

The Scottish  
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Journal  
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**eis**

The Educational  
Institute of Scotland

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to Scotland**  
Anti-racism  
prize-giving



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# SEJ

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EIS Diary  
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– special pull-out  
guide inside

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# Comment



## Your career, your opportunity, your CPD

The Continuing Professional Development agenda is rapidly changing and expanding – it has moved on considerably from the requirement set out within the 21st Century Agreement. Teachers and lecturers are recognising more and more the benefits of CPD and at the heart of that recognition is the important work being carried out by EIS Learning Representatives (LRs) who are working in schools and colleges throughout Scotland promoting CPD – both personal and professional development. CPD is not all about courses – it is about development of the individual teacher and the individual's ownership of that CPD.

EIS Learning Representatives have benefited from undertaking a specially designed course to become an LR. Who better than Learning Representatives to give encouragement and support to colleagues who also want to widen their horizons? Teachers and lecturers who have undertaken some form of CPD are, as a result, invigorated and motivated in the classroom. It is all too easy for hardworking teachers and lecturers who have heavy workloads to think that CPD is not for them, they do not have the necessary time or energy. What is apparent is that, although it is an additional commitment to undertake CPD, the benefits are substantial for all teachers involved.

The EIS is working in partnership with local authorities and colleges to promote CPD. Joint CPD events in a number of council areas are proving to be key to this awareness raising and more teachers and lecturers are undertaking the CPD which is suitable for them. It is clear from the growing number of teachers who are attending these events that they are interested in their development and afterwards are enthusiastic and ready to get started to achieve their goal.

It takes commitment and time but CPD is of proven benefit. EIS members who have become Chartered Teachers, not least through the partnership course led by the University of the West of Scotland, attest to these benefits. If you want to discuss CPD opportunities that are right for you why don't you contact your EIS Learning Representative who will be more than happy to advise and assist you. Contact details for all EIS LR's are available on the LR website which can be accessed from the main EIS website: [www.eis.org.uk](http://www.eis.org.uk)

See our special focus on CPD on pages 16-26 of this SEJ, including a special 4-page pull-out guide to The Learning Festival – Scotland's premier CPD event for teachers and lecturers, organised by LTS and EMAP and supported by the EIS. ■

This month's cover: EIS Learning Reps Paddy Miller and Isobel Schröder with Isobel Triay from Fife Council's CPD Team at the recent joint CPD event held at the Auchterderran Centre. Photograph by Mark Jackson.

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“There is substantial reliable evidence to support the fact that the earlier you invest in the education of young people, the more positive impact you have on their long-term achievements and contributions to society”

Helen Connor

## STUC report

# EIS highlights EAL needs for children of migrant families

The EIS was once again to the fore at this year’s Scottish Trades Union Congress, held recently in Inverness.

Vice-President elect Helen Connor (pictured) introduced a composite Motion to Congress, calling for recognition of all the positive benefits that migrant workers bring to Scotland, and to ensure that all local authorities



Helen Connor

provide a full EAL service for pupils from migrant families to allow them to make the most of their education in Scottish schools.

Ms Connor said, “Currently, the required level of support for the children and young people from migrant families, particularly in relation to the provision of English as an Additional Language, has led to significant pressures within the education system and to the children of migrant workers not receiving the necessary support to allow them to engage fully with the educational opportunities available.”

The composite Motion, which called on the Scottish Government to ensure, through its Outcome Agreements, that all local authorities have the resources necessary to deliver a full EAL service, won the overwhelming support of STUC delegates.

### Investment in education

Helen Connor also spoke in support of composite Motion D, on Education, Skills and Lifelong Learning. The motion called for greater investment in education, as a means of tackling social inequality and providing greater opportunity for people from all backgrounds.

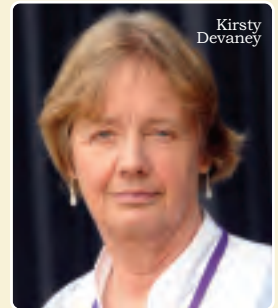
In her comments to Congress, Ms Connor concentrated on the need for significant additional investment in pre-school, nursery stage, education.

“There is substantial reliable evidence to support the fact that the earlier you invest in the education of young people, the more positive impact you have on their long-term achievements and contributions to society”, said Ms Connor.

### Work/Life Balance & Workplace Stress

EIS President Kirsty Devaney introduced a composite Motion on tackling workplace stress, which won overwhelming support from STUC delegates.

Ms Devaney told delegates, “Occupational stress remains a serious and costly drain on the economy. We must campaign to reduce workplace stress and to achieve a more appropriate work/life balance for all workers.”



Kirsty Devaney

### Class Size

EIS President elect David Drever introduced a motion on Class Sizes to the STUC.

The motion welcomed the Scottish Government’s commitment to securing reductions in class sizes, particularly in the early stages of primary education, during the term of the current Parliament,

Mr Drever told delegates, “Reducing class sizes can play a significant part in improving pupil motivation, pupil behaviour and attainment. Smaller class sizes are of particular advantage to children in the early years of education and to children who suffer the effects of deprivation.”

Delegates supported the call for smaller class sizes, and overwhelmingly backed the motion.

## Pensions update

### Local Government Pension Scheme

Draft Regulations have been issued to set out changes to the Local Government Pension Scheme. Separate advice on changes to the Scheme will be provided to EIS members who belong to the Local Government Pension Scheme at a later date. Music Instructors, some Quality Improvement Officers and Educational Psychologists are members of the Local Government Pension Scheme.

### State Retirement Age

Following the raising of the retirement age for new entrants to the Scottish Teachers’ Superannuation Scheme from 60 to 65 a number of enquiries have been received regarding entitlement to the State Pension.

In 1993 the Government announced proposals for equalising the state retirement age. Equalisation will be achieved by raising the women’s state pension age from 60 to 65. The change will be phased in over a ten year period from 2010.

Women whose date of birth is before 6 April 1950 will continue to qualify for state pension at age 60. Women whose date of birth is after 6 March 1955 will not be eligible to receive state pension until age 65.

A calculator can be found at [www.thepensionsservices.gov.uk/resourcecentre/statepensioncalc.asp](http://www.thepensionsservices.gov.uk/resourcecentre/statepensioncalc.asp)

A further change raising the state retirement age from 65 to 68 for both men and women will take place between 2024 and 2046.

# New nursery booklet in schools now

**The importance of providing quality nursery education for all young children has been highlighted in a new publication from the EIS, “Nursery Schools and Classes – working to provide the best for Scotland’s 3 and 4 year olds”, which is available in all schools now. Research has shown the importance of teacher-led nursery education in providing the best start for all young children, with children from disadvantaged backgrounds benefiting the most.**

Commenting on the launch of the publication, EIS General Secretary Ronnie Smith said, “All children, no matter what their background, deserve the best start in life. All the evidence indicates that quality, teacher-led nursery education has a real positive impact on children’s early development and provides long-term benefits for each child’s



future learning. The Scottish Government has repeatedly stated its commitment to nursery education led by professional nursery teachers.”

But Mr Smith went on to warn, “Teacher-led nursery education is currently under threat in some parts of Scotland. A small but growing number of local authorities are choosing to put financial savings ahead of ensuring quality nursery provision. Some local authorities are removing class teachers from their nurseries, or are opting to share a single teacher across several nurseries on a part-time basis. This falls far short of the level of access to a teacher that

nursery-aged children have a right to expect. All our young children, no matter where they live, should enjoy the same right to permanent access to a professional nursery teacher wherever and whenever they access nursery education.”

## Qualifications – a new standard?

The EIS has welcomed the launch of the Scottish Government’s consultation on the future of the Qualifications Framework, and would encourage all teachers to make their views known during the consultation process. But the EIS has also highlighted that it is extremely important that full and proper consultation with all stakeholders is carried out, and that no decisions should be made on the future qualifications framework until this process is complete.

Commenting on the launch of the consultation, General Secretary Ronnie Smith said, “While we recognise the need to review the Qualifications Framework, not least to take account of the *Curriculum for Excellence*, the EIS remains to be persuaded that the removal of Standard Grade, alongside the introduction of free-standing certificates in numeracy and literacy, is the right way forward. All decisions must be made following full and genuine consultation and with the best interests of all pupils in mind.”

He added, “In terms of the detail of the proposals, the EIS remains to be convinced of the value of potentially removing the Standard Grade and Intermediate 1 and 2 to replace them with another general level qualification. Standard

Grade is a well recognised qualification, which is valued by employers, teachers and parents and which provides a valuable exit qualification for those pupils who elect to leave school following 4th year. We need to be careful not to lose the many positive benefits that Standard Grade currently offers to pupils.”



Ronnie Smith



**Craig Bissett and his colleagues on the BEd Hons Primary Course (2004-2008), at Jordanhill Campus of Strathclyde University, wanted a unique reminder of their time as student teachers. Craig approached the EIS with the request that we sponsor a sweatshirt with the EIS and University logos on the front and a list of the names of course members on the back. The sweatshirts, modelled here by some of the course members, were a great success.**

Photo: Mark Jackson

## Rights of the Child

In March this year two booklets (1 for primary age, 1 for secondary age) were issued to all schools in Scotland as well as youth groups and out of school care networks.

The booklets are child/young person friendly versions of the "Report on Implementation of the UN Convention on the Rights of the Child in Scotland 1999-2007" which represents the Scottish contribution to the UK-wide report to the UN on UK implementation of the rights laid out in the Convention.



These booklets are to help raise awareness of the rights of children and young people and explain to them what Scotland has been doing to keep the promises made to them in the UNCR.

A booklet and poster detailing children's rights have also been produced. The booklets are also available online at: [www.scotland.gov.uk/Publications/2008](http://www.scotland.gov.uk/Publications/2008)



For further information please contact:  
Tracy O'Hanlon, Children's Rights Team,  
The Scottish Government  
[tracy.o'hanlon@scotland.gov.uk](mailto:tracy.o'hanlon@scotland.gov.uk)

## In Memoriam

### Irene Hogg

Irene Hogg, headteacher of Glendinning Terrace primary school in Galashiels, has died aged 54. Miss Hogg was an active member of the EIS at both a local and national level, and served as an elected member of the General Teaching Council for Scotland.



Miss Hogg, from Melrose, is fondly remembered by pupils, parents and colleagues. She was greatly admired for her commitment to education, her integrity and her dedication to providing the best opportunities for all the pupils in her school.

Miss Hogg is survived by her parents, Nancy and Henry, and by her brother Roger.

### Robert Lennox

Robert Lennox, a teacher at Glencairn primary school in Motherwell, has died aged 53. Mr Lennox was an EIS School Representative and an elected member of the EIS National Council.

Mr Lennox taught at Glencairn Primary for 14 years, and was a highly valued member of staff who will be greatly missed by colleagues and pupils. Mr Lennox taught across the school, and also had a key role in learning support for pupils.

Mr Lennox, who had represented the EIS on disabled workers fora, lived in Motherwell. He was also actively involved in the Boys' Brigade movement.

### Steve Sinnott



Steve Sinnott, General Secretary of the National Union of Teachers (NUT), has died aged 56. Mr Sinnott was elected as General Secretary in 2004, having previously served for a decade as Depute General Secretary.

Mr Sinnott's background was in comprehensive education, having taught humanities at Shorefields Comprehensive in Toxteth before moving to Broughton High School, near Preston. Mr Sinnott joined the NUT's national executive in 1986 and was elected President in 1994.

Mr Sinnott is survived by his wife, Mary, by his son Stephen and Daughter Kate and by two grandsons.

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# Budget cut concerns

**The worrying and widespread issue of current and future local authority education budget cuts was a hotly debated issue at the last meeting of EIS Council for the 2007/08 session. With money tight in many areas across the country, coupled with the issue of the Scottish Government / COSLA Concordat and its resulting local authority Outcome Agreements, there was very real concern that education budgets would continue to be hit throughout the term of the current Parliament.**



Willie Hart

Commenting, EIS President elect David Drever said, "The threat of serious budget cuts across the country is very real, and will have a major impact on jobs and services in many areas. We have all heard of the very serious problems in Aberdeen, with the continuing threat of compulsory redundancies. These cuts also present a very real threat to the teacher induction scheme due to a lack of places for newly qualified teachers to serve their probation year. And these cuts are not just for one year, but look like continuing for the foreseeable future with year on year targets for 'efficiency savings'

having a real impact on school budgets. Other key priorities, such as the Government's stated commitments to cutting class sizes, are also under threat due to the budget squeeze. We cannot see the Government's education priorities being met in the current financial circumstances, so the EIS must look to mount a co-ordinated campaign which can be applied at both a national and a local level in defence of Scottish education."

