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Campaign
update:
Fighting
the cuts



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Independent
Future
Change at
GTCS



March 2010
Vol. 94
Issue No. 02



The EIS
organised a
march in
Glasgow in
which thousands
of teachers,
parents and
students
participated

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Are you planning to retire in the near future?



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

Tax Free Lump Sum

If you joined the Scottish Teachers' Superannuation Scheme prior to April 2007, when you retire you will receive a tax free lump sum from the scheme equal to 3 x your annual pension. We can help by giving advice on a number of ways to invest this lump sum to provide you with an additional regular income. In many cases you can still access your capital if you need to and even retain potential growth on your investment!

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The Open Market Option is an often underused benefit of PPP, SHP, AVCs and FSAVCs.

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

Depending on your health and lifestyle you could be eligible for enhanced pension benefits.

Approximately three months before you are due to retire your PPP, SHP, AVC or FSAVC provider should send you an estimate of the pension that you can expect to receive from them. As your EIS Independent Financial Advisers we are able to search the market place in an effort to secure a higher pension from another provider.

The difference in your total pension could be quite significant.

For more information on any of these matters, please contact EIS Financial Services on 0141 332 8004 or email enquiries@eisfs.co.uk

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SE112/09

March and Rally were just the beginning

The EIS thanks everyone who turned out in support of the Why must our Children pay? campaign. The strength of support for the March and Rally will have sent a clear message to both local and national government, and they must now stand up and take notice. Our campaign has won widespread support, not just from teachers and lecturers, but also from parents and grandparents, pupils and students. It is through co-ordinated and sustained action that we have the best chance of achieving success in the campaign to protect Scottish education and its funding.

It was greatly encouraging to see so many people, from all parts of the country, marching through the streets in support of Scottish education. The fact that teachers and lecturers from all sectors of education were marching alongside parents, pupils, students and others showed that there is real unity in the support for our education system. We know that there is a great deal of public anger that our schools, colleges and universities and our children and young people are faced with cuts in order to pay for the bail-out of failed financial institutions.

Our schools, colleges and universities perform very well and offer a high-quality education to children and young people of all backgrounds and from all parts of the country. They do so without big bail-outs or bonuses, with teams of highly skilled and dedicated staff who are motivated not by the size of their pay packet but by the genuine desire to provide the best opportunity for our young people.

Money allocated to education is not a cost, but an investment in our children and in the future prosperity of our entire country. How can Scotland be expected to compete in an increasingly competitive global economy without a highly educated, highly skilled workforce? As the world emerges from its current economic downturn, it is those countries which have continued to invest in education and training that will be best placed to recover quickly.

The March and Rally were just the beginning of the Why must our Children pay? campaign. While this high profile event was a key first step in attracting public support to our cause, we must continue to build momentum and support in weeks and months to come. Only by continuing to highlight the cause of Scottish education in every forum possible – in schools and colleges, on the streets, in the media, in town halls and other seats of government – both local and national – can we hope to achieve our ultimate goal of halting the damaging cuts to education spending in Scotland.

There is much to fight for and, with the help of teachers and lecturers from across the country, we have taken the first step in defending Scottish education from the threats that face it. There is a great deal at stake but we cannot allow Scottish education, and the pupils and students of Scotland, to suffer through no fault of their own. Thank you and please continue to support the Why must our Children pay? campaign.

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Cover Story

pg 06

Solid success for pupils in Scottish survey of achievement



Helen Connor

Image: Mark Jackson

Commenting on the recent publication of the Scottish Survey of Achievement (SSA) which highlights a solid overall performance from Scottish pupils in Reading and Writing, EIS President Helen Connor said: "This publication gives a snapshot of pupils' achievements in

reading and writing, and displays solid overall performance in both primary and secondary schools. Everyone working in education is well aware of the issues of concern the report raises in relation to attainment in the later years of primary and early secondary, and we are already working to address these issues through the implementation of *Curriculum for Excellence*. But it is also important to remember that today's report is based around the outdated 5-14 levels which will play no part in the future under *Curriculum for Excellence*."

Ms Connor added, "*The Curriculum for Excellence* will enable teachers to tailor their teaching to meet the particular needs of their own pupils, and to focus on enriching the learning experience for all pupils. Both literacy and numeracy are intended to be key priorities under the *Curriculum for Excellence*, and teachers will be free to focus on making reading and writing more engaging for their pupils."

"However, this can only be achieved if schools are properly resourced to allow them to implement fully the new *Curriculum for Excellence*. This offers much to pupils in the future and will help to engage them better in all aspects of their learning. But *Curriculum for Excellence* can only be a success if adequate funds are made available to allow schools to implement fully this highly ambitious programme of curricular change."

Ms Connor added, "What is most significant and encouraging is that Scottish pupils continue to achieve particularly highly in reading and writing in the later years of secondary, at Standard Grade level and beyond, and to score well in international comparative studies". ●

EIS national headteachers' conference

Friday 30 April 2010

The EIS is organising another major conference aimed at Headteacher and Depute Headteacher members on Friday 30 April 2010 in Edinburgh.

Michael Russell MSP (Cabinet Secretary for Education and Lifelong Learning) will provide the keynote address at the start of the conference which, this year, will concentrate on the implementation of *Curriculum for Excellence* and the sharing of best practice from around the country. In addition, Bill Maxwell, Senior Chief Inspector at the HMIE will also make a major contribution in one of the conference's plenary sessions.

The bulk of the conference will, however, be organised on a workshop basis with key figures from The EIS Headteachers' Network leading discussion in the breakout groups. The principal aspects of *Curriculum for Excellence*, including curricular and assessment issues will be covered. There will be opportunities to ask questions and there will be a "question time" session towards the end of the conference.

Any EIS Headteacher or Depute Headteacher who is interested in attending the Conference should contact their Local Association Secretary as soon as possible as places are strictly limited.

The conference is free to EIS members and the EIS will reimburse travelling costs. Lunch will also be provided. ●

EIS Page scholarship 2010

Application forms are now available for the 2010 Page Scholarship to America being offered by the EIS in association with the English-Speaking Union.

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

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

The value of the EIS Page Scholarship is £2,000 which gives the Scholar the opportunity to travel widely in the USA. Throughout the tour, the Scholar is the guest of the American Branches of the English-Speaking Union.

Besides being EIS members, applicants must also have taught for at least 5 years.

Requests for details and application forms should be addressed to the **EIS Education Department at 46 Moray Place, Edinburgh, EH3 6BH** (e-mail: edavidson@eis.org.uk).

The closing date for submission of applications to the Education Department is **Monday, 26 April 2010**.

Continuing cuts



In the latest step in its Why Must our Children Pay? campaign, the EIS has published a campaign newsletter which highlights the scale of funding cuts across the country and their impact on Scottish education. The EIS has been asking teachers and lecturers to report their own experiences of cuts in their own schools and colleges via the EIS campaign website (www.eis.org.uk/campaign). These reports, all submitted by teachers and lecturers working across Scotland, have now been collated and published in a new campaign newsletter which has been sent to all education establishments.

Commenting on the publication, EIS General Secretary Ronnie Smith said, "The early evidence gathered by the EIS from teachers and lecturers gives a clear indication of the scale of funding cuts right across the country. These are real cuts, reported by teachers and lecturers from across Scotland, and they are happening now. The evidence from education establishments shows the scale of the problem that the budget-cutting agenda is creating right across Scotland. Schools and colleges are really struggling to cope with the severe cuts they have experienced and the impact on the resources needed for teaching and learning."

He added, "With further funding cuts to come in the next financial year, it is clear that Scottish education is under a very real threat. The message from Scotland's teachers and lecturers is equally clear - there is nothing left to trim without cutting deep into the very core of Scottish education, with serious consequences for the educational experience of our young people."

"The range of cuts reported by teachers and lecturers across Scotland is very wide, and extremely worrying. From lack of funds to buy classroom resources such as pencils, paper, jotters and books to increasing concerns over lack of supply cover when staff fall ill, from falling numbers of teachers and rising class sizes to insufficient funds to heat schools in winter, these cuts are having a damaging impact on almost every area of education and every education establishment across the country. Is it right that our children should be denied the basic resources of a good education in order to prop up failed financial institutions whose executives continue to receive six-figure bonuses while the taxpayer foots the bill?" asked Mr Smith.

He continued, "With even basic resources in schools becoming increasingly scarce, large-scale initiatives such as the Scottish Government's commitment to reduce class sizes and introduce universal free school meals for P1-P3 children now seem further away than ever. And the introduction of the *Curriculum for Excellence* which, if properly resourced and implemented, would offer so much to Scotland's school pupils, is increasingly being threatened by a stark scarcity of resources and a lack of professional development for the teachers who are trying to deliver it."

Further information on the Why Must our Children pay? campaign is available at www.eis.org.uk/campaign

See feature on pp8-9 for more on the EIS campaign and the Campaign News publication.

Annual General Meeting 2010



Observers

The EIS Annual General Meeting will be held in the **Caird Hall, Dundee** on **10, 11, 12 June 2010**. Any member wishing to attend as an observer should contact the General Secretary no later than **10 May 2010**.

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 10 June 2010**.



Image: Alan Richardson

On the Party Circuit - EIS President Helen Connor addresses a fringe meeting at the recent Scottish Conservative Party Conference in Perth. Also pictured are EIS Vice-President Kay Barnett and Scottish Conservative Education Spokesperson Elizabeth Smith MSP.



Why must we pay? Glasgow Local Association took to the streets over the past few weekends to drum up support for the Why must our Children pay? campaign, March and Rally. Here, some young volunteers gave up their own free time to help stir up support for the campaign.

“Why must our Children pay?” Rally a great success

Around 10,000 hit the streets to fight budget cuts



The EIS “Why must our Children pay?” campaign was launched with a huge March and Rally in Glasgow on Saturday 6 March. Around 10,000 people marched from Kelvingrove Park via Glasgow city centre to a rally at the Clyde Auditorium to send out a strong message that both local and national government cannot ignore.

Speaking at the conclusion of the March at the well-attended Rally at the Clyde Auditorium, EIS President Helen Connor said, “It is significant that so many people - not only teachers and lecturers, but also parents and children, students, fellow public sector workers and trade union colleagues, as well as a significant number of politicians from a wide range of parties - have come from all parts of the country to demonstrate their support for Scottish education. The message is clear - that the people of Scotland will not accept our children’s education being damaged in order to pay for the publicly funded bailout of failed financial institutions.”

The auditorium audience gave their overwhelming support for the campaign and Ms Connor’s speech, rising to give a spontaneous standing ovation as the President’s speech closed the rally at the end of the day.

