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SEJ

Gwen Mayor Trust

How, ten years later, the Trust honours the
victims of the tragedy in Dunblane. p08



The Gwen Mayor Rose 1996.

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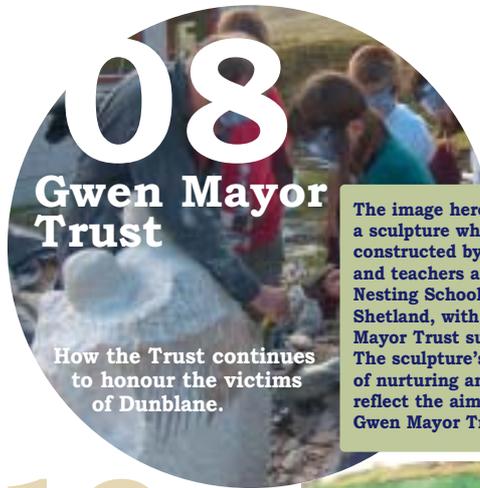
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08 Gwen Mayor Trust

How the Trust continues to honour the victims of Dunblane.

The image here is of a sculpture which was constructed by pupils and teachers at the new Nesting School in Shetland, with Gwen Mayor Trust support. The sculpture's themes of nurturing and harmony reflect the aims of the Gwen Mayor Trust itself.

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Personal Learning Planning

Is PLP really worth the extra workload for teachers?



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CPD

The new EIS Learning Representative website goes online, plus more CPD info.



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Comment



Looking forward through the Gwen Mayor Trust

It is now almost exactly ten years since the tragedy when sixteen young children and their teacher were murdered in Dunblane primary school. As we remember that terrible occasion, we remember also the work of the Gwen Mayor Trust over the past decade in promoting projects in primary schools across Scotland. The support received from schools, teachers, parents and families across Scotland in setting up the Trust has been a significant monument to the youngsters of Dunblane primary and to Gwen Mayor.

While we will always remember the victims of the tragedy and their families, we believe that we should honour their memory by facing the future in a positive and constructive way.

It was such forward-looking thinking which led to the establishment by the EIS, in conjunction with Gwen Mayor's family, of the charity the Gwen Mayor Trust. Gwen Mayor was a passionate and dedicated educator, who was truly committed to providing the very best for the pupils with whom she worked. It was this spirit which led to the establishment of the Trust in honour of the memory of Gwen Mayor and her sixteen primary one pupils.

Today, the positive work of the Gwen Mayor Trust continues. All nursery and primary schools across Scotland are eligible to apply for funding from the Trust. Over the past decade over one hundred cultural, sporting and community projects have benefited from assistance from the Gwen Mayor Trust.

Writing movingly in this SEJ, Gwen Mayor's daughter, Debbie Buchanan, stresses the importance of the Trust's work.

This time is also an opportunity to consider ways of bolstering the Gwen Mayor Trust by further financial contributions. This will mean more funds to bring even greater advantage to Scotland's primary schools, through support for further projects which will benefit young people and schools and continue to honour the memory of Gwen Mayor and her pupils.

Another way of contributing to the Gwen Mayor Trust is through purchase of the Gwen Mayor Rose. In late 1996, Cocker's of Aberdeen agreed to name a rose after Gwen Mayor and, from the sale of each rose, would make a contribution to the Gwen Mayor Trust. Details are on p.11 of this SEJ.

The SEJ looks back at some of the projects which the Trust has assisted in this month's cover feature. It is our aim that the positive work of the Gwen Mayor Trust should continue to benefit young children and communities across Scotland for many years to come. ■

Personal Learning Planning requires more...planning

In this issue, we report on the findings of the recent EIS survey of teachers involved in Personal Learning Planning schemes across Scotland. The results of this survey clearly show that many teachers, while acknowledging the potential benefits of PLP, are greatly concerned about its workload implications and impact on the time available for teaching and learning. The message from teachers to the Executive and local authorities on PLP is clear: we are willing to support the PLP process, but it needs to be properly planned and adequately resourced if it is to bring real benefits for pupils.

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Why is Glasgow going in a different direction in Nursery education from the rest of Europe and the developed world? Don't we owe our children more?"

Aileen Scullion, Glasgow EIS Chairperson



EIS President Jack Barnett told the rally, "Today I feel proud to be standing shoulder to shoulder with teachers in Glasgow, to defend the right of all parents to have the option of sending their three and four year olds to attend a nursery school with a fully qualified nursery teacher. The decision to remove nursery teachers from nursery schools has absolutely nothing to do with educational principle and everything to do with cutting budgets. The message from the EIS nationally,

to Glasgow and any other council considering going down the path of removing nursery teachers, is that the EIS will not sit idly by. We will continue to campaign together, with parents and politicians, to oppose the cuts and defend the vital role that teachers have in our nursery schools."

Glasgow EIS Chairperson Aileen Scullion, herself an experienced nursery headteacher, told the rally, "Teachers and parents are well aware of the value of fully qualified teachers in the Nursery Service. The extra that they bring is well documented in all the research into early years education. The recent evidence

of HM Inspectors to the Parliament's Enquiry into Nursery is further proof of that. Why is Glasgow going in a different direction in Nursery from the rest of Europe and the developed world? Don't we owe our children more?"

Ms Scullion went on to say how short-sighted and unnecessary this move is. She asked the Council to reconsider. "Is it not a false economy permanently to cut a service which is vital to our children's welfare and has been a credit to the City for many years just to save £370,000? I urge the Council to think again," she said. ■



Photography: Alan Wylie

Ensuring highest standards for headteachers is vital

The President of the EIS, Jack Barnett, has called for a key role for General Teaching Council for Scotland (GTCS) in ensuring that the highest standards are set and maintained for headteachers in Scotland's schools. The EIS has welcomed the publication of the new Standard for Headship but warned that only through the involvement of the GTCS, the custodian of all other teaching standards in Scotland, can the integrity of the Standard for Headship be ensured. He was critical also of some of the ways now being proposed for prospective headteachers to obtain the new standard.

Speaking recently at a meeting of teachers in Dumfries, Mr Barnett said, "The EIS wants to see the highest standards being maintained for all teachers in Scotland. We appreciate and support the important work carried out by the General Teaching Council for Scotland in ensuring that Scottish teachers are among the best qualified educators in the world. We hold our teachers to the highest

professional standards and it is the GTCS which acts as the guardian of these standards for all Scottish teachers through the Standard for Full Registration. It is only logical that the GTCS should hold a similar role with regard to headteachers and the Standard for Headship."

Mr Barnett added, "By introducing more modern approaches to school management

we can help to avoid a major recruitment crisis in headteacher appointments. By training and developing headteachers who are committed to modern collegiate practices, we can deliver school structures which are suited to 21st century educational practices and so help to provide the best possible environment for teaching and learning in our schools." ■



"The EIS wants to see the highest standards being maintained for all teachers in Scotland."

Jack Barnett

Personal learning planning must be a partnership

The introduction of Personal Learning Planning (PLP) in Scottish schools can have benefits for pupils and teachers, but only if it is correctly implemented in a way which does not create additional workload demands which impede the teaching and learning process. The convener of the EIS Education Committee, George MacBride, has recently commended the approach adopted in the Scottish Borders where the education authority and teachers' representatives have worked together to agree a method of introducing personal learning planning which will benefit both pupils and teachers.

Mr MacBride said, "Scottish Borders Council and Scottish Borders EIS Local Association are to be congratulated on the agreement they have reached on the introduction of PLP in Borders' schools. This introduction of PLP in the Scottish Borders is being based around the principles of the Assessment is for Learning programme which are based firmly on sound educational research. Placing the teacher and the learner at the heart of the PLP process, as the Borders' approach does, is the only effective means of ensuring that PLP can have clear educational benefits," commented Mr MacBride.

Mr MacBride added, "Partnership working is central to the introduction of Personal Learning Planning in schools. Discussion and consultation between teachers, school management and the education authority are essential. Any attempt at a top-down imposition of PLP from school managers would prove only to be counter-productive and effectively unworkable". ■



"Partnership working is central to the introduction of Personal Learning Planning in schools."

George MacBride

Read more on Personal Learning Planning on page 12 of this SEJ

130 years of informing EIS members

Pupil Indiscipline and Corporal Punishment

In the Spring of 1876, William Livingstone, a teacher at Pitlessie School (Fife) was tried by jury at Sheriff Court for assaulting a 12 year old pupil.

The defence case was that the corporal punishment administered on the pupil was "by no means excessive, and absolutely necessary for the proper maintenance of discipline in the school".

There was also some evidence that the pupil had been physically abused at home. Mr Livingstone was found not guilty – but had to pay the expenses of £80 associated with the case. The EIS Educational News launched a financial appeal among teachers to assist "that ill-used man Mr Livingstone".

The letter from "B.A." published on 1 April 1876, commenting on the case is an insight into teacher perceptions of pupil indiscipline 130 years ago.

Letter to the Editor, The Educational News The Pitlessie Case

Sir,
In the Educational News of the 18th [March], the Pitlessie case is brought under the notice of your readers, and the trumpety nature of the complaint fully exposed, and teachers called upon to aid the persecuted schoolmaster in defraying the expenses that have been heaped upon him. That his professional brethren should contribute willingly for this purpose is most becoming, and I have no doubt there will be a hearty response to the appeal made on his behalf.

But the question forces itself on our consideration, What is the legal relation between teacher and pupil in regard to punishment, corporal or otherwise? Is the teacher not in loco parentis in this respect? Do the duties of his office not arise from the fact that parents, from being otherwise employed, have not the time nor opportunity to educate their children themselves, and so, by uniting their interests, employ a teacher to perform this duty for them? Is it not also the mutual understanding between parents and teacher that he is to have full powers to enforce attendance at the times appointed for instruction, and obedience to his commands during these times, in the same manner, and to the same extent, as the parents themselves would have, were they performing the duty? Do we ever hear of parents being tried by jury in a sheriff court for their enforcing obedience from their children? How, then, have we so many cases trumped up against teachers, and more especially since the Education Act came into operation? Have teachers become worse in this respect than formerly? I say, No! We require a clear exposition of the law on this subject, so that every teacher may know exactly to what extent he may go in enforcing obedience to his commands, and what is his remedy if this should fail. Without this we may have the Pitlessie case repeated as often as a cantankerous parent wishes to quarrel with the teacher of his children; and, as in this case, the teacher, though acquitted, may be saddled with an enormous amount of expenses....