Willie Hart (Glasgow), added, "Cuts are most definitely back on the agenda. The vast majority of councils are planning

cuts in educational spending in the next session. As well as the impact on existing staff and pupils, this will lead to a serious lack of opportunity for newly qualified teachers. For the first time that I can remember, there is no general recruitment in my local authority area for new teachers. We need to act now to prevent major unemployment or under-employment of newly qualified teachers. Emergency funding is needed from the Government to address this issue, or we risk losing an entire generation of newly qualified teachers with serious implications for

the future of our education system. One secondary school in my authority, situated in a so-called social inclusion area, has been told it is set to lose around 15% of its teaching posts. These cuts are part of a wide-ranging continuous programme planned for the next three years – we cannot stand by and allow this to happen."

In response to the very serious concerns emerging across the country, Council agreed to propose an emergency motion to the AGM to mount a campaign to fight cuts to education budgets.

## Success in College disputes

President elect David Drever reported to Council on recent successes in two salary disputes at FE colleges. Members at Glasgow Metropolitan College received an improved offer of 3.6% backdated following their successful programme of industrial action. Elsewhere, members at Adam Smith College have successfully resolved their salary dispute. Following a robust vote for strike action, management immediately tabled a revised offer which was accepted by members.

## Norma Anne Watson

Council recorded its appreciation for the many years of sterling service from former national President, and Vice-Convenor of the Education Committee, Norma Anne Watson who is retiring from Council in the summer. Both President elect David Drever and Education Committee Convenor

Larry Flanagan spoke of the great support they had received from Norma Anne and thanked her for all her work on behalf of EIS members and Scottish education.

## Peace Chain around Faslane

Council agreed to offer its support in publicising the Scottish CND event "Peace Chain Around Faslane" on Saturday 14 June.

Commenting, Equalities Convenor Bill Ramsay said, "The EIS is affiliated to Scottish CND and we should take an active role in supporting events such as this and in promoting them to members in

schools, colleges and universities across the country."

# Welcome to

The SEJ reports on this year's Hampden Park prize-giving ceremony for the schools' anti-racism competition, organised by the EIS in partnership with the charity Show Racism the Red Card. This year's competition, on the theme of 'Welcoming new Scots - Celebrating Diversity', was a major success and sent out a strong message that Scotland is a tolerant country that welcomes people from all backgrounds and all cultures.

Pupils from schools across Scotland recently joined with major names from the world of Scottish Football at Hampden Park to stand united against the scourge of racism, and to send the message that young people from migrant families are warmly welcomed to Scotland. The pupils met with stars of Scottish football to celebrate the winning entries in the schools' art competition organised in partnership by the EIS and the anti-racist charity Show Racism the Red Card. Hundreds of schools and thousands of pupils took part in the competition to send a clear message that the nation's young people want Scotland to be a welcoming and multi-cultural society. Reflecting current migration patterns into Scotland, the central theme of this year's competition was "Welcoming new Scots & celebrating diversity".

Burley and SFA Chief Executive Gordon Smith were on hand to lend their support to the anti-racism campaign and to help with the prize-giving.

The overall national winner – who received extra football prizes and an additional cheque for £1000 for her school – was Sylvie Clark from Banchory Academy in Aberdeenshire. Sylvie produced an excellent piece, with black and white hands linked in front of a map of Scotland. While the judging in the competition was extremely difficult in all categories, the judges were unanimous in their choice of the overall national first prize winner. Sylvie's entry was exceptional, and a lot of thought had obviously gone into addressing the themes of the competition – welcoming new Scots and celebrating diversity. As well as incorporating these themes, Sylvie's work incorporated both a Scottish theme and an image of friendship and cultural diversity. The quality of the artwork itself was also excellent, and clearly marked Sylvie's entry out as a worthy national winner. Sylvie's picture is now being turned into a poster to be distributed to schools across Scotland and beyond to help promote the message of combating racism and celebrating cultural diversity.

Speaking at the Hampden event, EIS President Kirsty Devaney said: "As Scotland continues to welcome an increasing number of migrant workers and their families into our communities, it is right that we take all possible steps to make them feel at home. Schools across Scotland are welcoming an increasing number of pupils from migrant families



into the classroom, and it is encouraging to see all these young people here today to send the message that Scotland is an inclusive society that values people of all backgrounds and from all cultures."

Ged Grebby, Show Racism the Red Card's Co-ordinator, said: "The message is unequivocal



Players from Scotland's top football clubs were in attendance to celebrate the success of the anti-racism campaign, and to present prizes to the winning pupils. The manager of the Scottish national team George



# Scotland



## Schools winners enter Hampden Hall of Fame

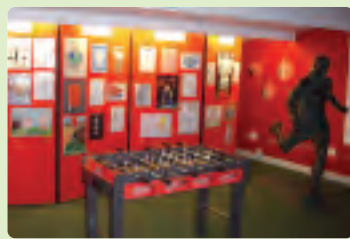
The EIS is pleased to announce that the National Football Museum at Hampden has mounted an exhibition of the winners of the EIS/SRTRC schools' art and poetry competition. An approach from the Hampden museum for the materials came after this year's successful prize-giving event. The competition has been running since 2002 and the winners from these years will be on display at the museum. All the exhibits show clearly the commitment to anti-racism in Scotland's schools. They are the product of a lot of hard work by pupils and teachers using the SRTRC classroom materials which fit in very well with the aims and aspirations of the *Curriculum for Excellence*.

It is well worth visiting the museum not only to see the prize winners but also to experience Scotland's footballing history.

### Prices for entry are as follows:

- for groups of 10 or more: £3 per child (under 16) and £6 per adult
- Where less than 10 in group, charges would be £6/£9.

For additional information tel: 0141 616 6139 or email [info@scottishfootballmuseum.org.uk](mailto:info@scottishfootballmuseum.org.uk)



**"It is encouraging to see all these young people here today to send the message that Scotland is an inclusive society that values people of all backgrounds and from all cultures."**

Kirsty Devaney  
EIS President



from Scotland's younger generation that racism is not welcome in society, and that people from all cultures must be valued and respected. Young people from all over Scotland have gathered here at the national stadium to celebrate the efforts of the thousands who took part in this competition right across the country."



Photos: Mark Jackson

# Education for Peace

“If we are to reach real peace in this world and if we are to carry on a real war against war, we shall have to begin with children.” (Gandhi)

As the largest Scottish teachers' union, the EIS is concerned with the relationship between education and society. The EIS has a number of policies which lay the foundations for work in the area of Education for Peace and which show the union's commitment to the promotion of respect and empathy for others. A new EIS leaflet on Education for Peace is about to be published. Here, the SEJ takes a look at the key issues for teachers in the promotion of education for peace.

There is awareness in Scottish society that our educational establishments have an important role to play in fostering an understanding of the need for peace and conflict resolution at every level from personal relationships to international relations.

The continuing interest in Education for Peace reflects global concerns at the rise in armed conflict between and within nations. In the first decade of this century, wars in Europe, the Middle East, Africa and Asia have been the cause of countless civilian deaths, shattered economies and the human misery of displaced populations. Climate change and population migration contribute to anxieties about global problems. Armed conflicts have spread beyond war zones with attacks on civilian targets throughout the world. At a personal and domestic level violence, both physical and verbal, blights the lives of many young people and their families. Global media have brought the consequences of all these issues into our homes and into the daily lives of our young people with a graphic immediacy.

## The Ethos of Peace

The Scottish comprehensive system recognises the equal worth of pupils, believes in the value of active learning, and takes forward a commitment to a curriculum which is responsive to the needs of all, while recognising

the achievement of each learner. Education for Peace should not be regarded as a separate topic or subject. Rather it is an element which permeates the curriculum, ethos and teaching methodologies and should be pursued in every sector of our education system: nursery, primary, special, secondary, further and higher.

Education for Peace requires a supportive ethos within which teachers and lecturers, pupils and students, parents and other staff can work together to promote sound learning. Education for Peace is not an easy option: it makes demands on all members of the educational community and implies a high standard of self-discipline and personal responsibility. Teachers and lecturers have an important leadership role to play here.

A crucial element in this ethos is recognition of the worth of each member of the learning community. Respect should be accorded to all learners equally and to the social groups of which they are members; the contribution of teaching staff and all workers should be recognised. The dignity of all members of the establishment should be fostered and courtesy should be a feature in all relationships. The development of collegiality in all workplaces will support such an ethos.

The environment for learning is best developed and sustained by praise and the recognition of

success rather than by punishment and negative comment. However, rules are necessary for the benefit of all and these will require, on occasion, the use of sanctions to prevent behaviour that does not accord with the interests of learning. It is essential that agreed structures that will permit the resolution of differences with openness and with dignity be developed and resourced. These structures should recognise that different individuals may well have different perceptions of a common reality. A good example here is the work being done on Restorative Practices which are defined as: “restoring good relationships when there has been conflict or harm and developing school ethos, policies and procedures to reduce the possibility of such conflict and harm arising.” The EIS education policy papers, ‘Inclusive Education’ and ‘Supporting Teachers, Tackling Indiscipline’ are relevant to the issues highlighted above.

## Peace and the Curriculum

Education for Peace is a cross-curricular process to promote the knowledge, skills and attitudes needed to live in an inter-dependent world. It can be furthered through methodologies which give due consideration to the prior skills, experience, and knowledge of the learner; which encourage critical thinking; which encourage attitudes of consideration for others and for the world; and which encourage learners to take an active part in

their own learning. Appropriate methodologies include a wide range of problem-solving approaches which encourage positive and rational engagement with the world, natural and cultural. Establishments which seek to promote Education for Peace require to adopt assessment systems which recognise the success of learners and which do not foster the aspects of competition which can be destructive. In addition, the centrality of formative rather than summative assessment will be recognised. Such establishments will avoid the creation of groups which are labelled or perceived as failures.

Young people tend to see war as a natural phenomenon rather than as the outcome of social processes. Education for Peace deals with knowledge and understanding that helps pupils to make sense of their world. It should help ensure that the process of attitude formation is an informed process. The *Curriculum for Excellence* says:

*“One of the prime purposes of education is to make our young people aware of the values on which Scottish society is based and so help them to establish their own stances on matters of social justice and personal and collective responsibility. Young people therefore need to learn about and develop these values. The curriculum is an important means through which this personal development should be encouraged.”*

The need to develop young people’s capacities as responsible citizens and effective contributors to society is central to the *Curriculum for Excellence*. Education for Peace aims to develop understanding of the causes of conflict at all levels and to encourage non-violent conflict resolution. Young people must be aware where, when and how they can contribute towards change. Change for the better can only begin through a conscious recognition of the problem, and an equally conscious commitment to work towards the solution.

While Education for Peace is best viewed as an element which permeates the curriculum and not as a separate subject or area of study, this does not preclude teaching specific units of work at all stages. Education for Peace shares common cause with other areas of the curriculum which



### How can we educate for Peace?

- Education for Peace should be pursued in every sector of our education system: nursery, primary, special, secondary, further and higher.
- Professional development courses should be developed for teachers and lecturers in relation to issues of peace, justice and rights.
- Staff in schools, colleges and universities should be given opportunities to develop their own personal conflict-resolution skills.
- The EIS should seek additional funding to support learners who face difficulties in resolving conflict in non-violent ways.
- The EIS should raise awareness amongst teachers and lecturers of the impact of personal and domestic violence on young people.
- The EIS should pursue its policy on Education for Peace through discussions with the Scottish Government, Learning & Teaching Scotland and other organisations.

aim to increase self-awareness, self-esteem, understanding of others and tolerance. It seeks to develop skills that enable individuals to discuss, question, make informed decisions and ultimately build more harmonious relationships. Education for Peace is not about indoctrinating young people in unilateral views; neither is it a platform for any individual’s personal values.