For more on the March and Rally and the EIS “Why must our Children pay?” campaign, visit www.eis.org.uk

RALLY & COUNCIL NEWS

Council News

Images: Mark Jackson, MKJ Photography



New President and Vice President elected

Nominations for the election of the next EIS President and Vice-President have recently closed. With only one candidate being nominated in each category, the new President and Vice-President for 2010/2011 have been elected unopposed.

The new President will be Kay Barnett from Aberdeenshire Local Association. Ms Barnett is a teacher at Fraserburgh Academy and a long-serving member of the EIS national Council. Ms Barnett is also former Convener of the EIS CPD Committee and a former member of the General Teaching Council for Scotland (GTCS). Ms Barnett served as EIS Vice-President for 2009/2010.



Kay Barnett:
President Elect



Alan Munro:
Vice-President Elect

The new Vice-President will be Alan Munro (East Renfrewshire), a Science Teacher from Williamwood High School. Mr Munro is currently seconded as EIS

Local Association Secretary, and is a long-time activist and member of EIS Council. Mr Munro also sits on a number of EIS National Committees, including the Executive, and is Convener of the EIS Finance Committee.

Both Ms Barnett and Mr Munro will formally take up their new posts at the EIS AGM in June, when current national President Helen Connor will also move into the post of immediate Past-President

EIS Communications

A paper aimed at enhancing EIS Communications to ensure that all contact with members and others is of consistent high quality was approved by Council. In particular, the EIS will continue to examine how communications technology can be utilised to improve online communications in the future. As a key component in this strategy, a wide-scale redevelopment to enhance the EIS website is already underway.

Amongst the recommendations for enhancing online communications are the adoption of a "blended" approach to allow traditional communications and online methods to complement one another. This will include all future EIS publications being made available in online format, as well as the traditional printed versions. An internal management group has been established to work towards a whole organisation focus in improving online communications.

Other recommendations in the new strategy include a renewed emphasis at committee level on considering which issues may attract positive publicity for the EIS, and a review of certain existing communications channels such as the EIS Representatives' Bulletin.

Farewell to Employment Relations Convener

Long-time EIS activist, Council Member and former EIS President Alana Ross (Glasgow) presented her final report as Convener of the Employment Relations Committee to Council. Ms Ross commended the work of the committee, much of which cannot be publicised due to the individual and personal nature of much of the casework, to Council and wished the committee all the best in their future endeavours.

Marching for Scotland's Future

The weekend before this SEJ went to press saw the first key event in the EIS campaign 'Why Must our Children pay?', as thousands of teachers, lecturers, parents and students took to the streets to protest against education funding cuts. The success of this event has sent a strong message to government, both local and national, that the people of Scotland will not stand for their education system being damaged in order to prop up failed banks. Here, EIS President **Helen Connor** takes a look at reasons behind the campaign and urges teachers and lecturers to give their continued support to its aims.

For the first time in many years thousands of teachers, lecturers, parents and children recently took to the streets of Glasgow as part of the EIS campaign "Why Must our Children pay?". For many of the people involved it was their first experience of this kind of action and serves to highlight the seriousness of the crisis facing Scottish Education at the start of 2010.



Helen Connor

Image: Mark Jackson

Before looking at some of the many examples across the country of the impact of the cuts in expenditure it is important to begin by challenging the widely held belief that the present economic situation is inevitable. We, in the EIS, do not hold to that belief and feel that it is important to point out that the current spending on Trident and Identity Cards could well be re-directed to more positive spending on Education and other Public Services.

Local Authorities have just set their budgets for the coming year with the acceptance of another year of the freezing of the Council Tax and, whilst we understand that this is a popular move, it has to be recognised that with the continued backdrop of this freeze comes the inevitable continuation of

reduced services in Local Authorities and Education is bearing a large proportion of the brunt of this diminution of service.

In the last few weeks I have visited many areas of Scotland and, indeed, many different schools covering all sectors including the Special sector and have witnessed some fantastic teaching and learning experiences for our young people across the country. It is disheartening to say the least that a lot of this sterling work will be seriously jeopardised by the swingeing cuts of the 2010/11 budget cuts and will face possible decimation in the coming years as we are told by all concerned that the next year is the "tip of the iceberg".

Are we seriously saying that the young people of Scotland, the future generation, do not deserve the best which money can buy? *Curriculum for Excellence* has the potential to change the face of education for these young people and give them experiences which can not only change their lives but can change this country for the better. It can help produce young people with skills which prospective employers are looking for and the confidence to nurture future leaders. It would be a grave error to let this initiative fail due to a lack of resources but that is looking more and more inevitable as the cuts begin to bite. Teachers cannot be expected to embrace this change with open arms whilst their arms are full of marking, discipline referrals, documents which they do not have time to read and yet more planning folders. They do need adequate time for Continuing Professional Development to enable them to take this exciting initiative forward in the best interest of Scottish school children.

In recent years we have also seen some very positive work being done in our schools in the ability and desire to include as many young people as possible in mainstream education in this country. Our teachers and support staff have done a marvellous job in providing a stimulating and enriching experience for these young people. Indeed, the recent Scottish Government advert which makes it clear to parents their rights to Additional Support for their child is testament to this success. It is, therefore, a travesty that the very areas which are in the frontline of the cuts in Local Authorities are the Support Staff who are crucial to the sound learning and teaching which is provided for these very youngsters. If Inclusion is to continue to be a success then these cuts must be reversed, otherwise the Government is guilty of building up the expectations of parents only to disappoint them when they go looking for that support.

In this article it would be impossible and indeed demoralising to outline all the cuts which we are aware of and the huge impact they will have on Scottish education but you can see some examples, supplied by EIS members across Scotland, elsewhere on this page. It is crucial that, even if you were not able to make the March and Rally, that you do all you can in support of the EIS campaign in order to let the politicians and the public know that Scottish teachers, lecturers and parents are prepared to take a stand against the continuing threat to our children's future. Our children are worth more than platitudes, so we must invest in them. ●

*An edited version of an article previously published in *The Times Educational Supplement*

COVER STORY

Why Must our Children Pay? Your experiences of budget cuts

The EIS recently invited members to provide details of how budget cuts have impacted on learning and teaching in their own schools. This prompted such an incredible level of response that the EIS published a small selection of the comments in a dedicated campaign newsletter. All the comments highlighted in this publication, a selection of which are published below, came from real teachers and lecturers working across Scotland. We have chosen to publish all comments anonymously and edited some details in order to protect the individual teachers and lecturers concerned. You can view all published comments in the first edition of the "Why Must our Children pay?" Campaign Newsletter – available in all education establishments and online at www.eis.org.uk/campaign

"At present I can barely cope with all the pupils I have needing support, but if I receive pupils who have had no BSU input (when they need it as they are new to English) it will be impossible both for me and for classroom teachers to cope with all the children needing EAL support - there will simply be too many needing too much support."

"Many vulnerable pupils went without Visual Impairment Teacher support over an 18 month period."

"Drastic cuts to the Modern Languages budget meaning that we don't have enough money to buy all the resources that we need to meet all learners' needs. The result is that we mostly meet the needs of the average pupil. Furthermore, linguistically talented pupils are denied the opportunity to study a second language, yet one cannot have a career in Modern Languages with just one language."

"Probationers are being exploited - examples of them being employed instead of permanent members of staff and expected to do the same quantity/quality of work as experienced teachers."

"We have a great team of women working in our school who are talented, super with the children and hugely underpaid. All but one are on temporary contracts which makes them feel very vulnerable and realise that their jobs will be quick to disappear. I would urge the EIS to campaign on their behalf."

"The situation in this country and the total shambles the Scottish Government and Westminster have created have scunnered both myself and my fiancé. We have taken the decision to emigrate and use our skills where we are appreciated because it would appear we certainly are not appreciated in Scotland. Why can Scotland not see that it is losing talented young teachers who only want to do the job they long for and have been trained for?"

"Not all the children who could benefit from additional learning support get it. Lots have to manage without."

Professional Independence

The Scottish Government recently announced the findings of a wide-ranging consultation on the future of the General Teaching Council for Scotland. Two particularly significant aspects of the Scottish Government's announcement were confirmation of the future independent status of the GTCS, and the news that a system of re-accreditation may be established in the future to support the maintenance of professional standards in teaching.

The Scottish Government has confirmed the future independent status of the General Teaching Council for Scotland. The statement was in response to a recent government consultation on independence for the GTC Scotland, the professional regulator for all teachers in Scotland.

Welcoming the Scottish Government's announcement, GTC Scotland Convener and EIS Past-President David Drever said: "We welcome the Scottish Government's response to the recent consultation on independent status for the GTC Scotland. This response recognises the Council as the guardian of both teacher professionalism and of teaching standards in Scotland; and it offers a strong endorsement of the current work of GTC Scotland and, indeed, of its reputation for professional integrity and for protection of the public interest over the last forty-five years. We see independent status as a big opportunity to improve still further the work we do and the service we provide to teachers, learners and the wider educational community."

The move to independence will not change fundamentally the relationship which teachers have with GTC Scotland. While independence will offer new challenges and opportunities to the Council, most aspects of its current profile will remain as at present. In addition, in both its traditional areas of operation and in new areas, GTC Scotland will continue to work very closely with stakeholders throughout the educational community to ensure that wider perspectives are reflected in the decisions made by the Council.

GTC Scotland Chief Executive, Anthony Finn believes that independence will confirm existing good practice, while offering new opportunities to explore in the future:

"Teachers can be assured that there will be no immediate change to the way they engage with the GTC Scotland," Mr. Finn said. "We anticipate that the link which teachers have with the services we provide and the support we offer will continue as before. In addition, the proposals announced today by the Scottish Government will mean that we can enhance our service to teachers."

EIS General Secretary Ronnie Smith also supports the move to independence for the GTCS: "The EIS welcomes the confirmation by the Scottish Government of future

independent status for the General Teaching Council for Scotland. The EIS supports the work of the GTCS as a democratic, regulatory body for the teaching profession in Scotland and it is right that, in the future, the GTCS will now be able to carry out its work as an independent guardian of teacher professionalism in Scotland," said Mr Smith.

Mr Smith added, "While the move to full independent status for the GTCS will bring many new challenges for the GTCS, the EIS believes that the established and productive working relationship that exists between the GTCS and teacher representatives will continue to be a positive for Scottish education."

One significant outcome of the consultation is that the GTC Scotland has been invited to look at the issue of the re-accreditation of teachers. Both Mr Drever and Mr Finn were keen to ensure that this issue would be developed very sensitively, after full consultation with teachers themselves.

In examining the Scottish Government's proposals, the GTCS plans to talk to all key stakeholders including the local authorities and trade unions to ensure that any initiative reflects a balanced consensus and assists teachers to do their jobs as well as they can.

Any system of re-accreditation would, in time, require the GTCS, in partnership with other stakeholders, to consider how best to promote a balance between the entitlement of teachers to appropriate advice, guidance and opportunities to maintain and improve standards of teaching and the availability of suitable means of achieving these expectations.