I am etc

B.A.

1 April 1876

ANNUAL GENERAL MEETING 2006

OBSERVERS

The EIS Annual General Meeting will be held in the **Caird Hall, Dundee on 8, 9, 10 June 2006**. Any member wishing to attend as an observer should contact the General Secretary no later than **12 May 2006**.

FEIS

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

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“We are proud to know that the first headteacher at Mainholm was so influential in helping teachers and pupils in poor countries, after disasters and conflicts.”

Kelly McCord and Gillian McGregor



**Mainholm pupils Kelly McCord and Gillian McGregor visit EIS HQ to research John Pollock.
Inset: The pupils with EIS General Secretary, Ronnie Smith**



Photography: Drew Farrell

Mainholm Academy remembers the Pollock years

Mainholm Academy in South Ayrshire is celebrating its 40th anniversary this year. As part of their celebrations, pupils at the school are looking into the life and work of former EIS General Secretary, the late John Pollock, who was the first headteacher at the school.

As part of their research, two pupils from Mainholm Academy recently visited EIS HQ in Edinburgh to view archive material and ask questions about John Pollock’s career. The two fifth year pupils, Kelly McCord and Gillian McGregor accompanied by teacher and EIS activist Anne MacDermid, met with officials including General Secretary Ronnie Smith and were able to gain much insight into the life and work of John Pollock, one of the prominent figures in recent EIS history.

Here is what Kelly and Gillian had to say about their project and their visit to EIS HQ:

“This year is our school’s 40th anniversary. Senior pupils have been busy researching the

school’s history, and interviewing former staff and pupils. The first headteacher of Mainholm Academy was John Pollock and we became really interested in finding out more about him because everyone we interviewed said how important, energetic, influential, and committed he was. We researched in the John Pollock Library, part of the Mainholm campus, and found out that after leaving Mainholm he became General Secretary of the EIS. We then contacted EIS headquarters in Edinburgh to see if they could answer some of our questions. The current General Secretary, Mr Smith, kindly invited us to Moray Place to interview some of the staff.

When we arrived we were very nervous. A photographer took a photo of us and a BBC crew were there to interview Mr Smith. That was exciting. Everyone was really keen to help us, we were sure because they thought very highly of Mr Pollock and they wanted us to get a really good impression of him. Lots of newspaper cuttings, articles and photos had been prepared for us. We were allowed

to take lots of copies away and we can now prepare our own display. We learned all about the history of the EIS, all the work done in Scotland and especially in disadvantaged countries abroad and that this important work all began with John Pollock and that he was really passionate about it. We are proud to know that the first Head Teacher at Mainholm was so influential in helping teachers and pupils in poor countries, after disasters and conflicts. Education International can make a difference for lots of children.

Mr Smith also took us on a tour of the building (it looked really impressive from the outside) and we learned that it was formerly more than one house. We looked for the famous EIS ghost, and visited a room that used to be an operating theatre. We saw writing scratched by a patient on one of the windows about a hundred years ago.

Thanks to everyone who helped us we have a real picture of our first headteacher and understand what a visionary he was. We are now able to create a large display for everyone who will be visiting the school as part of our celebrations.” ■

The SEJ also takes a close look at EIS history, including the Pollock years, in a feature by David Drever of Orkney local association which is published on pp 22-23 of this edition.



EIS moves to recruit qualified Asylum Seeker teachers

The March meeting of EIS Council has given undivided approval for a planned change to regulations which would open up the possibility of membership of the EIS for asylum seekers who hold a foreign teaching qualification. The proposals would create a new category of Associate Membership for teachers and lecturers who are seeking asylum in this country, in order to allow these individuals to access all the help, advice and support which the EIS can offer.

Introducing the proposal to Council, Vice-President Peter Quigley said, "A huge amount of work has been done to create this category of Associate Membership, as a further way of enabling the EIS to support asylum seekers who hold a recognised teaching qualification. Our belief is that teachers and lecturers from asylum seeking backgrounds can bring unique skills and experience which will benefit the education system and the pupils and students of Scotland."

Seconding the proposed change, Equal Opportunities convener Margaret Nicol said, "The proposal to open up the possibility of EIS membership to asylum seekers is a point of principle as well as an indication of our support for the contributions that asylum seekers

can make to our society. In making this move, we hope to offer a welcome to asylum seekers and highlight our extreme disapproval of the way that asylum seekers are often treated by the government and the biased portrayal of refugees and asylum seekers in certain sections of the press and media."

Ms Nicol added, "Based on our current information, this change would open up the possibility of Associate Membership of the EIS to approximately 70 teachers and lecturers who are currently in the asylum system, with the possibility of many more to come in the future. The new category of Associate Membership would provide similar membership rights to those currently available to student teachers studying at university. The most important aspect of the proposed change is that it demonstrates to asylum seekers that they are valuable, welcome members of society."

Having gained the approval of EIS Council, the proposed changes will now pass to the AGM in June to be discussed and, if approved, formally to create the new category of membership for asylum seekers.

The role of classroom assistants in schools

The ongoing investigation into the role and duties which should be undertaken by classroom assistants was highlighted to Council by Equalities Convener Margaret Nicol. Ms Nicol also made members aware that the Equal Opportunities Commission, who are carrying out the investigation, have established a website to gather opinions on the issues. "It is very important that large numbers of teachers should visit this website and input their views, consistent with EIS policy, on the role of classroom assistants in our schools." Further information will be circulated to establishments in due course.

Affiliation to Amnesty International

The importance of EIS affiliation to campaigning associations such as the trade union section of Amnesty UK was raised in a successful motion proposed by John Dennis (Dumfries & Galloway).

Highlighting the importance of supporting such causes, Mr Dennis said "In a lot of countries, trade unionists do not have anything like the protection we enjoy in this country. In some countries, trade unionists are still imprisoned or even murdered for attempting to organise union activity."

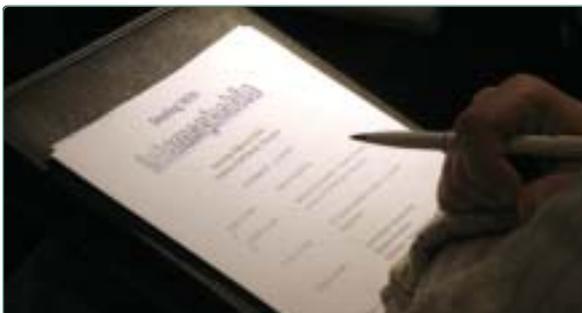
Teachers' Salaries Increase 2006

It was confirmed to Council that all teachers' salary points will be increased by 2% from 1 April 2006. This will be the 3rd instalment of the 4 year pay deal agreed in 2004 (please see SNCT circular 33 for details). The 2004 Agreement allowed negotiations on a supplemental increase to take place should the Consumer Price Index (CPI) for 2005 increase by more than 2.25%. In the event, the CPI increased by 2.04%. Therefore the previously agreed salary increase of 2% will apply for 2006.

New EIS Vice-President is a first for FE

The EIS Vice-President for 2006-2007 is Kirsty Devaney, a lecturer at Dundee College and a long-time EIS activist and member of EIS Council.

Ms Devaney was elected unopposed as Vice-President, and her election marks the first time that this post has been held by a member employed in Further Education. Ms Devaney will formally take up the post at the EIS AGM in Dundee in June.



Dealing with Islamophobia

The EIS has held a very well attended seminar to discuss the issue of Islamophobia at its implications for pupils and teachers from within the Muslim community.

A full report on the day will be available from the EIS equalities department in due course, and further details will be published in the next edition of the SEJ. ■

"In making this move, we hope to offer a welcome to asylum seekers and highlight our extreme disapproval of the way that asylum seekers are often treated."

Do you have a special project that needs funding?
All nursery and primary schools are eligible to apply to:

Gwen Mayor Trust, 46 Moray Place, Edinburgh EH3 6BH
T: 0131 225 6244 e: enquiries@eis.org.uk

Remembering the future

How the Gwen Mayor Trust honours the victims of Dunblane while looking forward.

It is now ten years since the terrible events at a primary school in a quiet Scottish town caused the world to stand still. The tragedy which occurred at Dunblane primary school on March 13 1996, when sixteen young children and their teacher were murdered, and many others wounded, remains firmly embedded in Scotland's collective memory.

None of us have ever forgotten the horror of the Dunblane tragedy and we can all remember exactly where we were and what we were doing when we first heard the terrible news. While the community of Dunblane has taken great pains to move on from the horror of that day, the victims of the tragedy cannot and will not ever be forgotten.

The teacher who was killed beside sixteen of her primary one pupils that day was Gwen Mayor. In the days and weeks following the tragedy, there was demand from EIS members for a fitting memorial to Mrs Mayor and the pupils who had died. Following a flood of financial pledges, both from EIS members as well as from other organisations across the country, the EIS, with the support of the Mayor family, established a charity known as the Gwen Mayor Trust. The aim of the Trust was to provide financial support for the type of projects which were important to Gwen Mayor and her primary one pupils. Over the past decade, the Gwen Mayor Trust has supported a vast range of arts, cultural, community and sports based projects in primary schools across Scotland.

Today, the work of the Gwen Mayor Trust continues to benefit primary school pupils all over the country. As the Trust allocates only interest accrued from the investment of the initial substantial contributions, the Trust continues to remain active despite a lower level of donation

Gwen Mayor was an enthusiastic and dedicated teacher.



© Mayor family
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income in recent years. Therefore the Gwen Mayor Trust welcomes all financial contributions as a means to ensure that the positive work carried out by the Trust in memory of Gwen Mayor and her pupils can continue long into the future.

