

The Scottish
Educational
Journal
Oct 06 Vol.90
Issue No. 05

eis

The Educational
Institute of Scotland

Transitional teaching

Helping pupils
take the big
step up.



Grand day out at the Book Festival

Sun shines on
annual schools'
event.



SEJ

Teachers of the future

Scotland's newest probationer
teachers take their first steps
into the profession. p08



Helping you plan for your future

In this issue of the SEJ we feature an interview with Iain Pollock, one of the Independent Financial Advisers who works with EIS Financial Services.

Can you tell us a bit about your background?

I've been with EIS Financial Services for just over 10 years now and prior to that I had 10 years working for Lloyds TSB.

What do you enjoy most about your job?

Unlike my previous job, I am not working in a high pressure sales environment. The main aspect of the role is to give good service to the members with as little hassle or jargon as possible. I also get to travel to some very nice parts of the country to help the EIS members, which is especially good in the summertime, not so enjoyable on a cold December evening!

What areas do members ask for help with mostly?

The queries and the work are varied, which is part of the enjoyment, but I would say a lot of it is based around our Retirement Advice Service. This involves helping members with all aspects of the Superannuation Scheme, from calculating the benefits, to exploring the options available as they approach retirement.

So it's not just members that are planning for retirement and topping up their pensions that you help?

True, while a lot of our advice is based on how to calculate the pension or top up the pension through everything from Past Added Years to Stakeholder Pensions, the majority of the advice we give is for the members just as they approach retirement and for investment.

How are you able to help retiring members?

With legislation and rules changing all the time, it is very hard for members to keep up to date with all the changes and sometimes they need a wee bit of guidance through the pitfalls. In the last 5 years alone we have seen the introduction of Stakeholder Pensions, The Winding Down Scheme, Actuarially Reduced Pensions, A-Day, not to mention the failed attempt to move the retirement age to 65. So a bit of help or guidance is usually appreciated.

What are the most common areas of concern for members when they are retiring?

There are lots of questions that members ask but usually they are variations of the same things-

- How will they be affected if they go to a part time contract?
- How will their pension and lump sum be reduced if they take an Actuarial Reduction and retire early?
- What options do they have with their AVC?
- How are they going to be taxed?
- What can they do with their Lump Sum to maybe get more income?

These are the types of questions amongst many that we advise on.

You said earlier that you travel to see members, do you have to deal with everyone on a face to face basis?

Absolutely not. The simple questions can be quite easily covered over the phone and more and more these days by Email. For more detailed advice a face to face meeting usually is required and preferred by the members.

If you have any questions for Iain or his colleagues at EIS Financial Services, give them a call on 0141 332 8004 or drop them an Email to enquiries@eisfs.co.uk





08

Teachers of the future

One of Scotland's newest teachers gives her thoughts on the profession.

12

A slice of Mandarin

Learning the Chinese language.



14

Book festival

Report on the schools' gala day.



24

Ghana school project update

Revisiting the Juliet Johnston School.



Special features

Chartered teachers	10
Contacts PULL OUT	16
SEJ Forum	26

Regular features

News	04
Council News	07
Recipes	28
Sudoku	29
Crossword	30
Letters	31



Comment



Building for education's future

In this month's SEJ, we focus on teachers of the future and look at how teaching and learning will continue to evolve to meet the needs of future generations. As part of this focus, we speak to one of this year's newest teachers, Sarah Skinner, who recently completed her initial teacher education and who now joins 3,600 new colleagues on the teacher induction programme in schools across Scotland.

With the EIS campaign to cut class sizes continuing to be high on the educational agenda, the need for an increasing number of new qualified teachers will continue to grow. The age profile of the teaching profession also means that more new teachers will be needed in the coming years to fill posts which open up due to the retirement of experienced teachers.

Attracting high quality graduates into teaching has therefore become ever more important in recent years. A major recruitment campaign has been underway and this, coupled with the improved induction arrangements and the enhanced salaries which resulted from the 21st Century Teaching Agreement, is helping to attract increasing numbers of new entrants into the teaching profession.

New entrants into teaching will have an increasingly important role to play in Scottish education, with more individual attention and planning for pupils making it inevitable that class sizes will be reduced. With valuable advice and support from both experienced colleagues and designated mentors, Scotland's new teachers will have an increasingly positive impact on teaching and learning in our schools.

Of course, experienced teachers continue to learn and develop throughout their careers too. Since the 21st Century Agreement was signed, all teachers now have much more say in determining their own career path through Continuing Professional Development. More flexible routes into management posts, coupled with the introduction of the Chartered Teacher programme for experience classroom teachers, are helping to open up a broader range of career options for more Scottish teachers.

Scotland aspires to have the best education system in the world. And central to that will be the country's teachers and lecturers, who will continue to be among the most highly educated, best qualified and dedicated educational professionals anywhere in the world.

... and for the future of the EIS

Recruiting new members, including students, new probationer teachers and returnees to teaching, is a big issue for the EIS. Only by continuing to recruit and involve new members can the EIS retain the strength to campaign on key educational issues.

If you have a new teacher or lecturer in your establishment, please advise them of the many benefits of EIS membership. The EIS, like the teaching profession as a whole, needs to continue to attract growing numbers of new teachers and lecturers. ■

THE EDITOR:
The SEJ Editor, 46 Moray Place, Edinburgh, EH3 6BH
F: 0131 220 3151 E: sej@eis.org.uk

EIS highlights class sizes at TUC conference

The EIS has again played an active role at the annual Trades Union Congress, this year held in Brighton. EIS delegates, including President Peter Quigley and Vice President Kirsty Devaney, spoke on a number of key educational, equality and employment issues.

EIS President Peter Quigley introduced a key educational motion on the desirability of smaller class sizes in all schools, which won overwhelming support from the conference.

Highlighting the educational benefits of smaller classes, Mr Quigley said, "According to research evidence, the benefits of smaller class sizes include more pupil contact with teachers, more individual attention for each pupil, more focused teaching, a drop in pupil absences, improvements in attainment, reductions in anti-social behaviour, a reduction in excessive teachers workload and better discipline in our schools."

Mr Quigley added "The questions to the Prime Minister at this conference indicate the commitment of trade union members to education and continuing concerns about education."

"Better discipline will result from smaller class sizes."

Peter Quigley, EIS President speaking to TUC Conference delegates.



"Most modern educational developments in Britain, whether it be the Curriculum for Excellence in Scotland or the National Curriculum in England and Wales point to smaller classes, work with groups of pupils, the targeting of individual pupils, as the most effective means of delivering learning in schools."

Highlighting a key positive in class size reductions, Mr Quigley added, "Better discipline will result from smaller class sizes. Better discipline makes children less likely to be drawn into challenge mode with authority. This is better for the pupil concerned and better for every other pupil in that class."

Mr Quigley concluded by saying, "All our children deserve the chance to meet their full potential. Give our children the best start in education. Give them smaller class sizes."

The delegates at the TUC agreed for the need to cut class sizes and overwhelmingly backed the motion.

Protecting migrant workers

EIS Vice President Kirsty Devaney introduced a motion which aimed to stop the exploitation of migrant workers.

Ms Devaney told the conference, "Trade Unions should recruit migrant workers, publicise the benefits of migrant workers nationally and locally, challenge myths about migrant workers and make public any exploitation. The issues of education, language, local services provision and racism must be seriously tackled."

"The recent joint statement from the Home Office, the CBI and the TUC is to be welcomed as a way to manage migration to ensure that migrant workers can make their contribution and maximise their own potential at work and in the community. They are quite simply our comrades - and as trade unionists we should treat them as such", said Ms Devaney.

Conference agreed that more must be done to protect migrant workers and voted heavily in favour of the motion. ■



"The issues of education, language, local services provision and racism must be seriously tackled."

Kirsty Devaney, EIS Vice President

SEJ wins praise at TUC PR awards

It was a good night for the SEJ at the annual TUC / Bank of Scotland Press and PR awards, held recently in London.

While the SEJ did not walk away with the coveted "Best Publication" award, the judging panel did place the Journal in the 'Commended' category and highlighted its "Nice, easy to follow format", with one judge scoring the new-look SEJ particularly highly for its appearance and content.

In the "constructive criticism" department, some judges felt that the SEJ should also focus on a wider range of subjects rather than concentrate solely on educational issues. ■



EIS calls for legal clarity on pupil restraint

The EIS has again called for more support for teachers and greater clarity in guidance on maintaining discipline and appropriate methods of physical restraint where pupils are presenting a risk to themselves or to others.

The issue has again hit the headlines due to the recent case of Simon Simpson, a deputy headteacher at a Glasgow primary school, who endured a nine month ordeal which included suspension and a court case, following an incident in which he attempted to remove an unruly pupil from a dining hall on safety grounds.

The EIS provided full representation for Mr Simpson.

He was found innocent on all charges and has spoken out on the huge impact that the unfounded allegations have had on his career and family life.

"It was always in the back of my mind, until the sheriff stood up and said 'not guilty', that I could potentially lose my job. Not only my job, but my whole life would have changed completely", he said.

Commenting on the current legal position of teachers, and the current practice which often effectively treats accused teachers as guilty until proven innocent, EIS General Secretary Ronnie Smith said, "It is time for the Scottish Parliament to clarify what a teacher may or may not do in exercising control and discipline over the children in their charge. As the law stands, and in the current climate when even trivial and groundless complaints often end up in court, the only safe approach is for teachers to avoid even touching a pupil. That cannot be in anyone's best interests, least of all the children who have become society's 'untouchables'. Teachers' careers, family life and professional standing are being blighted by the authorities 'running scared' whenever a complaint, however trivial, is raised. This is undermining teachers in maintaining the good order in our schools that society expects." ■

EIS in "vote for education" call at Scottish Parliamentary elections

The EIS will be actively campaigning in the run up to the Scottish Parliamentary elections, highlighting key educational issues and urging people to cast their "vote for education" on 3rd May.

The EIS does not support any individual political party but will emphasise the importance of education in the election campaign, and encourage all voters to turn out and cast their vote for the party which has the most to offer for the continued excellence of Scotland's comprehensive education system.

The EIS will publish its own manifesto for education prior to the election and will circulate this to all MSPs and all political parties, as well as to the media and other interested parties. The EIS will also mount a major publicity campaign to ensure that education is high on the political

agenda, and to encourage voters to think about education when exercising their right to vote.

Commenting on the upcoming campaign, General Secretary Ronnie Smith said, "The EIS believes that education will be the major issue at the Scottish Parliamentary elections and we will be highlighting the key issues in education to all the political parties in the coming months. Education is the biggest devolved area of responsibility for our Parliament, so we need to ensure that voters turn out in large numbers to cast their vote for education in the Scottish Parliamentary elections." ■



"...we need to ensure that voters turn out in large numbers to cast their vote for education in the Scottish Parliamentary elections."

Ronnie Smith, EIS General Secretary



EIS past President Jack Barnett presented awards at the recent National Galleries schools competition prize-giving supported by the EIS. Here Mr Barnett is pictured with winners Laura Rose Wade and Matthew Ferguson.

Reforming teachers' pensions

Agreement has been reached on a Reform Package to the Scottish Teachers' Superannuation Scheme (STSS). Following the Public Services Forum (PSF) Agreement between government and the TUC in October 2005 scheme specific discussions have taken place at UK level on the pension

schemes for health service workers, civil servants and teachers.

A booklet giving full details on the STSS reform package was sent to all schools with the September/October edition of the EIS Bulletin. This booklet is also available to download from the EIS website at www.eis.org.uk ■



the new name for the Scottish Schools Digital Network

Lighting up learning

It has been known as the Scottish Schools Digital Network National Intranet (SSDN), but from now on the service will simply be known as 'Glow'.

Ultimately Glow will digitally link Scotland's schools, connecting over 800,000 teachers and pupils safely and securely. No other country's education system will have such a nationwide intranet and Glow has far reaching ambitions for learning and teaching and the wider community in Scotland.

Education Minister Peter Peacock said, 'These are exciting times for education. Our ongoing curriculum review – A Curriculum for Excellence – will change the face of learning and teaching and Glow will provide the tools to deliver this change. Our schools will have 21st century technology to support 21st century learning and teaching.'

Director of Learning and Technology, Learning and Teaching Scotland (LTS), Laurie O'Donnell said, 'We expect that

Glow will bring a range of benefits to teachers and learners, helping them to plan, collaborate, create, publish, and share effectively. We want all of our learners and teachers to have the best available tools so that education in Scotland continues to improve and maintains its reputation as a world class service.'

Visitors to the Scottish Learning Festival in September got their first look at an early version of Glow as well as the opportunity to attend seminars to find out more.

Significant numbers of EIS Learning Representatives have now been appointed as Glow mentors in their own area.

Developing, testing and piloting of Glow is currently underway, with initial roll out to schools planned to start in mid 2007. ■

EIS renews call for better Professional Development for FE

There has never been a better opportunity for Scotland's colleges and Scotland's trades unions to come together to ensure that Ministerial recommendations on continuing professional development for college staff become a reality writes EIS National Officer Marian Healy in a recent edition of the Scottish Further Education Unit (SFEU) magazine "Broadcast". The EIS is primarily concerned with the continuing professional developmental needs of lecturing staff but it shares a vision with sister unions that the professional development needs of all staff become a priority for colleges and Ministers alike.

Last year the Enterprise and Lifelong Learning Department of the Scottish Executive undertook a consultation on the need for a professional body for staff in Scotland's colleges which regrettably took the view that "the time was not yet right to establish this type of body". However, the consultation led to a number of other key recommendations being made on how to improve the skills, knowledge and experience of college lecturers and learning and teaching support staff.