Mr Finn said: "It is important to say that teachers in Scotland are highly trained and, consequently, the overwhelming majority of teachers already work to high standards. Any work that might be done in the future to introduce re-accreditation should serve to confirm the already high standard of teaching in schools in Scotland and to support teachers in updating their professional skills in an environment in which change is now constant. It is, therefore, anticipated that any future developments in Scotland would not follow the style and requirements of relicensing recently announced in England."

Mr Drever commented, "The proposed changes can only enhance the work that we already do and open new areas for

"The move to independence will not change fundamentally the relationship which teachers have with GTC Scotland."

FUTURE GTCS

The proposed changes can only enhance the work that we already do and open new areas for the GTC Scotland to explore. Ultimately, this is about working on behalf of the teaching profession in Scotland and ensuring that standards remain high...

David Drever

GTC Scotland Convener & former EIS president

the GTC Scotland to explore. Ultimately, this is about working on behalf of the teaching profession in Scotland and ensuring that standards remain high and that young people get an excellent education. The proposals announced today can only help to maintain and improve this."

Ronnie Smith struck a cautious note on the Scottish Government's move to encourage a system of re-accreditation – "The EIS and teachers themselves remain sceptical about proposals for a system of re-accreditation for teachers. Scottish teachers are already some of the best qualified in the world, and are held to a particularly high set of standards of professionalism and conduct. We would be particularly concerned that any future system of re-accreditation should not be overly bureaucratic. The GTCS already has a considerable number of statutory powers to ensure the highest standards of teacher professionalism and it uses them to good effect."

Moving onto other aspects of the Scottish Government's announcement, Ronnie Smith added, "The EIS is also

disappointed that the Scottish Government has failed to confirm a central role for the GTCS in ensuring the highest standards of teaching in the further education sector. Compulsory GTCS registration for all college lecturers would ensure consistently high standards of teaching throughout Scotland's colleges, and place lecturers on an equal footing with their school colleagues. Given the amount of partnership working between schools and colleges, and the key role of lecturers in the delivery of *Curriculum for Excellence* in the post-16 stages, it would be a missed opportunity if further education standards are not brought in line with those in schools." ●

For further information about the consultation findings visit www.gtcs.org.uk

- The General Teaching Council for Scotland is the independent professional body which maintains and enhances teaching standards and promotes and regulates the teaching profession in Scotland
- For further information about the GTC Scotland please visit www.gtcs.org.uk

See the next edition of the SEJ for a full interview with GTCS Convener David Drever on issues such re-accreditation and the importance of teacher CPD.



Supporting Teacher Leadership

The recent EIS policy paper, *The EIS & Leadership in Schools* marked an important development in meeting the aspirations of *A Teaching Profession for the 21st Century*. EIS policy on leadership underlines the important contribution all teachers can make to enhancing learning and teaching in Scottish schools today. The EIS has now set up a partnership with the Universities of Glasgow and Edinburgh to support the development of teachers as leaders in school through an innovative programme, the PG Certificate in Developing Leadership and Learning, specifically designed for unpromoted teachers wishing to develop their leadership role. Here, **Christine Forde** (University of Glasgow) and **Deirdre Torrance** (University of Edinburgh) explore the support available in promoting teacher leadership.

At first glance the idea of 'teacher leadership' might seem to be a contradictory idea. Senior and middle management posts carry substantial responsibility for the effective organization of the school, faculty or department to ensure effective learning for all. But teacher leaders' roles complement the responsibilities of these posts by drawing on the strengths and skills of teachers, especially on the expertise that teachers have in teaching and learning.

Studies on school improvement have pointed to the importance of collaboration where the staff in a school work together to build strategies and to seek solutions to the barriers to learning many pupils experience. TP21 and *A Curriculum for Excellence* have now opened up opportunities for all teachers to be involved in decisions about teaching and learning; but we need to consider how we can best develop approaches that ensure teachers are able to contribute their expertise effectively and are encouraged and supported to do so. It is here that teacher leadership is of crucial importance.

Teachers may well be involved in leadership in different ways at different periods in their career.

This process of teacher leadership is flexible with different teachers in a school at different points in their career taking on and developing new leadership roles. This flexibility is a source of considerable strength in teacher leadership allowing new ideas, new energies and interests to come together in different groups to make new and valuable connections which foster effective learning for pupils. Teacher leadership can be exercised in different ways: some teachers find more extensive roles challenging and rewarding; others collaborate with colleagues in the ongoing development of learning in the classroom; others carry out specific tasks with a clear endpoint.

Fostering Expertise

A concern often expressed about teacher leadership or distributed leadership is that teachers' attention will be

diverted away from the core work of the school, that is teaching and learning. However, teacher leadership must be clearly focused on this core work of the school. Teacher leadership is centrally about drawing from and, at the same time, extending each teacher's expertise in teaching and learning to enable a school to realize its aims in ensuring effective learning for all pupils.

The two key characteristics of teacher leadership are, firstly, the development of expertise in pedagogy and, secondly, skill in collaborating and leading development in learning.

There are many examples of teacher leadership roles established in schools:

- undertaking an action-enquiry on a specific school or faculty development in teaching and exploring the outcomes with colleagues
- collaborating with colleagues in a development team investigating an aspect of teaching and learning
- joint planning and review of a curriculum programme
- teachers attending CPD and then working with other teachers to trial and review new strategies
- developing expertise in a particular curricular area and working with colleagues to develop this area in their classrooms
- teachers supporting each other in the development of their teaching through peer observation or peer mentoring
- teachers acting as mentors to probationary teachers looking closely at the development of teaching in the classroom
- teachers working in pairs or small groups to self-evaluate their teaching
- teachers working together to plan and deliver professional development sessions based on the exploration of learning and teaching in their classrooms.

" Never thought I'd enjoy a work orientated Saturday morning so much... Great to meet like-minded and friendly colleagues "



Challenges

Teacher leadership is a challenging idea and it needs to be fostered within a school. One of the challenges is the balancing of trust and accountability. For teacher leadership to flourish there has to be a high degree of trust on the part of senior school staff who have to enable teachers to take initiatives to contribute to the development of the school and of teaching and learning while at the same time ensuring teachers exercise this leadership towards the shared goals of the school.

The idea of 'sharing good practice' is frequently discussed as a means of taking forward *Curriculum for Excellence*. There is no doubt that this is a valuable process and there is an element of sharing ideas and practices in the examples above. However, there is a danger that if this is the only mode of development, teachers will be expected to take ideas and simply apply these to their own setting. Teaching and learning is deeply contextualized and so we need instead a richer notion of how we can enhance learning and teaching in the classroom. By looking closely at their pedagogy and at the pupils' experiences, teachers can develop approaches that work within their specific context. It is through these investigative approaches that teacher leaders enable their colleagues to deepen their pedagogy and improve the quality of the pupil learning experiences.

The partnership programme

Fostering teacher leadership is the central focus of the new programme developed by the Universities of Glasgow and Edinburgh in partnership with the EIS. This new programme is designed to support teachers wishing to build their confidence and practice as leaders. It is intended both for teachers who aspire to or are in the early stages of developing their leadership role, as well as for experienced teachers seeking to enhance their skills in working collaboratively.

The certificate programme has three courses:

- Developing as a leader
- Working collaboratively
- Leading a development project

The programme is designed with the intention that, through the three courses, participants will have the opportunity to develop specific aspects of the teacher role for a teacher leadership role.

This programme is currently being piloted with a cohort now enrolled in each of the universities. An important aspect of the programme is the utilisation by course members of opportunities to develop their leadership and collaborative skills in their own school. As part of the fostering of partnership, EIS learning representatives will be playing an important role in enabling course members to set up network meeting to work and learn collaboratively. From the initial pilot, the signs so far are very positive with the pilot cohorts saying that Course 1 provides a "great opportunity to discuss with colleagues" within a "positive atmosphere" exploring "a good variety of activities". One participant summed up the general feeling of the cohorts by reflecting, "Never thought I'd enjoy a work-orientated Saturday morning so much. Great to meet like-minded and friendly colleagues". While another reflected on the range of support provided for participants, "Very insightful, informative. Logical links and progressions from self study guide to seminar activities to written exercises".

As part of ongoing efforts to explore modes of delivery which will appeal to different cohorts, we are hoping to offer Course 1 as a three day non residential summer school experience in late July or early August 2010. ●

If you would like further details of the PG Certificate in Developing Leadership and Learning, please contact:

Christine Forde, University of Glasgow:
cforde@educ.gla.ac.uk or Deirdre Torrance,
University of Edinburgh: deirdre.torrance@ed.ac.uk

Christine Forde is Professor of Leadership and Professional Learning at Glasgow University and Deirdre Torrance is Director of the Masters in Educational Leadership and Management at Edinburgh University.



CPD Round-up

The SEJ rounds up the latest developments in Continuing Professional Development, and highlights some forthcoming events from across the country.

Upcoming CPD events

The CPD Events advertised on this page are being held with the assistance of the Scottish Union Learning Fund (SULF). A condition of the funding is that evidence is provided of the impact these CPD events are having on uptake of CPD by teachers and lecturers. Participants are asked to complete and return a short evaluation form on the day of the event. Around 4 weeks after the event a follow-up form is sent to participants electronically which is aimed at ascertaining the CPD they have undertaken, or are considering undertaking, since attending the event. All responses are confidential - no names will be used in

any report. The intention is only to ascertain numbers of teachers/lecturers undertaking CPD and the type of



CPD they are undertaking. The co-operation of participants in taking part in the evaluation is very much appreciated. If you have any queries or wish further information please contact Lyn McClintock, EIS SULF 7 Project Manager e-mail: lmclintock@eis.org.uk Telephone **0131 225 6244**

Renfrewshire, 16 March 2010

The theme of the joint event is "A Curriculum for Excellence - Transformational Classroom Leadership". This event is being held on Tuesday 16 March 2010 at the Glynhill Hotel, Paisley from 7 pm - 9 pm.

The EIS Convener of the Education Committee, Larry Flanagan, will look at the need to ensure that teachers are supported in their professional judgement and in particular as classroom leaders. This seminar will look at the leadership from the perspective of support for the democratisation of schools through the development of collegiate practice.

Ian Smith, the founder of Learning Unlimited (one of Scotland's leading training organisations) will explore why schools need to establish effective professional learning communities.