Over these four pages, the SEJ looks back at some of the projects which have received funding from the Gwen Mayor Trust over the years. All of these projects helped to benefit primary school pupils and their communities in areas across Scotland. All nursery and primary schools are eligible to apply for financial assistance from the Gwen Mayor Trust. ■

Music and the arts

Among the projects which received funding in 2005 was a cultural project at St Aloysius primary school in Springburn. This project was established to help the many children from refugee and asylum seeker backgrounds to fully integrate within the school community. The project aims to bring children from all backgrounds, cultures and religions together so that they can learn more about each other and work together to achieve benefits for them all.

Carol Jamejad, an EAL teacher working at St Aloysius primary, explained more about the project and how it brings benefits to children from all backgrounds:

"Since 2000 St Aloysius primary school in Springburn, Glasgow, has had asylum seekers as part of the school population. The school has been enriched by this in many ways, and we are always on the lookout for new ways to encourage integration, and to celebrate the diversity we now have within the school community. The school choir

is organised in such a way that a particular effort is made to be inclusive of all the children. With the funding from the Gwen Mayor Trust, we were able to buy African bells and shakers, and another djembe drum. We are now able to pay for community transport to get the children from asylum seeking families safely back to Sighthill after the drumming lessons. We were also able to make arrangements to buy beautiful beaded bracelets from local craftsmen and women in South Africa. The children in the choir will now be able to wear these in future performances."

Another music-related project supported by the Gwen Mayor Trust was based at Clippens School, a special needs school in Linwood, near Paisley. In 2001, the school applied for funding from the Trust to help purchase equipment for their new sensory music room which was constructed to allow pupils to actively make music.

Headteacher Olwynne Clark explained, "Our pupils have a wide range of complex learning difficulties, including physical and sensory impairment and autistic spectrum disorders. The barriers to learning and music making can therefore be those of access. We raised enough money to build the room and enough to buy a specialist piece of equipment called 'soundbeam' which enables our children, regardless of physical or cognitive disability, to experiment and communicate with sound by making even tiny eye movements."

To supplement the existing equipment in the sensory music room, Clippens School applied for funding from the Gwen Mayor Trust to allow the school to purchase a sparkling metallophone, which is a wall-mounted device with 16 reflective coloured chime bars, plus a specialist keyboard with floor-mounted keys which can be operated by hand or foot pressure creating instant feedback and encouraging a range of movements. The board of the Gwen Mayor Trust were happy to support this extremely worthy project, and allocated £750 to enable the purchase of the new equipment.

Community

In 2003, one of the projects which received a major award was Rothesay Primary School's 'Stone Circle' scheme. This project aimed to create an attractive and safe outdoor area where children could meet and talk or play. The scheme was awarded £500 by the Gwen Mayor Trust. Here, Maureen Shaw, Principal teacher at Rothesay Primary, describes the Stone Circle Project:

"The idea for the Stone Circle Project dates back to May 2002. As part of our Jubilee celebrations, we wanted to create a special area in our playground for 'circle time'.

Circle Time is very important to the pupils and teachers of Rothesay Primary. This part of the curriculum allows us to



"Circle Time is very important to the pupils and teachers of Rothesay Primary. This part of the curriculum allows us to discuss the many issues which affect our lives today."

discuss the many issues which affect our lives today. Everyone has a chance to speak if they want to and as well as being a time for children to open up, it is also fun.

Having marked out our Circle and tested that it would be large enough for a class of 33 plus ensured that there would be room for wheelchair users and access for all. The concrete was laid, with a path leading to the infant playground. Days later, we received a beautiful stone paving set in the shape of a sun which we had laid in the centre of the design.

We were keen to involve the local community and asked four local artists to give their interpretations of the four seasons. During the Easter holidays, we had a mosaic workshop, where the children turned these impressions into mosaic slabs for around the Stone Circle.

Between our mosaic slabs, we were lucky enough to be given four large standing stones which made the whole structure look more permanent and imposing.

Soon, we were ready to plant. The children enjoyed digging, watering and arranging the plants the way they wanted them to be. As gravel was spread around the stones and planting, the effect was amazing.

Finally, on 5th September 2003, the Stone Circle was opened by Mrs Sheila Murray who, in her final year of teaching at Rothesay Primary, cut the red ribbon. It was a great celebration and the whole group were really pleased with their efforts.

We were overwhelmed by the offers of support that we received from the local community on the Isle of Bute and beyond. However, it was the initial boost from the Gwen Mayor Trust that spurred us on."

Another project, primarily aimed at improving pupils' physical activity but also featuring a strong community element, which received funding from the Gwen Mayor Trust in 2001 was from Raasay primary school on the Isle of Raasay in Ross-shire. This is a very small school with pupils at both the nursery and primary level.



Gwen Mayor Trust: The projects

“Thank you to the Gwen Mayor Trust for helping us get fitter, and for helping to make Dalry a better place.”
Pupils at Dalry primary school

Since Raasay primary is so small, the school has no gym hall or indoor facility for PE provision. In order to take part in PE, pupils are required to make a time-consuming and costly multi vehicle (car, ferry, minibus) trip to another school on the Isle of Skye. Due to time and financial constraints, pupils are only able to make this trip one or two times a month.

The headteacher at Raasay primary at that time was Adrian Easton. He explained, “It is very costly and time consuming for us to get a fraction of the PE provision that other schools take for granted. In winter, the ferry timetable is greatly restricted and at the mercy of the weather. As we have no gym hall, we would like to buy some outdoor equipment to improve our facilities and to allow for outdoor activities when the weather (and the midgies!) permit. Since the school actively encourages community involvement, the resources will also be made available to support after school clubs, youth clubs and other community use.”

The Gwen Mayor Trust agreed to allocate £600 in funding to Raasay primary school, to allow the school to purchase a parachute and a book on parachute play, a fold-away tennis table, a set of free standing combination posts and a portable basketball system. Unfortunately, we weren't able to do anything about the midgies.

Sport and fitness

In 2003, Dalry primary school was successful in a bid for assistance from the Gwen Mayor Trust to help redevelop their playground in order to encourage more active play. The Pupil Council at Dalry primary originally came up with a proposal to redevelop the playground, and it was their enthusiasm that eventually led to the Gwen Mayor Trust's decision to allocate £500 to assist in the project.



Former Dalry primary school pupil Amanda Aitken, who was then secretary of the pupil council, explained more about Dalry primary's project:

“During a pupil council meeting a discussion about our playground was started and it was startling to work out how many hours in a week the children spent outside, how this added up over the years.

The children felt that their time could be better spent than just hanging around a boring tar exercise yard so we started looking for ideas.

Firstly we told the children at our weekly assembly that we needed help because our playground was so dull. We also found out that lots of our children played in the playground after school at night and during the weekend.

The Pupil Council succeeded in making the school playground better! We did this by adding fun new things like a blue wooden boat, the climbing frame and a wooden train and mini playground for the nursery. We also added places for people to sit down and either eat or just talk to their friends, for example the benches in the boat, the picnic benches, the wendy house and about seven other coloured benches. We also added lots of trees and plants in coloured pots.

At first we wanted to make our playground safe for boys and girls so we took down parts of the big wall. This meant that at night and

at the weekend children could feel safe, as you were not hidden away out of sight. This also helped to cut down on vandalism.

We were looking to make our school a healthy place and we wanted our playground to help us achieve this. With the money we received from the Gwen Mayor Trust we decided to build extra play equipment so we erected a climbing wall, which is great fun!

Thank you to the Gwen Mayor Trust for helping us get fitter, and for helping to make Dalry a better place.”

Another project where the emphasis was on improving pupils' health and physical activity came from Southesk primary school in Montrose in 2003. The headteacher, Beth Dow, explained, “Montrose has not had a netball league for many years, but in contacting other schools to suggest establishing a friendly league we met with a very positive response. However, our school has very little netball equipment and no netball court markings, so the staff, parents and pupils were delighted to hear that we would be receiving financial assistance from the Gwen Mayor Trust to help get our team and our league up and running”.

Southesk primary school was awarded £300 by the Gwen Mayor Trust to help pay for playground netball court markings, moveable nets, netball bibs, shirts and skirts plus match and training balls for the new netball team. ■



“I hope that the ongoing work of the Trust will continue to provide a fitting tribute to the life of Gwen Mayor for many years to come. Everyone who knew Gwen personally speaks of her passion for education and her

infectious enthusiasm for sharing the positive virtues of the arts, culture and sport with her pupils. We will never forget the victims of the Dunblane tragedy, but by honouring them through the positive work of the

Trust, we can celebrate their spirit while helping to enrich the lives of generations of children across Scotland.”

“Each year, the Trustees have some extremely difficult choices to make in

deciding which projects will benefit from the support of the Gwen Mayor Trust. The diverse range of projects submitted each year is a testament to the dedication and creativity of our teachers. It is entirely fitting that

the Trust which bears Gwen Mayor's name should encourage the rich variety of activities that go on in our schools.” ■

Ronnie Smith
EIS General Secretary

How you can contribute to the Gwen Mayor Trust

The decision to establish the Gwen Mayor Trust was taken following the demand from EIS members for a fitting memorial to the victims of the Dunblane tragedy. Financial contributions from individual members were combined with money raised at school fund raising events, and added together with donations from many other organisations across the country. A special rose was developed by Cocker's Roses of Aberdeen, with a percentage of all sales being donated to the Trust. Following the formal establishment of the Gwen Mayor Trust as a charity, the initial grants were awarded in late 1998. In the 8 years to date that the Gwen Mayor Trust has been in operation, a total of 119 grants have been awarded to schools across Scotland and the total sum of financial assistance which has been provided is in the region of £45,000.

Although the Gwen Mayor Trust only allocates the interest on its investments to ensure the long-term operation of the Trust, inflation will inevitably diminish the value of the original capital investment and lower the real value of the funds available to the Trust.

The Trust needs new financial contributions. Schools, parent organisations and others are encouraged to consider donating money raised in fundraising events to allow the Gwen Mayor Trust to continue its important work in supporting arts, cultural, sporting and community projects for primary school pupils across Scotland.

