, but works excellently. The pedants among us will smugly know that the vegetable that we buy in supermarkets as broccoli is actually a calabrese. Correctly, broccoli refers to the small stems often sold as 'purple sprouting broccoli'. For this recipe, either vegetable is eminently suitable. You can choose which you want to use.

- 1 handful of cherry tomatoes
- 1 head of calabrese, separated, or 2 handfuls of purple sprouting broccoli
- 1 red pepper, cut into thin slices
- 1 handful of washed rocket leaves
- 1 teaspoons of sesame seeds
- 1 teaspoon dried herbs
- Olive oil, to coat
- Black pepper

Coat the whole tomatoes in a little olive oil (a spray is excellent for this) and a grinding of black pepper. Roast for 20-30 minutes at 170 C. Ten minutes before the end, add the peppers to the tomatoes.

Meanwhile, boil the calabrese for about 8 minutes in a pan of salted boiling water. Sprouting broccoli will take 4-5 minutes.

Once cooled, combine all the ingredients in a salad bowl and serve with crusty bread.



Sudoku

supplied by: Sudoku solver syndication and design

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: HARD

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

SEJ April 06 Sudoku solution

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

unusual words

Can you think of three words in English which have no rhymes?

ANSWERS: Unusual words: chimney, depth, month, orange, pin, purple, silver and wasp
Five minute quiz 1. Cowdenbeath
2. Golders Green 3. The Jam 4. February 2
5. Bill Murray

Five Minute Quiz

- Which Scottish football team plays at Central Park?
- In 1967, Finchley Central was 2/6 (that's two and sixpence or 12p for our younger readers - Ed.) from which station on the Northern Line?
- "Going Underground" was released on 22 March 1980 by which UK band?
- On what day of the year is Groundhog Day?
- Who played the character "Phil" in the 1993 film "Groundhog Day"?

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Puppets in Scottish Education. As part of my research project into the history of puppets and ventriloquism in Scotland, I would be interested in hearing from any teachers or retired teachers who have used puppetry in education. In particular would be interested in information re puppetry used in teacher-training in Aberdeen, Jordanhill, Glasgow School of Art, and anyone who used puppetry as a thesis subject. It would be of great interest to hear from anyone who could provide information from pre-1970. Also of interest would be information on performances from professional and amateur puppeteers in schools, such as recollections of the Lilliput Marionette Theatre, The Theatre of Marionettes, Miles Lee, or other companies. If you have any information please contact me. Martin MacGill, 10 Cullernie Gardens, Balloch, Inverness, IV2 7JP or email martin.macgill@btinternet.com

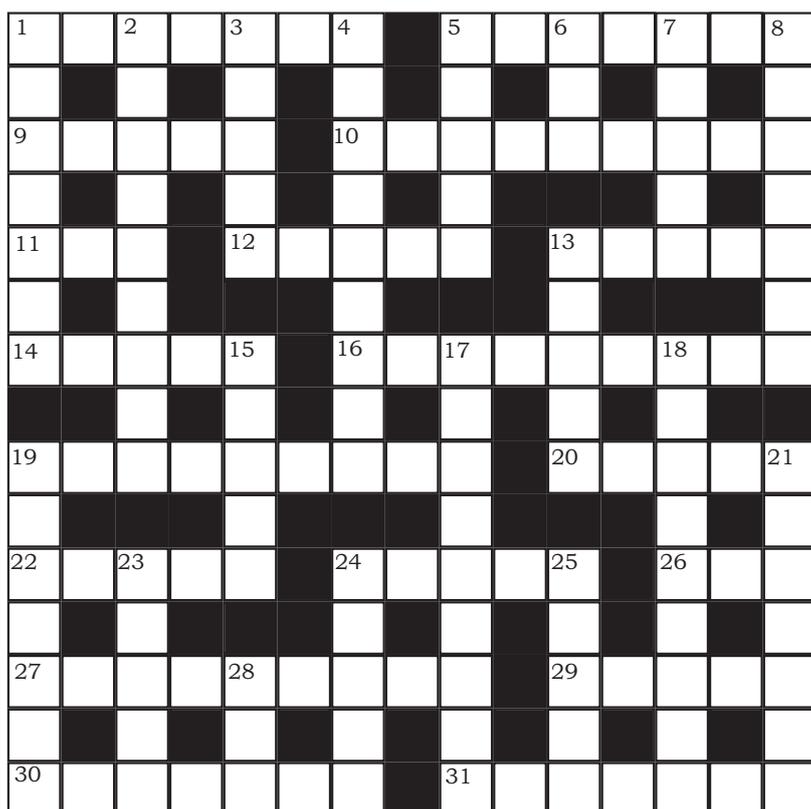
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Answers to crossword no.40