Booking is available through the Renfrewshire teachers' online CPD booking system or by contacting David Thomson, EIS Renfrewshire LR, by e-mail dthomson@eis-learnrep.org.uk or by telephone **07825314488**

East/West Dunbartonshire, Thursday 25 March 2010

A joint event is being held between East Dunbartonshire Council and West Dunbartonshire Council on Thursday 25 March 2010 from 4 pm to 6.30 pm. The venue for the event will be the World of Golf, Great Western Road, Clydebank. The theme of the event is "Developing as a Leader". The keynote speakers will be Professor Walter Humes, University of the West of Scotland, and Larry Flanagan, Convener, EIS Education Committee. If you wish to attend this event please contact either Allyson Purdie, EIS East Dunbartonshire LR apurdie@eis-learnrep.org.uk or Ann Fisher, EIS West Dunbartonshire LR afisher@eis-learnrep.org.uk to book a place.

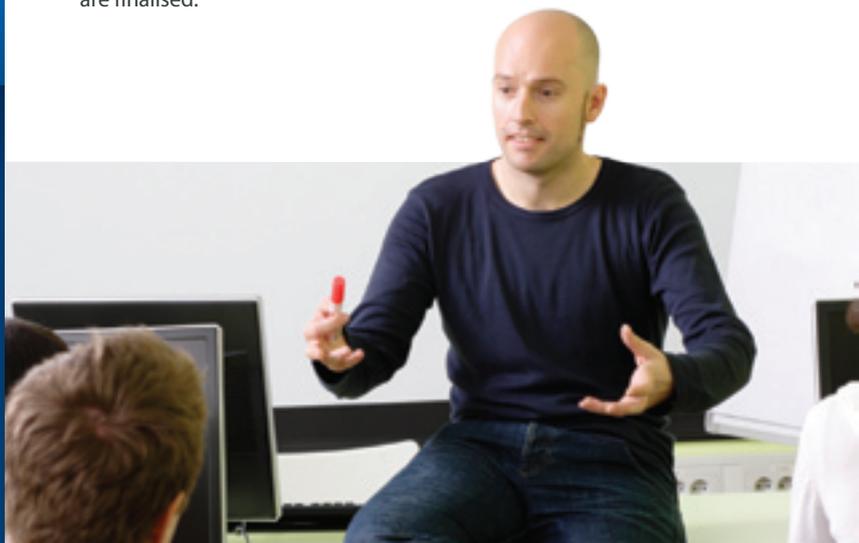
Fife, Saturday 15 May 2010

A joint event is being held in the Auchterderran Centre, Cardenden on Saturday 15 May 2010. Details for this event are being finalised and will appear on the CPD Events section of the EIS website soon. If you want to find out more meantime please contact Isobel Schroder, EIS Fife LR ischroder@eis-learnrep.org.uk

Edinburgh, 8 October 2010

A joint event is to be held on Friday 8 October 2010. Details are being finalised and will appear on the CPD section of the EIS website soon. If you have any queries meantime please contact one of the EIS Edinburgh LRs: Anne Scott ascott@eis-learnrep.org.uk or Alison Waugh: awaugh@eis-learnrep.org.uk

Discussions are taking place regarding other CPD events with local authorities and in further education colleges. Details of these will appear in the CPD events section of the EIS website as these are finalised.



CPD event

Dumfries and Galloway

A very successful joint CPD event was held between the EIS, Dumfries and Galloway Council and the Scottish Union Learning Fund (SULF) on 27 January at the Dryfesdale Country House Hotel, Lockerbie. The theme of the event was "Chartered Teacher - Professional Recognition, Which is Right for Me?". Around 50 teachers attended and initial evaluations indicate that it was a very worthwhile and productive event.

There were two keynote speakers: Professor Walter Humes, University of the West of Scotland, gave a presentation on the Changes to the Chartered Teacher Programme. Rosa Murray, GTC(S) spoke about Professional Recognition.

Professor Humes gave some background information on the reasons teachers decide to undertake the Chartered Teacher (CT) programme and indicated that the number of teachers undertaking the programme is steadily increasing. He referred to the Annual Chartered Teacher Conference and the formation of the Association of Chartered Teachers Scotland as being of significant importance in the support of Chartered Teachers. He talked about the review of CT which had taken place and the requirements which have emanated from that review. The line manager must support entry to the CT Programme; teacher must have maintained a CPD Portfolio and GTC(S) must have granted an eligibility certificate. Professor Humes stated that the cost of CT is an ongoing issue in the uptake of CT.

Rosa Murray's presentation was entitled; "The role of GTC Scotland in Supporting Teacher Development and those who support

Teachers". Ms Murray spoke about a strategic approach to the Professional Standards and using the Standards for Transformational CPD, the development of leadership at all levels, building capacity within schools. She also spoke about the need to build confidence and trust within the profession, to promote deep cognitive learning and to build a capacity for change and risk among teachers. Her PowerPoint presentation included a graph of the requirements for Professional Recognition.

" [Blair Crossan] said that he is now a more reflective practitioner, has expanded his professional knowledge...and has a better understanding of the process by which children and young people learn. "

There was a presentation by two local teachers who had undertaken CT and Professional Recognition. Blair Crossan, Lockerbie Academy, gave a presentation on why he had undertaken CT, the challenges he had encountered along the way and also the benefits it has brought him - not just financially but also personally and professionally. He said that he is now a more reflective practitioner, has expanded his professional knowledge, is more critically aware of the impact of legislation and policy on practice, made him a more effective communicator, has a better understanding of the process by which children and young people learn. Sarah Turnbull spoke about why she had decided to undertake Professional Recognition and how she had benefited from doing so.

This event was organised by John Thomson, EIS Dumfries and Galloway LR, and Elspeth Penny, Dumfries and Galloway CPD Co-ordinator. Copies of the presentations are available at the Dumfries and Galloway Local Association website: eisdg.org

Become an EIS Learning Representative

The number of EIS Learning Representatives (LRs) is growing rapidly - working at multi-establishment and establishment level throughout Scotland. EIS LR's have become key players in the CPD agenda and are working in partnership with employers and other key stakeholders to promote CPD opportunities to teachers and lecturers.

EIS LR's are an independent source of guidance and support to teachers and lecturers who wish to undertake CPD. The next intake for the course is in September 2010. Are you interested in finding out more? Contact Lyn McClintock, LR Administrator e-mail: lmclintock@eis.org.uk Telephone 0131 225 6244.

Can we learn from the Irene Hogg tragedy?

In December 2009, a fatal accident inquiry took place at Jedburgh Sheriff Court in relation to the death, in March 2008, of Irene Hogg, the headteacher at Glendinning Primary School in Galashiels. Ms Hogg's body was found in a remote area of the Scottish Borders some four days after the conclusion of a HMIE inspection at Glendinning.

The EIS provided support to the Hogg family throughout the process. Our intention was, firstly, to encourage a decision to hold an inquiry and, thereafter, to represent Ms Hogg's brother, Roger, at the inquiry itself to ensure that all of the issues which were of concern to the family were explored.

Gareth Hale, Solicitor of Maclay Murray & Spens, supported Mr Hogg at the Inquiry and has explained the process and outcome:

Fatal accident inquiries operate on two levels. On one level, the Sheriff must consider all of the circumstances and decide whether stark, particular changes are necessary. On another level, the inquiry itself will prompt careful consideration and reflection by all parties and, in some instances, debate in the press and beyond. It is on this second level that more subtle but radical change can occur.

" It is also clear that in future prudent councils will be more attuned to the impact of inspections on staff "

Let me turn to some of the more technical issues. What is a fatal accident inquiry? In what circumstances is an inquiry appropriate? What is an inquiry meant to establish? What was the inquiry's remit in this instance? How does the process work?

A fatal accident inquiry is perhaps the lesser known Scottish equivalent of the English Coroner's Inquest. The Procurator Fiscal must inquire into all sudden, suspicious, accidental, unexpected and unexplained deaths in Scotland - though not all such investigations will result in an inquiry.

An automatic inquiry is only triggered by a death in the workplace or in legal custody. In all other cases, it is a matter for the discretion of the Lord Advocate. It is not a power which is exercised lightly. Some 14,000 sudden deaths are investigated each year and there are usually around 50 or 60 fatal accident inquiries. It is only in those cases where the Lord Advocate determines that it is "expedient" in the public interest that an inquiry is held.

The range of circumstances in which an inquiry has been considered "expedient" in the public interest is wide - from road traffic accidents at an "accident black spot", to cases of alleged medical negligence, to the Lockerbie bombing.

We liaised very closely with the Procurator Fiscal during her investigations in order to secure an inquiry into the circumstances of Ms Hogg's death. This careful work paid dividends when, in February 2009, the Lord Advocate's Office determined that an inquiry should be held. This was a significant decision since fatal accident inquiries into cases of apparent suicide are extremely rare.

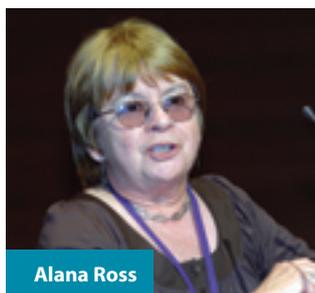
The framework for the inquiry itself is set by the Procurator Fiscal - who determines the witnesses and documents required. In theory, an inquiry could take place with only the Procurator Fiscal appearing before the Sheriff. In practice, that rarely happens. The inquiry is advertised and interested parties are invited to appear. Interested parties can also call witnesses and lodge any documents which they wish to rely upon - which we did in this case. As well as the Hogg family, Scottish Borders Council and HMIE were also represented.

The purpose of a fatal accident inquiry is not to apportion blame for the death. Rather, it is a fact finding exercise carried out in the public interest. What a Sheriff must establish is narrowly defined by the 1976 Act. He must determine the time and place of death, as well as the cause of death (known as "the formal findings"). This is all that the Sheriff is required to determine and, in many cases, that is as far as he is prepared to go. In some cases, however, he may go further and make recommendations in relation to changes which might prevent similar accidents in future.

As Sheriff Farrell made clear both during the hearing and in his determination, the purpose of the inquiry was not to explore "the educational merits of school inspections in general, and this one in particular". Rather, the purpose of the inquiry was to examine carefully the particular circumstances leading up to the death of Irene Hogg. That involved detailed evidence regarding (1) her role at Glendinning and her relationship with Scottish Borders Council from around September 2007, (2) her status as a teaching headteacher and her request for additional support made in September 2007 and (3) events immediately before, during and after the HMIE inspection. Our job was to ensure that the approach taken by the inquiry was not too narrow and to ensure that there was an exploration of wider issues.

Our approach at the inquiry helped to ensure that the recent press coverage of Sheriff Farrell's determination was not restricted to his narrow, formal findings and that the inspection process, personnel issues, support for those about to undergo inspection and other issues all received significant comment.

Being involved in such an inquiry is, of course, quite a gruelling process. Coming out of the inquiry, and well before we received the determination, it was clear to all involved that



Alana Ross

Image: Alan Richardson

The sheriff stated that Irene Hogg was respected and held in high esteem by her staff, by parents and loved by many children.

an important public airing of all of the issues had occurred and that, insofar as there were lessons to be learned, every possible effort should be made to do so.