The bank details for donations to the Gwen Mayor Trust are as follows:

The Royal Bank Of Scotland Castle Street Branch
Sort Code 831844 Account No 00118240
Name - Educational Institute of Scotland - Gwen Mayor Trust

Gwen Mayor (Cocover) Cocker 1997

Approx Height: 75cm (2.5 ft)
Fragrant

A beautiful Hybrid Tea rose of distinction. The high centred classically formed flowers are most attractive in a combination of peach and apricot colouring. The nicely scented blooms come singly and in large clusters. The dark green glossy leaves furnish the upright bushy plant down to the ground. This rose signifies with its colours and fragrance everything that can be said about Gwen Mayor. She

was attentive,
responsive,
sympathetic,
energetic,

Cocker's Roses®



interesting and had a sense of humour. She was lively and entertaining. She had an absolute flair, a talent, a gift with young children. She commanded the respect of all her pupils, parents and fellow teachers. Her qualities as a teacher extended beyond the boundaries of her professional role and touched upon all who knew her. Her life was rich and she enriched the lives of all who knew her. She cared for herself and she cared for others. **From the sale of each rose a donation of £1.50 will be made to 'THE GWEN MAYOR TRUST'**. Parentage: Silver Jubilee x Remember Me. **£6.95 each**

For further information contact:
James Cocker & Sons,
Whitemyres, Lang Stracht,
Aberdeen, AB15 6XH
Tel: 01224 313261
sales@roses.uk.com
www.roses.uk.com



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"It is incredibly hard to put into words what the Gwen Mayor Trust means to my family and me. The events of March 1996 will live with us, and many others, forever. The loss and devastation we encountered, and continue to, is indescribable.

There is little comfort to be gained from such tragedy. However the Gwen Mayor Trust has gone some way to aiding the healing process as being something positive to come from our loss. The Trust being set up as a lasting memory to my mum was an incredible and poignant mark of respect and honour to her. The purpose of the Trust truly emulates the things about which my mum was most passionate – art, music, culture and sport.

As a trustee, deciding where the funds should be distributed is an extremely difficult and at times emotional task - especially as so many of the applications are put together with much thought, time and effort, and with such worthwhile projects in mind. A few successful applicants have also gone to the trouble of sending a letter of thanks after the project has been completed and this is particularly touching. I am extremely proud to be involved in the Trust and gain much comfort from it and the fitting tribute to my mum that I feel it signifies.

I only hope that primary schools around Scotland continue to value the purpose of the Trust, making the most of what it has to offer and helping honour her memory."

Debbie Buchanan,
Gwen Mayor's daughter



"The Dunblane shootings were a terrible personal tragedy for so many families and for the wider community. We will never, and should never, forget the events of that terrible day.

The establishment of the Gwen Mayor Trust was however built on optimism for the future as well as a memorial to Gwen and her sixteen pupils who were killed on that day.

The Trust's support encourages children to lift their eyes to the horizon and to become involved in a range of activities that might otherwise be denied them. Its aims reflect the optimism of youth and the importance

of education to the health of our communities.

I hope that many more schools and their pupils will benefit from Trust support, and that young people will continue to gain inspiration from

the life of Gwen Mayor." ■

Anne McGuire MP
Parliamentary Under-Secretary and Member of Parliament for Stirling

“I am extremely concerned about the workload issue versus the real benefit to pupils. I feel that I have been given little or no advice or training on PLP, why we are using it and how teachers are to manage the process.”

Primary school headteacher in the north of Scotland

Can Personal Learning Planning work?

An EIS survey of teachers who have been involved in Personal Learning Planning (PLP) pilot projects across Scotland has shown that many teachers have serious reservations regarding the introduction of PLP in their classrooms. As the Scottish Executive and local authorities now begin the move to introduce PLP in all schools across the country, the SEJ looks at the issues and asks if Personal Learning Planning can really work for pupils in Scotland's schools.

More than four out of every five (83%) teachers surveyed by the EIS believe that the introduction of Personal Learning Planning (PLP) in their school has created new workload demands on teaching staff. Around three quarters (75%) of the teachers surveyed believe that there has been a net increase in their workload since PLP was introduced in their school, with an almost identical number of teachers (74%) believing that this increase is likely to be permanent.

These findings come from a new survey, commissioned by the EIS, which asked teachers from across Scotland who have been involved in PLP pilot schemes for their views on the process and its implications for teaching in learning. The survey's findings validate long-standing EIS

concerns over the possible additional workload burden which the nationwide introduction of PLP could place on class teachers.

Survey results

Commenting on the results of the survey, EIS education convener George MacBride said, “Teachers in many areas across the country report that the PLP process has resulted in a significant bureaucratic burden with a reduction in the time available for teaching and few obvious benefits for pupils. The results of this survey clearly indicate that, while teachers can see the possible benefits of PLP for pupils, they are worried that the scheme could prove unworkable unless proper steps are taken to address the problem of the additional workload which is being created. If local authority representatives and school management teams do not pay heed to what teachers are saying, PLP will ultimately fail.”

“PLP has been tried in our school for a number of years and it has taken us some time to fully get these to become manageable. We now have a system in place which is both informative for learning and teaching but also a worthwhile experience for the children.” Primary teacher in the east of Scotland

Briefly

Can Personal Learning Planning work for Scottish Schools? The EIS recently surveyed teachers across the country to try to find out.

“I believe that PLP is unachievable in a secondary school where we teach several classes each day. It is not only an extra burden, but will not be of any benefit to a lot of pupils. Extra paperwork, which PLP is bound to involve, is a waste of time and resources.” Secondary teacher in the east of Scotland

“Presenting pupils with page after page of a PLP document is confusing for them. The details needed to be explained and then supervised and this does not enhance pupils’ learning. Setting detailed targets can also prove very difficult and in some cases, particularly in the early stages of primary school, pupils will not fully understand the concept of targets. If pupils have to be continually encouraged to develop targets this will inevitably lead to restrictions on the implementation of PLP,” added Mr MacBride.

Continuing, he said, “A stress on one-on-one Personal Learning Planning for pupils ignores key issues of forward planning for the class as a whole and for groups within it. This has major implications for class organisation and intra-class relationships, both between teachers and pupils and between pupils and their fellow classmates. Issues such as the appropriate balance of involvement among teachers, pupils and parents in the PLP process have also yet to be resolved successfully.”

Reducing class sizes

Moving on to the key related issue of class sizes, Mr MacBride said, “Another important issue is that the implementation of effective PLP proves impossible in schools with large class sizes. Large classes make it impossible to give the necessary amount of attention to each child to support the PLP process. Clearly, PLP and large class sizes are totally incompatible. With the move to an education system which is increasingly focussed on the needs of the individual pupil, it is essential that class sizes are reduced to allow each pupil to receive sufficient time with their teacher. It would be simply impossible for any teacher to succeed in managing the PLP process for up to 33 pupils in their class. For PLP to work effectively, local authorities must act to reduce class sizes and provide teachers and pupils with the resources and support necessary to implement the PLP process in the classroom.”

Consultation

A significant finding of the survey is that many pupils had difficulty in developing PLP targets. Almost

80% of the teachers surveyed stated that they had eventually been required to generate PLP goals for each individual pupil, with major implications for their workload and thus a knock-on impact on the time available for teaching, planning, preparation and correction. Another key issue is the level of consultation with teachers on PLP. Just over half (52%) of the teachers surveyed believed they had been properly consulted over the initial introduction of PLP, with a similarly low number (51%) saying they were fully consulted as part of the ongoing PLP process.

George MacBride says

“While these initial pilots have provided useful information on the introduction of Personal Learning Planning, it is clear that much more needs to be done if PLP is to be developed successfully across the county. Teachers need to be fully involved and consulted, and the resources and support must be put in place to support the PLP process. If these steps are not taken, there is no way that PLP can succeed.” ■



“We are not averse to the development of PLP but would greatly appreciate additional support staffing to assist with the process.”

Primary teacher in the west of Scotland.

For more information on the EIS survey contact:
The Education Department at EIS Headquarters,
t: 0131 225 6244 e: enquiries@eis.org.uk

Tolerance 1 Racism 0



Four at the front: EIS President Jack Barnett, Yvonne Strachan of the Scottish Executive, Jackie McNamara sr of the Scottish Professional Footballers Association and Derek Kirkwood of the Scottish Football Association with some of the winning entries.

Photographs: Mark Jackson

For the 4th successive year, the EIS has been running a schools' anti-racism competition in partnership with the charity Show Racism the Red Card.

Record numbers of schools and pupils across Scotland took part in the competition this year and, once again, the standard of entries was excellent. Judging recently took place at EIS HQ in Edinburgh and, after a day of much debate, the panel of judges agreed upon the winners in each of the competition categories.



Extra time: The judges try to win the day for their own particular favourites

The overall national prize winner will also be announced at the Hampden ceremony, so look out for all the news and pictures from the prize-giving in the next edition of the SEJ.