The EIS fully supports the proposals to increase the number of lecturers who are teacher trained and hold a teaching qualification in further education (TQFE). It also supports a mandatory obligation on staff and employer which requires lecturers to undertake a minimum amount of CPD.

Assuming that the Working Group can agree on the way forward, the major challenge facing Scotland's colleges over the next few years will be how to fund the CPD needs

EIS Page Scholarship

Application forms are now available for the 2006-2007 Page Scholarship to America being offered by the EIS in association with the English-Speaking Union.

Walter Hines Page (US Ambassador in London during the First World War) gave great encouragement to the founding of the English-Speaking Union in 1918.

The Scholarship is awarded annually to a teacher/lecturer in a Scottish school/college and is intended to promote the exchange of educational ideas between Britain and America. The successful Scholar travels to the USA to study a specific aspect of American education which interests her/him and which is relevant to her/his own professional responsibilities.

The value of the EIS Page Scholarship is £1750 which gives the Scholar the opportunity to travel widely in the USA. Throughout the tour, the Scholar is a guest of the American Branches of the English-Speaking Union.

Besides being EIS members, applicants must also have taught for at least five years.

Further details and application forms can be obtained from the EIS Education Department at 46 Moray Place, Edinburgh, EH3 6BH e-mail: jbaldwin@eis.org.uk ■

The closing date for submission of applications to the Education Department is Thursday, 30 November 2006

of its 12,500 full-time equivalent members of staff. Working in partnership with the recognised trades unions, engaging constructively with local representatives to agree a rolling programme of training and development will be the best way of dealing with what are essentially new contractual obligations. Ensuring the Scottish Executive provides adequate resources to realise their ambitions for a teacher trained lecturer workforce for Scotland will provide ample opportunity for

...the major challenge facing Scotland's Colleges over the next few years will be how to fund the CPD needs of its 12,500 full-time equivalent members of staff.

EIS acts to address concerns over unannounced nursery inspections

The EIS has been active in discussions with the Care Commission over the introduction of unannounced inspections in nursery schools, nursery classes and other pre-5 settings, education convener George MacBride told EIS Council members at their September meeting in Edinburgh.

“While the Care Commission representatives have been at pains to point out that the move to unannounced inspections was in no way a reflection on the standard of education and care in nursery schools and nursery classes, the EIS has continually made clear that members have real concerns over this change”, said Mr MacBride.

Mr MacBride went on to add that, while a protocol for unannounced nursery inspections had now been agreed between the EIS and the Care Commission, the EIS “will continue to seek to ensure that the number of Care Commission inspections is reduced.”

John Black (Aberdeenshire) asked if the new protocol, which allows nursery headteachers to inform the Care Commission of dates which would be practically unsuitable for unannounced inspections, would take into

George MacBride:
Nursery inspection concerns.

account those dates where headteachers would be occupied with class teaching commitments. Mr MacBride responded that headteachers should be encouraged to make their case with the Care Commission where each case could be judged on its own individual merits.

Defending teacher education

George MacBride, prompted by a question from David Farmer (Fife) regarding recent negative media coverage, defended the quality of initial teacher education and highlighted the overall high standard of new probationer teachers. Mr MacBride took great exception to the characterisation of teacher education as “a rubber stamp approach” in certain sections of the media. He said, “Following graduation, new teachers enter the extremely rigorous induction year programme which is structured to ensure that new teachers have the appropriate skills and aptitudes to become effective classroom practitioners. We must scotch these unfounded allegations that it is somehow becoming ‘easier’ to become a teacher in Scotland.”

Chartered Teacher numbers continue to increase

The convener of the CPD sub-committee, Dougie Mackie, reported to Council that Chartered Teacher numbers continue to rise. Mr Mackie highlighted that the numbers continue to be under-reported as the media tend only to highlight those who have reached the top (point 6) of the Chartered Teacher scale.

Health & Safety in refurbished schools

Alana Ross, convener of the Employment Relations Committee, informed the meeting that the Health & Safety Executive (HSE) has agreed to investigate heating and ventilation issues in some Glasgow Secondary schools. “This is a long-running saga, but the HSE agreeing to take an active involvement in the case is a positive development which could have implications for H&S in other schools”, said Ms Ross.

The role of Classroom Assistants

Equalities convener Margaret Nicol told Council that the EOC investigation into the role of classroom assistants in primary schools has found evidence that the agreed boundaries between the roles of teachers and classroom assistants were being transgressed in some areas. Ms Nicol highlighted that the EIS remains supportive and appreciative of classroom assistants, but is also very clear that classroom assistants should never carry out any educational roles for which they are not qualified and that education provision must always remain the responsibility of teachers.

English as an Additional Language (EAL)

The EIS will continue in discussions with the Scottish Executive on issues relating to the grading of EAL pupils. The issue was originally raised by Glasgow Local Association which has a large number of EAL pupils in its schools. The Equality Committee will continue its discussions with the Scottish Executive at a national level, but will also engage with EIS Local Associations on area specific issues. ■

colleges, trades unions and student representatives to work together.

Should colleges not provide for the CPD needs of their staff, they run the risk of making a career in further education less attractive and of being incapable of attracting the best staff to the sector. Meeting the CPD needs of staff is essential to the recruitment and retention of the highest quality staff. Colleges will want to ensure that the growing disparity between the pay of FE lecturers and that of their colleagues in schools and higher

education does not become a major factor in whether or not to choose FE as a career. Colleges will want to ensure the CPD needs of lecturers are commensurate with the status, quality and professionalism of their staff and the demands of the sector so that they overcome the more attractive option of working in a school or higher education institution. The school/college partnership is currently raising awareness of the lack of transparency in pay determination in FE as well as

the much better CPD arrangements available to school teachers. Scotland’s colleges and the EIS must work together to address these shortcomings for FE lecturers. If public confidence in the value of further education is to be maintained and strengthened, then pupils and parents alike must be sure that the standards of those providing their teaching and contributing to their overall learning experience is of the highest calibre. ■

Cover story

“The breadth of the PGDE(P) course gave me the opportunity to develop my professional and personal skills in a number of areas.”

Sarah Skinner, probationer teacher



photos by Kate Sutherland

Facing the future

With Scotland moving towards an expanded teacher workforce of 53,000, it is vital that quality new entrants can continue to be attracted into the teaching profession.

With the start of the new term, 3,600 new probationer teachers have now joined colleagues in schools and are now putting theory into practice as they work with pupils, supported by colleagues, as they aim to achieve full registration as teachers. The improved induction arrangements, introduced as part of the 21st Century Agreement, are helping to smooth the transition from student teacher to working teacher for new entrants.

In this article, new probationer teacher **Sarah Skinner** (pictured above) from Aberdeenshire looks back at her time as a PGDE student at the University of Aberdeen, shares her early impressions of her year as a probationer teacher at Pitfour primary school in Aberdeen, and looks ahead to her own future as a teacher and the future of the education system in Scotland.

“It had long been a dream of mine to work with primary school age children, and have a major influence on their development. I grew up in a family of teachers, and knew that this was the path that I wanted to take when the time was right. I was therefore delighted to be offered a place on the PGDE (Primary) course at Aberdeen University for the session 2005/2006. Now, as I embark on my probation year, I would like to share a little about my journey so far and my plans for my future career.

I went to Glasgow University in 1996 and gained a BSc. in Topographic Science. After university, I worked offshore as a hydrographic surveyor for three years where I developed many skills which have benefited me greatly over the past year and will continue to do so in my new career. I learned how to integrate and build relationships with people from all walks of life while long spells at sea taught me patience and co-operation. The data processing aspect of my job required someone methodical

and organised, skills that I have found to be vital to the teaching profession.

Having found that my lack of experience with children impeded my application for the PGDE course in 2003, I decided to leave my offshore job and find a job which would help me in this area. I was offered a temporary position as a classroom assistant at Banff Academy, working in the Curriculum Support Unit for two months; I greatly enjoyed my time there as it gave me the opportunity to see first hand what a teaching job entails and the many benefits that can be reaped from watching the progress of each individual pupil.

It was with great trepidation that I entered through the automatic doors of the MacRobert building at Aberdeen University for the first time in the summer of 2005. I did not know what to expect and was worried that I did not have what it takes to be a teacher. With hindsight I can tell you that I was right to be anxious. Despite having great drive and determination to succeed in my chosen career, I did not yet have the skills necessary for effective teaching, but then, that was the reason that I was there after all.

The breadth of the PGDE(P) course gave me the opportunity to develop my professional and personal skills in a number of areas. I was shown how to set targets for myself during each school placement and this in turn enhanced my ability to reflect upon and monitor my own practice. The course inputs gave me a deeper understanding of the stages of child development and learning, along with the important transitions that children undertake throughout their education. I now feel that I have a firm understanding of many of the theories of learning and teaching and am becoming confident in applying these to provide positive learning experiences for the pupils I work with.

My school placements gave me the opportunity to put this knowledge into practice in all the stages of primary school, from nursery to primary 7. They also allowed me the opportunity to work closely with parents and other professionals, thus developing the important skill of working with others for the benefit of the whole school community. A focus on formative assessment in my final placement has allowed me to fully develop my understanding of Assessment for Learning and how to implement assessment strategies to enhance the pupils' learning; this is an area which I intend to further develop through my probation year and on into my future career.

Focused modules on each curricular area developed my knowledge and understanding not only in the curricular content of the individual 5-14 subjects, but how to plan, implement and assess them effectively.

I had a very enjoyable year at university during which I was on a steep learning curve. With the support of my family, the university staff and the staff at Portsoy primary, King Edward primary, Newburgh Mathers primary and Banff primary school, I managed to get through a very intensive year of study, and would like to take this opportunity to offer a heart felt thanks to you all. The PGDE (P) course has been a challenging, but motivating experience that has prepared me for entry into my probation year and beyond. I feel ready to embrace the new challenges this will present and I am confident that my developing skills will allow me to effectively meet the needs of the children in my care and work as an active member of both the school and wider community.

““Can I do this?” I think this is perhaps a feeling that is very common to probationers as we embark on the career that we spent so many late nights and exhausting days striving towards.”

I am very fortunate to have been placed at Pitfour primary school for my probation year. This is a school where the staff place great importance on inclusion and 'education for all'. I am beginning to get the feeling that this focus on inclusion takes into account probationers too! All the staff members have been so welcoming and are always there to offer support (and often a shoulder to cry on too). Once again I have that same feeling that I had had last summer, "Can I do this?" I think this is perhaps a feeling that is very common to probationers as we embark on the career that we spent so many late nights and exhausting days striving towards. I am assured however that it will get easier although I have to admit that the challenges I have been faced with during the course and these initial weeks in my new school, serve to make me stronger and strive to be the best that I can be.

As for my future, I have to admit that with all the excitement of beginning in a new school and welcoming my new class, I have had very little time to stop and think about it. All I can tell you is that I hope to be in the profession for a long time to come. There are so many opportunities for teachers to grow and develop in their career and I intend to take advantage of these opportunities as much as possible. Who knows where it might take me?

I am very fortunate to be entering the teaching profession at such an exciting time. With A Curriculum for Excellence on the horizon and a clear focus on formative assessment and Inclusion, I am enthusiastic about the changes that this will bring about. This child orientated approach to learning and teaching can only serve to enhance Scotland's education system further and I am proud and excited to be a part of it." ■

EIS Advice for new teachers

The first few months in any new job can be an exciting but often worrying time. But the first few months in teaching can be particularly demanding. You will be working with new colleagues and getting to know new classes in a school you are not familiar with. Also, the pupils in the school are probably all too aware that you are a newly appointed teacher.

But soon you will discover all the many rewards of teaching and the unique possibilities in working with young people and preparing the next generation of young Scots.

As a new teacher

- Don't be afraid to discuss with experienced colleagues any concerns you may have.
- You should make contact with your school EIS Representative who will advise you on the work of the EIS in the school and provide essential support and assistance to you throughout the Induction Year.
- As a new EIS member you have all the rights and privileges of EIS membership. This means you can play an active part in the work of the EIS in your school and local association. Find out more about EIS work from your EIS Representative.

What should the Induction Year mean?

The EIS strongly believes that an effective Induction experience should mean for you:

- fully registered and well qualified teaching staff who will provide support and guidance for you throughout the year (including, in many schools, an appointed mentor);
- an appropriate probationer support programme. ■

Extracted from EIS advice leaflet for new members, included in your new membership pack.





Briefly

Julie Adams shares her thoughts on the future of the Chartered Teacher programme and describes her path to becoming a Chartered Teacher.

Learning Professionals

As part of the SEJ's ongoing focus on Continuing Professional Development, we spoke to newly 'Chartered' Teacher and EIS member Julie Adams who has recently completed a master's degree at the University of Aberdeen by distance learning. Here, Julie shares her personal thoughts on the path to Chartered Teacher status and offers some thoughts on the future of the programme and on how more teachers can be encouraged to take part in this valuable scheme. Then Henry Kilgour, EIS Learning Representative for South Lanarkshire, offers his insight into the learning agenda and CPD and talks about the work being carried out by EIS-LRs to support teachers in their own professional development.

In June this year I logged into student portals on the University of Aberdeen's webCT area, and found I had achieved my M.Ed in Advanced Professional Studies. I duly completed the last entry for my GTC logbook and wrote my 800 words saying why I deserve to have the letters CT after my name.



"I feel the CT programme was a very good move not only for me, but also for my department."