The Convener of the Employment Relations Committee Alana Ross added her perspective:

Irene Hogg was a highly respected EIS member who contributed much to the work of her local association. We were shocked by her untimely death and determined to do what we could to support the family. Rather than rush to issue public comment the EIS provided practical support, through legal support and representation to the Hogg family. This has been a slow process and, while achieving the FAI was highly significant, the outcome is perhaps less than we sought.

Both HMIE and Scottish Borders set out in their evidence that practices had changed. The relationship of these changes to Irene Hogg's death will never be fully understood but perhaps lessons had been learned in the immediate aftermath of her death. In such circumstances it is not surprising that Sheriff Farrell did not issue formal findings.

The level of public debate on school inspections since Sheriff Farrell's determination has been both significant and thought provoking. It will be interesting to see how policy makers deal with this issue in future. It is also clear that in future prudent councils will be more attuned to the impact of inspections on staff, particularly headteachers, and will require to be more proactive in supporting staff.

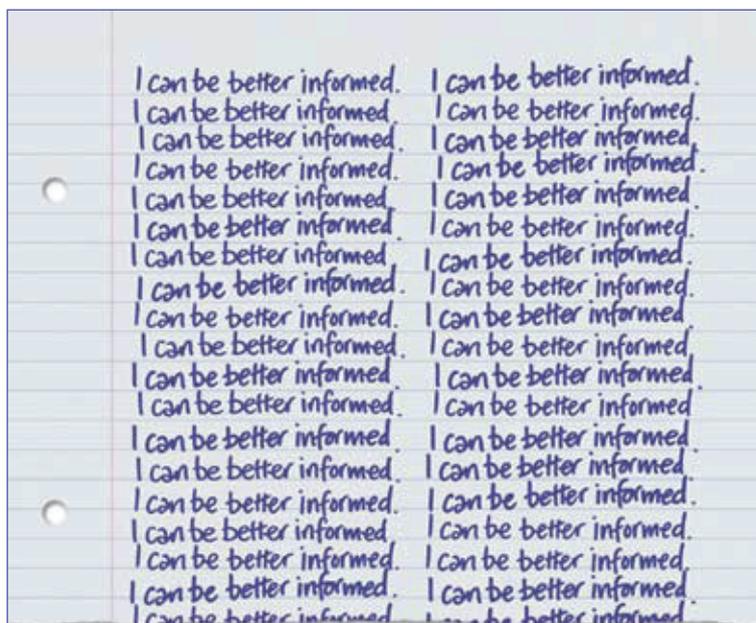
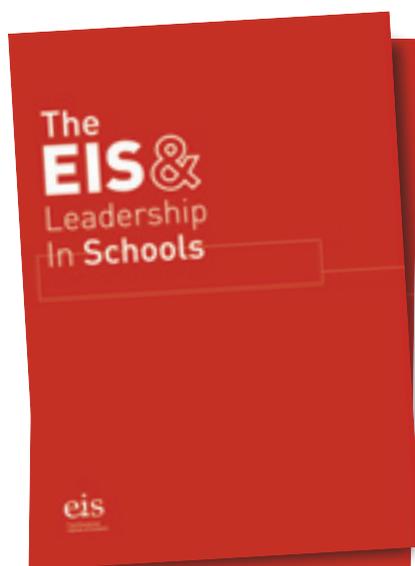
Sheriff Farrell concluded by stating that Irene Hogg was respected and held in high esteem by her staff and by parents and loved by many children. He stated she proved herself to be an outstanding headteacher and that Glendinning Primary School was a school with a happy, family atmosphere.

Although he did not issue formal findings Sheriff Farrell by his words set the record straight on Irene Hogg's leadership of the school. ●

EIS Leadership Booklet

(2010 update)

Available to download at eis.org.uk or contact jbaldwin@eis.org.uk to request a printed copy.



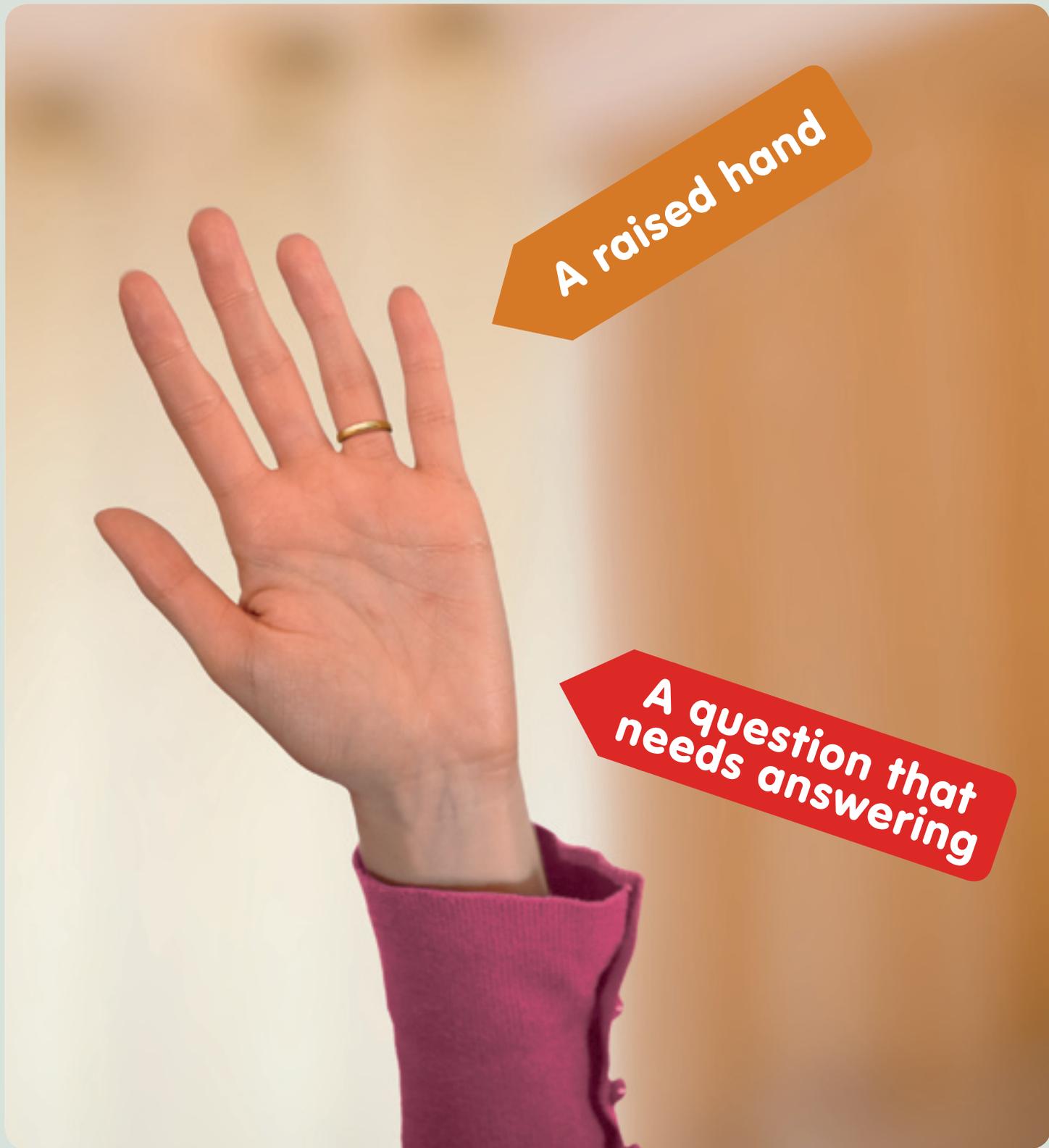
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Bringing life to learning and learning to life



Assessing the new Curriculum

EIS Education Convener Larry Flanagan takes a look at the new assessment framework for *Curriculum for Excellence* and explains how it aims to support effective teaching and learning.

The publication of 'Building the Curriculum 5 - A Framework for Assessment' has taken a considerably longer time than was first envisaged with debate around assessment at the CfE Management Board being protracted detailed and, at times, contentious. This perhaps reflects the key importance of assessment – policy and practice – to the central claim that CfE is about doing things differently.

In many ways assessment is a litmus test for CfE. It will let us witness how far we have travelled from that narrowly driven view of attainment which revolved around testing and measuring rather than developing and nurturing.

It is certainly gratifying to see the framework make claim to building on the best practice of Assessment is for Learning. The central role of teacher professional judgement is also clearly acknowledged, although it is deeply ironic, and a very real concern, that despite local authorities signing up to such an approach, the majority of them continue to utilise the 5-14 National Assessment Bank and indeed the Scottish Government continues to keep this anachronism running.

There is no justification whatsoever in the continued existence of this throwback and at a time when teachers are being asked to engage with CfE implementation, its presence only serves to deliver a contradictory message about priorities.

The framework contains a number of other important messages: it clearly acknowledges the primary role of assessment as being the support of learning and teaching and explicitly rejects a narrow testing approach; both being very welcome statements of intent.

But it is all about implementation. Government, local and national, needs to understand that assessment really is for learning. There is some muddled phraseology, for example, around benchmarking which needs to be monitored. Benchmarking should be about understanding the standards associated with the various CfE levels, not creating invidious comparisons based on data, as that is the very system we wish to move away from.

Teachers will want to be confident that our professional judgements are well grounded in an understanding of the standards implicit within the experiences and outcomes and that will require a commitment to professional development and dialogue that needs to be funded and resourced. This appears to have been acknowledged by the Cabinet Secretary in his foreword but the great worry is that CPD focussed on assessment arrangements might be funded at the cost of other education spending. Any such proposal would be unacceptable – new money needs to be identified to develop these new structures and allow for confidence in the system to be well founded.

The continued development of the new National Assessment Resource is also vital. Practitioners will be able to access exemplification through NAR, to interact with other teachers, and also to access assessment instruments (including some traditional type 'tests') which they may wish to deploy as part of the range of tools used to arrive at those professional judgements (no single assessment piece being sufficient in determining achievement across a level).

NAR is currently scheduled for launch in September of this year, but early exemplification of assessment practice should be available by mid-April from LTS, covering all levels and all curricular areas. The EIS is represented on the NAR sub-group and we are very aware of the high expectations around this resource and also that it cannot be allowed to slip into being a new NAB Bank.

We are also on the Reporting Sub-Group and again we have a very clear aim to ensure that these procedures are not about cumbersome, bureaucratic arrangements which create workload for teachers but rather that they should support classroom practice and be integral to it.

The Framework raises a number of questions that will only be answered by the development of practice. It contains the embryo of a more progressive assessment system than the current arrangements but its development will depend on both resources and support from Local Authorities, and above all on a new trust in the professionalism of teachers. ●

"The Framework raises a number of questions that will only be answered by the development of practice."