Show Racism the Red Card 2006 Prize winners

Primary 1-4 Poetry

1st prize	Shun Ming Wong Kaleem Haneef Rhiagan Gilligan Shannon Smith	Ancrum Road PS	Dundee
2nd prize	Emma MacDonald	Airidhantuim PS	Isle of Lewis
3rd prize	Carla Moccia	Our Lady of the Missions PS	Thornliebank

Primary 1-4 Artwork

1st prize	Iona O'Hanlon	Holy Family PS	Winchburgh
2nd prize	Marisa Galgani	Holy Cross PS	Croy
3rd prize	Jack Matson	Glashieburn PS	Aberdeen

Primary 5-7 Poetry

1st prize	Danilo Falzon	Doune PS	Doune
2nd prize	Nicola Robb	Inverbrothock PS	Arbroath
3rd prize	Ihsan Safi	Bruntsfield Primary	Edinburgh

Primary 5-7 Artwork

1st prize	Primary 7 class	St Laurence's PS	Greenock
2nd prize	Group entry	Bruntsfield Primary	Edinburgh
3rd prize	Caitlin Millar	Dalintober PS	Campbeltown

Secondary Poetry

1st prize	Jennifer Davis	Dunoon Grammar	Dunoon
2nd prize	Arusa Qureshi	St Margaret's School	Edinburgh
3rd prize	Mhairi DalGLISH	Musselburgh Grammar	Musselburgh

Secondary Artwork

1st prize	Nina Haveron Emily Pollock	Greenock Academy	Greenock
2nd prize	Jason McConnell	Mainholm Academy	Ayr
3rd prize	Banff Academy Drama Group	Banff Academy	Banff

Congratulations to all the winners, as well as to everyone else who entered, for their excellent entries and for working hard to eliminate racism from our schools and our society. The winning schools will be invited to receive their prizes at a special prize-giving event at Hampden Park (Mon 27 March) which will be attended by some of the biggest names in Scottish football. **The overall national prize winner will also be announced at the ceremony, so look out for all the news and pictures from the prize-giving in the next edition of the SEJ.**



Edinburgh Derby:
Lee Johnson of Hearts
and Ex-Hibs star Jackie
McNamara sr take a good
look at the entries



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Show Racism the Red Card

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Show Racism the Red Card





The art of tackling racism: Just some of the excellent entries in this year's Show Racism the Red Card competition. The overall national winner will be announced at a prize giving ceremony on 27 March 06 at Hampden Park

Learning teachers

In this feature, the SEJ takes a look at the continually evolving features of Continuing Professional Development for Scottish teachers and lecturers. CPD is becoming increasingly important and teaching professionals now have more freedom than ever before to develop their own CPD path. The Chartered Teacher programme and the establishment of the EIS Learning Representative programme are two initiatives which are contributing to a huge expansion in the range of CPD opportunities now available in Scotland.

Briefly The SEJ looks at how initiatives such as the Chartered Teacher Programme and the introduction of Learning Representatives are changing the face of Continuing Professional Development for teachers and lecturers

Representing learning on the world-wide-web

The EIS Learning Representative website has recently been completely revamped to offer even more information about EIS Learning Representatives - how they can be contacted and also information on how to train to become a multi-establishment, further education college or school based Learning Representative (LR).

The site features a new easy to use drop down menu which lists the names of the LRs in each area

with their contact details. Each area also has an individual page which will contain relevant

information including CPD opportunities.

There are details of the role of each type of LR, the course which is undertaken and comments from accredited LRs on why they decided to become an LR and the benefits they bring to members.

Have a look at the new site and find out what EIS LRs can do for you!



EIS Learning Representatives Derek Noble, Paddy Miller, Susan Quinn and Robert Mackay (L to R), check out the new EIS Learning Representative website.

photographs by: Paul Dodds

No time for tea-breaks

In this article the EIS Page Scholar for 2006/07, Anne Fisher, who is also the EIS Learning Representative for West Dunbartonshire, describes how her role has evolved over time and provides an overview of the services she can provide to support Continuing Professional Development for teachers across West Dunbartonshire.

In August 2005, I officially became the EIS Learning Representative for West Dunbartonshire. I say officially because the previous year had been spent studying Paisley University's excellent online programme in Workplace Organisation while at the same time seeking out unsuspecting guinea pigs to practise my mentoring skills on. Of the many benefits to be gained from undertaking the post graduate module, the two that surprised me most were the value of mentoring and coaching skills and the background knowledge in training and development.

This year, I have been allocated half a day per week to devote to Learning Rep duties and it is a very busy half day indeed; the time is divided between visiting individual teachers, delivering group presentations, researching courses, record keeping and responding to enquiries from teachers keen to maximise their CPD opportunities. The rest of the week I work with the West Dunbartonshire peripatetic Network Support Team which allows valuable access to a wide audience.

As the EIS Learning Rep, my role is not a negotiating one. I take

nothing to do with quibbles over travelling time or tea breaks; I am there to provide impartial advice on the range of CPD opportunities available and to make sure teachers are equipped with the relevant background knowledge to inform their decisions. It is my job to ensure the information they receive is the most up to date available from the providers and that the benefits of Lifelong Learning are appreciated. The service is completely confidential.

I see the role of Learning Rep as a conduit of information to those wishing to enhance their professional skills through continuing professional development. One role which I was asked to perform recently, was to help a teacher prepare effectively for an annual Professional Review and Development interview. There was a particular sense of achievement in this task because the teacher in question had previously expressed cynicism regarding the value of CPD and her request for advice in planning future development snowballed until three of her colleagues also accessed EIS Learning Rep support.



“The mentor who is aware of the range of CPD activities on offer but who can still incorporate a human perspective, will be of value to every school in the country.”

In West Dunbartonshire there is a similar increase in enthusiasm towards accessing the Chartered Teacher programme. One of the nicest parts of the job is being asked to make a presentation to a group of staff who were perhaps hostile towards CPD a year ago but who now appreciate not only the need for professional development but also the importance of having an independent source of advice available to them through their union.

Relevance of the role of the EIS Learning Rep is one that has to be constantly reinforced. Occasionally, the solution to a teacher's Lifelong Learning needs do not lie in accessing modules or units and that is when the impartial, non management role of the EIS Learning Rep is unique. With no agenda other than to support and maintain the wellbeing of a colleague, a stress reducing activity may be a more appropriate recommendation than something that increases workload.

For the future, I see the independent role of the EIS Learning Rep becoming more of a necessity than a luxury. Mentoring a colleague is a great privilege; the advice may not always be accepted but that is not an insult, it is a reflection of the needs of the individual at that moment in time. The mentor who is aware of the range of CPD activities on offer but who can still incorporate a human perspective, will be of value to every school in the country.

Logging-on to Chartered Teacher Status

Angela Gardner, a Chartered Teacher who took the University route to CT status via the University of Paisley / EIS programme, describes the positive impact that achieving Chartered Teacher status has had for her own professional development and career.

Achieving the status of Chartered Teacher has been a high point in my professional career to date.

I had several reasons for starting on this route to promotion. One being, the course I chose was through e-learning with the University of Paisley, and supported by the EIS. This style of learning was new to me, and instantly gave me the opportunity to enhance both my own and my pupils' knowledge of this form of distance learning. It was also easily accessible despite living in a very rural environment. By its very design, it allowed me to

contribute, and be supported, at times appropriate to my lifestyle. This e-learning course also offered a Masters Degree, whilst concurrently seeking ratification as a recognised CT provider, at the time I embarked on it.

Undertaking this Modular route has led to a rejuvenation of self-confidence, a constant drip feeding of up-to-date reviewing of current thinking and reading of literature, and an enhancement of teaching practice. The networking through 'Blackboard' (the e-learning system) by both students and lecturers has proved invaluable.



“This style of learning was new to me, and instantly gave me the opportunity to enhance both my own and my pupils' knowledge of this form of distance learning.”

The complete UoP course has developed from the outset in a highly collaborative manner. Our networking continues despite completion of the 12 modules, our degree and finally Chartered Teacher status last July.

The Chartered Teacher Programme is voluntary and is, in my opinion, an excellent way forward for interested teachers. It is a gradual progression with a steady continued level of development.

The benefits, financial and professional, are awarded to you the individual. You advance up the scale on proven merit, at one's chosen pace, avoiding the lottery of progression by interview. The Chartered Teacher status is a means of rewarding experienced, high quality teachers who wish to pursue their career while continuing to teach.

Addicted to learning

School-based Learning Representative Tracey McDougall explains how a thirst for learning and the desire to provide the best learning opportunities for both pupils and teachers drove her to become an accredited EIS Learning Representative.

Some people get their kicks from death-defying, adrenalin-rushing pursuits. My buzz comes from learning and facilitating the learning process in the children I teach. There's nothing quite like the linking up of various threads of theory to make a meaningful, contextualised big picture – a penny dropping moment. The same is true in the classroom. What can be more rewarding than witnessing real flow, the lunchtime bell ringing and a horde of children groaning because they have to stop what they are doing to eat?

With these two thoughts in mind and a very persuasive depute telling me I'd make a good school based learning representative, I filled out my application for the EIS e-learning course run by Paisley University.

I wasn't entirely sure what a learning representative was supposed to do nor did I think that e-learning, though convenient, would be an ideal medium for pursuing my rather woolly objectives. At the outset, I hoped that my role would be to encourage a more collaborative approach to learning within my establishment, where in-house expertise would be shared and new ideas could be explored together. Did I achieve these goals and did the course equip me with the necessary skills to achieve these objectives?

My initial scepticism about the lack of real human contact soon evaporated thanks to the reassuring support of Karen Gilmour our e-moderator, and the patience of my more seasoned e-colleagues who offered astute nuggets of information to ensure I didn't altogether lose the "thread",



“If you value CPD as a means to bringing about improvement in your school and as something which will make a difference to the children you work with, then I urge you to become a learning rep.”

so to speak. The refreshing honesty of others experiencing the same Himalayan learning curve made me feel safe in the knowledge that I wasn't alone. The positive feedback after making a contribution, the genuine debate and the thought provoking questions soon sucked me in and I realised that I was enjoying it. Before too long I'd become a convert or, as my husband suggested, an addict. Discussions about the nature of learning, what constituted worthwhile CPD and practical tasks to support staff learning needs, cumulatively led to deep learning taking place.

Cross-sectoral collaboration further enhanced the learning process and undoubtedly led to greater understanding of learning as a life long pursuit.

The course worked on a cumulative skill-building framework and culminated in the compilation of a tool-kit to support staff in the important tasks of self-evaluation of needs, selection of goals and implementation of a personalised CPD programme. This was trialled with the help of two colleagues who gave me expert advice on how to improve the layout and contents. An essay to underpin theoretically the inclusion of items within the body of the toolkit concluded the assessment.

Working closely with the council CPD team and getting together with Elizabeth, another e-learner, were an invaluable addition to the already supportive framework on offer through the internet learning environment. When the course finally ended and I began to resume my life pre-Paisley, it was with a tinge of sadness that our

“blackboard” learning experience had come to a close.