Julie Adams, Chartered Teacher

I signed up to study for this degree in September 2003. I had been a Senior Teacher since 1992, and I opted to follow the academic route with a 50% claim for prior learning. This course of study involved the compulsory module, SEPD, the APL claim, study of Understanding and Using Research and a four module work based project. The whole process took thirty months of intensive study, cost £4200, and meant that every holiday was given up to study. Living in Caithness and given my distance from Aberdeen's campus, I opted to do the whole course online. I was fortunate to meet a group of like minded individuals on the site, and we formed our own collaborative learning community. My study buddies have become close friends over this time, and I intend to keep in contact with them.

I had terrific tutors whose constructive criticism and support kept me going in the right direction, and a wonderful programme secretary who often served as agony aunt when I was nervously awaiting results.

I feel the CT programme was a very good move not only for me, but also for my department. I did not do the work based project alone – it was embedded in development planning and teachers from my department, students on placement with us and a friendly neighbourhood PT took part in the research along with pupils from three classes in my school. I owe my colleagues and pupils a huge debt of gratitude – they were real stars.

However, this begs the question – what next? Those of us who have followed the academic route to CT have caught the learning bug – and some would like to move on to the next stage – the D.Ed. However, while each stage of CT brought an increment on salary, further study has no financial incentive – and it is costly.

My current role involves duties as an Associate Tutor on the Highland/Aberdeen University partnership PGDE(S) Distance Learning programme. I will be involved in mentoring students and probationers in my own department, and carrying out

small scale research projects. I am not, as some cynics have suggested, taking the money and giving nothing in return. CTs will prove to be a valuable resource in school, and we will earn every penny of our pay rise.

However, I have some suggestions:

- Why not make the fees for CT tax deductible – or better still have them paid as a ‘sacrifice of salary’ before tax and national insurance are deducted? That way, the course becomes much more affordable and will attract more teachers.
- Existing CTs who have come through the academic route might be useful as online supporters – helping those who come after. Those who followed the GTCS accreditation route now tutor and support others in this way.
- Perhaps the Scottish Executive, the local councils or the EIS could sponsor research- and give assistance to those people who have shown they have the determination to continue their studies further.

For anyone out there thinking, ‘is this for me?’, I heartily say ‘yes’. Despite all the hours at a PC, and the working holidays, I had a whale of a time – and so will you. ■

Interested in becoming an EIS Learning Representative?

Multi-Establishment LRs are still required in Stirling and West Lothian and additional multi-establishment LRs are also required in Dundee (1), Edinburgh (2) and South Lanarkshire (1). The course to become a multi-establishment LR is a postgraduate module.

LRs are also required at establishment level - FE colleges and schools. The course to become an establishment based LR is at undergraduate level. **The next intake for both courses is in February 2007.**

If you are interested in finding out more about the role of LRs and the LR courses please contact:
Lyn McClintock, LR Administrator for further information either by e-mail: lmccclintock@eis.org.uk or telephone 0131 225 6244.



Briefly
Henry Kilgour, South Lanarkshire EIS Learning Representative gives a perspective on the learning agenda.

Looking to the future

Over the last year the number of enquiries for support and advice from EIS members has increased. This has come about through the work I have been involved in both within the EIS local association and with local authority personnel on different projects. The acceptance and support supplied by all members of the Local Association Committee of Management has made it easier to let all schools in our association know what I can do for the members and also how to contact me. It is also of great importance that involvement in authority working groups continues and possibly expands. One area that needs to be explored is that of how to work closer with all school based CPD co-ordinators. This is a challenge I hope to meet this coming session.

During the year I hope to get out and about to all schools within my authority, as this is the only real way of letting people get to know me. The best way of starting this off is for me to contact the school EIS representative and arrange to attend one of their meetings, to explain the role of the Learning Representative. I also hope to encourage members from each school to take up the post of school based learning representative at the same time, also hopefully we will get the other multi-establishment EIS Learning Representative that my local association are entitled to.

Last year a very successful ‘open event’ to promote the Chartered Teacher programme was organised as a joint venture between the EIS and South

Lanarkshire Council, supported by Lyn McClintock (EIS headquarters). Since the attendance at this event was greater than anticipated and the number of staff taking up the Chartered Teacher route has increased, I would like to set up local self help groups as suggested by those participants. It is still a very daunting task for experienced teachers to return to formal study and assignments that they feel they would like local support. This requires the development of a system of support that can allow both face-to-face meetings to take place and also ICT based solutions to allow quick access to peer support.

On a more personal note I will require to keep my knowledge of educational developments up to date, both at a national level and also at local level to allow me to supply members with accurate advice. This means that every effort will be made to attend the multi establishment national training days where advice and support is available. During these days we have opportunities to discuss problems with the other Learning Representatives and to hear how they have solved problems. This can also be done on line using the EIS Learning Representative web portal. I hope to make a more constructive use of the discussion boards to allow a more responsive ‘fix’ to be found to teachers’ areas of concern. Support from this source is available from both Learning Representatives and EIS headquarter officials who take an active part in the discussions. ■

A slice of Mandarin

普通话
黄

The Mandarin Summer School

No, the Mandarin Summer School is not where budding civil servants go during their holidays to brush up on their Sir Humphrey style skills. It is in fact a project established by the British Council which gives pupils and teachers the opportunity to visit China and take some early steps at learning to speak and write Mandarin Chinese. This summer, modern languages teacher Thea Pallut from Grantown Grammar School took a party of pupils to China to take part in the British Council's Mandarin Summer School. Here Thea and one of her pupils give their impressions of their visit to Beijing and share their experiences as they attempted to grasp the basics of Mandarin Chinese – one of the most widely spoken, as well as complex, languages in the world.

This summer I took a group of students from my school (Grantown Grammar School) to Beijing to learn Mandarin at the British Council Summer School.

Learning Mandarin can only be described as a challenge. It is a language that is baffling, even to me as a languages teacher. For the first few days I wondered why I wanted to learn Mandarin. It sounded so aggressive and abrupt and so different to any romance language I had ever learnt. Not only could I not understand road signs, shop signs or people, but I couldn't even make an intelligent guess. This is because Mandarin does not use the alphabet as we know it to write words but instead has thousands of characters. Over the course of the summer school I

only managed to learn a few characters, and struggled to write any properly. There is a specific way to write the characters and the order of the pen strokes is very important. You have to write from left to right and top to bottom. All of this was far too much to remember. Fortunately there is a special alphabet known as pinyin, with A to Z, and is the phonetic form of the characters to enable people to learn how to make the necessary sounds for Mandarin. Even this was challenging to use as the letters were pronounced in a completely different way to English. For instance 'x' sounded like 'tch'. Added to this were the four different possible tones for every word which completely changed the meaning every time. However once I got my head round all of

this I was able to move forward and start learning Mandarin!

During the first few days I felt as though there was a wall barricading me from everyone and everything around me and I had no words to help me. I was determined to overcome this wall of separation and learn enough Mandarin to get by during my stay. This meant a lot of hard work and enough energy to constantly try new words and phrases whenever possible, regardless of mispronunciations and mistakes. By the fifth day I was brave enough to strike up a conversation with a taxi driver



Thea Pallut (back, centre) with pupils outside the Cloud Hall in Beijing.

"I was determined to overcome this wall of separation and learn enough Mandarin to get by during my stay."

Thea Pallut, Grantown Grammar School

and was rewarded with smiles of comprehension and replies in Chinese. My phrase book and dictionary were my bibles and I managed to stick words together to make up basic sentences. I soon realised that the only way to learn the language was to have a go. Once I had mastered the numbers and shopping phrases I tried my hand at bargaining in the markets. When in doubt over the prices the vendors wrote them down and then I haggled with me proudly expounding the one phrase I knew well 'tài guì le' (it's too expensive'). It was a great excuse to practice my numbers and of course end up with a cheap souvenir! Day by day I gained in confidence and made an effort to put the phrases I learnt in the daily classes into action by ordering food at restaurants, buying stamps at the post office or tickets for the metro. Every day was a step further towards the goal of being able to communicate with people and not feel like a complete stranger and outsider. The classroom was all around me – for three hours every morning it was inside the school building and in the afternoons it was the streets around me. There was no better way to be introduced to Mandarin than in China. I felt completely immersed in it and it was really a sink or swim experience.

Beijing like any modern capital or large city is full of skyscrapers, cars and people. However, Beijing is a Chinese city and like anywhere in Asia it is alive with smells, sounds and sights. It was inundated with people who were everywhere – walking, cycling, sitting, sleeping, talking, driving cars and beeping their horns constantly or selling fruit on the street. Parks and village squares were full of people practising taiji, playing cards or the traditional Chinese game of mah-jong, dancing any style from salsa to line dancing, singing traditional communist songs with music pinned to a tree or playing Chinese instruments such as the gourd pipe. The people were always really friendly and were happy for you to join in or sit and listen. They were always welcoming, curious and keen to talk with someone who could speak English. On several occasions my group and I became the centre of attention and drew a crowd who stared out of curiosity as we looked so different. It felt strange to be such an attraction and to be so different to those around us.

For me, a visit to any country is not complete without some introduction and appreciation of its culture, history, food and people. We had a daily dose through cultural lessons and excursions. Kung Fu lessons were a highlight as we had to wear a silk pyjama-like outfit and use swords. In the classical painting lessons we were given black ink and brushes of varying sizes to create an impression of banana leaves and mountains. It was a real challenge not to make this look like black splodges. Performance, both music and dance, is important in China and we learnt about the Peking Opera, sang songs, painted masks and saw an acrobatic show and a Peking Opera performance. But for me, the real nature of Beijing came out whilst walking through the city and visiting the incredible oriental temples, gardens and palaces. We got to walk through the infamous Tiananmen Square (still surveilled by CCTV!), see the portrait of Mao, marvel at the ornate décor of the Forbidden City, burn incense at the temples and walk in the rain and mist on the Great Wall.

The food in Beijing was delicious, even if it was rather different. Locals ate at night markets where anything that moved seemed to make it to the skewer on the barbecue whether it was scorpions, squid, beetles or snake skin. Fortunately these exotic items were not on the daily menu of the summer school. But we did have our own exciting delicacies to taste like dumplings, jelly fish (very rubbery), donkey (very tough), taro (white and squidgy) and bean paste sesame balls (delicious alternative to chocolate). Most days however we ate rice with delicious chicken, beef or vegetable stir fries with chopsticks. This was a real experience as eating cherry tomatoes or water melon with chopsticks was not an easy feat and took a long time. In the local restaurants we sampled sweet Cantonese specialities such as lamb in pineapple sauce, spicier Sichuan food like chilli fried chicken or Peking duck pancakes and of course plenty of green tea to wash it all down.

If you would like to read more about our experiences, check out my blog; <http://mfle.typepad.com/ggs> It's a daily diary written by the students with photos, sounds of lessons and video clips. We hope to use this as resource for a weekly lunchtime Mandarin club

at school to teach basic Mandarin and Chinese culture to S1/2. We also hope to set up a link with a school in China to continue our China experience in the future. And one of our students is now interested in applying to do Mandarin at university.

The Mandarin Summer School is a fantastic opportunity and I encourage every school to apply if you want to do something different in your summer holidays and give your students a chance to see a unique country. You never know where it could lead! ■

Here's what Ruth Sutherland, one of my students, thought about the trip:

"When asked to write about our recent trip to China, I didn't know where to begin in explaining all the weird and wonderful things we experienced. This was a country and continent which none of us had ventured to before but that left us all left blown away by the people and culture we found there, no matter what our expectations. Though the language lessons were difficult and the climate tough to get used to, everything that we touched and tasted in China has left its mark on us. Whether it be our new found appreciation for personal space, or a new respect for culture and customs the Chinese people taught us a lot about a different way of life, this was particularly reinforced on our home visits which let us see the true Beijing as we were welcomed into local families to experience their daily lives. This has been an experience that none of us shall ever forget, I only hope more students get to see another side to life in the way that we have. I know that I will definitely go back to China one day, something I would never have done on my own. This trip has opened my eyes to see that there are so many people and places out there that are waiting to be discovered by all of us, I'm so grateful to have had the chance to touch another world, I only hope we can return the favour to the Chinese students one day too."

"This trip has opened my eyes to see that there are so many people and places out there that are waiting to be discovered by all of us"

Ruth Sutherland, pupil

Sunshine on a gala day

Once again this year, the EIS offered its support to the Edinburgh International Book Festival. The EIS is one of the sponsors of the Children's programme of the EIBF through our Sponsorship of the Arts programme. Here the SEJ reports on the experiences of parties of pupils from two schools – Lochearnhead primary school in Perthshire and Sanderson High school in East Kilbride - who took the bus through to Edinburgh to visit the Schools Gala Day at the end of August.

The hugely successful Edinburgh International Book Festival Schools programme once again featured a special day set aside entirely for pupils from Scottish Schools this year. The Schools Gala Day, held on 29 August and sponsored by the Royal Bank of Scotland, attracted schools from across the country to Charlotte Square in Edinburgh to allow pupils to meet some of their favourite authors and hear them reading excerpts from their works. And, once again this year, the Book Festival managed to bring out the best weather on the gala day to allow the authors, pupils and teachers to enjoy the sunshine.



Heather Dyer with pupils from Lochearnhead primary school.