EVALUATION

- Outstanding
- Very Good
- Satisfactory
- Marginal





Raising awareness of ovarian cancer



March is Ovarian Cancer Awareness Month, which provides a timely opportunity to discuss ovarian cancer and its symptoms in the school setting amongst female staff and students.

In the UK, survival from ovarian cancer is poor as most women are only likely to be diagnosed when the disease has spread beyond the ovary, when it is more difficult to treat effectively. Awareness of ovarian cancer is low; in fact women are more likely to name male cancers before ovarian cancer. Ovarian Cancer Action welcomes the support of teaching professionals to improve awareness of the disease and its symptoms amongst women of all ages possibly through PSE classes.

Until recently ovarian cancer was largely considered to be a symptomless or 'silent' disease, which probably contributes towards the low awareness of symptoms and poor survival rates associated with the disease. With fewer than 40% of women surviving five years beyond an ovarian cancer diagnosis in the UK, survival rates are amongst the worst in the developed world.

" Like most women, I was completely unaware of the symptoms of ovarian cancer before I got involved in Ovarian Cancer Action's 'Remember the symptoms' campaign. Now, I've made sure that all the women in my life know about the symptoms of ovarian cancer. "

Emillia Fox

Alongside the scientific research we undertake at the Ovarian Cancer Action Research Centre at Imperial College Hammersmith, which researches the causes and most effective ways of diagnosing and treating the disease, Ovarian Cancer Action is committed to raising awareness of ovarian cancer amongst the public with a natural focus on women and healthcare professionals. Our long-term aim is to ensure that every woman in the UK is aware of the symptoms of ovarian cancer – in the same way as they are aware of breast cancer – to provide them with the best possible chance of getting the disease detected at an early stage.

Ovarian Cancer Action's awareness work has been aided by the development of a set of ovarian cancer key messages by the Department of Health, following a consultation with the UK's leading scientists, clinicians and charities with an interest in the disease – including Ovarian Cancer Action – as part of the National Awareness and Early Diagnosis Initiative (NAEDI). These key messages will prove instrumental in empowering women to prompt their GP to consider ovarian cancer when a patient is experiencing the following symptoms on most days:

- * Persistent stomach and abdominal pain
- * Increased stomach size and persistent bloating – not bloating that comes and goes
- * Difficulty eating and feeling full quickly

Occasionally other symptoms such as urinary symptoms, changes in bowel habit, extreme fatigue or back pain may also be experienced, on their own or at the same time as those listed above. Again, it is most likely that these symptoms are not ovarian cancer, but may be present in some women with the disease. To help women make sense of their symptoms, Ovarian Cancer Action has produced a Symptom Diary which enables women to keep a log of the persistency and severity of their symptoms. This can be found at www.ovarian.org.uk/download/symptom_diary.pdf and can aid conversations with GPs about the disease.

How can you help?

With one in three people in the UK being diagnosed with cancer at some point in their life, it is likely that pupils will know a family member, friend or teacher who has been diagnosed with the disease. Cancer continues to be one of the most feared diseases in the developed world and for many people the word cancer is associated with death. Awareness of



CANCER AWARENESS



cancer symptoms continues to be low in the UK, which affects both detection and survival rates.

Talking about cancer with students during their schooling years will not only increase their awareness of the different types of cancer and their symptoms, but also help reduce any fear or pre-conceptions they may have about the disease and make them more aware of the benefits of healthy living. Many pupils have specific beliefs or views about cancer, which are often incorrect and may add to their fear of what cancer means to them.

Communicating information about health in the classroom setting offers children a number of opportunities to receive accurate, factual information and discuss it with their peers and teacher. A variety of subjects can be explored, such as how they can recognize the early signs of cancer, offer advice on the importance of living a healthy lifestyle to reduce the risk of developing cancer. Talking openly with pupils should also help them raise any concerns or ask questions about cancer, facilitating their understanding of the disease.

Just as young women attending secondary school are aware of the symptoms of breast cancer or understand the value of having a HPV vaccine to prevent cervical cancer, Ovarian Cancer Action recognises the long-term value of young women being aware of the symptoms associated with the disease but also of encouraging them to raise awareness amongst the older women in their family and social network, who will probably not be aware of the disease and its symptoms.



To aid conversations with young female students, Ovarian Cancer Action has prepared a Teacher's Pack containing information and resource materials for teachers and their students to aid their discussion or workshop – possibly as part of the PSE lessons.

Kate Willis has been teaching young women in secondary schools for many years. After she was diagnosed and treated for ovarian cancer, she was keen to use her experience to raise awareness amongst her students to ensure they had the best possible chance of keeping themselves and the women in their families well by being aware of the symptoms and having the confidence to talk to their GP about the disease if they are experiencing the symptoms on most days. Kate comments:

“Talking to young women about ovarian cancer and its symptoms is an incredible opportunity to impart vital information about the ovaries, a part of the female body that is not normally focused on or discussed openly. It also helps to dispel some of the myths about the disease – such as a smear test will detect ovarian cancer - which it does not - and to empower young women to take a much more active approach to looking after their bodies, and to act swiftly and with confidence if presenting to their GPs.”

Get in touch to request your Teachers' Pack:

To support your awareness efforts, Ovarian Cancer Action has prepared a wealth of awareness materials to help you promote any presentations or talks you organise. Get in touch to request a Teachers' Pack, which includes a Students' Pack full of ideas on how to involve your students in discussions about ovarian cancer; an awareness pack which suggests how you might like to use your efforts as an opportunity to raise funds in the wider community, such as talking to your local media and MP and inviting them to attend an awareness and/or fundraising day for Ovarian Cancer Action; and symptoms awareness leaflets and posters – including the Remember the Symptoms poster, which features actress, Emilia Fox.

To request information, please contact Dr Sarah Blacklidge, Ovarian Cancer Action's Healthcare Projects Manager, at sblacklidge@ovarian.org.uk or call 0300 456 4707. You can also download awareness and fundraising packs and supportive materials from www.ovarian.org.uk ●



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Les Forman: Aberdeen City, Aberdeenshire, Highland, Moray, Orkney and Shetland

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

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



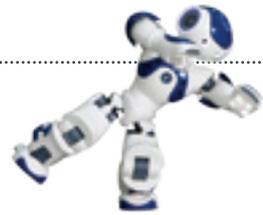
EIS telephone helplines:

Stress, Bereavement and Victimisation

Tel: 08705 234 729

Legal Helpline

Tel: 0141 332 2887



Blood, comedy and computer games kick off 22ND Edinburgh International Science Festival

3rd – 17th April 2010

This April you can join the search to make artificial blood, prop up the Blood Bar, find out whether BLOODHOUND will keep the land speed record in Britain, and even watch an autopsy on a cow. Alternatively you could investigate human, animal and machine intelligence; find out whether faulty equations caused the economic meltdown, discover how robots play football or giggle at the psychology of comedy.

The Edinburgh International Science Festival will be bringing the very best of popular science and a stellar line up of entertaining scientists and thinkers to the city. This year's programme will engage with new audiences, offering over 200 events encompassing comedy, film, music and drama as well as experiments, activities, workshops, exhibitions and talks. The Festival takes place from 3rd to 17th April in 30 venues around the city including the Jam House, Festival Theatre, Reid Concert Hall, Edinburgh Filmhouse and the Scotch Whisky Experience.

The City Art Centre plays host to much of the Family Programme, together with Discover Science at the National Museum of Scotland, the Botanic Garden, Edinburgh Zoo, Scottish Seabird Centre and Dynamic Earth. As well as some old favourites, a new floor about the human body at the City Art Centre will include a brand new ER where children can scrub up as doctors and nurses, the Blood Bar where they can make their own scabs, mix up a gooey blood milkshake and even touch a real heart, and What are Scientists Made Of, where they can build their very own virus.

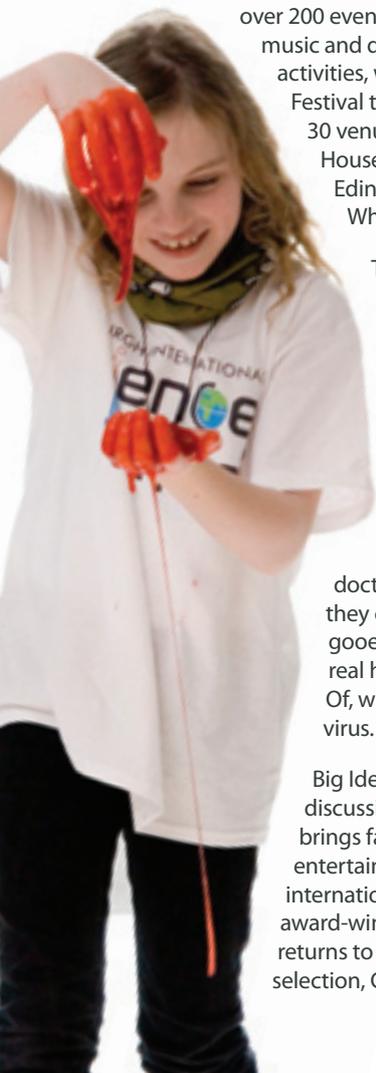
Big Ideas, the programme of debate and discussion, is bigger and better this year, and brings fascinating, sometimes controversial, entertaining and interesting events with international guests, world thinkers and award-winning writers. Richard Dawkins returns to talk about Darwin and natural selection, Consultant Psychiatrist Raj Persaud

invites Graham Farmelo, biographer of Paul Dirac (the British physicist and founder of quantum physics) into the Psychiatrist's Chair, Professor James Ironside asks what should happen to our brains after we die and Mark Lewney explains the physics of rock guitar.

Simon Gage, Director of the Edinburgh International Science Festival, said "This is a show stopping line up, a festival programme to match the very best science festivals in the world. 2010 offers a stellar collection of the country's best science presenters, performers, filmmakers and comedians. Whether it's watching a cow autopsy, climbing into a giant artery, laughing at a night of stand-up after analysing cocktails, this festival lets you rip the white coat off science to reveal the bizarre, the intriguing and the occasionally mind blowing."

Minister for Culture and External Affairs, Fiona Hyslop said: "As Europe's largest public celebration of science and technology, the Edinburgh International Science Festival is a wonderful testament to Scotland's great history of invention and innovation. The Expo funding of just over £50k will help the festival to continue to inspire us all and nurture future talent, maintaining our enviable position as one of the most creative and innovative nations." ●

The Edinburgh International Science Festival will run from Saturday 3rd April to Saturday 17th April 2010 at a range of venues across the city. Full details of all the events, activities, workshops and talks in all the venues can be found at www.sciencefestival.co.uk. Tickets can be booked on-line, or by calling 0131 533 0322.