Since finishing, have my aims been realised? Not fully, but then change never happens as quickly as one would want to in education circles. I detect a change in attitude towards CPD. People are no longer counting the hours, reading material in the CPD library has been devoured and is in need of regeneration and courses are no longer seen as the sole means of fulfilling needs. Autonomy of goals and its corollary, ownership of learning have meant that for a lot of staff, CPD is viewed as a valuable way to develop as professionals.

Working together with multi establishment and school based LR's has further enhanced the learning process, providing ongoing support and advice.

In my own school, the most exciting development has been the setting up of a learning team to explore best practice and nascent ideas in education. I believe that the best way we can learn and develop is through a shared understanding of what we do and how we could do it better. The McCrone arrangements for CPD have given us the time to do this.

This brings me full circle. I have no regrets about embarking on the ULR course. If you value CPD as a means to bringing about improvement in your school and as something which will make a difference to the children you work with, then I urge you to become a learning representative. This course is for anyone who values learning. I can't imagine life without learning, nor can I imagine being taught by someone who doesn't enjoy learning. Remember your best teacher and I'm sure their infectious love of learning is one of their most memorable features. That's what CPD is all about. That's why it matters so much.

Tracey McDougall, Kings' Road Primary School in Fife



Further progress on CPD

College lecturer and single-establishment Learning Representative David Thomson describes how EIS Learning Representatives are also supporting quality CPD opportunities for lecturing staff in Scotland's FE establishments.

Only last year at this time I was completing the learning Representative Pilot course organized by EIS HQ in conjunction with Paisley University.

The prospect of another essay and course work was daunting but I found the course stimulating and rewarding on a number of levels.

Even after a long time away from formal academic work the study skills flooded back. Surprisingly, I enjoyed the course and research for the final assignment - and I was very pleased with my results!

Having been in education as a secondary school teacher and now lecturer (longer than I care to remember) staff development has always played a significant role in what I now see as my Lifelong Learning path.

Perhaps it was having successfully completed a temporary acting senior post

in staff development and the almost mandatory 'corridor conversation' with my branch secretary that led me to where I am now, a fully accredited single-establishment Union Learning Representative in John Wheatley College.

John Wheatley College has a clear policy on staff development and staff training - the support given to staff and recognition of the importance of professional development is, I believe, second to none.

This potentially makes the job easier for me - or at least gives me different opportunities.

Whilst I will be involved in supporting and giving advice to colleagues who utilise the College's staff development provision to meet personal and professional learning needs, there will be increased opportunities for me to inform, advise and support whole college approaches to issues of learning and CPD. Advising initiatives related to staff

development and CPD on relevant Committees will be a key role.

With recent trends within FE towards more structured approaches to CPD, I expect that I will be involved in initiatives within the College to look at current provision and reshape it in line with national developments as they arise.

In the near future I intend to carry out a learning needs survey and use ideas from the EIS website in establishing a college Learning Agreement along with the UNISON Learning Representative. I expect this to further promote my role to colleagues enabling constructive discussion on issues of CPD.

By supporting members and working within existing College frameworks I aim to make a positive contribution to Lifelong Learning at John Wheatley College.

**David Thomson
John Wheatley College**



"... I expect that I will be involved in initiatives within the College to look at current provision and reshape it in line with national developments as they arise."

David Thompson

Learning Representative agreement paves the way ahead

The EIS now has 42 multi-establishment based Learning Representatives (LRs) working across Scotland. Varying time off arrangements have been reached with authorities over time off to undertake the LR role. Within Aberdeenshire, agreement has been reached on time off for the three multi-establishment LRs and on a "Partnership Learning Agreement". This is a wide-ranging agreement which covers many issues including the role of LRs, the rights of LRs, the responsibilities of the trade unions and the employer, and the link between LRs and CPD Co-ordinators in schools. The agreement states that having a clear workplace agreement will encourage dialogue between unions and employers over learning matters; a sharing of resources and expertise in the area of learning; employees to feel confident in the learning opportunities they can access; line managers to be clear about the roles; LRs to work in partnership with the employer.

Aberdeenshire Council, within this agreement, will support the recruitment and training of LRs, promote the role of LRs through workplace newsletters, Personnel Services Briefing and email, grant time off to employees to consult with the LRs. The Council has also undertaken to ensure that Line Managers are aware of the learning agreement and will support them in facilitating time off for the LRs. This is crucial to the LRs being able to receive the time off

agreed and in assisting them to be able to make contact with members to give them information, advice and support on quality CPD/Lifelong Learning opportunities. Since the agreement was established, the LRs have met regularly with Education's CPD Co-ordinator and with Corporate Development and Training to develop joint working and to ensure that the Agreement is working efficiently. This Agreement has been included in the LR Handbook

to be used as best practice in negotiations with other local authorities.



**To learn more about CPD visit
the EIS learning rep website:
www.eis-learnrep.org.uk**

Comprehensive gains

In the first part of a two-part feature, looking back over the last 35 years of Scottish education, David Drever examines the changing political climate in which schools have operated throughout this time. This month, David a prominent EIS activist throughout this period, looks back on a very volatile time, when two decades of Conservative rule and the Thatcherite consumerist approach to education forced Scotland's comprehensive education system into direct confrontation with the government.

David Drever, Orkney Local Association

Two features are apparent in any study of the recent history of Scottish education. Firstly, of all the public services, it has best retained the shape and integrity of the relative strength of the 1970s. Secondly, taken alongside the rest of the UK, Scottish schools have more successfully resisted the elitist policies of successive Tory and New Labour governments.

Scottish teachers in the 1970s were probably better prepared than most public sector workers for the coming 18 years of Tory rule. The growing militancy of the trade union movement of the sixties and early seventies saw its expression in the affiliation of the EIS, the effective collective voice of Scottish teachers, to the STUC in 1971. It was a turning point for teachers who increasingly saw themselves as trade unionists as well as professionals. This perception was translated into reality in the widespread strike action of 1974 that forced the Houghton Committee into conceding substantial salary increases, and a contract that regulated working hours, introducing for the first time a maximum limit on class sizes

The Conservative victory of 1979 was by no means the end of a halcyon period in education. While the new government immediately began to drive down public expenditure, schools and other public services had already felt the sharp effects of the 1976 Callaghan government capitulation to the International Monetary Fund demand for extensive cuts in public spending. Nevertheless, public sector schooling was relatively strong:



“The child was displaced from the centre of the curriculum and replaced by a target driven audit philosophy.”

David Drever

the comprehensive ethic was well established with parity of provision and social diversity accepted as the norm; the Primary Memorandum of 1965 had placed the child at the centre of the education process, and Primary teachers, predominantly women, were moving, albeit slowly, towards equal pay scales with their secondary counterparts.

Throughout their tenure of power the Tories sought to roll back the gains of the previous decades and shift educational policy sharply to the right. In this period education support services were opened to the ‘free market’, parental choice was introduced, and moves to reintroduce selection through Opting Out were attempted. In addition formal testing in primary and lower secondary schools was introduced; and the virtues of the private sector were celebrated while the vices of the public sector were deplored. As will be seen, some of these developments were successfully resisted, and some have been carried through. However, many aspects of that free market project have survived Labour’s return to power.

The Tories first, and most powerfully effective piece of legislation, was the Education (Scotland) Act of 1981. This introduced the Parents Charter, whereby those parents who did not want their child to go to the school in their catchment area could nominate another which was obliged to take a pupil unless it could show it was overcrowded. The apparent choice offered by the new legislation chimed with the market led consumerism that characterised much of Thatcher’s education policy. Of course the exercise of choice was predicated upon parents having the savvy,

motivation and money to go shopping for their child’s school. It was in reality a choice for the upwardly mobile or middle class parent, and one that was in practice not available to most working class families, and was certainly beyond the resources of those living in poverty.

The immediate and growing effect of this was that the social class mix – an important aspect of the comprehensive school – was reduced. In the 1980s one in ten parents exercised their right to choose their child’s school; by the late 1990s this proportion had risen to one in eight. The effects of this social class segregation have been sharpened by the marked increase in poverty black spots over the past twenty five years. Many city areas and Central Scotland towns have levels of poverty, unemployment and multiple deprivation as high as anywhere in Europe. Schools in these areas have lost pupils to more affluent neighbours and there is an incessant and unhealthy competition for pupils: the magnet schools grow and the sink schools struggle.

In the mid 1980s teachers again fought a pay campaign, this time against a seemingly intransigent Tory government that had inflicted a calculated defeat on the miners. On this occasion the EIS picked its ground carefully, winning allies in parents’ organisations, other political parties and their own Local Authority employers. There was a consensus of opposition to the minority of Tories in Scotland that finally forced the government to concede an independent pay review. That campaign was notable for the use of targeted strike action and curriculum boycotts that were later proscribed



year olds. Both innovations bear the marks of the Tory reforming agenda: the acquisition of skills and their assessment were

central. The effect was to centralise control of the curriculum and limit the professional freedom of the classroom teacher.

Mass opposition to plans for formal testing in literacy and numeracy at Primary 4 and 7 from parents and teachers had led to its early abandonment by Forsyth in 1991.

This allayed fears of a reintroduction of streaming, but the result was that the testing regime was spread over the whole age range, albeit under the judgement of teachers who would decide when to test. Nevertheless the outcome led to a narrowing of what was taught and assessment overload. The child was displaced from the centre of the curriculum and replaced by a target driven audit philosophy.

There had been a shift away from the comprehensive and progressive ethic of a broad based curriculum that emphasised the process of education rather than the product. The sense of education being a valid end in itself was being replaced by an instrumentalist view that emphasised its vocational and skills based function within an employment marketplace.

A striking indication of the unpopularity of Tory education policy was provided in a huge demonstration in February 1996 in Edinburgh. Parents groups, working closely with EIS, mobilised 40,000 parents, pupils and teachers to march in protest against swingeing government cuts in education spending. The following year the Conservatives were swept from office in the UK, with not a single MP returned in Scotland.

This article features extracts from a comprehensive article by David Drever on the history of Scottish schools, which was originally published in December 2005 in "The Red Paper in Scotland" by Research Collections at Glasgow Caledonian University, edited by Vince Mills. ISBN 1-903661-86-2.

by trade union legislation. An important factor that was evident in this campaign of industrial action was the generally supportive response of the public. While there has been little concrete research in this area, it seems clear that striking teachers enjoyed a large degree of public and media support for their actions.