Education for Peace requires that the content and materials of the curriculum are subject to informed scrutiny in a similar way to that employed in ensuring that the curriculum complies with equality duties. The curriculum should actively promote co-operation and the values of peace. ■

**Education for Peace is an active and purposeful process of building self-esteem and mutual respect as a preparation for a common future.**

This year's Edinburgh International Book Festival, to be held from 9-25 August, promises to be bigger and better than ever. Here, the SEJ looks at some of the highlights of the RBS Schools Programme, which features a host of events specially designed for children and teachers to enjoy. The EIS supports the Book Festival through our sponsorship of the arts programme. A copy of the RBS Schools Programme was recently sent to all schools with the EIS Representatives' Bulletin.



## A festival of learning and fun

**T**he Edinburgh International Book Festival's programme for children and families offers some of the biggest and brightest names in children's and teenage literature. But did you know they also produce a programme of events specially for schools which regularly attracts thousands of pupils from schools across Scotland?

The RBS Schools Programme spans five days, featuring author events and workshops designed for both primary and secondary students. All events take place in a tented village in the heart of Edinburgh's west end, which provides a safe and fun environment where pupils can enjoy themselves freely.

### Highlights for kids

Highlights for younger pupils in the RBS Schools Programme this year include Julia Donaldson's interactive Songbirds show, a visit from Edinburgh's favourite kitten Maisie and her creator Aileen Paterson and a run through some of the best poetry written for children, both silly and serious, with

Children's Laureate Michael Rosen. An outstanding line-up of authors for teenagers includes Graham Marks and Sophie McKenzie talking about catching the writing bug, and Kevin Brooks and Catherine Forde discussing the relationship between song and story writing. Pupils can learn the ancient Mexican art of papel picado (punched paper), discover how to create a killer story with Catherine MacPhail, make a book inspired by the icebergs and glaciers of the Antarctic and explore the issues surrounding freedom of expression in an exciting range of workshops.

### Highlights for teachers

But teachers don't go unnoticed. The RBS Schools Programme also boasts events designed for teachers and education professionals, led by top experts in the field of education. Catch Brian Boyd for an inspiring event on how to improve the effectiveness of schools and learning for all; Bea Ferguson will help you to improve your storytelling skills; let Sergio Della Sala take you on an engaging and accessible journey into the inner workings of the human brain;

'Excellent way to get kids reading and to create a 'buzz' about books at the start of the new term.'

Stobhill Primary School, Gorebridge



while Martyn Rouse will reveal all about his innovative work in building local education capacity and support systems worldwide. Phew what a selection!

### Activities and Bookshop

There are many wonderful things which make a visit to the Book Festival a truly exciting and memorable experience – getting a book signed by a favourite author, drawing and painting in the free Activity Corner, enjoying free daily storytelling, not to mention the ice cream! But for many pupils – and staff – one of the most commented on highlights is the RBS Children’s Bookshop. Packed to the rafters with over 3000 titles it’s an Aladdin’s Cave and even the most reluctant reader can be difficult to prise out at home time!

The RBS Children’s Bookshop is run independently by the Book Festival. This means that they can offer you a 25% discount on any books purchased through the Book Festival when you order tickets for schools events. Pupils always gain more from an event if they have read the author’s work beforehand.

### RBS Schools Gala Day

As if that wasn’t enough there is even an RBS Schools Gala Day, this year it’s on 26 August, when the Book Festival is dedicated solely to primary schools. An extravaganza of world class authors, storytelling, illustration, jokes and magic; it’s a day chock-full of fun and learning.

### Financial support for transport

If you need financial assistance to bring your pupils to the Book Festival then you can apply for their Transport Fund, supported by the City of Edinburgh Council and RBS. It’s offered on a first come, first served, needs basis when you book an event. See the RBS Schools Programme or check the Book Festival website ([www.edbookfest.co.uk](http://www.edbookfest.co.uk)) for full details of how to apply.

### Outreach

Not everyone can make it to Charlotte Square in August, even with subsidised transport. The Book Festival runs an Outreach programme, in association with the Scottish Book Trust and Edinburgh Youth Services, where some of the visiting authors are taken out on school visits during Festival season. Outreach events will also take place at a variety of other locations – such as young offenders’ institutes and children’s homes – in order that hard to



reach children who may have dropped out of mainstream education can also benefit from these engaging sessions which encourage an interest in reading and literature.

### Support services

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

### Public Book Festival events

Although the RBS Schools Programme is specifically designed for school groups, there are loads

of exciting activities and events in the Book Festival’s public programme which may also be suitable for groups from your school.

The full public programme is out on 12 June. In the meantime here are some highlights to whet your appetite: Michelle ‘Goodnight Mr Tom’ Magorian talks about her new book, the first she’s written in a decade; Terry Pratchett celebrates the 25th anniversary of Discworld; *Lord of the Rings* conceptual artist John Howe gives a retrospective of his illustrious illustration career. Plus Alan Grant, Eoin Colfer, Charlie Higson, Meg Rosoff, Louise Rennison, Andy Stanton, Jonathan Stroud and hundreds of others!

For a free copy of the public programme, available from 12 June, email [mailinglist@edbookfest.co.uk](mailto:mailinglist@edbookfest.co.uk) or download a copy from the Book Festival website at [www.edbookfest.co.uk](http://www.edbookfest.co.uk) ■

‘A wonderful experience for our pupils, many of whom have little opportunity to visit such an event.’

Head teacher,  
Winton Primary  
School, North  
Ayrshire



### How do you find out more?

The Edinburgh International Book Festival’s RBS Schools Programme is now open for bookings. You can download a copy of the brochure from [www.edbookfest.co.uk](http://www.edbookfest.co.uk) or email [mailinglist@edbookfest.co.uk](mailto:mailinglist@edbookfest.co.uk) to request a postal copy. If you can’t find the answers to your questions on the website please contact the Book Festival’s Children and Education Programme Director, Sara Grady, at [sara@edbookfest.co.uk](mailto:sara@edbookfest.co.uk) or on 0131 718 5666.

This is the largest festival of author and arts events for children in the world! And with tickets at just £2.00 a head, can you afford to miss it?

## A breath of fresh air

### EIS wins first STUC Health and Safety Award

In the previous edition of the SEJ, we reported on the long-running struggle to address heating and ventilation issues in some Glasgow schools. At this year's Scottish Trades Union Congress in Inverness, two EIS Health and Safety Reps from Glasgow – Bob Dow and Cyril Clements – were awarded the first ever STUC Health & Safety Award in recognition of their work to improve the working conditions for Glasgow's school staff and pupils. Here, Ian Tasker of the STUC explains more about the award and the STUC's work on health and safety issues.

The 11th STUC Annual Congress held in Inverness between the 21 to 23 April witnessed the first presentation of the STUC Health and Safety Award.

Sponsored by STUC lawyers Thompsons Scotland, the Health and Safety Award joins the existing Helen Dowie Award for Lifelong Learning and the One Workplace, Equal Rights Award and will now be presented at Congress annually under the banner of the STUC Union Rep Awards.

On the last day of Congress Judith Hackitt, Chair of the newly merged Health and Safety Executive presented two EIS members, Cyril Clements from Drumchapel High School and Bob Dow from St Margaret

Mary's Secondary School, with the award in recognition of their efforts to address the issue of poor ventilation in new build and refurbished schools in Glasgow. Those judging the award felt the nomination submitted in the names of Bob and Cyril demonstrated high levels of commitment and perseverance, showing how safety representatives with the support of the Glasgow Local Association and the EIS can challenge the intransigence of employers, in this case Glasgow City Council, and deliver safe and comfortable learning and teaching environments.

Cyril Clements pointed out, in a specially commissioned film screened at Congress, that the accommodation at his school, Drumchapel High School, is the

most modern and well equipped teachers and pupils in the community have enjoyed. The school, built under Public Private Partnership and opened in 2002, is bright and spacious. However, in common with other PPP new build and refurbishment projects it did not deliver comfortable working environments with temperatures varying due to inadequate ventilation and poorly placed thermostats.

Throughout the prolonged process to address the problem Cyril was supported and advised by Bob Dow, Glasgow Local Association Health and Safety Representative, and Willie Hart, EIS Local Association Secretary who continued to push the issue with management. This work was, in turn, supported by the EIS nationally, through Louise Wilson, the Health and Safety Officer. In addition the union agreed to fund an independent consultant to prepare a report on ventilation in schools built or refurbished through PPP.

Given all the mounting evidence, including the HSE upholding an EIS complaint in relation to working conditions at Drumchapel High School and Ross Hall Academy, it is no surprise that the employers acknowledged inadequate ventilation is a risk to teachers and pupils and have agreed to address the priority areas of home economics, computer suites and drama classrooms.

This remedial work comes at a cost of approximately £10 million pounds and the STUC feels that the question should be asked to why such investment is necessary to make modern



Bob and Cyril receive their awards from Judith Hackitt of the HSE and Grahame Smith of the STUC.



Cyril Clements

schools healthy working environments. We share the EIS' opposition to PPP and this is an example of how the tax payer loses out when private finance is used to build, refurbish and run Scottish schools.

However, as Cyril acknowledges, the

award is for all the teachers in Glasgow who said enough is enough and cooperated in this work, recording temperatures in their own workplaces. Without this support teachers and pupils would have to continue suffering intolerable working environments.

The STUC would like to congratulate Cyril and Bob on their achievements and their well deserved award.

The launch of the award is the latest health and safety initiative developed by the STUC in partnership with Thompsons including the appointment of the Health and Safety Officer in 2001. Prior to this, given the reserved nature of health and safety legislation, the General Council took the view that health and safety activity should be left to the TUC.

Following the formation of the Scottish Parliament in 1999 it was felt that we needed to look at how the powers devolved under the settlement such as health, civil and criminal justice could be used to advance STUC health and safety activity.

Some of the work we have carried out so far, and other work planned for the future, have a direct relevance to the EIS and its members.

The STUC has worked with Thompsons and asbestos groups to secure significant improvements in legislation covering compensation claims for asbestos victims in the civil courts including; supporting a petition by Clydeside Action on Asbestos that resulted in new civil court procedures that fast track mesothelioma claims, securing new legislation, the Rights of Relatives to Damages (Mesothelioma) (Scotland) Act 2007, that ensures victims can take their compensation in life safe in the knowledge that their families will be compensated following their deaths, and finally, reversing the ludicrous House of Lords judgment that denied pleural plaques sufferers compensation for their condition.

The UK Government followed suit following Scottish legislation on mesothelioma damages and, we were given a



Bob Dow

commitment from Gordon Brown at Congress that they will also address the pleural plaques issue. This is proof that working in partnership in Scotland can deliver improvement for trade union members throughout the UK.

We have also been working with the previous administration and the current Government to address the problem of violence against workers serving the public. The STUC has a secondment within the Scottish Centre for Healthy Working Lives carrying out this work and further information on this ground breaking work can be found here <http://www.infoscotland.com/violenceatwork/>

Forthcoming work includes publication of a second piece of research, under our Advocating and Acting for Change Initiative. This work will look at how we can build capacity within the trade union representatives network to assist and mentor workers with mental health problems, either to remain in work following identification of any condition, or return to work after a period of absence.

The outcome of this research will be circulated to affiliates but given the extent of stress related illness in the education sector this may be an opportunity for future work between the EIS and the STUC. ■

Photos: Phil Downie



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- MLitt in Renaissance Studies

[www.english.stir.ac.uk](http://www.english.stir.ac.uk)



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POSTGRADUATE



## Your CPD – Building your career

In this edition of the SEJ, we focus on the emerging broad range of Continuing Professional Development opportunities which are offering teachers and lecturers much more control over their own personal and professional development. Too often in the past, access to CPD and in-service training were misused as a method of top-down control with real concerns as to quality. Now, as teachers and lecturers have a far greater say in their own CPD and their own career path, opportunities for development are far wider and much more suited to the needs of individual teachers and lecturers.