SCIENCE & EDUCATION

Supporting women into higher education in Malawi



Imagine a primary school class in which nearly every pupil was longing to learn everything you could teach them. Who wouldn't want to be the person to build on such enthusiasm? But now imagine that the same classroom has over 100 children, hardly any furniture, and almost no books or equipment. Could you maintain their enthusiasm, and feed their minds in circumstances like these? One thing is sure, you'd be drawing on every last skill you gained from teacher training. Anyone who didn't have that training wouldn't stand a chance.

Packed and poorly equipped classrooms exist all over Malawi – currently somewhere between the second and the fifth poorest country in the world. The problem is, there's a severe shortage of properly trained teachers as well – not because no one wants to teach, but because hardly anyone can afford to get the training it requires.

All over the modern world, women teachers have become major players in the battle for literacy, providing hope through education for new generations of children. In Malawi there are plenty of women wanting to play the same role – but they can't. At every stage their own path to education encounters roadblocks. For a girl in a world where it's still assumed that men will be the main providers, getting to primary school in the first place is hard. The move from primary to secondary is even harder. But advancing from there to a college or university education is unthinkable for all but a tiny minority. So, it's no surprise that women's literacy in Malawi is below 50%. And, of course there's a vicious circle here. Schools can't do much about it, because they lack the trained and talented women teachers who have made such a difference the world over.

The Soko Fund, is a small Scottish-registered charity devoted exclusively (and uniquely) to securing higher education for women in Malawi. Operating mainly through the Vice-Chancellor's Hardship Fund of the University of Malawi, it offers scholarships to women whose academic promise is thwarted by poverty. Each scholarship covers tuition fees, living expenses and a modest allowance for books and internet access for three years. The degree subjects supported are all vocational, and though they're not restricted to teacher education, the majority of Soko Scholarships have been awarded in this area.

Madonna's Raising Malawi Academy for Girls has recently caught the headlines. It's a great project, but like nearly all educational aid to Malawi,

it's focussed on basic education. With literacy rates so low, university education looks like a luxury. Yet the Soko Fund's experience has shown that college education for women in poor places has immense benefits. Individual women and their extended families face a far brighter future than they could ever have imagined, and the education system is strengthened by the new qualified teachers. By stemming the 'brain drain' of talent abroad, local universities are strengthened, and a struggling country is able to draw on indigenous female talent.

The most recent statistics show that the average annual income in Malawi is \$290 a year. A three year college education costs about ten times that. No wonder Malawian women from poor families see it as an impossibly expensive ambition. In terms of pounds, though, it amounts to just a little over a fortieth of the average annual British income. What this means is that a small (British) sum of money can make a (Malawian) life changing difference. The Soko Fund supports 15 women students each year. The potential numbers vastly exceed this of course. Since the Fund is entirely dependent upon voluntary donations it has recently launched a fresh fundraising campaign focussed on getting groups of individuals in schools, clubs, colleges, workplaces and churches to band together. It just takes 5 or 6 people donating £10 pounds a month each for four years to put a young Malawian woman through a course in education, health, agriculture or business. Could you make a little money go such a long way? ●

It's easy to find out more about what the Soko Fund does, the universities it works with, the graduates it has supported, and how you can help. Just visit the website at www.sokofund.org or contact us by email admin@sokofund.org or by post to The Soko Fund, 4 Harrison Place 1F1, Edinburgh, EH11 1SF.





safer
scotland
SCOTTISH GOVERNMENT



A new approach for road safety in early intervention drive

A new approach aimed at helping youngsters learn about road safety through play and involvement with adults has been specially developed for early years teaching.

'Go Safe! - Ziggy's Road Safety Mission' has been created by Road Safety Scotland to provide an experiential learning approach to road safety, and is expected to be available to nurseries and schools in autumn of this year.

The approach targets three key age groups: 0-3; pre school and the transition into Primary 1, in line with the Scottish Government's policy on early intervention and the *Curriculum for Excellence*.

Themed around the seasons, the idea behind the approach is that it can be used throughout the year both at home, through adults setting good examples and explaining their actions to the child, and as part of the Early Level curriculum.

Featuring the colourful 'Ziggy' character, materials have been carefully developed to take into account the age of the child, with different resources adapted for each key stage of the early years.

For 0-3s, a bright and noisy rhyming story in the form of a clip-on 'buggy book' has been created, focusing on the roadside sights and sounds babies and toddlers experience when they are out and about.

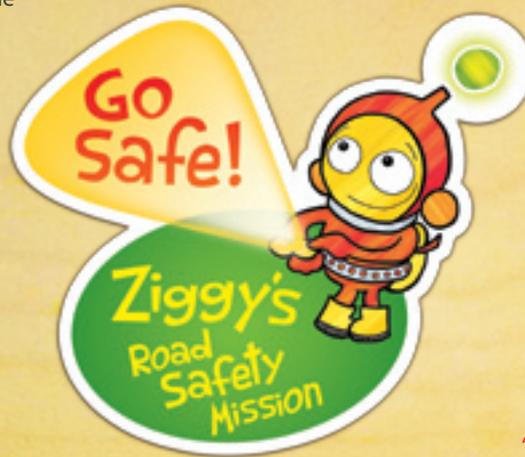
For the pre-school and transitional material, six books have been developed based on specially created characters. A fully interactive website is also being developed. 'Go Safe! - Ziggy's Road Safety Mission' will replace the current 'Children's Traffic Club in Scotland'.

Lynn Taylor who is a seconded teacher from North Lanarkshire council working at RSS as their early years development officer, said: "We know that young children are engaged by well-written stories, songs, games and activities so we wanted to provide a multi-sensory and experiential approach to road safety education.

"The books and website are aimed at children from 0-6 and stimulate the child's senses with colour, visually enticing characters and sounds to ignite their interest and natural curiosity while teaching them valuable lessons on the importance of being safe near roads and how to manage risk.

"Making provision for the 0-3 year stage was a vital part of this project. The period between pregnancy and three years of age is a crucial time for a child's development, based on evidence of brain formation, communication and language development."

A partnership approach was central to the development of the pack to encourage both parents/carers



ROAD SAFETY

Other useful resources

You can find out more about road safety through the following resources:

www.streetsense2.com
www.jrso.com
www.a2bsafely.com
www.crashmagnets.com
www.getinlane.com
www.roadsafetyscotland.org.uk
www.rospa.com

www.getinlane.co.uk
www.thinkroadsafety.gov.uk
www.streetwiseguys.co.uk
www.LTScotland.com
www.saferoutestoschools.org.uk



and educational establishments to share responsibility for road safety education, as outlined in the Scottish Government's Early Years Framework.

Lynn Taylor adds: "At the forefront of our minds when creating the resource was that we wanted to empower parents, carers, early education practitioners and teachers to enable children to explore and learn from their environment."

To find out more about 'Go Safe! - Ziggy's Road Safety Mission', contact Road Safety Scotland on **0131 472 9200** or at Heriot Watt Research Park (North) Riccarton, Currie, Edinburgh EH14 4AP or email **enquiries@roadsafetyscotland.org.uk**. ●



The resource has been themed around the seasons and the transition from pre-school to Primary One.

Autumn: The start of a new term, different ways of travelling to nursery or school, crossing the road safely, in-car safety.

Winter: Dark nights and mornings, being bright and being seen, crossing the road safely, going shopping (walking in busy towns and being careful in car parks.)

Spring: Crossing the road safely, playing in safe places, wearing a helmet whilst on a bike.

Summer: Crossing the road safely, going on a school/ nursery trip, travelling by bus, walking on/ near rural roads.

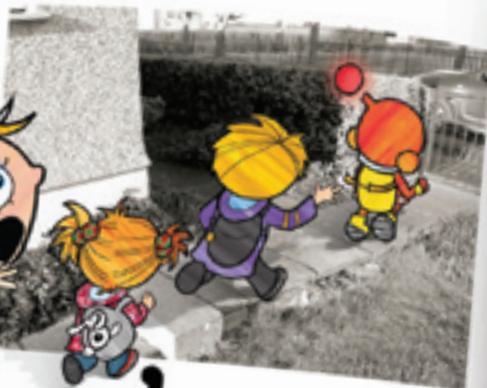
Starting School: Encouraging children to take responsibility for their actions, and make decisions about road safety in a closely supervised way. For example instead of the adult making the decision when to cross a road, the child should be encouraged to talk through the processes involved.

Ziggy can't wait to see the nursery school and races off with Andrew and Maggie.



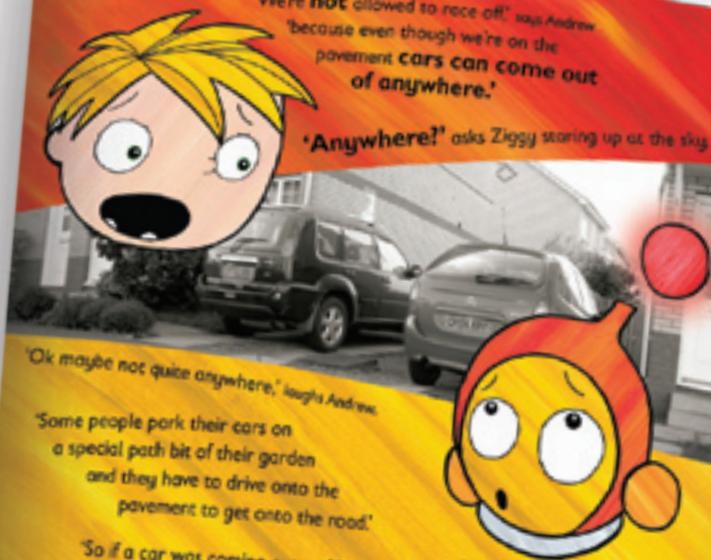
'stop'
shouts Mum.

Everyone stops right away.



"We're **not** allowed to race off," says Andrew "because even though we're on the pavement cars can come out of anywhere."

"Anywhere?" asks Ziggy staring up at the sky



"Ok maybe not quite anywhere," laughs Andrew.

"Some people park their cars on a special path bit of their garden and they have to drive onto the pavement to get onto the road."

"So if a car was coming out, we'd get **squashed?**" gulps Ziggy.

Celebrate the World Cup and help send 72 million children to school

The Global Campaign for Education is urging schools to celebrate this year's World Cup in South Africa while supporting the Send My Friend to School campaign to ensure access to a quality education for all children by 2015.

As the World Cup takes place for the first time ever this year in Africa, the Global Campaign for Education is tying up with the football world to ensure that a legacy is left: to get every child into school. Famous footballers and celebrities such as Gary Lineker, Kevin Spacey, Michael Owen, David James, Thierry Henry, and many more, are signing up to this call, with the aim of just 1GOAL: to get education for all.