"I had a wonderful time at the schools gala day - it was an honour to have been invited to speak. Writing is a solitary process, and meeting the children who have enjoyed my books makes it all worthwhile. I love hearing their questions, and talking to them about other books that they have enjoyed, and seeing their enthusiasm. Children love stories, and good fiction teaches truths. If children can, through good stories, be turned into avid readers, then the whole world is open to them. The best praise I ever heard about a book was a quote by a nine year old girl. She said she had enjoyed a book 'so much, that she was always searching for another'. I can only hope that my books are enjoyed 'so much' that they inspire children to search for others." – Heather Dyer

Heather Dyer's book *The Fish in Room 11* has been studied in Midlothian schools as part of their curriculum. Heather's second book, *The Girl with the Broken Wing*, is due out in paperback this October, and the third book for the same age range, *The Boy in the Biscuit Tin*, is due out next year. More info on Heather's books is available from www.doublecluck.com

Among the pupils who attended this year's Schools Gala Day was a party of pupils from Lochearnhead primary school, under the supervision of headteacher Nancy McGrandles. Also attending this year was a group of pupils from Sanderson High school, which caters for pupils with special needs, under the supervision of modern languages teacher Susan Anderson. Both schools were able to take advantage of the dedicated Book Festival Bus Fund which aims to provide greater access to the Festival for schools outwith the Edinburgh area.

The pupils took full advantage of the facilities available and the Schools Gala Day and between them attended readings and signing sessions by some renowned children's authors including Louise Arnold and Heather Dyer.

Louise Arnold's talk centred around the process of writing her popular novel *The Invisible Friend* and its sequel *Ghost School*. Louise began by describing how a short story she wrote when she was just nine years old eventually evolved into a fully developed manuscript some sixteen years later. She also discussed where her ideas come from, the benefits

"My favourite thing was listening to Heather Dyer."

Ryan,
Lochearnhead PS

of constructive criticism, and all the steps involved in creating a book from first thoughts to eventual publication.

Heather Dyer, who was born in Scotland but who now lives in Wales, gave readings from her books *The Girl with the Broken Wing* and *The Fish in Room 11* and talked about the inspiration for the settings and for the characters. She also explained how her aim in writing books is to create stories that children enjoy reading so much that it inspires them to read much more for their own enjoyment.

The teachers also enjoyed the Book Festival experience and can see clear benefits in visiting an event which promotes reading as a fun activity. Lochearnhead primary school head-teacher Nancy McGrandles said, "Visiting the Book Festival is a wonderful opportunity for pupils to meet 'real live authors' and we appreciate the time they give to this venture. Lochearnhead children are focussing this term on 'reading for enjoyment' and this event, coupled with visits to the children from Scottish Authors Book Writers Group should enhance their appreciation for fiction for life."

"After our bus journey through to Edinburgh we arrived in Charlotte Square. It was amazing, all filled with tents and there was grass and lots of places to sit. First of all we visited the Bookshop. We enjoyed looking at all the books and there was a book corner where we could sit and read.

The weather was lovely and we had our packed lunches sitting outside in the sunshine.

After lunch we went to an author event. It was Louise Arnold, who wrote "The Invisible Friend" and "Ghost School". Louise talked to us about how she gets her ideas for writing books and how she got her books published. She told us about her life as a writer, it is not as glamorous as it sounds. The audience asked lots of questions and she answered all of them.

Then it was time to go back on the bus. We had a great day and we would like to go back next year."

Rachelle Lyon and Becky Townsley, Sanderson school



Louise Arnold with pupils from Lochearnhead primary school.

Photographs: Mark Jackson

"I enjoyed meeting the person who wrote the book I read during the summer holidays. Now I want to read more of her books."

Gavin, Lochearnhead PS

And the teachers from Sanderson High School could also see clear benefits for pupils. Teachers Susan Anderson and Barbara Drummond were delighted with the display of books and bought several resources for the school. They felt that there was something for everybody; 2nd year at Sanderson High School has pupils reading at many levels – from pre-level A on the 5 – 14 Elaborated Curriculum to working towards Level E - and they all enjoyed it in their own way, whether it was by consulting the "book doctors" or reading a picture book with a member of staff. The venue with its tents was a safe environment for pupils, very attractive and had a lovely atmosphere. They felt it was a really special day out. At school assembly on Friday the Book Festival was voted highlight of the week by the 2nd years. ■

"I'm always delighted to meet with school children, because when I was growing up I always pictured authors as these elusive, mystical creatures, fascinating and yet quite unachievable. I hope that by coming to these talks, meeting people, chatting and answering questions, I help to dispel that myth and show that writers are just normal people. Everyone should have a passion in their life, something that makes them talk a little faster, sit up a little straighter, and make their eyes a little wider. For me it is, and always has been, writing." – Louise Arnold

Louise Arnold's first book, *The Invisible Friend*, was the winner of the BBC News creative writing competition in 2003. Before becoming a children's writer, Louise completed a degree in drama where she specialised in stand-up comedy. More info on Louise's books is available from www.grearthur.com

The EIS contributes 0.5% of its annual income to arts projects involving schools and young people.



Sharon Keane from Sanderson High School reads with pupils Robert Grieve and Nicolle Bunch at the Edinburgh Book Festival Gala Day.

Photograph courtesy of Sanderson school

EIS Area Officers, Local Association Secretaries and Learning Reps

Headquarters

Telephone: 0131 225 6244
fax: 0131 220 3151
email: sej@eis.org.uk
enquiries@eis.org.uk
website: www.eis.org.uk
membership: tel: 0131 220 2268
e-mail: membership@eis.org.uk

General Secretary
 Ronald A Smith

Accountant
 Colin MacKenzie

Assistant Secretaries
 Simon Macaulay
 Drew Morrice
 Ken Wimbor

Further & Higher Education Officers
 Marian Healy
 Eric Smith

Education & Equalities Officer
 Veronica Rankin

Employment, Health & Safety Officer
 Louise Wilson

Area Officers

Dundee
 Karen Barclay
 (Aberdeen, Aberdeenshire, Highland, Moray)

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

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

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

Rami Okasha
 (Clackmannanshire, Falkirk, North Lanarkshire, Stirling, West Lothian)

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

Glasgow

Norman Bissell
 (Argyll & Bute, East Dunbartonshire, Inverclyde, Renfrewshire, West Dunbartonshire)

Lachlan Bradley
 (East Renfrewshire, Glasgow, Orkney, Western Isles)

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

Hamilton

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

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

Local Association Secretaries

Aberdeen City

Roderick Robertson
 Direct Line 01224 346375
 Fax 01224 346374
 Web eis-aberdeen.org.uk
 Email aberdeencity@eis.org.uk

Aberdeenshire

Pat Flanagan
 Mobile 07731 883637
 Office 01358 720286
 Email aberdeenshire@eis.org.uk

Angus

Arthur Pritchard
 School 01241 872453
 Office 01307 466954
 Fax 01307 462241
 Home 01241 411361
 Email angus@eis.org.uk

Argyll & Bute

Douglas Mackie
 School 01631 564231
 Home 01631 570558
 Fax 01631 570558
 Email argyllandbute@eis.org.uk

Clackmannanshire

Eileen Turnbull
 Office 01259 452460
 Email clackmannan@eis.org.uk or
eturnbull2@clack.gov.uk

Dumfries & Galloway

John Dennis
 Direct Line 01387 261590
 School 01387 263061
 Email dumfries@eis.org.uk

Dundee

Arthur Forrest
 School 01382 436200
 Home 01241 858355
 Email dundeela@eis.org.uk

Eric Baillie
 School 01382 438452/3
 Home 01382 503970
 Email ebaillie@eis.org.uk

East Ayrshire

Iain Harvey
 Office 01563 822333
 Mobile 07970 489558
 Home 01292 263897
 Fax 01563 822333
 Email eastayrshire@eis.org.uk

East Dunbartonshire

Frank Healy
 Office 0141 772 5129
 Office Fax 0141 762 3331
 Home 0141 424 0783
 Mobile 0796 782 8329
 Email eastdunbarton@eis.org.uk

East Lothian

Bill Torrance
 Office 01620 829010
 Fax 01620 822521
 Email eastlothian@eis.org.uk

East Renfrewshire

Alan Munro
 Office 0141 881 8219
 Mobile 07815 023281
 Email eastrenfrew@eis.org.uk

Edinburgh

Colin Mackay
 Office 0131 477 0866
 Mobile 07703 184118
 Web eis-edinburgh.org.uk
 Email edinburghla@eis.org.uk

Falkirk

Dorothy Finlay
 Office 01324 506698
 Office Fax 01324 718422
 Email falkirk@eis.org.uk

Fife

Peter Quigley
 Office 01592 416450
 Fax 01592 416452
 Email fife@eis.org.uk

Glasgow

William Hart
 Office 0141 572 0550
 Home 0141 946 5690
 Fax 0141 572 0556
 Email glasgowla@eis.org.uk

Highlands

Andrew Stewart
 Office 01349 884750
 Home 01349 884047
 Fax 01349 884750
 Email highland@eis.org.uk

Inverclyde

Thomas Tracey
 School 01475 715250
 Home 01475 725124
 Fax 01475 725124
 Email inverclyde@eis.org.uk

Midlothian

Sonia Kordiak
 Mobile 07973 394715
 Fax 0131 558 7623
 Email midlothian@eis.org.uk

Moray

Eileen Morrison
 Tel/fax 01343 557942
 Mobile 07811 347905
 Email moray@eis.org.uk

North Ayrshire

Gordon Smith
 Office 01294 557815
 Home 01563 574090
 Email northayrshire@eis.org.uk
 Web nayr-eis.org.uk

North Lanarkshire

Ian Scott
 Office 0141 332 3202
 Fax 0141 353 1576
 Email northlanark@eis.org.uk

Orkney Islands

Jim Lawson
 School 01856 850660
 Fax 01856 850296
 Email orkney@eis.org.uk

Perth & Kinross

Colin Mackie
 Home 01738 627408
 Fax 01738 455049
 Email perthandkinross@eis.org.uk
 Web eis-pk.org.uk

Renfrewshire

Ian McCrone
 School 01505 322173
 Home 01505 349044
 Mobile 07771 855092
 Email ian@ianmccrone.freereserve.co.uk

Scottish Borders

Douglas Angus
 School 01573 224444
 Home 01896 756677
 Mobile 07894 049157
 Email borders@eis.org.uk
 Web borderseis.org.uk

Shetland Islands

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

South Ayrshire

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

South Lanarkshire

David Liddell
 Office 01698 452769
 Mobile 07976 295955
 Fax 01698 452745
 Web slaneis.demon.co.uk
 Email southlanark@eis.org.uk

Stirling

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

West Dunbartonshire

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

West Lothian

Norma Watson
 School 01506 853118
 Home 01506 854235
 Fax 01506 856063
 Email westlothian@eis.org.uk

Western Isles

Janice Ross
 School 01871 810471
 Home 01871 810737
 Email westernisles@eis.org.uk

EIS telephone helplines:

**Stress, Bereavement and
 Victimisation**
Tel: 08705 234 729
Legal Helpline
Tel: 0141 332 2887

**EIS Financial Services
 area consultants**

Chris Bain: Argyll and Bute,
 Dumfries and Galloway, Ayrshire,
 Inverclyde, Renfrewshire,
 West Dunbartonshire and
 the Western Isles.

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

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

Iain Pollock: North and South
 Lanarkshire, Clackmannanshire,
 Falkirk, Stirling, Glasgow

**If you would like to arrange to
 speak to your EIS-FS consultant,
 please tel: 0141 332 8004,
 or Email: enquiries@eisfs.co.uk**

Contact details for learning representatives**Aberdeen City**

Sheila Morrison
 smorrison@eis-learnrep.org.uk

Aberdeenshire

Robert McKay
 rmackay@eis-learnrep.org.uk

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

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

Angus

Margaret Scott
 mscott@eis-learnrep.org.uk

Argyll & Bute

Lynne Horn
 lhorn@eis-learnrep.org.uk

Clackmannanshire

Karen Farrell
 kfarrell@eis-learnrep.org.uk
 07999 299808 (mobile)

Dumfries & Galloway

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

Dundee

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

East Ayrshire

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

Jane Rochester
 jrochester@eis-learnrep.org.uk
 Tel: 01563 820061 (work)

East Dunbartonshire

Allyson Purdie
 apurdie@eis-learnrep.org.uk
 Tel: 0141 776 5129

East Renfrewshire

Adeline Thomson
 athomson@eis-learnrep.org.uk
 Tel: 0141 577 8343 (office)
 0141 644 5114 (home)

Edinburgh

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

Alison Waugh
 awaugh@eis-learnrep.org.uk

Falkirk

Charles Stringer
 cstringer@eis-learnrep.org.uk
 Tel: 01324 629511 (school)

Fife

Paddy Miller
 mmiller@eis-learnrep.org.uk

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

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

Glasgow

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

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

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

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

Susan Quinn
 squinn@eis-learnrep.org.uk
 Tel: 0141 882 2305 (school)
 07740 983672 (mobile)

Douglas Ross
 dross@eis-learnrep.org.uk

Highland

Ronald Mackay
 rfmackay@eis-learnrep.org.uk

Derek Noble
 dnoble@eis-learnrep.org.uk

Inverclyde

Scott Keir
 skeir@eis-learnrep.org.uk

Midlothian

Victoria Wallace
 vwallace@eis-learnrep.org.uk
 Tel: 07843 568390 (mobile)

Moray

Susan Rose
 srose@eis-learnrep.org.uk
 Tel: 0777 4570861 (mobile)

North Ayrshire

Mari Deans
 mdeans@eis-learnrep.org.uk
 Tel: 01294 850366 (home)

North Lanarkshire

Catherine Crozier
 ccrozier@eis-learnrep.org.uk

Carol Duncan
 cduncan@eis-learnrep.org.uk

Stephen McCrossan
 smccrossan@eis-learnrep.org.uk

Orkney

Sarah Moar
 smoar@eis-learnrep.org.uk

Perth & Kinross

Patricia Duncan
 pduncan@eis-learnrep.org.uk
 07740 465349 (mobile)

Renfrewshire

David Thomson
 dthomson@eis-learnrep.org.uk
 Tel: 07932 776628 (mobile)
 0141 840 3875 (work)

Scottish Borders

Douglas Angus
 dangus@eis-learnrep.org.uk
 Tel: 07894 049157 (mobile)

Shetland

Ronnie MacLean
 rmaclean@eis-learnrep.org.uk
 Tel: 01957 702252 (work)
 01957 722377 (home)

South Lanarkshire

Henry Kilgour
 hkilgour@eis-learnrep.org.uk
 Tel: 01555 662 471 (school)
 Tel: 07810 632366 (mobile)

West Dunbartonshire

Ann Fisher
 afisher@eis-learnrep.org.uk
 Tel: 01389 879022

Absent from work through illness? Unsure about your entitlements?