In this special focus, we round up some of the recent CPD events that have been held across Scotland and look ahead to more opportunities which are coming up over the next few months. We also hear from teachers and lecturers, EIS Learning Representatives, and Local Authority and University partners who share their views on the current CPD picture and explain why it is so valuable for all those working in Scottish education.

Also in this edition, we feature a special 4 page pull-out guide to Scotland's leading CPD event, the Scottish Learning Festival. This annual event, organised in partnership by Learning and Teaching Scotland and EMAP education with funding from the Scottish Government and supported by the EIS, continues to grow in size, scope and stature. Take a look at our special pull-out guide and visit the dedicated website [www.scottishlearningfestival.org.uk](http://www.scottishlearningfestival.org.uk) to view the full programme, register to attend and reserve a place at some of the many seminars on offer.



Learning and Teaching Scotland presents

The Scottish  
Learning  
Festival

Excellence in the Learning Age



24-25 September 2008  
SECC ► GLASGOW



Official  
**Conference  
Guide**  
SEJ Special Feature

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 **smarter  
scotland**  
SCOTTISH GOVERNMENT

 Learning  
+Teaching  
Scotland

# Join us in Glasgow for the Scottish Learning Festival 2008!

With the education event of the year edging closer, this is your personal guide to the sessions and activities you won't want to miss this September.

Now entering its ninth year, Scotland's largest education conference and exhibition just got better. The Scottish Learning Festival 2008 is bursting at the seams with more than 170 inspirational seminars and up to 200 exhibitors in a packed two-day programme of events.

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

## What's on in 2008

- ▲ Energising keynote addresses from the Cabinet Secretary for Education and Lifelong Learning Fiona Hyslop MSP, Prof Richard Teese, Ellen Moir and Charles Leadbeater
- ▲ Spotlights presented by education experts Ruth Sutton, Alan McLean, Prof Kari Smith, Frank Crawford, Martyn Rouse, Ian Smith, Marie Dougan and Gill Robinson
- ▲ Over 170 seminars delivered by national organisations, LTS staff, education authority staff and practitioners
- ▲ **NEW!** Topic Surgeries hosted by leading educationalists from across Scotland
- ▲ Up to 200 exhibitors in Scotland's largest education resources exhibition, covering all curriculum areas and levels of education
- ▲ Learning in Practice area featuring the Local Authority, Cultural and International Villages
- ▲ **NEW!** Conference in Pictures providing a unique and interactive way for visitors to exchange and share ideas
- ▲ Presentations and demonstrations by teachers and pupils at the Scottish Education Village
- ▲ **NEW!** The Education Showcase area full of launches, demonstrations, stories, performances and the Consolarium Challenge

## Conference Programme Highlights

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

For the first time, all keynote addresses can be pre-booked. Reserve your seat to hear motivating addresses from Fiona Hyslop MSP at 10.30 and Prof Richard Teese at 14.30 on Wednesday 24 September. Come back for day two and be inspired by Charles Leadbeater at 12.00 and Ellen Moir at 15.00.

In addition to pre-booking all keynotes, you can also register for two spotlights or seminars each day. Make sure you book your place to one of the *Curriculum for Excellence* draft experiences and outcomes seminars and hear from the writers themselves. And not to be missed are the Glow seminars led by LTS staff providing real life examples of good classroom practice that has been generated across Scotland through the use of Glow.

Need help identifying and selecting seminars? Simply enter your subject areas of interest into the improved keyword search on the website for extended seminar descriptions, speaker biographies, intended target audience and more to help make your decision.

Browse the complete conference programme online and start planning your visit to the Scottish Learning Festival 2008.

## The Exhibition

This year's exhibition will be the biggest yet. Moving into the larger Hall 4, the exhibition is where you will find up to 200 exhibitors and more visitor features than ever before including the Software Information Point hosted by Schoolzone, the new Health and Wellbeing Zone and Early Years Zone.



## Visit the Village

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

Some highlights include Paul Cortopassi of Eco Schools Scotland talking about sustainable development education in secondary schools, and Ollie Bray of Musselburgh Grammar School sharing ideas for using Google Earth in the primary and secondary school classroom.

Representatives from every Scottish local authority attend the Scottish Learning Festival.

### Education Showcase

Located in the exhibition, the new Education Showcase features hands-on demonstrations of teaching and learning activities, stories and performances, launches and more. Highlights include the Fun Maths Road Show where you can see pupils tackle a range of maths and problem solving activities and the Consolarium Challenge where you can test out the latest games and consoles and see pupils learning and having fun with games technology.

71% of 2007 visitors say they are likely to make changes to their educational practice as a result of their attendance at the Scottish Learning Festival. These changes include new techniques in the classroom, using existing technology in different ways and using new technologies in the classroom.

### Learning in Practice

This popular feature returns in 2008 with a new location in the main exhibition. Explore the Learning in Practice area to find out more about the projects and initiatives being developed by your local authority, talk with international teams about school links, exchanges and overseas visits at the International Village, and discover a range of resources and services available from national cultural organisations in the Cultural Village.



89% of surveyed 2007 visitors agree that the Scottish Learning Festival makes a valuable contribution to the development of teaching and learning in Scotland.

### New for 2008! Topic Surgeries

Have you ever waited behind after a seminar for a chance to chat with a speaker? Then this new activity is just for you.

One of the most common requests from delegates is for the opportunity to engage in small-scale discussions with festival presenters.

Topic Surgeries will provide visitors with the opportunity to take part in round-table discussions with presenters in a friendly and informal setting. Timetabled discussions will take place over the two days of the event within a designated area in the main exhibition hall. Deliberately short, lasting only 12 minutes, Topic Surgeries will be repeated four times per hour, providing you with the chance to speak with more presenters than ever before.

The Topic Surgeries will not be bookable. Visitors will be able to join a Topic Surgery discussion at any time. Visit the website for further information on all Topic Surgeries and to view the timetable.

Some highlights include:

#### Wednesday 24 September: 10:00

Joyce Henderson of LTS hosts a discussion group on the topic 'Technologies: The draft experiences and outcomes'. This is coupled with a conversation on 'Recognising wider achievement' with Louise Speedie, from the Duke of Edinburgh's Award.

#### Thursday 25 September: 12:00

LTS and HMIE invite you to join a discussion on 'Journey to Excellence: Using Part 4' and Sandra O'Neill of CALL Scotland will host 'Reading and writing: How to support those that don't or won't!'. Aileen Monaghan and Mary Smith from LTS will host discussions on the draft experiences and outcomes for expressive arts and science respectively.

91% of surveyed 2007 visitors agree that the Scottish Learning Festival successfully covers key current issues facing educationalists.

### Book early – it's free!

The Scottish Learning Festival is absolutely free and each visitor has the opportunity to pre-book two seminars per day and all keynote addresses. To guarantee places at seminars it is strongly recommended that you make your selections and book before the summer break, as space is limited. You can either book online at [www.scottishlearningfestival.org.uk](http://www.scottishlearningfestival.org.uk) or complete the attached booking form.

If you would like more information about group bookings or if you have any queries about the Scottish Learning Festival, please call **0870 421 1938** or email [Festival@LTSScotland.org.uk](mailto:Festival@LTSScotland.org.uk).

For all latest festival information, visit [www.scottishlearningfestival.org.uk](http://www.scottishlearningfestival.org.uk)

Around nine in ten visitors claim the Scottish Learning Festival is very supportive of CPD.

The Scottish Learning Festival 2008  
Excellence in the Learning Age

Wednesday 24 September 09:00 – 17:30

Thursday 25 September 09:00 – 17:00

SECC and Clyde Auditorium

# Registration Form

For free entry to the Scottish Learning Festival 2008, please complete this form fully. Please photocopy this form for your colleagues. Alternatively, you can register online at [www.scottishlearningfestival.org.uk](http://www.scottishlearningfestival.org.uk).



24-25 September 2008  
SECC GLASGOW

▶ **FREE ENTRY:** Organised by Learning and Teaching Scotland and Emap, the Scottish Learning Festival 2008 has been made possible with funding from the Scottish Government and is free to all educational professionals. There is no limit to the number of staff a school can send.

▶ **REGISTRATION:** Each individual registering to attend must complete and return a booking form.  
▶ **RESERVE:** To reserve a seat at the seminar(s) of your choice and gain free entry, complete **steps 1-4** of the booking form or book online at [www.scottishlearningfestival.org.uk](http://www.scottishlearningfestival.org.uk).

## Step 1: SEMINAR BOOKING FORM

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

Wednesday 24 September 2008

Thursday 25 September 2008

KEYNOTE CODE

KEYNOTE CODE

KEYNOTE CODE

KEYNOTE CODE

SEMINAR CODE

SEMINAR CODE

SEMINAR CODE

SEMINAR CODE

**Pre-booking for the seminars is essential.** If you do not wish to book your seminars in advance, any remaining seminar tickets can be obtained each day from the seminar ticket desk inside the Exhibition Hall.

Each session has a limited number of seats and these will be allocated on a first-come, first-served basis. To guarantee a place at the seminars of your choice we recommend that you return your selection immediately. You will receive confirmation of your booking; please check that all details are correct. A delegate pack containing seminar tickets and delegate badge will be mailed to you approximately two weeks prior to the event.

## Step 2: EXHIBITION TICKET

### A. TYPE OF ESTABLISHMENT

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

- 09  Education Trade/Industry/ Commerce
- 10  Headteacher
- 11  HMI
- 12  ICT Co-ordinator
- 13  IT/Networking Manager Technician
- 14  LA Adviser/Officer
- 15  Learning Support Assistant
- 16  Lecturer
- 17  Librarian
- 18  Newly Qualified Teacher
- 19  Nursery Staff
- 20  Nursery Teacher
- 21  Primary Teacher
- 22  Principal Teacher
- 23  Quality Improvement Officer
- 24  School Board
- 25  Secondary Teacher
- 26  Student Teacher
- 27  Other (Please specify)

- 11  Gaelic/Gàidhlig
- 12  Geography
- 13  History
- 14  Home Economics
- 15  ICT
- 16  Mathematics
- 17  Media Studies
- 18  Modern Languages
- 19  Modern Studies
- 20  Music
- 21  Personal and Social Education
- 22  Physical Education
- 23  Physics
- 24  Religious, Moral and Philosophical Studies
- 25  School Management/Admin
- 26  Special Needs
- 27  Technology and Design Studies
- 28  Other (Please specify)

- 13  Health and Wellbeing
- 14  Inclusion
- 15  Integrated Community Schools
- 16  Literacy
- 17  Numeracy
- 18  Technology
- 19  Other (Please specify)

### F. LOCAL AUTHORITY

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

### E. PURCHASING INTEREST

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

### D. OTHER AREAS OF INTEREST

- (Tick all areas of interest)*
- 01  Assessment
  - 02  Attainment
  - 03  Citizenship
  - 04  Core Skills
  - 05  CPD
  - 06  Cross curricular
  - 07  Curriculum for Excellence
  - 08  Early Years
  - 09  Enterprise
  - 10  Gaelic
  - 11  Glow
  - 12  Guidance

### C. SUBJECTS/AREAS OF INTEREST

- (Tick all areas of interest)*
- 01  Art and Design
  - 02  Behaviour
  - 03  Biology
  - 04  Business Studies
  - 05  Careers
  - 06  Chemistry
  - 07  Classical Studies
  - 08  Computing
  - 09  Drama
  - 10  English

### B. JOB FUNCTION

- (Tick one box only, Your main job function)*
- 01  Additional Support Needs Teacher/ Coordinator
  - 02  Administrator
  - 03  Behaviour Support Teacher
  - 04  Bursar/Facility Manager
  - 05  Classroom Assistant
  - 06  Consultant
  - 07  Depute Headteacher
  - 08  Director of Education

## Step 3: PRINT CLEARLY IN BLOCK LETTERS

Prof  Dr  Mr  Mrs  Ms  Miss

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

Establishment \_\_\_\_\_

Address \_\_\_\_\_

Town/City \_\_\_\_\_ County/Country \_\_\_\_\_

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

Mobile \_\_\_\_\_ Email \_\_\_\_\_

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

The personal information provided by you will be held by LTS and EMAP Education.

Tick here if you do not want to receive material from third parties

By providing your email address, we will send you email updates about the festival.