Across: 1 Lusaka 4 Abu Dhabi
 9 Lariat 10 Big shots 11 Negate
 12 Curative 13 Mat 14 Walrus
 17 Managua 21 Muscat 25 Mac
 26 Americas 27 Bissau 28 Castries
 29 Tirane 30 Damascus 31 Unless

Down: 1 Lilongwe 2 Straggle
 3 Khartoum 5 Beirut 6 Dismal
 7 Atomic 8 Instep 12 Caracas
 15 Sac 16 Gum 18 Audition
 19 Ice-Skate 20 Stoutens 22 Rancid
 23 Jetsam 24 Citrus 25 Maseru

CROSSWORD WINNER –
 Congratulations to **Barbara Morris from Shetland** who was the winner of SEJ cryptic crossword no 40. Ms Morris receives a £20 book token.

CLUES

Across

- 1** They manage old electricians! (7)
5 Warm-up the pear beforehand (7)
9 Not always snotty and lachrymal initially (5)
10 Plucked chicken or stuffed turkey perhaps (4-5)
11 Digit located in the Toronto environs (3)
12 Primarily a tax in the high episcopalian church (5)
13 A pot I stirred on court (5)
14 Phylum you reportedly deserted turned to humour (5)
16 From whence one is either wet or too excited (9)
19 Hit an enema snag with this mineral (9)
20 Leonard chaired the old show (5)
22 Watch where hand meets arm (5)
24 As wet as can be after exercise say (5)
26 Airgun, rifle, machine gun primarily (3)
27 I am melodic girl! Listen and I can clear beer (9)
29 The number of cakes I consumed reportedly (5)
30 That animal, he smart, by the way (7)
31 Could be pupil or teacher? (7)

Down

- 1** Jolly, took tea soundly, and became sexual (7)
2 He catches finer hams which are distributed widely (9)
3 Originally extremely chic, learned and talented (5)
4 An ossicle in the ear perhaps! (5,4)
5 Reshape everlasting container to annoy others (5)
6 Internal shell-like appendage arranged symmetrically (3)
7 Sharples caught short, make it happen actually (5)
8 Bombastic Tory hid endocrine gland (7)
13 Local lives on bones in the nether regions (5)
15 The middle of the earthquake (5)
17 Elves seen round morning cuppa (9)
18 Hang Clare out to dry with heavenly messenger (9)
19 Sentimental aged pop duo go downhill and land in a heap (7)
21 Sword used by Tsar, I'm one of them (7)
23 To begin with, I like indulging unlike my hip buddy (5)
24 In case of flight, stir a bit faster (5)
25 Could be pearls of wisdom perhaps! (5)
28 Pull back alimentary canal (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 **Monday, 26 June 2006**. 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 September SEJ. Employees of the EIS and their families are not eligible to participate in the competition.

Name:

Address:

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

Letters

Health concerns

Dear editor,

It was interesting to read the many letters on health in April's SEJ (Vol 90 No2). However, I have deep concerns about health in our schools as it seems to me that an ever-increasing number of unwell children are being sent to school instead of being at home in bed. It's not only the poor, suffering child that concerns me but also the risk of infection to their classmates and also to the teacher.

Instead of enjoying a planned Easter holiday I am recovering from a nasty chest infection brought about by being coughed on and sneezed over for more than a week by one sick child after another. The Headteacher did try to contact the parents of one particularly ill little girl whose mother had delivered her daughter to the care of the school as she had an "important appointment" in town. The child sat outside the school office, face flushed, coughing and vomiting into a bowl.

The home phone was on answering machine and both parents' mobile phones were switched off. Granny was eventually found.

I am a supply teacher and see the wide range of this problem. A few months ago a parent complained that I'd asked her son to return to his seat for coughing over me. This was on his third cough and he'd also sneezed all over my hand. The Headteacher accepted my explanation as I'd also sent him, prior to this, to the office and he'd been sent back.