The continuing drive to open up education to market forces and to wrest control of schools away from largely Labour controlled Local Authorities found expression in legislation that set up school boards (the School Boards (Scotland) Act 1988) and permitted schools to opt out (the Self Governing Schools Act 1989). The key architect of these reforms was Michael Forsyth, an aggressive advocate of the free market, who became Conservative Education minister in the new Parliament of 1987. Schools were to be removed from Local Authority control; power should pass from professionals to parents; and a voucher system would allow parents to "buy" the education of their choice.

In the event Forsyth's plans were thwarted. The setting up of school boards failed to provoke the assumption of parent power the Tory strategists had hoped for. It became clear that Scottish parents did not want the powers that the legislation thrust upon them, and school boards struggled to find a meaningful and relevant role in the life of schools. Despite the blandishments of the Scottish Office and the support of the Tory press in Scotland, only two schools chose to opt out and they did so for specific local reasons rather than a wish for independence.

However, over this period other less overtly political developments have changed the landscape of Scottish Education. Key change came in the form of the 5 - 14 programme, a new curriculum and assessment structure for primary and lower secondary schools that followed a 1987 government consultation paper. Then in 1994 Michael Forsyth, by now Secretary of State for Scotland, announced the Higher Still programme that would reshape assessment for 16 to 18

The second part of this feature will be published in the May issue of the SEJ. The features are extracts from a paper published by Glasgow Caledonian University.

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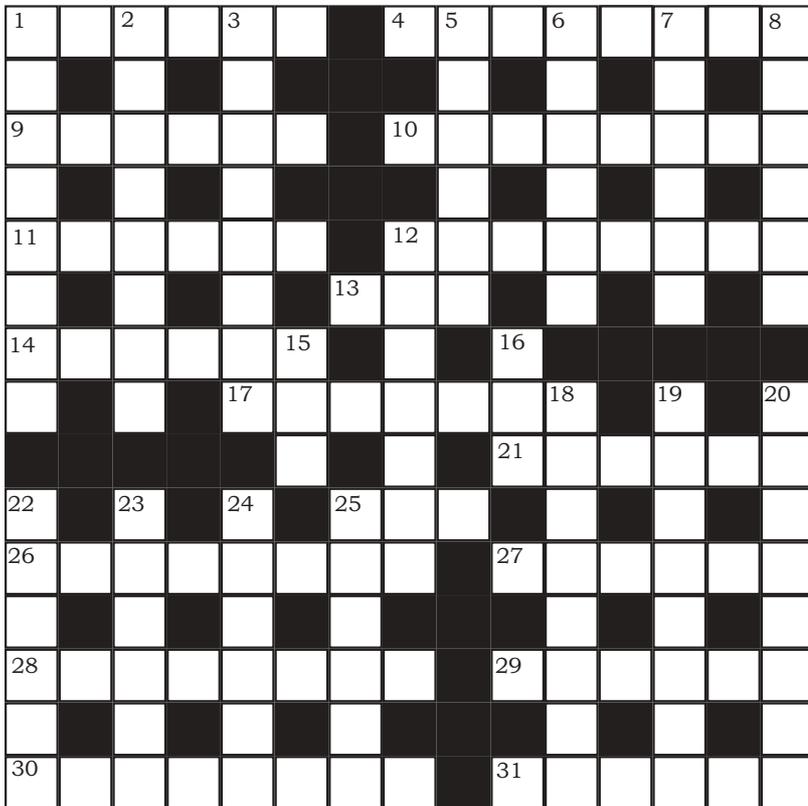


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Crossword 40



Answers to crossword no.39

Across: 1 Nepal 4 Guatemala
9 Namibia 10 Myanmar 11 Amass
13 Apace 15 Nan 16 Ego 17 Egypt
19 Again 21 Least 23 Macau
24 Sac 25 Web 26 Kenya
28 Amour 29 Vanuatu 31 Red flag
33 Swaziland 34 Tonga.

Down: 1 Nonpareil 2 Pompano
3 Lab 4 Ghana 5 Arm 6 Evade
7 Armenia 8 Apron 12 Scent
14 Antic 18 Yemen 19 Aruba
20 Nicaragua 22 Albania 24 Swollen
25 Wives 26 Khaki 27 Acrid
30 USA 32 Dot

CROSSWORD WINNER –
Congratulations to **William Fleming from Falkirk** who was the winner of SEJ cryptic crossword no 39. Mr Fleming receives a £20 book token.

CLUES

Across

- 1 Where Zambian capitalists can be found..... (6)
4 ...A bad hub I changed for UAE principal settlement (3,5)
9 A piece of old rope spectacular I attempted to tie (6)
10 Cannon fire from a Howitzer or VIPs perhaps (3,5)
11 Contradict the negative by subtracting four... (6)
12 ...Give the pastor four more to be able to make better (8)
13 Dull carpet by the sound of it (3)
14 Water and land resident, unlike seal initially (6)
17 He took silver and brought back gold from Central American capital (7)

- 21 Wine from the capital of Oman (6)
25 Originally made a coat (3)
26 Across the Atlantic the movie camera is the answer (8)
27 All I have in terms of capital is twenty-one shillings (6)
28 Could be the scariest town in Saint Lucia (8)
29 Detached retina which happened in Albanian capital (6)
30 The road to the Syrian capital led to a conversion (8)
31 Conditional on a french subtraction (6)

Down

- 1 The Elgin owl flew to Malawi (8)
2 To fall behind in the worst rag gleaming bright (8)
3 Mark thou - Sudanese translation (8)
5 City of Lebanon be I ruthless inside (6)
6 Sad graduate slid all over the place (6)
7 Coat I'm wearing is made of particles (6)
8 What dancing feet should be? (6)
12 In Venezuela a vehicle and an arbitration service came together (7)
15 Small bag perhaps (3)
16 'E by...generally understood metaphor to start (3)
18 Hearing early opportunity to impress (8)
19 Cold fish found on rink maybe! (3-5)
20 Fattens using snot suet (8)
22 Used to manage detectives and became sour (6)
23 Thrown from a fast ship or airliner (6)
24 Oranges and lemons with crust I adore (6)
25 Lesotho capital in the Bahamas erupting often (6)

Work out and win

A £20 book token is the prize in the SEJ cryptic crossword. Send your completed entry to the SEJ Editor, 46 Moray Place, Edinburgh, EH3 6BH by Monday, 17 April 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

vocab builder

Many things
What is the collective noun of the word: **BEARS**
(a) a shoal (b) a mountain
(c) a bothering (d) a sleuth
answer on p28

Sudoku

supplied by: Sudoku solver syndication and design

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

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

SEJ Feb06 Sudoku solution

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

Five Minute Quiz

- Who wrote *Mr Tambourine Man* by The Byrds and *The Mighty Quinn* by Manfred Mann?
- Who did Alfred Hitchcock cast as Melanie Daniels in his 1963 classic *"The Birds"*?
- Doctor Who first appeared on BBC television on November 23, 1963. Who played the first Doctor?
- Excluding Peter Cushing who appeared in the film versions, how many Doctors have there been? (An extra bonus point if you can name them.)
- Which character did Peter Cushing play in *Star Wars: A New Hope*?

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ANSWERS: Vocabulary builder (d) Five minute quiz 1. Bob Dylan. 2. Tippi Hedren. 3. William Hartnell. 4. 10 (Bonus: William Hartnell (1963-1966), Patrick Troughton (1966-1969), Jon Pertwee (1970-1974), Tom Baker (1974-1981), Peter Davison (1981-1984), Colin Baker (1984-1986), Sylvester McCoy (1987-1989), Paul McGann (1996), Christopher Eccleston (2005), David Tennant (2005-present)) 5. Grand Moff Tarkin.

Get fresh for good health

Spring is upon us, and what better season to cook? Fresh produce will be springing up in the coming months, and the heavy casseroles and soups of winter will be shelved for another year. The temptation to sauté lots of fresh things can lead to a rapid and unhealthy consumption of olive oil. To be healthier, you could try a low-fat spray oil, or buy a pump dispenser which will ensure a more conservative use of your favourite stone-pressed, single estate, calorie-rich extra virgin.

Here we present two main dishes – one vegetarian and one fishy.

Cabbage roulade

This recipe sounds dubious, but is actually very delicious and remarkably healthy if you use a low-fat cheese.

Serves 2

2-3 eggs
1/2 a small cabbage
1 large tub of cream cheese, quark, or cottage cheese
2 shallots, finely chopped
1 red pepper, finely chopped
1 clove of garlic
1 chopped chilli to taste (completely optional)

Pre-heat the oven to 190C. Line a deep baking tray with greaseproof paper and a spray oil.

1. Finely chop the cabbage into match-stick sized pieces. Boil in a pan for about eight minutes.
2. Meanwhile, separate the egg yolks and egg whites. (If you are terribly prim, you will do this using the eggshells. If you prefer a certain bohemian approach to cooking, you will split the egg into the palm of your hand and roll the yolk around until the white has dripped into the bowl underneath).
3. Whisk the whites until they are stiff.
4. Drain the cabbage. Stir in the egg yolks, then fold in the whites. Add salt. Pour the mixture into the lined tray and bake to 10-12 minutes.
5. Meanwhile, using a little oil in a small pan, fry off the shallot, pepper and garlic. Add the

cream cheese and chilli, and season with pepper. Leave over a low heat.

6. When the roulade is ready, prise off the greaseproof paper and spread the cream cheese mixture all over one side of the roulade. Roll it up. You may need a spatula to do this.

Healthy chips?

It is just possible to have healthy chips. Pre-heat the oven to 200C. Bring a pan of water to a simmer and add some potatoes (with skins!) cut into chunky chip-like shapes. Bring to the boil for 6-7 minutes, and then drain. Place onto a baking tray coated with spray oil. Sprinkle with salt (and some seasonings if you like) and bake in the oven for 10-12 minutes or until just golden.