Tick here to sign up to the official email bulletin, the Delegate.  Tick here if you would like to receive SMS reminders.

Source Code: E

## Step 4: RETURN THIS FORM



By post to:  
**The Scottish Learning Festival 2008**  
Learning and Teaching Scotland  
The Optima  
58 Robertson Street  
Glasgow G2 8DU



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



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



Or book online at:  
[www.scottishlearningfestival.org.uk](http://www.scottishlearningfestival.org.uk)

# Learning – it's everyone's responsibility

**In Clackmannanshire Council the local EIS Learning Representative, Karen Farrell, and the Council's CPD Coordinator, Raymond Young, have worked in partnership for the past three years.**

At the first meeting they very quickly realised how CPD could be delivered in Clackmannanshire far more effectively by joint working.

Karen's commitment to CPD was terrific. She was pursuing a Chartered Teacher programme herself with the University of Paisley (now University of the West of Scotland) and was interested in any CPD opportunities she could access herself and share with her colleagues.

One of the first big joint ventures that Karen and Raymond worked on together was a CPD Afternoon in May 2005. This was held in a local hotel and gave teachers the chance to see what CPD opportunities would be available in Clackmannanshire and also have a personal input to the Council's CPD programme. The event was a great success and has been repeated ever since. The following year it was run with a strong focus on Chartered Teacher. Last year the focus was on the *Curriculum for Excellence* and Professional Recognition. The

event is organised on the "Market Stall" approach and CPD providers are invited to come along and share professional development opportunities with teachers. With her knowledge and access to professional development Karen organises keynote speakers she thinks will address teachers' needs. Last year's speakers were Rosa Murray from the GTCS and Elizabeth Morris from HMIE.

These events are organised a year in advance with Karen and Raymond meeting monthly and splitting the tasks to organise the event. The EIS support the event through printing posters and leaflets to advertise the event and help financially with costs.

The partnership has grown and the CPD Coordinator has found Karen's knowledge and expertise in the field of CPD invaluable. She has helped him organise and run a Chartered Teacher network. Through her encouragement a number of teachers have had the courage to go on the programme. She now runs the network and keeps the CPD Coordinator



Raymond Young

informed of what is going on. She has also been instrumental in encouraging teachers to seek Professional Recognition from the GTCS for their professional practice.

As an EIS Learning Representative working in a local secondary school she has a listening ear to find out what teachers think and how they feel about CPD. Through working in partnership with the Council's CPD Coordinator she is able to advise on approaches to engage with teachers. She is able to give teachers information, guidance and support to make effective decisions regarding their CPD.

The EIS Learning Representative is an integral part of the CPD process in Clackmannanshire and continues to promote and develop CPD opportunities for her colleagues.

**– Raymond Young, Quality Improvement Officer, Clackmannanshire Council**

## Joint Fife EIS/CPD Conference

### 'Your Journey to Excellence'

The Auchterderran Centre in Cardenden, Fife, was buzzing on the morning of Saturday 19 April, when more than 70 Fife teachers attended a CPD Conference organised by the Fife EIS Learning Representatives and members of the Fife CPD Team.

Thought-provoking presentations from Sally Fulton, HMIE/LTS and Tom Hamilton, GTC(S) got the event off to an excellent start. These presentations were followed by a choice of workshop activities. It was evident that, after participating in the 45 minute workshops, participants felt enthused to take forward their own professional development as a result of these taster sessions. Interest was expressed in applying for Research Scholarships; attending twilight sessions on interactive digital imaging; developing school links between enterprise and the *Curriculum for*



*Excellence; claiming professional recognition and*

planning how to compile an effective CPD Portfolio. There was a real understanding of the professional development coming not only from attendance at the conference but from what people intended to do as a result.

The planning of the conference by EIS Learning Representatives and the Fife CPD Team is an excellent example of joint working for the benefit of Fife staff. This was the second joint event to be held and the fact that so many teachers gave up a Saturday morning to attend, along with the exceptionally positive evaluations, would indicate that it will have a place on the annual CPD calendar from now on.

**– Marjorie Kinnaird, Fife Council CPD Team**

## A Joint CPD Events focus

### East Renfrewshire

10 May 2008, 9.30am – 3pm

#### “Chartered Teachers – Leaders in Learning” Conference

This Conference was designed to be of interest to anyone who is already a Chartered Teacher, is thinking of becoming a Chartered Teacher or is currently undertaking the Chartered Teacher Programme. The speakers were Ginny Thorburn, Head of Services, East Renfrewshire Council; Joe McGeer, Teaching Fellow, University of the West of Scotland and three East Renfrewshire Chartered Teachers. The conference was held in the Redhurst Hotel, Giffnock. Promotional material was issued to all schools in East Renfrewshire. For further information on any aspect of your CPD requirements please contact the EIS East Renfrewshire Learning Representative, Addie Thomson: athomson@eis-learnrep.org.uk Tel: 0141 577 8343.

### East Dunbartonshire/West

Dunbartonshire 14 May 2008, 3pm – 5.30pm

A drop-in CPD fair was held jointly between the EIS and East and West Dunbartonshire Councils on 14 May 2008 in the Esporta Health Club, Milngavie. This was an informal opportunity to discuss with various individuals which pathway to follow to achieve CPD goals. There was information about what “counts” as CPD within the statutory 35 hours and what the standards are for Full Registration, Professional Registration, Headship, Professional Recognition, Chartered Teacher and Leadership Development. Promotional material was issued to all schools in East and West Dunbartonshire. For further information about or any aspect of your CPD requirements please contact the appropriate EIS Learning Representative: Allyson Purdie (East Dunbartonshire): apurdie@eis-learnrep.org.uk Tel: 0141 772 5129; Ann Fisher (West Dunbartonshire): a.fisher@eis-learnrep.org.uk Tel: 01389 879022

### Midlothian

22 May 2008, 4pm – 6.30pm

This is the first joint CPD event to be held between the EIS and Midlothian Council. The venue is the Dalhousie Castle Hotel, Bonnyrigg and the event will run from 4 pm to 6.30 pm. The speakers will be Elisabeth Ritchie, HMIE, who will be advising on “Journey to Excellence”; Tom Hamilton, GTC(S), who will give information on the “Framework for Professional Recognition” and David Drever, EIS President elect. There will also be CPD information, including the Chartered Teacher programme, available from several providers. Refreshments will be provided and booking is essential. Promotional material will shortly be sent out to all schools in Midlothian. For further information about the event and/or any other aspect of your CPD requirements please contact the EIS Midlothian Learning Representative: Vicki Wallace vwallace@eis-learnrep.org.uk

### Edinburgh

4 September 2008, 4pm – 7.30pm

This is the second joint event to be held with the City of Edinburgh Council and will be held in the Hibs Stadium from 4.30 pm to 7 pm. The event will feature speakers and also stalls including providers – University of Glasgow, University of Stirling, Open University, City and Guilds/Rocket Learning, University of the West of Scotland. Other stalls will include EIS Learning Representatives (LRs), Eco-Schools, The Curriculum for Excellence, Co-operate to Succeed, Learning with Care, Initial Teacher Education, PE. Details are being finalised and promotional material will be sent to all Edinburgh schools soon. If you wish to discuss the event or any other aspect of CPD you can contact the two EIS Edinburgh Learning Representatives: Anne Scott. ascott@eis-learnrep.org.uk. Tel: 0131 552 5907 (home); Alison Waugh, awaugh@eis-learnrep.org.uk Tel: 0131 447 3456 (home).



### Renfrewshire

30 September 2008, 7pm – 9pm

This will be the first joint event to be held with Renfrewshire Council and the venue will be the Glynhill Hotel, Renfrew. Promotional material will be issued to all schools in Renfrewshire. For further information about the event and/or any other aspect of CPD please contact the EIS Renfrewshire Learning Representative, David Thomson: dthomson@eis-learnrep.org.uk

### Orkney, Learning Festival

23/24 October 2008

The keynote speaker will be Walter Humes, Research Professor in Education, University of the West of Scotland. Further details will appear shortly. You can also contact the EIS Orkney Learning Representative, Sarah Moar, smoar@eis-learnrep.org.uk, for further details of the event and/or any queries you may have on CPD.

Events are also to be held in Clackmannanshire and Perth & Kinross in September. Details of all the upcoming CPD events can be found on the front page of the EIS website: [www.eis.org.uk](http://www.eis.org.uk). Contact details for all multi-establishment LR's appear in the SEJ and contact details for all LR's – multi-establishment, school and college – can be found on the Learning Representative website which can be accessed from the main EIS website.

## ANNIESLAND COLLEGE CPD EVENT

The EIS has been holding joint events with local authorities for some time to promote CPD, partnership working and the benefits of our Learning Representatives in assisting colleagues with their CPD enquiries.

In further education one of the issues around the CPD agenda is the recommendation from the Review of Scottish Colleges (ROSCO), supported by the Scottish Government, that all full-time staff in colleges should fulfil, as a minimum expectation, six days of CPD a year. FE LRs have a role to play in guiding staff in this regard and other aspects of CPD. To assist in raising the profile of CPD a joint event was held between the EIS and Anniesland College on 3 April 2008.

Linda McTavish, Anniesland College Principal, said in her opening remarks that the Learning Representative is the key person to help define staff development. Co-operation between the college and the Learning Representative is vital and this joint CPD event would be the first of many such collaborations.

David Drever, EIS President elect, also highlighted the



importance of partnership working and the importance placed on CPD within the EIS. The development of the LR programme is a very important part of the development of the CPD agenda. The joint CPD events which are being held with local authorities are proving to be the key to raising awareness of CPD and he very much welcomed joint working with the College.

Hugh Paton, Anniesland College Learning Representative, said that the role of the Learning Representative is to inform, support and encourage colleagues to participate in staff development. Recognition for CPD being

undertaken by staff is the greatest motivator. College staff need to take ownership of their Staff Development Career Review.

Other contributors at the event were Tom Hamilton, GTC(S); John McCann, SFEU and John Bowditch, HMIE.

Following on from the success of this event it is hoped that events can be held in other further education colleges.



I am currently in my third year as a maths teacher. In my probationary year, I developed an interest in working with pupils with Specific Learning Difficulties. However I had no idea how to pursue this interest any further.

Then I saw an article in the SEJ about Learning Reps, and decided to email my local Learning Representative Vicki to see if she could give me any information. As it turned out, she was extremely helpful and definitely knew her stuff: not only was she able to advise me in general on potential routes to becoming a Learning Support teacher; but she also pointed me in the direction of an 8-week Level 1 Support for Learning (SfL) course run by a neighbouring authority.

I attended this course, and it was just what I needed. It helped develop my basic knowledge of SfL, and gave me the time to consider where I want to go with this new knowledge in the future. Completing that course successfully has allowed me to consider my further options – such as doing the Level 2 course next year, a Masters course, or working with my SfL colleagues in my school.

There was also another benefit: as part of my course, I had to do a case study of a pupil, which gave me the chance to investigate the learning needs of one of my pupils in great depth. This allowed me to make changes to the way I taught him maths, resulting in him making instant and significant progress. So it was not just me who benefited from Vicki's advice!

– **David Watkins**  
Newbattle High School,  
Midlothian

## LEARNING REPRESENTATIVE COURSES SEPTEMBER 2008

The EIS now has nearly 100 Learning Representatives (LRs) working across schools and colleges throughout Scotland. They are a source of confidential information, advice and support to colleagues who are interested in undertaking CPD. The LRs are having a huge impact on the education sector and are working hard to increase awareness of CPD opportunities – both personal and professional – amongst their colleagues.

Would you like to become an EIS LR and become involved in this fast growing area of work within the EIS whilst at the same time advancing your own CPD? Then the next LR course is for you!

The next intake for the courses to become either a multi-establishment, college or school LR is in September 2008. The courses are either at postgraduate level (multi-establishment) or undergraduate level (college and school). The courses are completely on-line through the University of the West of Scotland and take around 3 months to complete. Each student is assigned an accredited LR who acts as their mentor throughout the course and beyond. The course fees are met by the EIS.