In the year 2000, when the Millennium Development Goals (MDGs) were agreed, world leaders promised that every child would complete a quality education by 2015. With just 5 years to go 72 million children are still unable to access primary education, with many millions more forced to drop out of school before they complete their education.

While the world goes football crazy and all eyes are on Africa, schools in the UK are invited to join together with schools in over 100 countries to show their support of education for all.

To support 1GOAL - Send My Friend to School, your school can:

Make a giant supporter scarf; paint, sew, glue or knit and see how long your class or school's supporter scarf can be. Get everyone to sign their name and send it to the Prime Minister, ahead of the Millennium Development Talks in September, to remind him and other world leaders of their promise to make sure that all children have a primary education by 2015.

Hold a World Cup assembly in your school; on Friday 11th June, World Cup kick-off day, or another date close to that time and help us celebrate the value of education while the world unites to watch its favourite sport.

Teach your pupils about the importance of education; using real life case studies from the developing world, show your students the life-changing impact of education, and explore some of the barriers that still keep many millions of children out of school.

In September this year, a Summit will be held in New York to review the Millennium Development Goals (MDGs), including the target for universal primary education. Of all 8 goals set in 2000, education is probably where the most progress has been made. Indeed there are 40 million more children in school today around the world than there were 10 years ago. However, the United Nations recently warned that we are on the brink of breaking one of the most important promises the international community has ever made. Education is not only a universal human right but a driver of economic development and global security. The target is still only just within reach, but it will require governments to take bold decisions in the next two years, especially in the current economic climate.

David Archer, Board Member of the Global Campaign for Education and Head of International Education at ActionAid says: "At this rate of progress there will still be 56 million children out of school in 2015. The quickest way to reach the target would be to abolish user fees and expand the teacher workforce, although school buildings and equipment are also high on the priority list. We estimate that approximately £7 billion per year is needed from international donors for primary education with a further £3 billion to educate all children up to the age of 16. The current amount raised globally by donors stands at just £2.5 billion! To deliver change on this scale, and within this time period, it requires developing countries to increase substantially their investment in education, spending at least 20% of their national budget on education, with half of this on primary education."

Get your pupils involved in 1GOAL - Send My Friend to School! Sign up now to receive a free resource pack, including a DVD, posters and stickers, plus lots more information and learning resources are available on the website ●

Get your schools pack: www.sendmyfriend.org



Show your students the life-changing impact of education, and explore some of the barriers that still keep many millions of children out of school

1GOAL

EDUCATION FOR ALL



WORLD CUP & LETTERS

Letters to the editor

Dear Editor

Space Academy Art Competition

The **Get on Board** Space Academy Art Competition was launched in December 2009 and has been sent to all 441 secondary schools including all libraries in the Edinburgh, Glasgow and Aberdeen area. 3 students from Edinburgh College of Art are part of my competition team.

The Competition encourages youngsters aged 12-14 to produce an art work based on Space Academy and the winner will take up a full Scholarship to attend Space Academy from 1-6th Aug 2010 for 6 days at NASA Space and Rocket Centre at Huntsville, Alabama, USA.

It is a fully intensive full board programme, the student takes part in simulations, shuttle missions, and will learn all about NASA and space.

I applied to Educators Space Academy last year and on graduation after the 5 day intensive teacher training programme I was awarded the Right Stuff medal and presented with a student scholarship to be taken up by Summer 2010. (The Educators programme is considered the most intensive international CPD programme for STEM teachers in the world) - I am however a Learning Support teacher with Art as my discipline).

To the right is the flyer that has been circulated. Please see my website for full details www.davidgrigor.com

Best regards,
David Grigor



The Educational Institute of Scotland

Trade Union Reform and Employment Rights Act 1993

In terms of the above Act, the following statement relating to the year ended 31 August 2009 is issued to members of the Institute.

1. Total Income and Expenditure

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

	Members Dues £	Other Income £	Total Income £	Total Expenditure £
General Fund	5,785,046	381,483	6,166,529	5,485,045
Professional Fund		198,579	198,579	99,387
Local Associations	773,545	53,042	826,587	693,956
	6,558,591	633,104	7,191,695	6,278,388

2. Political Fund

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

	£
Total Income	152,421
Total Expenditure	16,764

3. Other Information

The salary paid, including employers' superannuation and benefits provided to or in respect of the General Secretary, as included in the Annual Return to the Certification Officer, amounted to £113,425 comprising £89,388 in salary and £24,037 in benefits. No salary was paid or benefits provided to or in respect of the President or any member of the executive.

4. Auditors' Report

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

We have audited the financial statements of the Educational Institute of Scotland for the year ended 31 August 2009 set out on pages 4 to 27 (of the Accounts). These financial statements have been prepared in accordance with the accounting policies set out therein (on page 26 of the Accounts).

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

Respective responsibilities of the Institute and the Auditors

As described on page 27 (of the Accounts), the Trade Union and Labour Relations (Consolidation) Act 1992 requires the Institute to prepare financial statements for each financial year which give a true and fair view of the state of affairs of the Institute and of the income and expenditure of the Institute for that period in accordance with applicable law and United

Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice). Our responsibility is to audit the financial statements in accordance with relevant legal and regulatory requirements and International Standards on Auditing (UK and Ireland).

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

Basis of audit opinion

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

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

Opinion

In our opinion:

- the financial statements give a true and fair view, in accordance with United Kingdom Generally Accepted Accounting Practice (but with the exception of a cashflow statement), of the state of the Institute's affairs as at 31 August 2009 and of its income and expenditure for the year that ended;
- the financial statements have been properly prepared in accordance with the requirements of the Trade Union and Labour Relations (Consolidation) Act 1992.

HW Edinburgh, Chartered Accountants, Statutory Auditors
Q Court, 3 Quality Street, Davidsons Mains, Edinburgh EH4 5BP
Dated: 22 February 2010

5. Irregularity Statement

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

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

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

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

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Sudoku

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

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

Rating Medium

SEJ Feb 10 Sudoku solution

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

Crossword 60

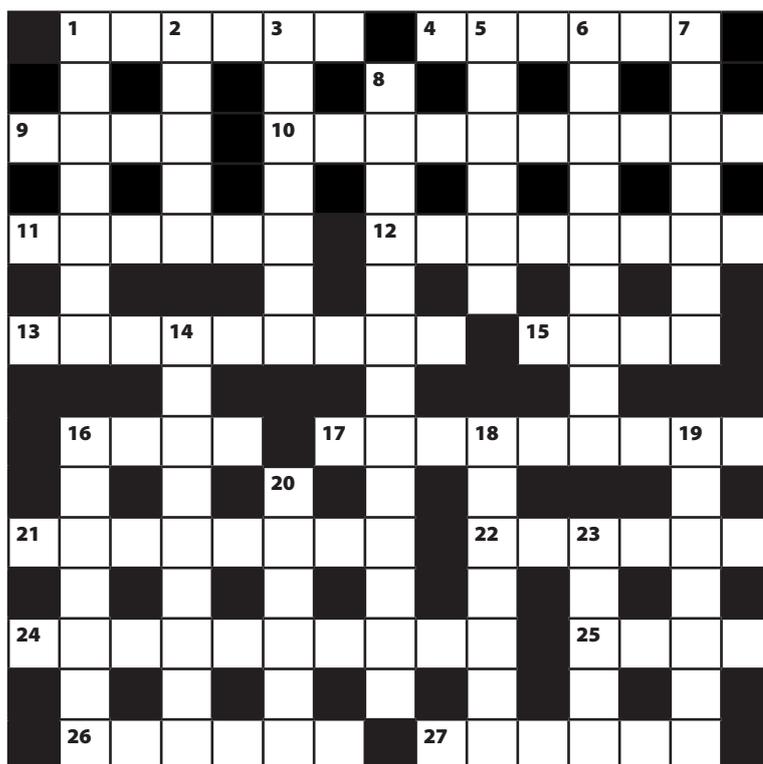
Answers to crossword no. 59

Across

1 Vials, **4** Paralysis, **9** Vagrant,
10 Debacle, **11** Venom,
13 Naval, **15** Ill, **16** Cob,
17 Usher, **19** Rinse, **21** Seven,
23 Onset, **24** Alp, **25** Lea,
26 Leach, **28** Order,
29 Rhubarb, **31** Samadhi,
33 Outwardly, **34** Maybe.

Down

1 Viva voces, **2** Algenib,
3 Sea, **4** Paten, **5** Rid, **6** Libel,
7 Suction, **8** Shell, **12** Mourn,
14 Virus, **18** Hoo-ha, **19** Ratio,
20 Expertise, **22** Viaduct,
24 Addedly, **25** Largo, **26** Llama,
27 Husky, **30** Bud, **32** Mum.



Work out and win

A £30 book token is the prize in the SEJ cryptic crossword. Send your completed entry to SEJ, 46 Moray Place, Edinburgh, EH3 6BH by Friday 30 April 2010. 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

Clues

Across

- 1** Annoy saint in noble setting (6)
4 Yellow flower occurs haphazardly in spring (6)
9 Sounds like a grass cutter was put to greater use (4)
10 Jump round and round for food item (6,4)
11 Wipe out as river floods rented accommodation (6)
12 Praise he derives from a strict sect (8)
13 Sham mince in the grinder perhaps? (9)
15 Inside toys often are thus (4)
16 Finally connects up Panama Haitian bridge (4)

- 17** By luck the bird stood by freedom movement in the east (9)
21 Uncut round us, unpleasantly ingratiating (8)
22 Looking over the housing perhaps (6)
24 Aces for those with clubs (5,2,3)
25 Police tour hit drum repeatedly (4)
26 Admiration to be found in estuaries teeming with fish (6)
27 London area to give up rights and break away (6)

Down

- 1** Pert ego could be recipient of patron's support (7)
2 Metric first lady could be a strain (5)
3 Reportedly makes life more comfortable for bird in the orient (7)
5 Learnt to alter northern property (6)
6 Feed Ron caviar, he's no veggie (9)
7 Battle line sat out prominently (7)
8 Prior ownership of unformed opinion (13)
14 Could be an earth pulse (5-4)

- 16** City in California and, surprisingly, Costa Rica (3,4)

- 18** Introverted observer? (7)

- 19** Do the grotto curving in on itself (7)

- 20** Interpol itemised content and refinement (6)

- 23** Martens able to provide coat for itself (5)

Crossword winner

Congratulations to Helen Kirkness, Roslin who was the winner of SEJ cryptic crossword no 59.

Helen receives a £30 book token.

Barbados

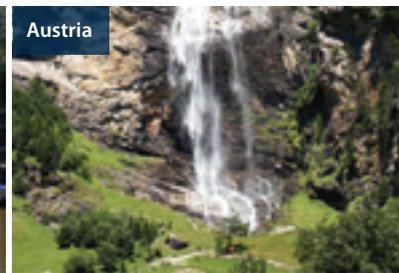
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