Baked trout

Oily fish is good for the development of the brain. This recipe is an excellent source of omega-3 fish oils. Ask the fishmonger to head and clean the fish – they won't mind.

1 small trout per person
pak choi or swiss chard
1 red onion
2 lemons
garlic

Pre-heat the oven to 190C

1. Wash the fish to remove any loose scales.
2. Chop the onion and vegetable and place in a deep baking tray. Place the fish on top.
3. Slice the lemons into long segments and arrange around the fish.
4. Spray a little nice olive oil over the fish, and bake for 18-20 minutes, or until done. The fish will be done when the skin and bones pull away easily from the flesh.



Healthy demand for EIS publication

The new EIS publication *Putting teachers at the heart of health promoting schools*, which was featured in last month's SEJ, has been extremely well received by teachers and pupils across Scotland.

Copies of *Putting teachers at the heart of health promoting schools* have already been sent to all schools and demand for additional copies has been so high that the publication has already had one reprint and is fast heading towards a second.

Support for the EIS campaign to improve the health and wellbeing of pupils and teachers has also attracted much support from prominent public figures, such as television presenter Kaye Adams.



"I'm sure there must be times that it feels like 'just another thing' on top of an already crippling workload but, by taking the time and making the effort to promote healthy living amongst the current crop of schoolchildren, teachers are laying the foundations of an environment in which such choices come as second nature. What a wonderful gift to pass on to the next generation and, as the mother of a three year old, I'd like to express my gratitude to all those teachers who rise to the challenge."

Kaye Adams

To request your copy of *Putting teachers at the heart of health promoting schools*, please contact EIS HQ on 0131 225 6244 or e-mail enquiries@eis.org.uk

Letters

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.

Health concerns

Dear editor,

I was interested to read the article in the February edition of the SEJ (Vol.90, issue 1) about Teachers' Health. Your points were:-

1. Think about what you eat
2. Take more physical activity
3. Be aware of your emotional health
4. Don't smoke
5. Know where to get hold of more advice

I have been off work for nine months. It was not a voluntary 'off work' but the decision of my Headteacher who referred me to the School Nurse. She phoned my GP and before I could stop crying I was 'signed off'. The Education Department then told me I was suspended until referred to another GP, just to add salt to the wound. The

procedure took almost a year. In that time I was put on Statutory Sick Pay, which equals half pay. I had to sell my house and buy one half the price.

I know live an hour away from my workplace. Actually my workplace

doesn't exist. I can't go back there, not because of any crime, but because I was diagnosed with depression. Personnel say there are no vacancies in the region.

So, I was glad to consider the SEJ's five pillars of good health. I now live by the sea. I walk my dogs on the beach every day. I breathe clean air and I eat good food. No alcohol, no couch potatoes, no smoke and no stress. But I've got no job.

Highlighting point three – emotional health, perhaps better described as 'spiritual health'.

No matter what people say, there is an unresolvable issue about mental health. The Duty of Care by employers towards teachers who have depression and anxiety is short of perfect. I was described as having a 'serious mental illness' by the Personnel Officer appointed to care for me, and he said I was 'obsessional'. In fact the HMIE said my teaching was 'outstanding' and 'innovative'. It's such a stigma to be good at your job!

Yours etc,
Name and address supplied.

Healthy highlight

Dear Editor,

I am writing with regard to the cover feature on Health Promoting Schools in the February edition of the SEJ (Vol.90, issue

- 1). I was pleased that the EIS has chosen to highlight the important issue of improving the health and wellbeing of pupils (and teachers!) in this way.

The EIS health booklet has been very well received by both the teachers and the pupils in our school. We have already requested additional copies, and many of our pupils are already involved in project work on improving health and fitness.

Yours etc,
A. Jones
South Lanarkshire

Healthy bites

Dear Editor,

I was reading the piece in the February edition of Scottish Educational Journal (Vol.90, Issue 1) regarding the Health Promoting Schools project and I thought your members might be interested in our new teaching materials which support this initiative.

We are an Edinburgh based education software company called Rocket Learning. Our project is called The Barrow Band and is designed to encourage children to see fruit and vegetables in a positive way through music and classroom

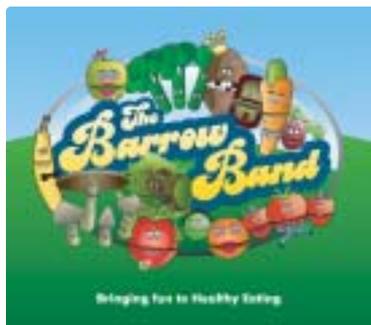
activities.

The material, which is designed to support teachers and pupils across the curriculum, is about to be piloted in a number of schools in Scotland and England. Early feedback from both teachers and children has been very positive.

I'm happy to say that a support web site is now up and running at www.thebarrowband.com to allow teachers to view the materials, listen to excerpts from the songs or to order the resource pack online.

The teaching material was written by young enthusiastic teachers and the music was written and performed by Malcolm Le Maistrie, a former member of the influential sixties group The Incredible String Band.

Yours etc,
Graham Maclachlan
Rocket Learning
Bonnington Mill
72 Newhaven Road
Edinburgh EH6 5QG
Tel 0131 467 4542
enquiries@rocketlearning.com
www.rocketlearning.com



Health grounds

Dear Editor,

Every school in Scotland is to receive the latest school grounds newsletter *Get Outdoors* from the national school grounds charity, Grounds for Learning (GfL), in a bid to increase the understanding that school grounds are essential spaces that provide unique opportunities for children's learning and development, and encourage more teachers and students to get outdoors.

Grounds for Learning is the Scottish arm of the national school grounds charity Learning through Landscapes (LTL) that makes it possible for children and young people to be able to enjoy the many unique opportunities and experiences that well designed, managed and used school grounds can provide.

Included in the full colour 4-page newsletter are articles on current projects delivered by GfL, together with diary and training dates, competition information and membership details.

To view a copy of the newsletter visit www.gflscotland.org.uk or telephone 01786 445922.

Yours etc,
Muriel Young
Grounds for Learning

Editor's note: LTL/GfL are also currently undertaking a national school grounds survey, and are seeking responses from teachers across Scotland. The survey runs until the end of March and can be accessed via www.ltl.org.uk

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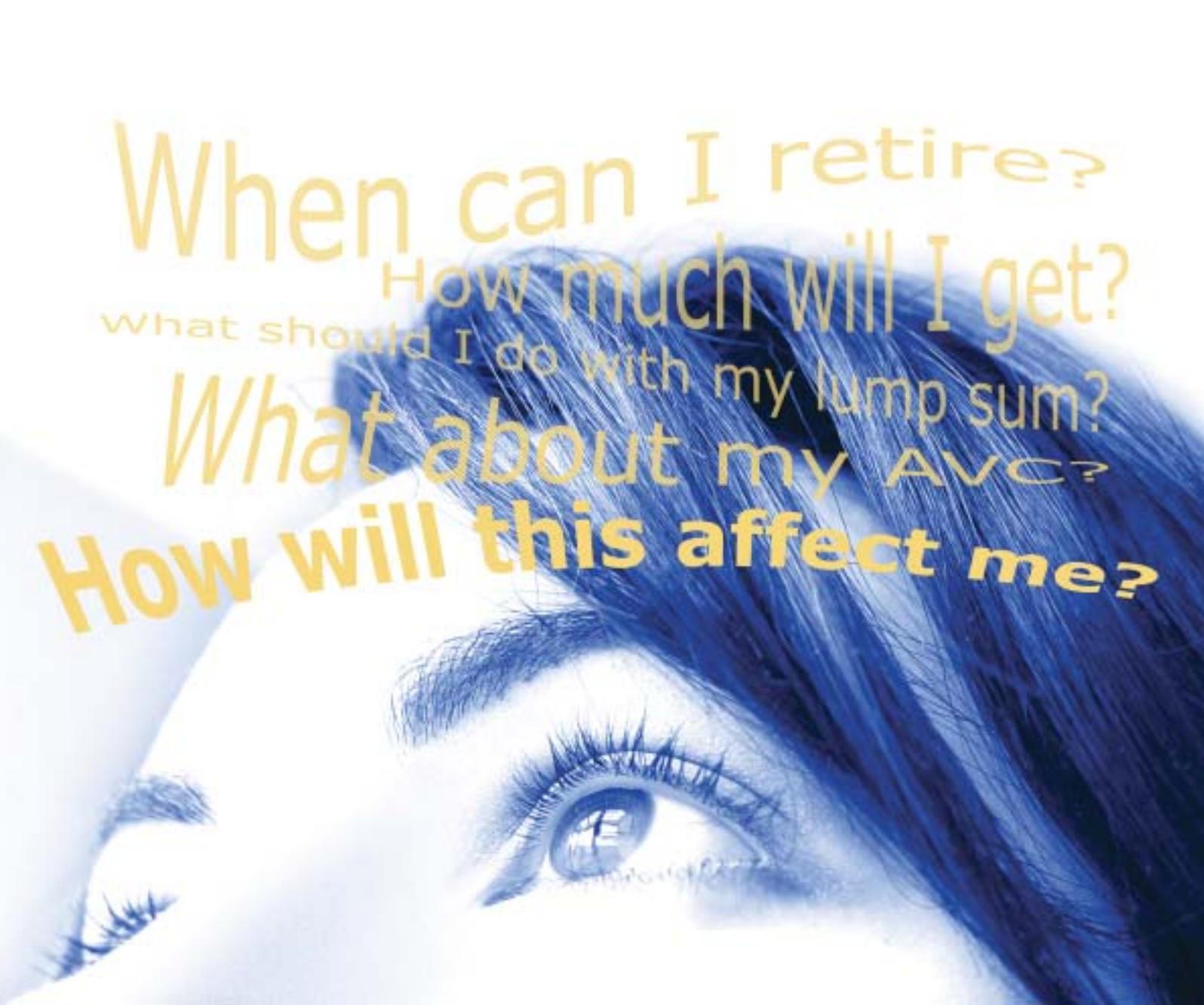
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