To find out more and obtain an Information Pack contact Lyn McClintock LR Administrator, EIS, 46 Moray Place, Edinburgh EH3 6BH. [lmclintock@eis.org.uk](mailto:lmclintock@eis.org.uk) Tel: 0131 225 6244. Please advise which course you are interested in and a pack will be dispatched to you.

## Working together in Orkney

– enhancing the role of the EIS learning representative

Over the last school session the EIS learning representative, Sarah Moar, and myself have been working together on supporting staff in relation to their CPD. We have met every term to discuss CPD issues.

One of the things we have considered is developing a bank of resources for teachers who are following CPD courses to borrow as part of their studies. We have tentatively started this initially using many of our own personal resources.

The other joint project we have been developing is to help heighten awareness of the role of the EIS learning representative as someone who can support teaching staff in their CPD. We are holding our third annual Learning Festival in October 2008 for all staff. And to promote Sarah's role, she will have an opportunity in the booking brochure for the CPD courses to describe the type of support she can offer.

Sarah will also have an opportunity to build in time slots where she will be able to arrange to meet teaching staff to discuss their CPD requirements and support. Staff will be able to access this through the booking mechanisms for the Learning Festival.

Sarah is also arranging for Walter Humes to come to speak to staff during the learning festival and this is going to be jointly organised and promoted but funded through the EIS.

The termly meetings have proved valuable to both of us enabling us to explore issues relating to CPD in a relatively wide sense. It has also given us the opportunity to work jointly on projects which are still developing and remain in the very early stages. I am confident that after the Learning Festival in October, teaching staff will be more aware of the support the EIS learning rep can offer and that we will continue to work together on joint projects for developing CPD opportunities for staff.

– **Morag Miller, Service Improvement Officer, Orkney Islands Council**

## EIS, East and West Dunbartonshire arrange a CPD Road Show.

Before the 'great disaggregation' of Strathclyde Regional Council, it was natural for teachers who are now employed in East Dunbartonshire and West Dunbartonshire to be offered the same CPD.

The separation of Dunbarton Division into two smaller Authorities always did leave a feeling that a good geographical partnership was being dissolved.

Many of the EQDS personnel remained in post and one of the first links to be re-established between east and west authorities was within the Western Consortium which catered for the Headship qualification.

Later, through the appointment of Learning Representatives in both authorities who developed collegiate working with the appropriate QIMs and QIOs the need to extend this joint working became more obvious. It was cost effective, time efficient and crucially it avoided repetition of delivery, particularly with regard to nationally recognised qualifications.

At one of the EIS Learning Reps Networking meetings, it was agreed that both East and West Dunbartonshire reps together would liaise with the QIOs to arrange a time, a venue and the content for a CPD 'road show'.

Meetings were set up to draw up draft publicity materials, visit the proposed venue to check out its suitability and contact the various 'informed individuals' who would be at the information stalls.

The EIS arranged for all the publicity materials to be sent out to schools and educational establishments. At the time of writing, the event is still to happen (14 May).

Watch this space for the second instalment!

– **Allyson Purdie and Ann Fisher, EIS LRs**



## Working with Union Learning Reps

Continuing professional development is a key component for all of us involved in education. We live in a fast changing world where nothing ever seems to stand still for very long. National initiatives such as *Curriculum for Excellence* and the implementation of GLOW provide us all with large challenges. It is vital, therefore, that local authorities and professional organisations work very closely in partnership in order to ensure the highest quality of learning opportunities and to ensure the needs of all our children are met.

The union learning representative provides an important link in our collegiate approach to continuing professional development across Renfrewshire. The expertise brought by learning representatives provides the chance for staff from all sectors to explore a wide variety of opportunities for continuing professional development. This includes traditional in-service courses as well as alternative and highly flexible routes to professional accreditation and the Chartered Teacher programme.

We are very excited about the fact that we will be hosting a joint professional development event in the autumn of this year in Renfrewshire. This is a great opportunity for demonstrating our commitment to working together and continuing our collegiate approach. At this event we shall be able to explore issues common to all staff relating to a range of issues. This will also provide an excellent opportunity for sharing practice and views on the needs of the profession and how we can best respond to these.

We believe that it is vital that all staff in Renfrewshire work together in closer and closer partnership in order to continue to develop our approaches. In light of the big national initiatives we have welcomed the approach taken as we work together as a local authority with union learning reps in order to continue to enhance the quality of learning and teaching in all our establishments.

– **Gordon McKinlay, Acting Senior Adviser (School Improvement), Renfrewshire Council**



## Aberdeen Fair

The EIS and the University of Aberdeen established a partnership a year ago to expand CPD opportunities for teachers. This is unique in that the courses are developed by teachers for teachers as both EIS Learning Representatives and Chartered Teachers are involved.

Courses have already been developed and this is an on-going process. Although the University is located in Aberdeen it is a national university able to provide courses for teachers throughout the country. A Development Forum has been set up and this involves teachers from many different parts of Scotland.

As part of the partnership a CPD Fair was held at the University of Aberdeen on Saturday 26 April 2008 and attracted around 50 participants. Introductions were made by Leila Holm, Director of the Professional Learning and Development Centre, who advised of the work being carried out by the Centre and also the summer school courses. Brian Torrance, one of the EIS Aberdeenshire Learning Representatives, spoke of how well the Partnership is working and how the Learning Representatives – from Aberdeen City and Aberdeenshire – can assist colleagues in obtaining information about CPD opportunities and giving guidance to them on the CPD which is most suitable.

Myra Pearson, Head of the School of Education, spoke about the partnership and the wide variety of courses available at the University. The keynote speaker was Tom Hamilton, GTC(S) who advised on "Why CPD Matters". There was then an opportunity for those attending to attend various workshops on topics such as International Education. It is clear from the early feedback that this event has been a huge success and that there is a demand for more such events to be held. Any future events will be advertised both in the Joint CPD Events section on the main page of the EIS website and also in the SEJ.

If you would like to be involved in the work of the Development Forum at the University, which meets around 4 times per year, please initially contact Lyn McClintock, EIS LR Administrator [lmccclintock@eis.org.uk](mailto:lmccclintock@eis.org.uk) Tel: 0131 225 6244. For further information about all courses available at the University you can visit their website: [www.abdn.ac.uk](http://www.abdn.ac.uk)

**"Continuing professional development is a key component for all of us involved in education. We live in a fast changing world where nothing ever seems to stand still for very long."**

## CPD round-up

### International Education – CPD Accredited Course

A new LTS funded CPD course on International Education (accredited by GTCS) is now being offered as a pilot course by the University of Glasgow and University of Aberdeen. The course can be completed as an accredited CPD course or as a Chartered Teacher course and teachers can choose to complete the first module (15 credits) or a double module (30 credits).

This course will offer teachers the chance to gain accreditation for their work in the development of International Education.

If you would like further information and an application form for the course please email either of the following:

**Dr Margery McMahon**, University of Glasgow  
[m.mcmahon@educ.gla.ac.uk](mailto:m.mcmahon@educ.gla.ac.uk)

**Leila Holm**, University of Aberdeen  
[l.holm@abdn.ac.uk](mailto:l.holm@abdn.ac.uk)

### Cities of Reading, Cities of Literature

This is a one-day CPD event organised by the Scottish Centre for the Book in partnership with the Scottish Arts Council and Edinburgh City of Literature on Friday, 20 June 2008 at the Craiglockhart Campus of Napier University, Edinburgh.

The event is intended for arts administrators, reading development officers, librarians, teachers and others who wish to learn about best practice in this growing field.

The cost of the symposium is £50, including lunch, tea and coffee. For further details or to reserve a place please contact Fiona Hartree, SCOB Administrator: [F.Hartree@napier.ac.uk](mailto:F.Hartree@napier.ac.uk)

## Learning in Partnership

The national agreement "A Teaching Profession for the 21st Century" outlined the context for professional review and development. It stated that "teachers shall have an ongoing commitment to maintain their professional expertise through an agreed programme of professional development." Historically teachers have enhanced and maintained their skills and knowledge to engage with a developing profession. The agreement promoted an opportunity for local authorities, professional associations and higher education institutions to ensure that teachers could have access to a range of professional development activities which would support the 21st century profession.

The Educational Institute of Scotland's (EIS) decision to train and appoint Learning Representatives provided an opportunity for partnership working with local authority colleagues within Continuing Professional Development to support teachers with their engagement in professional learning.

Within the City of Edinburgh regular meetings

between local authority staff from the Professional Development and Lifelong Learning team and Learning Representatives are held to share information about learning opportunities, resources and any future needs or developments. A successful joint event: "CPD Across the Standards" was held in November for colleagues in all sectors of the profession. A blended approach was provided enabling colleagues to hear about current developments and initiatives in professional development from invited speakers whilst stalls promoting professional development opportunities were set up by local authority staff, higher education providers and the EIS. This gave colleagues an opportunity to gather information relevant to them and their context.

The success of the joint event has informed the planning of a similar event scheduled for September 2008.

– **Caroline Hill** – *Principal Officer Professional Development and Lifelong Learning, the City of Edinburgh Council.*

## ADVANCED PROFESSIONAL STUDIES

The School of Education's portfolio of Continuing Professional Development (CPD) programmes for school teachers has recently been re-structured to meet both current and emerging needs associated with the profession and to reflect the increasing importance being attached nationally to CPD and its positive impact on professional practice. The School of Education's CPD provision is located within an overall Advanced Professional Studies framework. This framework offers awards at Postgraduate Certificate, Postgraduate Diploma and Master of Education level.

Within the Advanced Professional Studies framework, the under noted 'named' pathways are delivered wholly online using the University's interactive e-learning environment, 'Blackboard'.

**Applications are now invited for the next cohort, beginning in September 2008, and associated with:**

**The Chartered Teacher Pathway • The Inclusive Education Pathway**

### **M.Ed. in Advanced Professional Studies (Chartered Teacher Pathway)**

**CT MODULE 1: Reflective Practice: Critical Self Evaluation and Development**

**Module Commences: 22 September 2008.**

**Induction:** A two-week induction period for enrolled students commences Monday 8 September.

**Cost:** £600. EIS Members are eligible for a 15% discount and payment plans are available to enrolled students. Note: Module fees are correct at the time of publication.

For details of content and scheduling of other core modules visit:

[www.uws.ac.uk/schoolsdepts/education/cpd/PgCertCT.asp](http://www.uws.ac.uk/schoolsdepts/education/cpd/PgCertCT.asp)

#### **OPTIONAL MODULES**

A range of optional modules is also available including Literacy, Numeracy, Environmental Issues, Mentoring and Peer Networking, Health Promotion, eLearning.

For details of full range, content and scheduling visit:

[www.uws.ac.uk/schoolsdepts/education/cpd/PgDiploma.asp](http://www.uws.ac.uk/schoolsdepts/education/cpd/PgDiploma.asp)

#### **APL/APEL CLAIMS**

Partial claims can be made for up to 6 modules. For details of cost and an outline of the process visit:

[www.uws.ac.uk/schoolsdepts/education/cpd/APL.asp](http://www.uws.ac.uk/schoolsdepts/education/cpd/APL.asp)

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

To request a copy of our Chartered Teacher Information Pack and/or an application form please contact Linda Lafferty direct via email at: [linda.lafferty@uws.ac.uk](mailto:linda.lafferty@uws.ac.uk)

[www.uws.ac.uk/schoolsdepts/education/cpd/CTPathway.asp](http://www.uws.ac.uk/schoolsdepts/education/cpd/CTPathway.asp)

*in partnership with*



"The course was both enjoyable and challenging. Tutor support was fast and supportive"

### **The Pg. Certificate in Advanced Professional Studies (Inclusive Education Pathway)**

**MODULE 1: ASL/Inclusive Education**

**Module Commences: 22 September 2008.**

**Induction:** A two-week induction period for enrolled students commences Monday 8 September.

**Cost:** £200. Payment plans are available to enrolled students. Note: Module fees are correct at the time of publication.

Further information e.g. content, scheduling of modules, how to apply, is available in the first instance from:

[http://www.uws.ac.uk/schoolsdepts/education/cpd/documents/InclusiveEducationPathway\\_000.pdf](http://www.uws.ac.uk/schoolsdepts/education/cpd/documents/InclusiveEducationPathway_000.pdf)

**DEADLINE FOR THE RETURN OF ALL COMPLETED APPLICATION FORMS: 9am on Monday 11 August 2008**

Please note: Due to formal enrolment processes, which must be undertaken by all learners in order to gain access to the learning environment, we regret applications received after the above deadline cannot be considered.