The following sets out the general rules regarding a teacher's entitlement to occupational and statutory sick pay. It is not fully exhaustive given the constantly changing social security rules. If you are unsure about your entitlements you should, in the first instance, contact your employer's Salaries Department. Your local association secretary may also be able to help if you are having difficulties.

The sickness allowance payable to a teacher is as outlined in Circular SNCT/26:

Service at Commencement of Absence from Duty	Full Salary for a period of	Half Salary for a period of
Less than 18 weeks	Nil	Nil
18 weeks but less than 1 year	1 month	1 month
1 year but less than 2 years	2 months	2 months
2 years but less than 3 years	4 months	4 months
3 years but less than 5 years	5 months	5 months
5 years or more	6 months	6 months

Any newly qualified teacher will have until 1 November following their entry to the Induction Scheme to secure a first teaching appointment without having to requalify for sickness allowance.

To ensure that you receive the correct sick pay entitlement it is important that you follow the sickness absence reporting procedures as laid down by your employer. If you are in doubt about these procedures you should contact your local association secretary.

Statutory Sick Pay

Full salary includes a payment known as Statutory Sick Pay (SSP). SSP is not payable for the first four days of a period of illness, (unless periods of illness are linked). SSP is payable for a period of 28 weeks. The current rate of SSP is £70.05 per week (April 2006). In most cases you will be unaware that you are receiving SSP as you will be receiving a normal monthly salary and SSP may not be itemised on payslips.

Where you have a full entitlement to occupational sick pay, at the end of the 26th week you will transfer to half normal pay. You will still be entitled to a further two weeks SSP. For a teacher on top of the unpromoted scale

(£31,008) weekly pay would be $(£31,008/52)/2 + £70.05 = £368.20$ for the 2 weeks after entitlement to full salary is exhausted. There is no qualifying service period for SSP. Entitlement starts as soon as you are in employment.

Your employer should notify you if you are not entitled to SSP or if your entitlement is coming to an end.

Incapacity Benefit

Once SSP is exhausted you should claim Incapacity Benefit through your local Social Security Office or Jobcentre Plus. After 24-26 weeks of illness your employer should send you an SSP1 Changeover Form. Changes have recently been made to the system for claiming Incapacity Benefit. Previously you were required to complete part of the SSP1 form and send it to the Benefits Agency. This practise has stopped and you are now required to contact the Benefits Agency by telephone. It can take some time to complete this part and the Agency may arrange to call you back to go through the form at a place and time suitable to you. It is important to stress that you wish to claim Incapacity Benefit.

Incapacity Benefit is a National Insurance contributions-based

benefit. It is not means tested. If you are over state pension age at the time you fell ill Incapacity Benefit cannot be claimed. You must claim your state 'old age pension'.

The amount which you can receive may vary depending on the severity of your illness. The current higher rate of Incapacity Benefit paid during weeks 29 – 52 is £70.05 (the same as SSP). However, if you are terminally ill or in receipt of the highest rate of Disability Living Allowance you may qualify for the long-term rate currently £78.50 during the 29 – 52 week period.

There are a number of other benefits to which a teacher may be entitled and it is important that he/she is encouraged to contact Jobcentre Plus to make sure he/she receives all the benefits to which he/she is entitled. Often those who are ill feel there is a stigma attached to claiming benefits. It is important to stress that claimants will only receive what they are entitled to and what they have paid for over the years through income tax and national insurance contributions.

Some of the other benefits to which a teacher may be entitled include: Income Support, Industrial Injuries Disablement Benefit, Disability Living Allowance, Attendance Allowance, Severe Disablement Allowance.

There are also a number of external organisations who may be able to help guide someone through the benefits maze. Useful contacts may include: Employer Welfare Officers; Jobcentre Plus; Citizens Advice Bureaux.

In addition the Department for Work and Pensions has a couple of useful websites where information is available on entitlement to benefits and how to claim.

www.dwp.gov.uk
www.jobcentreplus.gov.uk

If you require any further advice you should in the first instance contact your local association secretary. The EIS also has a Question and Answer leaflet which provides helpful advice.

There are also a number of helplines, of which the following may be useful:
Disability Benefits
0800 88 22 00

Disability Living & Attendance Allowance **0845 712 3456**
State Pension Forecast
0845 300 0168

Applying for Ill Health Retirement

The Scottish Teachers Superannuation Scheme regulations indicate that incapacity benefits are payable if the Scottish Ministers are satisfied that a teacher is incapable of serving efficiently as a teacher because of infirmity of mind or body and, despite appropriate treatment, are likely to remain so permanently, i.e. until normal retirement age.

Your employer should notify you if you are not entitled to SSP or if your entitlement is coming to an end.

It is recommended that under most circumstances if a teacher decides to apply for ill health retirement the process should begin four months before his/her entitlement to occupational sick pay is exhausted. (If a teacher is terminally ill advice should be sought from the Employment Relations Department as there may be financial reasons to start the process earlier.) **If you do not apply within 12 months of the expiry of sick pay you will lose the right to service enhancement.** Depending on your age this could add several thousand pounds to your pension and lump sum.

The teacher should contact his/her employer's Personnel/HR Department for the necessary forms. There are three different parts to the forms of which the

teacher should receive two – Awards 27 Part 2 and Awards 27 (MED). The (MED) Form is normally completed by the applicant's GP or Hospital Consultant. The employer will complete Awards 27 Part 1. Completed forms will be returned to the SPPA.

Applicants will then either be awarded ill health retirement or will be invited to attend an interview. An application will not be rejected without a medical interview having taken place. If an application is rejected the teacher has the right to either ask for a review of the decision or appeal to the Scottish Ministers for a determination. Appeals are handled by medical experts who have had no previous involvement in the case. ■

Handling Malicious Complaints

Local authorities and colleges have a duty to investigate complaints. Such complaints will be investigated. Members subject to such investigations are advised to co-operate with their employer and seek advice and support from their EIS Representative.

The following advice is for all members who are subject to complaints and to situations where the complaints are believed to be spurious, vexatious or malicious.

Contractual Advice

Where you are advised that a complaint has been raised against you you should immediately advise your representative who will advise the local association secretary. If there is liable to be police involvement, EIS HQ will be informed. In Further and Higher education you are advised to contact your branch secretary.

Employers are under an obligation to investigate complaints. Therefore, even if you believe the complaint is spurious, vexatious or malicious, you should cooperate. When being interviewed you should seek to be accompanied by your representative or by a colleague. Where a complaint moves beyond investigation to disciplinary procedures you are entitled to be advised and represented by the EIS.

In circumstances where parents have submitted complaints you can decline to meet the parent unless the meeting is a parental consultation meeting set out in the school's working time

agreement. It is not appropriate for members to meet with parents who have initiated formal complaints through an employer's complaints procedure in relation to that complaint.

If, however, you do choose to meet the parents you are entitled to seek accompaniment by the school management team. If you are a Headteacher you can seek this support from the authority.

You may withdraw from any meeting with a parent, if you are dissatisfied with how the meeting is being conducted. If you do so you should advise your line manager of your reasons for doing so.

You are entitled to be advised if complaints are dropped or proven to be unfounded. If you believe there is evidence of spurious, vexatious or malicious complaints you should ask your employer to protect you from future complaints. You should raise this with your local association secretary or branch secretary.

Legal Rights

Members who are subject to spurious, vexatious or malicious complaints may have legal remedy. However, the legal routes outlined below are complex and should not be considered lightly. Furthermore, any request for legal representation can only be approved by the Employment Relations Committee.

It is possible for employers to seek an interdict to stop a complainant coming to a school/college or otherwise approaching a member. An interdict is likely to be granted only where there is

a risk of harm, normally arising from a threat of violence.

Under the Protection from Harassment Act 1997 a person must not pursue a course of conduct which amounts to harassment of another and (a) is intended to amount to harassment of that person or (b) occurs in circumstances where it appears to a reasonable person that it would amount to harassment of the person. There would have to be at least two occasions when harassment has occurred. In such actions it is necessary to demonstrate beyond doubt that the action was unreasonable in the circumstances. A non-harassment order may be made by a Sheriff.

A person may be able to pursue an action for defamation for verbal injury. Defamation requires a complainant to prove that a statement made, orally or in writing, is false. Complaints made to Headteachers, Education Departments, MPs, MSPs or Councillors are liable to be covered by qualified privilege and the complainant would be required to prove malice. Qualified privilege can be summarised as follows: Privilege is a legal right to do or say something unrestricted and without liability (e.g. a witness in Court or a Member in Parliament). Qualified privilege will apply to individuals who make statements in the discharge of private or public duties. This covers parents, guardians and students.

You should note that defamation actions are difficult to pursue successfully, and are likely to bring unwarranted media attention. ■

The Care of Children with Colitis and Crohn's Disease

In this article Stella Leigh, Family Support Co-ordinator for the National Association for Colitis and Crohn's Disease (NACC), explains how to spot potential signs of Colitis and Crohn's disease, two serious conditions which are often mistakenly identified as Irritable Bowel Syndrome. Ms Leigh also looks at the impact of these diseases on children, and explains how teachers and other carers can provide valuable support to allow sufferers to continue with their education.

How common are these conditions in children?

Ulcerative Colitis and Crohn's Disease (known collectively as Inflammatory Bowel Disease or IBD) tend to be diagnosed during a child's teenage years and early twenties. The incidence in primary school children is much lower and it is very rare in pre-school children.

What are Colitis and Crohn's Disease?

The causes of Ulcerative Colitis and Crohn's Disease are unknown but in both conditions the intestines become inflamed and ulcerated. These are fluctuating illnesses with periods of remission and flare-up. Neither conditions are infectious, nor are they forms of cancer and importantly they should not be confused with the adult condition of Irritable Bowel Syndrome (IBS).

Children with Colitis and Crohn's Disease can have diarrhoea, severe abdominal pain, nausea, extreme tiredness, urgency to use the toilet – sometimes for prolonged visits and they may pass blood. The illnesses may also cause impaired growth and delayed sexual development in addition to other co-morbidities such as arthritis, joint pain, loss of appetite, anaemia and skin rashes.

Most usually, diagnosis will be undertaken by a paediatric consultant involving investigations in hospital.

Treatment

The treatment will vary but will usually involve taking tablets including steroids. Increasingly, children are being treated using an elemental diet, a specially prepared liquid meal, which is sometimes administered by a naso-gastric tube passed through the nose into the stomach. This approach does however depend on the ability of the child to tolerate the tube being in place

No child likes to feel they are different. It is important that the child feels that as little fuss is made of their illness as possible...



for prolonged periods. In severe cases the child may need surgery to have a stoma or internal pouch created.

The Effect of Colitis and Crohn's Disease on Children

The child's Colitis and Crohn's Disease can affect them in the following ways:

- **Toilet urgency**, incontinence and prolonged toilet breaks – they have to go to the toilet when the need arises without embarrassment as they can be incontinent. They should be allowed to stay there for as long as they need.
- **Eating may be a problem.** When the child is unwell they may stop eating – due to a lack of appetite and partly because it exacerbates their symptoms. The parents will advise you

about how they wish you to approach this. There may be foods the child needs to avoid. The child may also need to drink extra water.

- **Tiredness.** Even when the child's illness is not active they may still experience symptoms to a lesser degree especially tiredness. If you are caring for a child with Colitis and Crohn's Disease their illness needs to be taken into consideration when planning various activities and assessing their ability to complete homework.
- They may need to have **medicines** administered or help with stoma appliances.
- **Strenuous exercise can trigger urgent toilet needs or joint pains.** It is advisable to be aware of whether exercise is appropriate for the child at the

time when planning such activities, but also not to restrict activity when the child is well. Be guided by the parent and the child.

• **The psychological effects.**

Children with Colitis and Crohn's can suffer toilet accidents and feel deep embarrassment about them and fear future accidents and smells. They can feel isolated as making and maintaining friendships may be difficult as their illness forces them to miss nursery, school or outside activities. Steroid treatment can cause the child to gain weight and develop a round-face which may make the child the butt of teasing and bullying. You will need to be vigilant for signs of this. Steroid treatment can also cause the child to suffer mood swings.

No child likes to feel they are different. It is important that the child feels that as little fuss is made of their illness as possible and just as with other children they will need to have clear boundaries set in terms of their expected behaviour.

It is very important that the school liaise with the parents to ascertain the particular details of the child's illness, how it affects them and what the parents would like the school to do to assist in the care of the child.