Surely there are regulations that can be drawn upon to make our schools safer places to learn and work.

Yours etc,
Name and address supplied.

No place for a child

Dear Editor,

I am very pleased to bring to your attention a campaign Scottish Refugee Council are engaged in along with Save the Children, Bail for Immigration Detainees, Refugee Council and Welsh Refugee Council.

No place for a child will target the Home Secretary via a postcard campaign, calling on the UK government to end the detention of children for immigration purposes and to look at alternatives to detention. The campaign will run until the 30th of June, after which all completed postcards will be presented to the Home Office.

I hope that many EIS members will support this campaign by completing and returning a postcard. Bulk supplies of the postcards are available by contacting me on 0141 248 9799 or by e-mailing me at Claire.paterson@scottishrefugeecouncil.org.uk

The campaign also has a website, including an electronic version of the card which individual members can complete, which can be accessed at www.noplaceforachild.org

Thank you for your support.

Yours etc,

Claire Paterson
Membership and
External Affairs Officer
Scottish Refugee Council
Tel 0141 248 9799
Claire.paterson@scottishrefugeecouncil.org.uk

Stuck on Sudoku

Dear Editor,

Am I the only one to have found the February Sudoku puzzle to be unsolvable? Even with the solution printed in the March SEJ, the puzzle did not complete properly. I tried it on numerous friends and even, in the end, on a computer programme which graded it "too hard" and ground to a halt at exactly the same place as we had done.

Yours etc,
Sally Mair, Edinburgh

Editor's note: There was an error in February's Sudoku. Apologies to all readers for any frustration caused!

High praise

Dear Editor,

I am writing to let you know that I much prefer your new look SEJ. I think it makes it a much more readable prospect than your previous design. I say this from the perspective of a probationer teacher. I was not particularly familiar with the SEJ and have only just realised that the two publications I had lying on my desk were the last two editions of the same journal – waiting for me to find the time to read them! I picked up your new look one first and found I was quite happy to read through and have a good look at the articles. When I came to look at the other one, I was stunned to see that it was also the SEJ. It was much less attractive and I was put off by much smaller prints used more frequently and a sort of 'stuffy' look that the previous style has. I look forward to receiving the next edition.

Yours etc,
Frances McKee, Glasgow



Free Inclusive Play Resource Packs

Dear Editor,

Stocks are running low of the pack 'Inspiring Inclusive Play', available free to primary and special schools. The pack contains practical play ideas and guidance on issues around inclusive play.

The practical ideas focus on:

- the role of the play environment and cheap play resource ideas
- the role adults can take in supporting inclusive play

It is based on two years action research work with five primary schools, implemented by The Yard, a voluntary sector playground for children with a range of abilities. Further action research is underway and a new resource with more ideas will be produced next year (this is unlikely to be free of charge.)

For your last chance to get a copy of this pack and take advantage of the free offer, contact Susan McIntyre on susan@syac.org.uk or 0131 557 8199.

Yours etc,
Susan McIntyre

The Yard, 22 Eyre Place Lane,
Edinburgh, EH3 5EH

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

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Please quote reference EIS300 Lines open 9am - 5pm Monday to Friday.

For our joint protection and training purposes telephone calls may be recorded and/or monitored.



*A free 'Victory' rollerball pen will be issued for every quote issued and up to £20 M&S vouchers for every new policy (£10 with buildings insurance and £10 with contents insurance). These offers are only available for quotes given and policies taken out within the offer period stated. These offers end 30.09.06. These offers are not available to existing home insurance customers renewing their policy within the offer period or customers who have effected home insurance with Norwich Union prior to receiving this offer. The gifts will be dispatched within 28 days of the policy commencing/quote given. These offers are not available in conjunction with any other offer. No cash alternative available. Only one gift may be claimed per quote given/policy taken out. EIS Financial Services Limited: Registered in Scotland no 122216. Authorised and regulated by the Financial Services Authority. Insurance underwritten by Norwich Union Insurance Limited. Registered in England No. 99122. Registered Office: 8 Sunry Street, Norwich NR1 3NG. Authorised and regulated by the Financial Services Authority. Norwich Union may decline to quote in some circumstances. Quotes are valid for 30 days.

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