

## PAGE SCHOLARSHIP USA 2007

The Walter Hines Page Scholarship offers EIS teacher members a unique funded opportunity to travel throughout America, learning about the area of Education which is their chosen field in Scotland.

The experience will inject you with renewed enthusiasm and excitement about your job, as you meet other professionals and gain knowledge and insight into an area of Education in America of which you may have had no prior experience.

As an EAL teacher in a service under pressure due to increasing numbers of Eastern European and in particular Polish pupils entering our schools, I saw this as an excellent opportunity to learn from a country which has a long history of supporting pupils for whom English is an Additional Language.

Part of the excitement of this trip is the planning; getting to know your English Speaking Union hosts and making contact with appropriate schools with which they have arranged visits.

The main purpose of my visit was to look at ways in which EAL pupils are supported in accessing the curriculum and also to investigate training programmes which are in place for both EAL teachers and mainstream teachers. I had chosen to visit schools and colleges in New Jersey, Boston, Phoenix and Tulsa as there was a history of different approaches across these states.

My trip started in New Jersey, where my welcoming and generous host, Roberta, (who had organised a large ESU reception tea party for me on the Sunday!) had researched and arranged visits to schools which were well known for their good practice in teaching bilingual learners.

My first port of call was Long Branch School district, where I was to visit the High School, Middle School and Elementary school.

Roberta and I arrived with Sara Rodriguez, Bilingual Coordinator, armed with a packed and obviously well planned itinerary for the day, which turned out to exceed my wildest expectations.

On entering, we were greeted not only by the school administrators, but also by waiting lines of Student Council members, a group holding a gigantic "Welcome" banner and a full marching band who immediately struck up a rousing tune. We were completely overwhelmed by the extent of the welcome and by the amount of preparation which had gone into our visit. I was also presented with a plaque at lunch time, entertained by the school choir and saw my name in lights on the electronic notice board outside Long Branch Middle School!

[Long Branch High School has 28% Spanish speaking pupils with 1% representing languages such as Portuguese and Cantonese. They had no Polish pupils.](#)

[I visited several classes and learned that EAL pupils were assessed for their English language levels on entry, using an "Access for ELL" placement test and then put into sheltered English classes comprised of EAL pupils only, where they were taught the same curriculum as mainstream pupils, but at a level appropriate to their English language levels. Pupils in subject classes were however a mix of different language levels which teachers catered for by differentiating content and activities. I was able to observe bilingual and trilingual teachers switching from English to Spanish to](#)

Portuguese within one lesson, though with English as the target language. Monolingual teachers worked closely with bilingual paraprofessionals when teaching and all teachers were highly skilled in presenting the content of the curriculum in an accessible way. Lessons were planned in detail, with close reference to WIDA (World Class Instructional Design and Assessment) Standards for Instruction and Assessment which are a planning tool for subject area language objectives. The proficiency based strands allow educators to gauge where EAL pupils are and how to appropriately challenge them in reaching the next levels.

Pupils were carefully prepared for the content of the lesson where the teacher instigated discussion which elicited prior knowledge or experience of the topic and used questioning to tune them in to what she was about to teach. Key vocabulary and relevant language structures were carefully pre-taught. Much use was made of visual representation, using maps, diagrams, time lines etc and the class activities were very interactive, with pupils working in groups, supporting each other in their first language where necessary. Group work included matching words to definitions, making sentences from individual word, related to a passage they had just read and matching beginning to end of sentences. Co-operative learning strategies were also used, where pupils would give each other information which they would then be expected to share with another pupil, which developed their listening skills as well as their communication skills.

Most EAL teachers had attended a SIOP training programme (Sheltered Instruction Observation Protocol) which is currently in use in most of the fifty states in USA and is a model which facilitates high quality teaching for EAL pupils in their subject areas. Mainstream teachers also have access to this programme, which means that when pupils exit their EAL classes, on attaining a certain level of proficiency, measured by an annual Access for ELLs test; they can continue to be supported by teachers who are able to adapt their teaching strategies to support these pupils effectively. However these strategies are universally accepted as being good practice in teaching and supportive for all pupils.