The maintenance of records regarding medication given will be kept as legally required and the medication should be stored in a safe place. It can be helpful if the school asks the parents if there are records they would like kept during a flare-up of the illness e.g. how many times the



child's bowels were opened during the afternoon? Did he/she pass blood or mucous? The parents can advise if there are other ways in which the school can help e.g. watch out for signs that the child has abdominal pains and note and communicate this to the parents. They may wish to have more information about what the child has been able to eat. This communication should only be necessary if you or the parents are concerned about a

flare-up. During remission the child should be treated as a normal developing child.

Colitis and Crohn's Disease are very individual illnesses and can affect children in different ways. The quality of your relationship and communication with the parents will be the foundation on which the wellbeing of the child with Colitis and Crohn's in your care depends. ■

It is very important that the school liaise with the parents to ascertain the particular details of the child's illness...

0845 130 2233

NACC Information Line
(weekdays 10.00 am – 1.00 pm)

0845 130 3344

to talk to someone who has Colitis or Crohn's Disease
(Monday to Friday 6.30 pm - 9.00 pm)

0845 130 6677

is our 24 hour answerphone through which people can request information about NACC.

www.nacc.org.uk

If you need to find out more information about any aspect of NACC:

Richard Driscoll - Director **01727 734480**
Jan Lindeman PA to Director **01727 734479**

Barnardo's Resource Pack Competition

The winner of the resource pack offered in the May edition was Aicha Thomson from Edinburgh. Congratulations!

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

The pack is now available to all mainstream Scottish primary schools, local authorities and anyone with an interest in education. The pack is recommended to be used alongside a one-day training course. Anyone interested in buying the pack and/or

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



The National Association for Colitis and Crohn's Disease

4 Beaumont House, Sutton Road, St Albans, Herts, AL1 5HH

Administration: 01727 830038 Information Line: 0845 130 2233 Fax: 01727 862550

www.nacc.org.uk Email: nacc@nacc.org.uk

Registered Charity No 282732



Briefly

Helen Connor, a primary teacher for 22 years and a member of EIS Executive and Education Committees, talks about her Transition teaching secondment within North Lanarkshire.

The big step up:

Transition teaching - both teachers and children learn a lot

The transition from primary to secondary school can be an extremely difficult and trying time for some pupils. Moving from the top rung of primary to the bottom rung of secondary can be unsettling for even the most confident of pupils and this can affect academic performance. In an attempt to ease pupils through this change, many local authorities are increasingly deploying transition teachers in secondary schools.



Let's look at exactly what we mean by transition teaching. In all but one of the secondary schools within North Lanarkshire there is a primary trained teacher employed to work between P6 and S2 in Maths and English.

The philosophy behind this is that the children should have a continuing education and not be experiencing a "fresh start" when they go on to secondary school. There are a huge number of changes for the youngsters to become accustomed to when they move on to secondary and the idea of having not only a familiar face when they go, but also continuing with work which they are used to, means that that transition process should be smoother both educationally and socially.

"I personally have no doubt that there will be some local authorities who see Transition teachers as a way of handling the class size reduction in English and Maths in 2007."

Helen Connor



Helen Connor works with pupils to ease the transition to secondary school at Coatbridge High.

Photographs: Alan Wylie

What does the job entail?

My own job as a transition teacher entails teaching Maths in all 6 associated primary schools and also S1 and S2 Maths classes in Coatbridge High School. This means that I have worked with the children in the primaries all year before they come to High school. Therefore I can make the secondary staff aware of both the social and educational abilities of the children. It also means that as a cluster of primaries we can attempt to agree on areas of the curriculum which should be covered in primary and which should be carried over to the secondary. This involves genuine co-operation between the primary school and the principal teachers in the secondary.

This way of working should mean that schools are not relying simply on National Test/Assessment results when determining how children progress, but they should have a detailed knowledge of the work which the children have been doing. It should mean that the relevant secondary schools have examples of the children's work from primary and therefore have an expectation of these children from the very start, thus enabling them to meet the needs of the individuals from the beginning of S1.

As a primary teacher I also feel that this secondment gives me the opportunity to share some of the methodology which I have used in the primary sector with both colleagues and parents in the secondary sector. I am pleased

to say that some of these ideas are already being implemented within my own secondary school. This process has by no means been one-way! I now have a much more well-informed understanding of how teachers operate in the secondary sector. I now know what the limits of 50/55 minute periods mean and the wide variety of ability levels and expectations which the S1 teacher experiences.

Is this the only model?

The familiar model where the person seconded is a primary teacher working within the secondary sector is a viable one and is working well, I believe firmly, however, that if transition is to work properly then the process must work both ways. Too often in the upper stages of primary, teachers are being asked to cover curricular areas with which they may not be totally comfortable. What better way to cement relationships between the sectors than to employ the expertise of secondary specialist colleagues? This would be of two-fold benefit: it would mean that both sectors work together and have a better understanding of the skills which each can bring, it would also mean that the children in the upper primaries get appropriate specialist teaching.

Genuine transition means that all teachers share their experiences, from the nursery teacher passing children into P1 to the P7 teacher passing children on to S1. We should all equally value one another's strengths and contributions to the world of

education and we should not be so possessive of our sectoral interests. We should recognise that we all have an area of expertise but it should not be seen as a higher order of expertise.

What should we guard against?

No doubt that there will be some local authorities who see Transition teachers as a way of

handling the class size reduction in English and Maths in 2007. I can also understand my secondary colleagues concerns about this. If this is to happen then primary colleagues must avail themselves of the new GTCS Framework for Recognition which allows them to undertake such teaching on the provision of either a portfolio or undertaking additional modules to reach that

point. There is indeed, rightly, a probation period. The introduction of transition teachers should in no way circumvent qualified teachers within the secondary sector.

The future for transition teaching and for a genuine 3-18 curriculum is exciting but not lacking in controversy. Healthy debate is crucial to the way forward. ■

The other National Debate

Hundreds of pupils across Scotland have been taking part in an innovative new schools' debating project devised and organised by the English-Speaking Union.

The English Speaking Union's debating project – which has so far run in Stirling, Aberdeen, North Lanarkshire and West Lothian – brings together secondary pupils, teachers, university students and specialist debating coaches to teach pupils about debating and how to do it. The format of the project involves the ESU team coming into a school for a series of whole-day or half-day workshops, followed by an authority-wide competition where teams from different schools attempt to argue their way to victory.

John Duncan, Director of the ESU in Scotland, says the Debates Outreach programme is designed to tackle some of the misconceptions around debating and show it to be a fun activity for young people. The initial stages of the project were partly funded by the Scottish Executive, while a major supermarket sponsor is providing on-going support.

"Each time we run the project, we start with an afternoon workshop for the teachers involved to explain the purpose and mechanics of what we can offer," John Duncan explains. "We then organise pupil workshops in as many schools as the authority wishes. In some authorities we have run it in a cluster of schools; in West Lothian all eleven secondary schools were involved."

The pupil workshops typically last for a school day. Experienced

university student debaters come to the school and perform a demonstration debate for the pupils. They then, under the supervision of the teachers, lead a series of sessions looking at the various aspects of a debate.

Teachers involved have praised the project. Alistair Brown, modern languages teacher at McLaren High school in Callendar told the SEJ that the workshops required no previous experience or knowledge of debating. "Full instruction was given from the English-Speaking Union. Guidance was given on many aspects ranging from structuring arguments to dealing with points of information," he said.

Following the in-school workshops, an authority-wide finals day is organised. Alistair Brown explained the format of the Stirling finals day, where his team eventually won the competition.

"Competition day took the form of three debates, with the best two teams going on to the final. The pupils knew the motions for the first three debates in advance, and were required to prepare these for the competition. I can honestly say I was amazed with the enthusiasm and maturity with which the pupils prepared during lunchtimes and at weekends."

The ESU has been commissioned by the Scottish Executive to write definitive training materials for teachers on the use of debate in the classroom and as an extra-curricular

activity. These materials will be available for the start of the 2007/8 school year, and will be published on the Learning & Teaching Scotland website.

"Several other authorities are keen to run the programme, and so we are confident that more pupils will be able to benefit from an enjoyable and educational activity," Mr Duncan said.

The pupils' perspective

**Emma Milligan (S5)
McLaren High School**

"After three difficult debates we made it to the final and were given only half an hour to write out our arguments for the final motion. This was probably the hardest part of the day.

The rest was great and although the final was nerve-racking. We came away with the experience we needed to become even better for future competitions."

The student mentor

**Greg Murray, University
of Aberdeen**

"Having been a bit sceptical about how successful the programme would actually be and how much the pupils would be able to take out of the day, I am glad to say that I was pleasantly surprised. Debating as a hobby seems to suffer from a rather negative image amongst pupils, and indeed adults, so to see so many youngsters not only attending the workshop but also coming away enthused by debating is fantastic." ■



The winning team from the Stirling competition, McLaren High School.

For more information on the debating project please contact:

ESU Scotland, 23 Atholl Crescent.
Tel 0131 2291528. www.esuscotland.org.uk

Update

Out of Africa

Following an article in the SEJ May 2004 on the link between Glashieburn primary school, Aberdeen, and the Juliet Johnston School in rural Ghana, West Africa, project director Basil Johnston writes an update on progress since.

Juliet Johnston school opened in September 2003 with 49 children. Having completed our third academic year we now have 260 children (aged between three to 17) enrolled for this coming year. The school is remote and relatively difficult to reach, but our reputation has spread by word of mouth and we are now in the position of having to actively turn children away to prevent overcrowding in our classes.

Ghana has 67 indigenous languages but has decreed English its official language as well as its medium of instruction in all schools. Children are generally not taught English properly before facing a whole curriculum in English. They turn up at state school, aged seven or eight, and immediately discover that everything is taught in another language from their own indigenous one, which greatly hampers educational progress.

With support from Glashieburn primary school and many other schools in Aberdeen, Aberdeenshire, Moray and Perthshire, by adapting Scottish teaching methods and ideas for Ghana, we have had good success at teaching our children to speak, read and write English to a very good basic standard. This in turn has improved their standard in other subjects since these are all taught in English.

More generally, additional success has come about for other reasons than those anticipated.

For example the first unexpected coup was our approach to discipline. Somewhat obvious from a British perspective but wholly unusual in Ghana, (although caning is technically illegal), one of our first moves was to ban the cane and make any physical action against children a sack-able offence.

Due to this, the children bought into the learning process wholesale – to the point where a couple of my Ghanaian teachers recently overheard three children grumbling to each other about there being a public holiday the following day because they preferred to come to school.

Another reason for the school's relative success has been our newly pinpointed ethos. Part of our ethos is to continue to have as wide a catchment area as possible, despite constant problems with our sheds of school minibuses(!) in order that we may collect bright hard-working children from remote villages who do not face much of a future without our help.

These children, supported by British sponsors, are invariably straight 'A' students with a wonderful attitude towards behaviour and life. We reason that the Ghanaian government is missing a trick by not catching these children as a resource towards the economic future of the development of Ghana.

Secondly, it may be that the government

is missing another trick by not using talented but relatively uneducated people to teach lower primary. Five of my teachers were very poorly educated and they have turned out to be superb teachers. Patrick was selling mattresses before he started teaching Scottish equivalent P3 at our school. He's great! As are Tabita, Mercy, Millicent and Charity, all of whom who would probably be subsistence farmers if they weren't teaching.

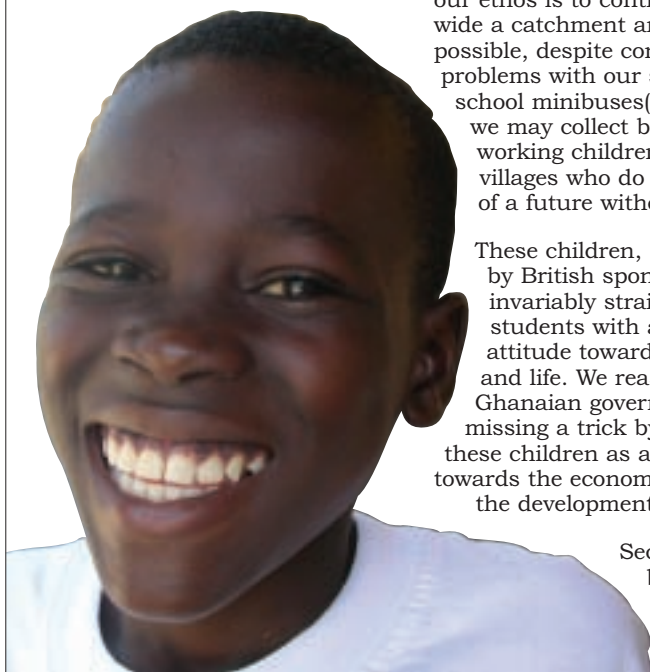
On the back of the school's success at teaching particularly four to seven year olds (Scottish equivalent P1 and P2) English, Longman Ghana have commissioned me and my team to write the P1 and 2 pupil and teacher books for English.

There are about 3,000,000 primary school children in Ghana and 1,000,000 of them are educated through private provision. This is Longman's main market. However, the government has asked Longman to pitch our books to the Ministry of Education in due course for possible adoption by the state sector. My team is also working on a teacher training programme in conjunction with the books for the 28 or so teacher training colleges in Ghana.

Last May, Juliet Osafo, Ghanaian co-director of the school, and my Scottish equivalent P1 teacher Charity Kankam came to visit the UK for three weeks. Glashieburn, Banchory, Muthill and Millbank primaries welcomed Juliet and Charity with open arms and taught them an awful lot with which to return to Ghana. Their visit was a fantastic high point following the four years of hard slog everybody has put in to pull the school off. As Charity would say, 'What are we cooking with?' – at long last we feel we are beginning to cook with gas!