# Mad Hot Classrooms

## Edinburgh Teachers Ballroom in the Bronx

EIS members Cathy Harrison and Avril Wilson from South Morningside primary school in Edinburgh describe a recent study visit to New York where they discovered how dance can be used in school to boost pupils' fitness and self esteem

**E**ver done the Tango in Tiffany's, Merengue in Manhattan, or Rumba at the Rockefeller Center? No? Well read on...

It should have been the start of the October break for us – but instead of collapsing on the sofa with a glass of wine, we found ourselves heading for New York on an international study visit, partially funded through Learning and Teaching Scotland. We'd been inspired to apply for the funding after a trip to the cinema to see the documentary film, 'Mad, Hot Ballroom'. We went in exhausted and came out invigorated, such was the impact of this film on us! 10 year old children from various public schools in New York were ballroom dancing as part of the curriculum. An unlikely subject for a film, but we became enthralled, as we watched them grow in stature and confidence as they honed their skills and became the ultimate stars. We had wondered at the time if such a programme could have the same impact on pupils in Scotland as it did in New York and now we were on our way to the Big Apple to see for ourselves.

We met with Pierre Dulaine, the founder of the 'Dancing Classrooms' project – a charismatic man with a great drive and passion for his work. A dancer himself, he started teaching ballroom dancing to a class of children in one school in New York in 1994. Since then, this has spiralled so much that last year in New York alone, 185 schools and 22,000 children benefited from participating in the programme.

Why did he do this? According to Pierre, ballroom dancing changed his life and he wanted to give the same opportunities to young people in New York. He sees it as helping them make connections with other people and to develop respect for themselves and others.

After visiting 5 very different schools in various New York boroughs, we can only agree.



What memories stand out for us?

- In Chinatown the children arrived with their best shoes stored in boxes, clutched under their arms. They excitedly changed into these before the dance class and reluctantly packed them away at the end.
- The huge smile and sparkling eyes of a special needs boy in Queens who chanted, 'Lady, lady, lady,' and 'Man, man, man,' to help keep him going in the right direction as he danced his rumba walks.
- Dancing the foxtrot on stage with the pupils of PS 75 in Harlem. Such charm, grace and good manners!
- One little boy in a Bronx school who was desperate to show how good he was at the Merengue, as he was from the Dominican Republic. And he was – what a mover!
- Such focus, sheer concentration and joy as the children danced to tunes such as 'Fever' by Peggy Lee.

Part of the programme's success must surely lie with Pierre himself, but the 'teaching artists' who work in the schools impressed us with their professionalism and commitment. The children responded to their enthusiasm and sense of fun, but also to the discipline involved in learning the dances.

After a hectic week, finding our way round the subway and

clocking up a good few miles on foot, we were left pondering if this fantastically successful, motivational programme could be transferred 'over the pond' and be incorporated into our curriculum. Certainly, with the introduction of the *Curriculum for Excellence*, there seems no reason why not, given that we saw at first hand how it already touches on each of the four capacities.

What's our next step? Not the heel turn, but how, in this climate of budget cutbacks, to secure funding for a project we are passionate about. If there's anyone out there with the means to sponsor us in bringing this project (and Pierre) to Scotland, we'd love to hear from you – we believe 'Dancing Classrooms' has the potential to transform young lives.

– Cathy Harrison and Avril Wilson



Cathy and Avril meet Pierre Dulaine and associate Yvonne Marceau of the American Ballroom Theatre in New York.

Image from the film "Mad Hot Ballroom", Paramount Classics.

# Dance

**'In Chinatown the children arrived with their best shoes stored in boxes, clutched under their arms. They excitedly changed into these before the dance class and reluctantly packed them away at the end.'**

# 學

With the continuing growth of Chinese influence on the world stage, the importance of knowledge of Chinese language has never been greater. Here, the SEJ takes a look at the new PGDE (Secondary) Mandarin at the Moray House School of Education, University of Edinburgh which is helping to ensure that Scotland will be well placed to forge constructive links with China in the future.

## Confucius

In the last few years, there has been a surge of interest in Chinese language and culture in Scotland. Scotland has a Chinese community of considerable size and their culture is evident throughout the country in many forms. The Scottish Parliament has actively sought closer trade links with The People's Republic of China through the Scotland China Engagement Strategy and is keen to promote the learning and teaching of Chinese language and culture in Scottish schools.

The University of Edinburgh has been very pro-active in its support of Chinese language and culture and has established a Confucius Institute, which was officially opened by the First Minister, Alex Salmond, on 25th September last year. The Confucius Institute for Scotland in the University of Edinburgh has been set up with Sino-Scottish Government backing, to promote the teaching of Chinese language and culture in Scotland and, among other activities, offers timetabled Chinese language courses from beginner level upwards as well as courses on various aspects of contemporary China. Students following courses benefit from a top quality learning environment.

This coincides with a period of expansion of the teaching of Chinese in schools in Scotland. This has grown so rapidly that it has led to the establishment

of the Scotland China Education Network, comprising over 50 schools and including representatives from the Scottish Government, HMIe and Learning and Teaching Scotland (LTS). This has led to calls for the teaching of Chinese to be more formally established in schools with appropriately qualified teachers. It was against this background that I was asked by Pamela Munn, at that time Dean of the Moray House School of Education, to attend a meeting at St. George's School for Girls in Edinburgh in May of 2006 where I discussed with Head Teacher, Dr Judith McClure, and Vice Principal of the University of Edinburgh, Professor Geoffery Boulton, ways in which a teaching qualification in Chinese could be established.

### Examining the options

Six months later several options were on the table – a PGDE course in Mandarin; a 4 year degree in collaboration with the department for Asian Studies at the University of Edinburgh, combining language, literature, culture and pedagogy; a Masters degree, also in collaboration with the department for Asian Studies at the University of Edinburgh; and the possibility of professional recognition from the General Teaching Council for Scotland upon completion of the appropriate courses and training, an area where the Confucius Institute could contribute. While the other options are still work in progress, the most popular one was the PGDE course, so the first six months of 2007 saw intense activity as colleagues in the Moray House School of Education, the GTC(S) and the Scottish Government liaised as to the practicalities of creating and validating this new course. Thanks to lots of hard work and close collaboration between the partners involved, it was possible to develop Mandarin as a qualifying subject to be included in the portfolio of languages offered as part of the Professional Graduate Diploma in Education (Secondary) at the Moray House School of Education for session 2007/8. It is testimony to what can be established when real cooperation takes place among partners working towards a common goal. Although I personally was always quite confident that we would achieve our objective, I was extremely grateful to



colleagues in the university, the Scottish Government and the GTC(S) for their hard work and timeous completion of the many tasks involved in the process of making the course a reality against a very tight timeline, punctuated with several deadlines.

Once everything was in place, the adverts went out in the national press and on the University of Edinburgh website and numerous enquiries followed, which resulted in a flurry of applications. From these applications we were able to offer six places for Mandarin on the PGDE(Secondary) Programme and these students started their training in August 2007 and are currently two thirds of the way through their course. As

# says...

additional support, I am pleased to say that the Moray House School of Education has appointed an associate tutor for Mandarin, who supports my colleague, Richard Easton, and myself in the students' training.

The success of this initiative could not have been achieved without the support of a number of schools, in both the state and independent sector across Scotland, who have provided placements this year for these six students and who have been extremely supportive of our students, for which my colleagues and I, as well as the students themselves, are very grateful.

### Moving forward

To support developments further, the Scottish Qualifications Authority have appointed a Development Officer and Principal Assessor of Chinese responsible for coordinating the introduction of National Qualifications in Chinese, with Intermediate 1 & 2 examinations being offered in 2009 and Higher and Advanced Higher examinations in 2010.

Last week saw the launch of Access 3 Cantonese and Mandarin, a half day event which provided an opportunity for teachers and lecturers to familiarise themselves with the content and delivery of Access 3 courses. On 1st May there is the Launch Event, (Modern Languages) for Work Purposes, Access 3 and Intermediate 1, a whole day event, which will

provide the opportunity for teachers and lecturers in schools and FE colleges to familiarise themselves with new free standing generic Units and associated Assessment Support Packs (ASPs). The Units will interest practitioners who wish to integrate the study and use of modern foreign languages in a vocational setting, into the delivery of a variety of courses or as stand alone additions to existing provision. The Units will be offered in Cantonese, French, Gaelic (learners), German, Italian, Mandarin, Polish, Russian and Urdu. These days are followed on 8th May by the Launch Event for Intermediate 1 & 2 Cantonese and Mandarin. Presentations will be led by SQA's Development Officer for Chinese Languages, Fan Lin, who will also assist in hosting workshop sessions alongside members of the examining team. There will also be an update from LTS colleagues on the development of teaching materials to support the delivery of the Intermediate 1 & 2 Courses.

### Looking ahead

This is an exciting time for our Mandarin teachers in training, who are in at the beginning of many important developments designed to help develop and support the learning and teaching of Chinese in schools and centres and I am pleased that our students have been invited to these events. The first event looking at Access 3 was a very useful event and enabled our students to extend not only their subject knowledge, but also their network of contacts in Scottish educational establishments.

The PGDE year is normally interesting, challenging and intense, but this year our Mandarin students have had a particularly busy time. On 24

October 2007, the Scotland – China Education Network held a China Scotland Leadership Conference at the Edinburgh International Conference Centre. Alex Salmond addressed the conference which was also attended by Madame Xu Lin, Director General of Hanban of China. This event was supported by the Scottish Educational Leadership, Management and Administration Society (SELMAS), the Hong Kong Schools Self Evaluation Network (HKSSSEN), the Scottish Executive Education Department (SEED) and the Tam O'Shanter Trust. On the 21st February this year, our students received an invitation from Alex Salmond to attend 'Spirit – A Spring Lantern Festival', at Edinburgh's Royal Botanic Garden, the launch event for China Now in Scotland. This was a spectacular start to a host of events and activities, which in addition to the cultural programme has strong business, educational and scientific strands and even a football programme!

With the establishment of Confucius Classrooms at various locations in Scotland, providing an 'online hub' of support for learning about Chinese language and culture, including resources and examples of practice in Scottish schools; China Now in Scotland; and, of course, the Beijing Olympics, the Year of the Rat looks set to raise awareness of Chinese language and culture throughout Scotland. It is fitting that this should be the year that the first qualified teachers of Mandarin trained in Scotland join the teaching community in our schools. We look forward to this being the start of a sustainable development, which will lead to a rich and diversified linguistic and cultural experience for our pupils. ■

– **Michael Lynch, Programme Coordinator, PGDE (Secondary), Moray House School of Education**



**In the last few years, there has been a surge of interest in Chinese language and culture in Scotland.**

**“Scotland has a Chinese community of considerable size and their culture is evident throughout the country in many forms.”**

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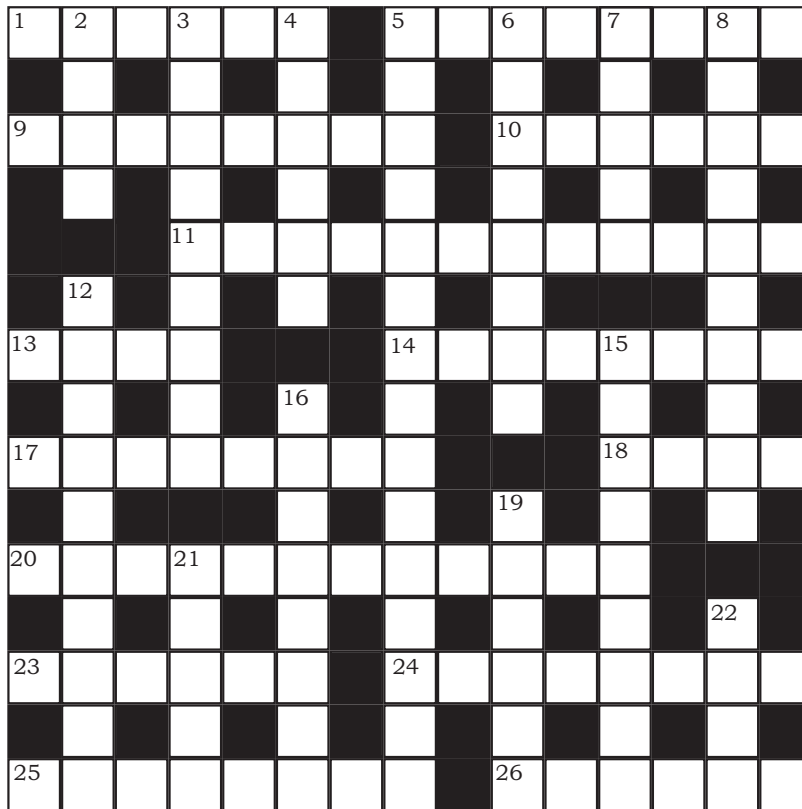
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# Crossword 51



## Answers to crossword no.50

**Across:** 1 Crepe, 4 Clydebank, 9 Riposte, 10 Minutia, 11 Sinus, 13 Elope, 15 Ere, 16 Rye, 17 Trail, 19 Snogs, 21 Wigan, 23 Luton, 24 Tic, 25 Ski, 26 React, 28 Cirri, 29 Ipswich, 31 Feature, 33 Flywheels, 34 Style.