EAL pupils are very well supported in this district, which has traditionally been seen as a deprived area, and now receives good funding to support EAL pupils. All pupils have laptops, with up to ten PCs in EAL classrooms and small classes, often with ten or less pupils. They also had an excellent EAL teaching programme called Rosetta Stone Language Learning Success, loaded on to the class PCs where pupils could learn English independently

I also observed lesson in a Long Branch Elementary School, where again younger pupils were in small ELL classes, with exit to mainstream on reaching a level of proficiency. This assessment did not rely solely on testing; the whole child was looked at, with recommendations from teachers taken into account. Some pupils would exit very gradually.

Again, bilingual teachers and bilingual paraprofessionals worked together, carefully giving definitions for topic associated vocabulary, in both English and the pupils' first language, but again with the emphasis on moving the pupils towards operating in English. Their policy is that pupils can answer in Spanish from September-December, then they can answer in Spanish, but with the teacher paraphrasing and the pupil asked to repeat back in English.

I observed an interesting lesson for Portuguese pupils, where they were taught the "ed" endings for past tenses very specifically, where pupils learned to tell the difference between voiced and voiceless sounds, by putting their hands on their throats; If the last sound in the verb stem is voiceless, you pronounce the "ed" as "t"

If it is voiced you pronounce it as “d”. If it ends in a “t” or “d” sound, it sounds like “id”

This school offers an excellent model for supporting EAL pupils and I left feeling both impressed and inspired to take this good practice back to Scotland.

The following day, after a wonderful evening at the beautiful home of another ESU member and friends, I went to Red Bank High School. Here again I was welcomed with great warmth, with a comprehensive programme lined up for me, including lunch and meeting with all of the ESL team, as well as the press!

This school’s bilingual/ESL programme was honoured as an Outstanding Second Language Programme in New Jersey, which showcases practices that can serve as models for other schools to follow.

The school district’s bilingual population, currently 99% Latino, comprises approximately 5% of the school population.

All “Port of Entry” and Level 2 receive double periods of English instruction, facilitated in both English and Spanish. All other students single periods of ELL instruction in addition to a period of English instruction that is team taught by an ELL teacher and an English teacher. All mainstream subjects are team taught by the subject teacher and the bilingual professional. Teachers and paraprofessionals meet on a bi-monthly basis with the supervisor to discuss student issues, curriculum and topics related to professional development. Students share a bilingual guidance councillor who is a strong member of the team. Tutoring is available throughout lunch times and after school and is well attended. There is a four week summer writing programme which includes a recreation component. The school is fortunate to have a school based counselling centre providing support to students for counselling services, health care and family services, staffed with bilingual clinicians. There is a “fast start” college programme, enabling all ELL seniors to attend a local community college and earn six credits towards their final grades during their senior year, free of charge.

Currently scholarship money is also available to continue this program post-graduation.

My first visit of the day was to an English language class of mainly Mexican pupils of variable English language levels. They were fascinated by me as a Scottish visitor and I spent a good part of the lesson explaining where I had come from, using maps and answering impressive questions about the European Union, currency, government, Royalty etc, which their bilingual teacher put neatly into the context of what they had been learning in Global Studies. They then went on to listen to a popular song, as a class, attempting to fill in missing verbs as they went along. Following this, they were all given their own I-pods (!! ) so that they could listen one more time before completing the exercise and discussing the verbs as a class. The teacher had recently been given a machine which could recharge and also download material to twenty I-Pods at a time! Apparently software companies such as Apple are happy to donate materials, or provide finance, so this might be worth pursuing in Scotland.

Next I visited a Maths class and observed an impressive lesson by a Maths teacher, who has not yet completed her ESL qualification, working closely with her bilingual paraprofessional.

She explained that she was teaching the Law of Detachment, but that this would be meaningless if the EAL pupils could not understand or use the language needed. She then went on to teach the “if” ...”when” structure required, using very clear examples,

related to the pupil's own experiences, as well as teaching them that the word "it", within such sentences as "If the school year book costs less than \$20 then I will purchase it" was an anaphoric reference, referring back to an object already named, but demonstrating that the sentence "If it snows, more than 6 inches overnight, then the school will be closed" was an exception, as we say "it snows" in English. She showed how this structure could be learned like a formula, to minimise errors and completed the lesson by asking the pupils to work collaboratively in putting various parts of the Law of Detachment language into the right sequence. This was an impressive, extremely clear, well thought out lesson which was heartening to see, where a Maths teacher was able to both see the importance of, and teach the language and structures required, to EAL learners. She had also adapted the Maths course book, so that it was much more accessible and had provided glossaries throughout – an excellent resource for our Scottish Maths teachers and Eastern European pupils.