We are now looking for a secondary school interested to twin with our Scottish equivalent Academy which will start September 2007 and a primary school interested to twin with our Muslim sister school in Ajman (a neighbouring emirate of Dubai). ■

If you are interested to help by volunteering as a teacher trainer in Ghana or by fundraising please contact us on basiljohn@yahoo.co.uk or suzy@suzyb.demon.co.uk for further information.



Banana Link

Trade union supporter appeal 2006/07

Banana Link is engaged in a Union-to-Union project with seven banana workers' unions in five countries of Latin America, working to improve the conditions for the hundreds of thousands of banana workers who produce the bananas sold on our supermarket shelves. The aim of the project is to build solidarity links between British and Latin American unions at either end of the supply chain,

as well as to support worker organisations in the plantations of Nicaragua, Honduras, Ecuador, Guatemala and Costa Rica. Banana Link's 2006/07 Trade Union Supporter Appeal aims to raise £5,000 to increase our capacity to support our Latin American partners through the Union-to-Union project.

Becoming a Banana Link Trade Union

Supporter at branch/regional/divisional or national level increases our capacity to support the work of our Latin American trade union partners. Supporters receive regular requests for urgent action and our Union-to-Union bulletin by post or email. If your branch or region is already a Banana Link Supporter please consider affiliating again for the period 2006/07 by filling in the form below. We also welcome donations. Please send cheques to 'Banana Link' at the address given below. Please do not hesitate to contact us for further information.

BANANA LINK TRADE UNION SUPPORTERS FORM

Please Delete as appropriate:

Our branch/region/national office would like to become a Banana Link Supporter for 2006/07

Name: _____ Address: _____

Union: _____

Position held (if any): _____ Telephone: _____

Donation: _____ Email: _____

Recommended minimum annual donations for Banana Link Supporters are £25 for union branches, £75 for union regions/divisions and £100 for national unions.

Please send cheques made payable to Banana Link to: Banana Link, 8a Guildhall Hill, Norwich, NR2 1JG

SCOTTISH RETIRED TEACHERS' ASSOCIATION

"This lady was the first graduate woman teacher in her area. She had retired in 1948 on an occupational pension of £3.00 per week. On this she survived into her eighties. Her clothes never varied in colour or style – she unpicked the seams, reversed the material and stitched it all up again."

"I feel things becoming more and more difficult. It is three years since I had a holiday, and it seems unlikely that I will ever get one again – a sad reward for over thirty years service in a city school. I have to plan with the greatest care not only what and where to buy, but when to make my purchases. I find the cost of living goes up at the end of the week."

Two views from retired teachers over 50 years ago.

To say that the SRTA owes its existence to desperation is no overstatement. The year was 1950. Those, who were pensioners then, had worked for small salaries made smaller by the "Geddes Axe" in the 1920s, and by further cuts in the Depression of the 1930s. By 1950 inflation was well under way, and the plight of the older pensioner in particular was not to be envied.

The Association has some tasks ahead of it, eg to persuade Scottish Parliament to keep a weather eye on pensions not only for retired teachers but for ALL retired persons; and to continue to promote long-term help for the elderly.

All this and more will be found in the about-to-be published history of the Association. Members of the Association will receive a free copy along with the annual "Bulletin". Join now to have a copy and read about "The Pensions Struggle".

Contact for further details the National Secretary, Douglas N Currie, Scotland Retired Teachers' Association, 129 Mayfield Road, Edinburgh EH9 3AN (0131 667 6494).

Earn MONEY OFF every time you buy online with NEW SuperStickers Bonus Points

save £

Good Listening Face

Good Homework Award

I know my letter sounds

Wonderful worker!

Very Good!

Target achieved!

My eyes show I am listening

You're a shining star!

Super Value Super Service

SUPER STICKERS

much more than stickers!

More information and 100's of new products at www.superstickers.com

www.superstickers.com

What is going wrong with discipline?

Robert Edgar, Principal teacher in a Glasgow school and EIS member, gives his individual view on school discipline

Discipline remains a big issue wherever you go. Whether in programmes on the television or a political debate, the issue of people behaving badly is at the forefront. Discipline has always been a big issue in schools. A nationwide crisis with discipline has been recognised by unions, administrators and teachers alike. Take a look at any CPD pamphlet and you'll notice that fully half the courses have something to do with discipline or classroom management. Better yet, read an education magazine and you'll find that the number of articles concerned with discipline issues matches the combined amount of articles on all other aspects of teaching. With so much focus on discipline, why has so little changed in our classrooms? Where are the perfectly behaved children and what happened to the amazing increase in teaching and learning that we've all been expecting?

I believe that much of the blame rests on us teachers. For too many years we have been relying on our own individual initiative and brilliance to solve problems. Instead, we should place much of that burden on others. We should trust our colleagues, even the ones that we've never met. By this I mean those that do educational research. Every classroom teacher should be reading case studies and research from other places.

So why has there been such a large gap between what was promised and what is happening? In the last 10 to 15 years there have been few large changes in what research has found in regards to discipline techniques. The research has stalled because the teachers still haven't implemented the findings from ten years ago. There has been a plethora of research in the last years but little change in the techniques or models used by teachers in classrooms. (There have even been people writing articles about what isn't happening.)

Let's not be mistaken. There has been a great deal of educational research in the last 20 years. But the overall impact of this research has been watered down by an unwillingness to publish controversial findings or funding issues. A large proportion of research has only succeeded in duplicating or confirming the findings of others. Another sizable portion of the research has simply restated old techniques and findings in slightly more modern and digestible language. Still

another significant segment has had to be watered down and made palatable so that it could be published and has thus lost its true relevance.

Similar to research publications, little has changed in how teachers deliver lessons and how classroom behaviour is managed. A great many of my colleagues may object at this point because for someone who has been teaching for 20 or more years it feels that the whole world has not changed as much as their job. When we take a step back and look at it from a historical perspective, the changes have been slow and minimal. The reason for this lack of change, I believe, stems from the perceived inaccessibility of educational research to classroom teachers.

The first time I was truly confronted with educational research, I was just starting my Masters Degree programme at the University of Pittsburgh. In my first class with Dr. Cheyne (a professor I grew to love although I disagreed with her strongly) the impact of research was brought into perspective. Dr. Cheyne told us that most teacher training programmes are ten years behind the research and most teachers are ten years behind what the newly trained teachers are taught. The end result being that teachers in the field tend to be an average of twenty years behind what the research has been showing.

What does the research say?

With that being said, the next logical step is for us to ask;

“what does the research say about discipline?” Rather than bore you with article names and places to find the research let me try to summarise some simple but important factors of modern discipline research:

- Students desire discipline strategies that include them in the process. Most people's initial thought upon reading that assume this probably has something to do with class contracts. But let me encourage you to not disregard this simple fact just yet. Inclusive discipline strategies mean more than just class contracts. Inclusive models of discipline can involve things such as collective bargaining, students courts, or something as simple as allowing a student to give a reason for their misbehaviour. Inclusive models of discipline work hand in hand with the next point.
- Students need to take responsibility for their misbehaviour. Students act as they do because of the feelings they have inside of them. We as teachers should allow the students time to identify what it was that made him/her misbehave and how he/she can more positively deal with those feelings next time. Regardless of the outcome, the students must understand that they are responsible for their actions. We cannot allow students to shift blame and get away with it. If students cannot take responsibility for their actions then no reprimand or enforcement of the rules will



be seen as fair. Countless surveys and polls have shown that students need to perceive their teachers as fair and their enforcement of rules as just.

- Teachers need to be seen as possessing authority. It is always important to make your Yes be Yes and your No be No. It is not enough though to simply carry through with negative enforcements. If a teacher is perceived as having no authority then every word he/she says carries with it less weight. Administrators must be seen by pupils to always support and backup classroom teachers. Sometimes we don't give children credit for some of the things that they do very well. One of those things is assessing the risk of a situation or the likelihood of negative repercussions. Children as young as five years old have been studied and are impressively good at deciding what the worst repercussion for an action might be.

- We should not confuse authority with authoritarian. You can gain your students' respect without intimidation and fear. You can allow your students some freedoms and choices without losing your authority. There are a plethora of studies that show the impact of negative intimidation works as only a short term solution. Many of the studies have suggested that negative intimidation works to curb a short term behaviour but will accentuate that same behaviour in the long term. One of the many triggers of misbehaviour is a lack of respect for the teacher. Just to make things perfectly clear; shouting and singling out individuals for humiliation in front of their peers does not illicit respect.

How can we improve the situation?

It is rather easy to point out the negatives of something but far more difficult to point to positive steps that can be taken to improve it. Let me take the time here to try and point out some steps that we can take to improve the situation.

- Read, listen, and apply what educational research has found to be useful and worthwhile. We are not all going at this teaching thing alone. There are lots of people, institutions, and money that are striving to improve teaching and learning. When faced with a problem our first response should be to find what research has been done on that topic.
- Teachers need to be seen in a light of professionalism. A teacher's authority and role must not end at the classroom door but extend across the phone line to the ears of the parents. If individual teachers are not trained to talk with parents then the simple solution is to get them the training. Research done by the US Department of Education has found a direct correlation between academic achievement and parent/teacher collaboration and contact. It is a little debated fact that teaching as a profession has lost some of the social standing that it once had. For this reason it is all that much more important that teachers need to act and be treated professionally.
- We need to be willing to learn. That means young teachers who have just entered the profession need to learn from those who have been teaching for many years. Conversely those that have had the teaching experience can (and should actively try to) learn a great deal from new teachers. We also need to learn from our students, experiences, and (dare I say it again) from educational research.

Discipline will never cease to be an important issue for teachers. By learning from each other, learning from research, and by being willing to accept a greater burden of professionalism, we can advance education in this country. ■

Robert Edgar holds a B.S. hons and B.A. hons from Geneva College, Beaver Falls, Pennsylvania and a Masters degree in Secondary Education from the University of Pittsburgh. He is also PT of Biology at Springboig St. Johns school in Glasgow. Mr Edgar is also an Educational consultant with RH Educational Consulting, who work with schools to identify problems with their behaviour plans, help schools to build new behaviour plans, and train staff in the implementation of those new behaviour modification strategies.

“A teacher's authority and role must not end at the classroom door but extend across the phone line to the ears of the parents.”

Robert Edgar

Pick of the harvest



Cauliflower Soup

Cauliflowers come into season from this month onwards and lend themselves to so much more than simple cauliflower cheese. Gently steamed and then sautéed in lemon juice, or grilled in tiny florets in salads, these brassicas are versatile.

This soup is a thick, heavy soup – but light enough for autumnal weather.

- 1 medium cauliflower
- 2 cloves of garlic, chopped
- 1 large onion, chopped
- 1 tsp nutmeg (either whole for grating, or ground)
- 550 ml of milk
- 1 small potato, peeled

Heat some oil in a heavy pan and allow the onions to sweat over a low heat with the lid on for about 10 minutes. Do not burn them. Then add the garlic and the chopped up cauliflower. Add the potato and cover with boiling water. Simmer for 20-25 minutes.

Using a blender, create a smooth texture. Then grate the nutmeg into the mixture and add the milk. Heat through gently and add more milk if required.

Chicken with red pepper

You've come in from a long day at work, you're hungry, and you have a red pepper in the fridge. This is what to do.

Serves 4

- 4 chicken breasts, cut into thick strips
- 2 red peppers, finely diced
- 1 bunch of spring onions or 4 shallots
- cumin seeds (or nigella seeds)
- Dijon mustard
- ½ tub of crème fraiche
- parsley, finely chopped
- black pepper
- juice of one lemon.

Gently heat some oil in a large frying pan over a low heat. Slice the spring onions (don't use too much of the green part) or

shallots and gently fry in the oil. Add the peppers cook for about 5 minutes – but don't allow to burn. Add the cumin or nigella seeds.

Add the chicken strips and allow them to cook whilst turning regularly. Just as they are turning the faintest shade of brown, add a cup of water and cover the pan. Use a lid for a slightly smaller pan: the important point is to get all the chicken under the lid and allow the water to bubble around the side of it.

Leave to cook for about 5 minutes, or until the chicken is cooked through. Then add the lemon juice, parsley, black pepper and a large teaspoon of the mustard. Cook again for a minute or two to allow the flavours to combine, and then remove from the heat. Stir in the crème fraiche and serve at once.

You may wish to serve this with rice (see SEJ vol 89 No.5) and buttered leeks.

And for pudding...

Stewed plums with crème fraiche

Autumnal plums – red, yellow, purple, green, pink or dark black, or any colour you can find – are delicious and plentiful. In the peak of their season they need little done to them. This is a simple and delightful desert.

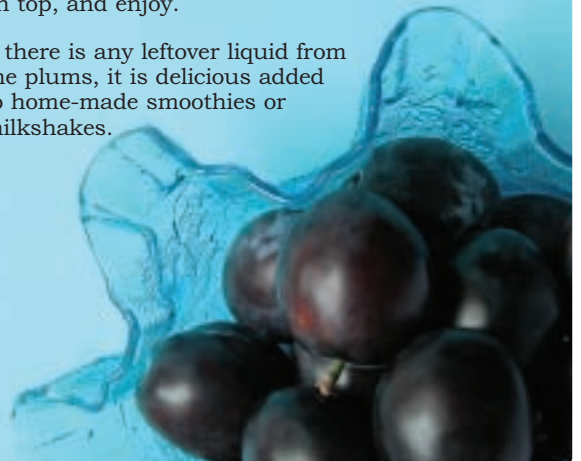
- 500 g plums (halved and stoned if you like, but you don't need to)
- 2 tablespoons light muscovado sugar
- crème fraiche to serve
- 2 shortbread fingers

In a pan, gently heat the whole plums with the sugar and enough water to cover the bottom of the pan. Simmer for 6-7 minutes, or until the plums are soft and delicate to touch.