**Down:** 1 Cork-screw, 2 Expunge, 3 Ems, 4 Crewe, 5 Yam, 6 Ernie, 7 Art Deco, 8 Knave, 12 Sit-in, 14 Owllet, 18 Alloa, 19 Sonic, 20 Sacrilege, 22 Grimsby, 24 Torquay, 25 Stiff, 26 Raith, 27 Toffs, 30 Hoe, 32 Ass.

## CROSSWORD WINNER

– Congratulations to **David Vincent**, Dalrymple, who was the winner of SEJ cryptic crossword no 50. David receives a £20 book token.

## CLUES

### Across

- |   |  |
|---|--|
| 1 Purgative medicine promoting movement (singular) (6)      | 20 Attitude surveys identified by canvassers (7,5)                 |
| 5 Support shy eastern composite prediction (8)              | 23 Sounds like someone has stolen the glass container (6)          |
| 9 Age of tenure of spoilt adolescent (8)                    | 24 Savings for a rainy day when the fledglings might get wet (4-4) |
| 10 Neat tree ! (6)  | 25 Obstreperous puss disappeared to make soft drink (4-4)          |
| 11 Scorn admirer using bells, handkerchief and sticks (6-6) | 26 Could have seen my sychophants (3,3)                            |
| 13 Could be a new star (4)                                  |  |
| 14 Lucky Irish clover (8)                                   |  |
| 17 A tree etc could be the long version (2,6)               |  |
| 18 Hock the chess piece                                     |  |

### Down

- |   |   |
|---|---|
| 2 Winnie came back with a ring (4)                    | 12 Strong, upright instrument (10)            |
| 3 Germ sac I'm involved with melee (9)                | 15 Get back several espressos (9)             |
| 4 Treachery rat deserted to become happy (6)          | 16 Hideout weight of condemnation (8)         |
| 5 Produces good points for the scholar (6-9)          | 19 Scuffles hyperactively in obese manner (6) |
| 6 Ian bid so badly for the volcanic glass (8)         | 21 Close to the start of darkness (5)         |
| 7 The big bird was a headache Ronnie accommodated (5) | 22 Was Shrek too green inside (4)             |
| 8 Use access and word, you can't                      |   |

## Work out and win

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

Name:.....

Address: .....

.....

.....

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



# Sudoku

supplied by: Lovatts Publications

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

**Rating:** medium/hard

SEJ March 08 Sudoku solution

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

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

## 5 Minute Quiz

1. Who in 1963 sang about being "24 hours from Tulsa?"
2. Which character does Keifer Sutherland play in the TV Series "24"?
3. With which sport do you associate Nicolas Kiefer?
4. In which Walt Disney movie of 2004 did Nicolas Cage play the character Ben Gates?
5. In 2004 who clinched the US Democratic Party presidential nomination?

Answers on page 34

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**THE EDITOR welcomes your letters but reserves the right to edit them. Please write to: The SEJ Editor, 46 Moray Place, Edinburgh, EH3 6BH F: 0131 220 3151 E: sej@eis.org.uk**

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

# Letters

## Mini quiz answers

1. Gene Pitney
2. Jack Bauer
3. Tennis
4. National Treasure
5. John Kerry

## Dear Editor

Palestine

I could not disagree more with Joyce Cheesmond (SEJ 8 Feb 2008). I met with Dr Hala Yamani during her visit to Stirling University and was impressed by both her professionalism and her concern, not just for her students, but for the Palestinian people as a whole. The opinion that the article "Behind the Wall" is a polemic does not stand scrutiny but more a reflection, I suggest, of the partisan stance of Ms Cheesmond who appears happy to deny reality and blame the victim for their misfortunes.

And the reality is harsh, if not vicious. Look beyond the mantra of security for Israel. At present there are tens of thousands of Palestinians trapped on the "wrong" side of a 30 foot concrete wall with sniper towers (and razor wire fence in the largely, rural less populated areas) who could find it easier to enter Israel than visit family, or go to school, on the other side of the wall. This wall of "annexation and despair" annexes about 10% of occupied Palestine, including important water aquifers and fertile land (on which illegal settlements have already expanded), with rural employment a major casualty. In addition there is the cancer of hundreds of checkpoints, Israel's matrix of control, which destroy those aspects of life we all take for granted. During last December, the Israeli human rights group Betsleem reported three cases of Palestinian mothers-to-be, in labour, forced to give birth at checkpoints. During March, young Palestinian boys playing

football in Jabaliya refugee camp

were shredded by an Israeli missile, with one child left looking at the head of his cousin lying in a corner of the play area. Palestinian children react to, and are traumatised by, their experiences under a barbaric occupation. And if these influence the dreams and aspirations of the young, in a manner which disturbs Ms Cheesmond, then she has to look no further than a forty year old brutal military occupation for the blame.

Her demonising of the Palestinian people, and their leadership, resorts to the now jaded criticism of Palestinian textbooks. Palestinian textbooks are the most scrutinised school books on the globe. They have been scrutinised by Israeli, American and European researchers with research papers published from both educational and political perspectives. There is no evidence of incitement to hatred. The challenge, now, for Ms Cheesmond is to examine Israeli education. There is no better place to start than the website of New Profile, an Israeli feminist group concerned with the brutalising of Israeli society, as a consequence of the occupation, and which fights against militarism within Israeli education and society at large.

I welcomed Dr Yamani's contribution in the SEJ. It was a thought provoking contribution to a subject which is rarely aired.

Yours sincerely  
Hugh Humphries,

## Dear Editor

Malawi

I am a nursery teacher at Gartly Primary. Three years ago I came across a leaflet about LINK Community Development Global Teachers' Project. At the time I was only part time so put it on the back burner.

Two years ago my husband and I were lucky enough to spend a holiday in Kenya where I took the opportunity to visit a local school. This reminded me about the Global Teacher Project. Then, thanks to an article in your magazine, I finally applied. So not only do I have you to thank for prompting me to take up the challenge but also for the generous donation the EIS has given me for this year's placement to Malawi.

Needless to say I'm excited and apprehensive hoping I'm up to the expectations and challenge. I'm looking forward to our two pre-training weekends and meeting previous global teachers who I'm sure will be able to answer our many questions.

So thank you once again for the EIS contribution. I've already sourced other donations from our School Parent Partnership so I'm well on my way to meeting my target of £1200.

Yours sincerely and gratefully  
Ruth Wright,  
Huntly

## 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 2007 is issued to members of the Institute.

### 1. TOTAL INCOME AND EXPENDITURE

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

	Members Dues £	Other Income £	Total Income £	Total Expenditure £
General Fund	5,370,725	1,116,469	6,487,1945,166,117	
Professional Fund		498,469	498,469,059	
Benevolent Fund	81,789	383,772	465,561,119,805	
Local Associations	763,353	80,867	844,220	672,294
	6,215,867	2,079,577	8,295,444	6,026,275

### 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	£122,306
Total Expenditure	£314,865

### 3. OTHER INFORMATION

The salary paid, including employers' superannuation and benefits provided or in respect of the General Secretary, as included in the Annual Return to the Certification Officer, amounted to £107,890. 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 2007 set out on pages 4 to 30 (of the Accounts). These financial statements have been prepared in accordance with the accounting policies set out therein (on page 29 of the Accounts).

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

**RESPECTIVE RESPONSIBILITIES OF THE INSTITUTE AND THE AUDITORS:** As described on page 30 (of the Accounts), the Trade Union and Labour Relations (Consolidation) Act 1992 requires the Institute to prepare financial statements for each financial year which give a true and fair view of the state of affairs

of the Institute and of the income and expenditure of the Institute for that period in accordance with applicable law and United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice). Our responsibility is to audit the financial statements in accordance with relevant legal and regulatory requirements and International Standards on Auditing (UK and Ireland).

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

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

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

**OPINION:** the financial statements give a true and fair view, in accordance with United Kingdom Generally Accepted Accounting Practice, of the state of the Institute's affairs as at 31 August 2007 and of its income and expenditure for the year that ended; the financial statements have been properly prepared in accordance with the requirements of the Trade Union and Labour Relations (Consolidation) Act 1992.

Haines Watts, Chartered Accountants, Registered Auditors, Q Court, 3 Quality Street, Davidsons Mains, Edinburgh EH4 5BP Dated: 22 February 2008

### 5. Irregularity Statement

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

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

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

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

# Reform of the Scottish Teachers' Superannuation Scheme (STSS) – April 2007

Since the reform package came into force in April last year, the change that has prompted the largest number of queries, to us at EIS Financial Services, has probably been the subject of Pension Commutation. From April 2007, retiring teachers are now able to reduce part of their pension to get an increase in their tax free lump sum. From the calls we have taken, most members want to know how to calculate the lump sum increase, what the implications are and should they do it or just stick with what they have. I shall try and address these points as simply as possible.

Members can now receive 25% of their “pension pot” as a tax free lump sum. To maximise your lump sum you must give up part of your pension. This process is known as commutation and for every £1 of your pension you commute you receive an additional £12. Members cannot commute any of the pension they receive from their employer as mandatory compensation or discretionary enhancement under the Premature Retirement Compensation (PRC) arrangements.

To calculate 25% of your “pension pot” you should use the following formula:  
$$[(\text{Pension} \times 20) + (\text{Lump sum} \times 20/12)]/4.6667$$

You then deduct your lump sum from the answer to get the maximum amount of additional lump sum you can receive. Divide this by 12 to get the maximum amount of pension you can commute.

E.g. using a pension of £10,000 and a lump sum of £30,000 the maximum amount of lump sum you can receive is £53,571. The additional lump sum you can receive is therefore £23,571. You must commute £1,964 to receive this.

An estimate of the amount you can commute is 19.64% of your pension. Multiply by 12 to calculate the maximum additional lump sum you can receive.

The question of whether or not you should commute really is a matter of personal choice. There is no right or wrong answer to this question. Different sets of personal circumstances will lead to different decisions. Some key points that should be considered:-

- ◆ The lump sum is tax free. The pension is taxable.
- ◆ The lump sum can be invested to produce more income and in some investments with little or no income tax payable.
- ◆ Although taxable, the income from the pension will increase each year. Income from investing the lump sum would be likely to remain around the same level.
- ◆ On death, a maximum of 50% of the teacher's pension will be passed to the surviving spouse.
- ◆ The lump sum, as with all savings, can be passed to the surviving spouse on death without a tax liability.

If you have any questions regarding this change to the pension scheme or need help with the calculation or indeed working out how to use the lump sum as efficiently as possible, then call your local EIS Financial Services Independent Financial Adviser on **0141 332 8004** or send your question by email to **SEJ@eisfs.co.uk** For further information on all of the pension reforms just follow the link on our website

**[www.eisfs.co.uk](http://www.eisfs.co.uk)**

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