I attended a further class with the same teacher as my first class, where pupils who had not been successful in their HSPA (exam they are required to sit to graduate) were studying for an equivalent level exam in Spanish. They had watched the film, *Motor Cycle Diaries*, about Che Guevara and were discussing the issues arising, in Spanish, in preparation for producing a written piece of work. The pupils seemed proficient in discussion at an academic level, but their teacher pointed out that many pupils who make the often dangerous journey across the border (the ratio of boys to girls in the school was very high) could have had large gaps in their education and that therefore they had a great deal of catching up to do in the curriculum and in developing both first and additional language literacy skills. It was therefore crucial that they were included in ELL classes for subject teaching, rather than in mainstream classes. We have a slightly different situation here in Scotland, where our Polish pupils are mainly well educated and motivated to achieve high standards academically.

In the afternoon I observed a Chemistry lesson for ELL pupils, again supported by a bilingual paraprofessional.

This was a very practical lesson looking at the density of cubes and working out what kind of metal they were made from. The teacher used the blackboard constantly, to illustrate what she was saying, visually demonstrating and modelling the language required, before grouping the pupils for practical activities, such as describing weighing and measuring the cubes.

The pupils were focussed and motivated, which was a general and impressive pattern in all the ELL lessons I observed.

When I commented on this, teachers stated that what they were doing was standard good practice for all teaching, whether to ELLs or monolingual pupils, but I felt that the training all teachers were able to access could be a major factor in the success of their programme and that similar training in Scotland would be extremely valuable. In Red Bank, there was a great deal of collaboration with mainstream teachers across the curriculum, with meetings every second week with Maths, Science, History and English departments and with bilingual guidance staff. Here, topics for professional development were planned and mainstream teachers invited. The ethos in this school was excellent and it was obvious why they had been named as outstanding in teaching English Language Learners.

The next leg of my journey required a train journey to Boston, where I met a Puerto Rican mother and son, preparing together for his interview at a Boston college and then on arrival met a woman in the taxi queue who offered to share a taxi with me so

that she could help direct the taxi driver to my address, I arrived to meet yet another welcoming host who was happy to share her beautiful home with me.

My first visit in Boston was to Epiphany School where I was met by John Finley IV, head of school and cofounder in 1997. This is a unique school, made up of 85 pupils of whom 73% are black, 19% Latino, 4% Asian and 4% white. They are 11-14 year olds who have been selected from families who are on or below the poverty line, referred by the state as abused or neglected, or are fostered. These pupils, all of whom have been victims of, or witnesses to violent crime, attend school 12 hours a day, 11 months of the year, with parents obligated to give at least two hours of their time per week, supporting the school. The pupils work in small classes of not more than ten and are given intensive educational and social support, with built in free health care, which is funded solely through private donations, which must amount to 2.2 million dollars per year. They do not receive specific EAL support, as teachers feel able to support pupils appropriately in their smaller classes and they did appear to have well developed English language skills. This is an amazing programme which transforms the lives of children who might otherwise been trapped in a cycle of poverty, violence and drug taking, with John Finley stating that four times more pupils graduating from this school go on to graduate from High School, than the national average.

After this inspiring visit I paid a short to visit Wellesley College for girls, where I spent some time with the Head of their writing programme, who explained how pupils who had English as an Additional Language were supported in first developing their ideas in a coherent and cohesive manner, before receiving tutoring on appropriate syntax and use of language functions and styles.

The following day I was escorted by my host, in her 1985 Cadillac, to Simmons College, where I met with Paul Abraham, Director of the Teaching English as a Second Language programme there and Janet Chumley, Director of MA Teaching English as a Second Language Student Teaching. We had an extremely stimulating discussion, where it was obvious that they were both passionate about their field of work.

They explained that from 1971 Massachusetts had been required to have a Bilingual Education Programme, where English Language Learners (ELLs) were taught initially, primarily in their first language with a gradual transition, over three years, to being taught primarily in English but that this had been reversed in 2002 after a referendum which voted for English being the target language from the outset, with teachers using a pupil's first language only to clarify but not to instruct

They also explained that structures for assessing and teaching ESL varied from state to state, but that pursuant to federal "No Child Left behind" ACT 2001, legislation had demanded that all ESL pupils now be assessed in line with the national exam system but that new English Language standards with benchmarks had been introduced – MEPA (Massachusetts English Proficiency Assessment ) carried out annually and MELA(O) ( Massachusetts English Language Assessment (Oral) as a partner initial oral assessment.