Meanwhile, crumble the shortbread in a small food bag until it resembles very fine breadcrumbs.

Remove the plums with a slotted spoon and serve with a dollop of crème fraiche on top. Then sprinkle the crumbled shortbread on top, and enjoy.

If there is any leftover liquid from the plums, it is delicious added to home-made smoothies or milkshakes.



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

SEJ May 06 Sudoku solution

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

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

Five Minute Quiz

1. What was the forename on the St Albans golf enthusiast who donated the Ryder Cup trophy in 1927 following a match between Britain and Ireland and the USA?
2. Which "Ryder" appeared as a celebrity show jumper in BBC's Sport Relief event Only Fools on Horses?
3. Who created and wrote the long-running British sit-com Only Fools and Horses?
4. The character of the Fool has "And I'll go to bed at noon" as his final line in which play by Shakespeare?
5. *I'll Go to Bed at Noon* by Gerard Woodward (2004) was short listed for which literary award?

Answers on page 30

NMIS National Museums of Scotland

EXPERIENCE MORE
AT THE NATIONAL MUSEUMS OF SCOTLAND

The schools programme for 2006-2007 is designed to help you bring the curriculum to life, with a range of inspiring activities. From Concorde to Connect, our interactive science and technology gallery, we can help you gain more out of our unique collections.

Visit www.nms.ac.uk/schools for full programme details and to book your visit.
Or contact us direct. E-mail: schools@nms.ac.uk,
Telephone: School Bookings Hotline 0131 247 4041

box ads

Beautiful new luxury villa in Florida with excellent amenities - 4bed/3bath. Private pool & spa. 15 minutes from Disney. Sleeps 8-10. Tel 01355 302860

HOME HOLIDAY SWAPS UK (Teachers) Enjoy free holiday accommodation. Tel 01730 268080

Near St Andrews: Rural House set in 3/4 acre gardens by the Ceres Burn. Fresh, comfortable, en-suite rooms with central heating, colour tv and video, hairdryer, tea and coffee. A peaceful base to explore St Andrews, the East Neuk villages and the beautiful surrounding countryside. B&B £27 per night. www.pitscottievale.co.uk email: southouse_brodies@yahoo.co.uk or telephone Brian or Brenda on 01334 828784

Convert your slides, negatives or prints to digital format: www.digitiseyourphotos.co.uk

Costa Blanca 2 bedroom lower cottage flat in quiet urbanisation overlooking orange and lemon groves. 20 minutes from coast and within easy reach of golf courses by car. Car hire advisable. Phone 0141 638 6889 or email james.moore28@btpenworld.com for photos and info.

South of France. Immerse yourself in the language and culture of the beautiful Languedoc region. Maison de village pour quatre personnes dans un petit hameau du Parc National du Haut Languedoc. Maison ancienne des pierres et poutres. Tres Charmante. Tranquillitee ensoleillee entre les lacs et la montagne. Phone 0797 355 1993 or email mab@dealbh.com for brochure (in English) £300/week - all year.

Applecross Bay - 3 bedroom traditional Ferryman's Cottage, open fire, Sky T.V, sleeps 6, walking distance of award winning pub/restaurants. Week/weekend lets from £325/£75. Phone 01383 722440 or 731513 or email stuart@applecrossbay.co.uk

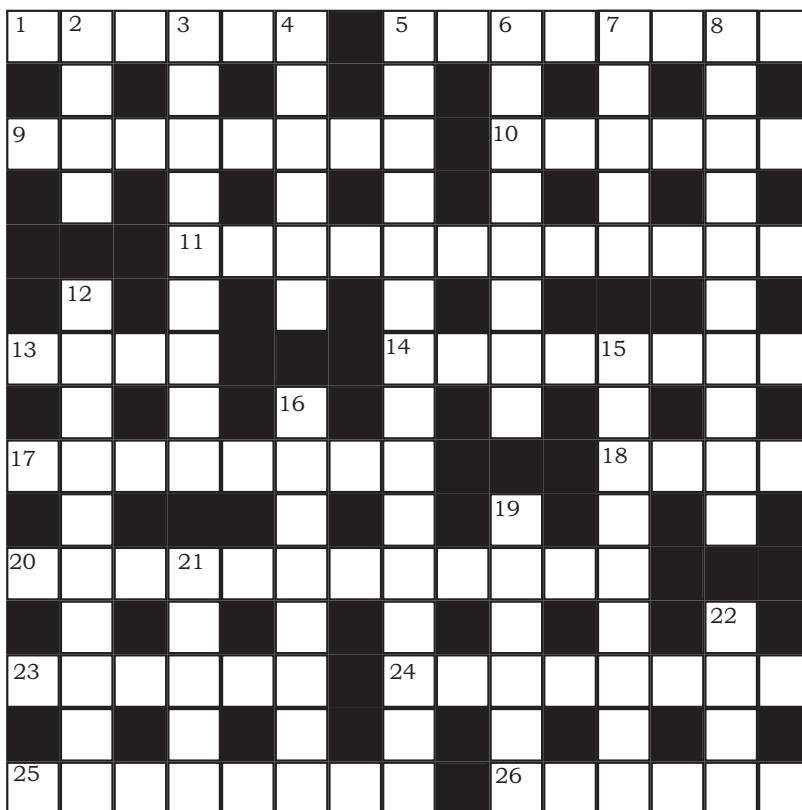
STEP AHEAD Tutoring and Educational Services... not only keeping up, but getting a "step ahead".

THE LEADING TEACHER ORGANISATION IN THE EAST. One-to-one lessons in the home of a client or tutor. All subjects for all ages: children and adults. Questions answered and impressive testimonials on: www.stepaheadtuition.com
Tel : 01383 624599.
New teachers welcomed.

Would you like to advertise in the SEJ? Contact us for our rate card.

Kate Blackwell, EIS, 46 Moray Place, Edinburgh, EH3 6BH
e: kblackwell@eis.org.uk t: 0131 225 6244

Crossword 42



Answers to crossword no.41

Across: 1 Gaffers 5 Preheat
9 Nasal 10 Oven-ready 11 Toe
12 Tithe 13 Patio 14 Lymph
16 Overboard 19 Manganese
20 Sachs 22 Wrist 24 Sweat
26 Arm 27 Isinglass 29 Eight
30 Hamster 31 Scholar

Down: 1 Genital 2 Fisherman
3 Eclat 4 Short bone 5 Peeve 6 Ear
7 Enact 8 Thyroid 13 Pubis 15 Heart
17 Elevenses 18 Archangel
19 Mawkish 21 Simitar 23 Ilium
24 Stair 25 Teeth 28 Gut

CROSSWORD WINNER –
Congratulations to **Karen I'Anson** from Dunfermline, Fife who was the winner of SEJ cryptic crossword no 41. Ms I'Anson receives a £20 book token.

CLUES

Across

- 1 Destroyer of Val and member of Germanic tribe (6)
- 5 Thermosetting plastic, undercooked by the sound of it (8)
- 9 Ram shags alternative to CH4 (5,3)
- 10 Okay, roger and wilco in bright orange (6)
- 11 Innocents do a runner to collect a bucket of steam perhaps (12)
- 13 Tuft of grass a fizzy drink produced (4)
- 14 Albert was relatively clever (8)
- 17 Underground canary killer (8)
- 18 Came across a change of position perhaps (4)

- 20 Ammonia manufacture, preacher sobs uncontrollably (5,7)
- 23 Insert differently for sedimentary rock formation (6)
- 24 A trick in turbulent lake becomes boss (8)
- 25 Study of constituent parts sails any sort of craft (8)
- 26 Keep your head down at weekends (3-3)

Down

- 2 The door was kept open by a glass pot (4)
- 3 Remove water from cacti seed (9)
- 4 Cover encloses backward nag and bonds with it (6)
- 5 Compresses beers to make steel (8,7)
- 6 Known as paraffin this side of the pond (8)
- 7 Bright lamp, not heavy (5)
- 8 Epidermal artists toasts Tito in revolutionary regime (10)
- 12 Producing charged particles to improve air quality perhaps (10)
- 15 Where rip can often be found (9)
- 16 Multi-storey or underground ? (3,5)
- 19 Detergent identified in committee police were interested in (6)
- 21 Praise old confused Lot (5)
- 22 Inert gas, not everyone owns now at the start (4)

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, 10 November 2006. The first all correct entry picked at random will win. Details of the winner, along with the solutions to this month's puzzle, will be published in the 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

ANSWERS: Five Minute Quiz
1. Samuel 2. Anna Ryder Richardson
3 John Sullivan 4. King Lear
5. The Booker Prize in 2004.

Indiscipline

Dear Editor

I read with interest all of the articles about pupil indiscipline in the May SEJ.

In October 2001, I resigned from my teaching position with my local authority, after 26 1/2 years service, to become a behaviour support teacher, as this was an area of interest to me.

Despite many successes with some very challenging pupils, the post was terminated due to lack of funding.

Since that time (March 2003), I have not been able to get back into classroom teaching or into behaviour support work, except on short term contracts. I have had three more contracts to work in behaviour support, which I have enjoyed very much, but, once again, money was the stumbling block.

I would love to know where the £35 million mentioned by Peter Peacock has been spent!

The number of behaviour support teachers in the authorities I know of is woefully inadequate and, even when a pupil is accepted for specialist work, things have got to be very bad. Nothing much can be done about low level indiscipline as only the most serious cases are dealt with.

I would love to be out there working with pupils with challenging behaviour but I just can't get my foot back in the door. There are now so many people applying for each job that comes up that older, more experienced,

(more expensive!) teachers like myself are being passed by.

Yours etc,
Name and address supplied

Outdoor connections

Dear Editor

It was very good to see the Outdoor Connections article in the May Journal.

With the Curriculum for Excellence educators should be able to make more use of the outdoors and not confine learning to the inside of the classroom. The Connections initiative should provide a forum for this. Its newsletters, conferences and events are informative & give links to excellent resources throughout Scotland and the UK, as well as keeping us informed.

Yours etc,
Alastair Seagroatt
via email

Autism

Dear Editor,

During a recent meeting I attended for adults with Autistic Spectrum Disorders (ASD), someone said: "Why does everybody always assume that we want to be part of the mainstream scene? I'd much rather do things with people who are on my own wavelength, who share the same feeling and interests."

It reminded me of the dream that formed in my mind when I was still a pupil in a mainstream primary school and which I clung to for over 20 years: The dream of living in an old Celtic village devoid of the sensory overload of modern society and inhabited by people whose thoughts, perceptions, joys

and habits were like mine and to whom I could feel a sense of belonging. However, this dream never materialised, but at least I was allowed to leave the mainstream class at age nine and to learn amongst children I could relate to instead of the total isolation I had felt until then.

Now, some 30 years later and working with children on the Autistic Spectrum in mainstream schools, the question still remains: Whose idea was this inclusion business? Did it come from people with ASD wanting to be like everybody else or from the neurotypicals wanting everybody to be like them? I am afraid, if you made the effort to seek the opinion of people of the Autistic Spectrum, the majority of them would tell you that they felt a lot more included amongst folks who experience the world in similar ways than amongst those whose mind works so differently. When does inclusion finally seek to include the views of those it pretends to be benefiting? When will people with ASD or with general learning difficulties or other minority groups get a chance to articulate what setting or curriculum they would need to make the most of their education?

I have sort of given up on my Celtic Community Dream, but I do have great hopes that we will manage to create an education system with more diversity and scope to get it right for all learners than is presently the case. But it can only work if we let people speak up for themselves instead of patronisingly deciding what is best for them.

Yours etc,
Elkie Kammer
Inverness

The E=MC² Conference

Stirling Management Centre Tuesday 5 December 2006



You don't have to be Einstein to work it out!

(Effectiveness = Managing individual and organisational wellbeing x Creating the Conditions)

Effectiveness is the elusive 'E' factor; that indefinable element which takes individuals and organisations beyond mere competence. Effectiveness is about impact; making a difference, creating change. But what determines effectiveness and how can it be achieved in practice?

E=MC² will examine the relationship between individual and organisational wellbeing and effectiveness.

It will provide innovative yet practical ways to help schools become even more effective.

If you have an interest in or a remit for school management, individual and organisational development, CPD, HR, quality and improvement, occupational health, health and safety, workplace health or employee welfare then you will find the E=MC² conference stimulating, informative and practical.

Don't miss this important conference. Places are limited so early booking is advised! For more information and to book:

Call: 0131 220 0872 Fax: 0131 220 0872
Email carolyn.macdougall@teachersupport.info
Online: www.teachersupport.info



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.

Annual Worldwide Travel Insurance for
The Educational Institute of Scotland

eis



Annual Worldwide
Travel Insurance
for your whole family
for just **£74.00** per year

This policy provides cover up to 65 years of age

Available to All EIS Members & their Families

CALL 0845 230 1653 FOR AN APPLICATION FORM OR IMMEDIATE COVER

**Philip
Williams & Co**
INSURANCE MANAGEMENT



Philip Williams and Company, 35 Walton Road, Stockton Heath, Warrington, Cheshire WA4 6NW

Premiums are payable by quarterly Direct Debits. This is a group insurance policy which is renewed on the 1st September each year.
Premiums and policy terms may change on this date each year regardless of when the individual first incepts the policy.