From 2002 it was now recommended that students would have a year of special English intervention and would thereafter be fully mainstreamed, but in practice, ESL teachers found that students would often require more than a year of support before being ready to exit the programme.

As teacher trainers, Paul and Janet explained that their college ran an MATESL (Master of Arts in Teaching English as a Second Language), which took around sixteen months to complete and included periods of practical ESL teaching and comprehensive courses including Second Language Acquisition, Fundamentals of Reading and Writing in a Second Language and TESL methodology and Curriculum Development. Teachers were not obliged to have taken this course to teach ESL, but as standard teacher training included very little ESL, it would obviously be very beneficial, especially with the practical element.

After tearing myself away from two very interesting colleagues, I was driven by Sue, another ESU member, through magnificent fall foliage and past the site of the start of the American Revolution to Hudson High School, West of Boston, which had a good percentage of Portuguese pupils, where we met Dennis Frias, Multilingual Councillor and ELL Coordinator, another dedicated and bilingual professional, who was convinced of the value of the previous Transitional Bilingual Programme, which had been abandoned in 2003 and had actually completed research which showed that dropout rate had decreased in Hudson High from 13% to 2% while this programme was running and success in college was also significantly increased.

However he felt that the current programme, where beginner ELLs received 90 minutes of English, 90 minutes of ELL reading and an immersion Maths class, with language Arts Computer, as well as a practical mainstream subject daily, was also supportive.

More advanced English language Learners would receive decreasing amounts of ESL support and more mainstream teaching, as they progressed through three levels.

However he stressed that the success of the programme was dependent on mainstream teachers being trained in sheltered English instruction, like the New Jersey SIOP training, which was now happening more systematically, after a mid cycle audit of the new English Immersion Programme.

This was a really stimulating day, with the overview provided by Simmons College seen being applied in Hudson High, thanks to ESU members who had searched out these places for me to visit.

This visit also highlighted the marked variation in ESL support, from state to state, of which I had not previously been aware.

Interestingly, students at Hudson High can sit Portuguese Advanced Placement Literature – the only High school in the US where this is offered, which means that these pupils are able to leave school with advanced literacy skills in their first language

Sue, who had stayed with me throughout, then drove me back to Boston, via a preserved old schoolhouse, where it was claimed the nursery rhyme *Mary had a Little Lamb* had been written as an actual experience, by a pupil, and past the home of Louisa May Alcott, author of *Little Women!*

Saturday was a very enjoyable day, spent as a tourist in Boston, including a visit to Harvard University, again supported by the ESU, before I departed for my next destination, Phoenix.

My host Barbara had most kindly arranged for us to have a meal with two of my cousins, whom I had not seen for eighteen years as well as a trip to the truly spectacular Grand Canyon, before I started my visits to schools.

I spoke to Mary Lou Palmer, Principal and Steve Godfrey, Programme Coach at Moon Mountain Elementary School, which had 100 ELL students out of a school population of 750 who explained that an English only law had been passed in the state, which meant that pupils were immediately put into mainstream classes and that no bilingual assistants were employed. If schools experienced problems due to a language barrier, a pupil who spoke the same first language would be used. Bilingual programmes could be offered if sufficient numbers of parents for each year group requested it, but in reality this did not happen much. The reasoning behind this was that pupils in bilingual programmes, where they were taught initially in their first language were taking five or six years to exit the programme. (there appears to be conflicting data on the success or not of bilingual programmes) Within the state there were fluctuating interpretations of the English only law, with some districts operating pull out systems (unfunded) to support their ELL pupils, but Moon Mountain Elementary school did not.

Interestingly, Arizona is 49<sup>th</sup> out of 50 states in terms of per capita spending; \$3000 per year was spent on each pupil compared to \$14000 per year on the East coast of the USA. Apparently Arizona has traditionally been known as a low tax state (education is funded through taxes) whereas taxes on the East coast are much higher.

Schools are required by the state to keep ELL monitoring notebooks, with very detailed information on the stage of their English Language Development, how long they had been registered as ELL, what support they were receiving and what testing had been done and the results of this. All pupils had numbers by which they could be identified by the state, with information on pupils' available state wide, on their computer system

Pupils were assessed on entry, using the AZELLA test (Arizona English language Learners Assessment) and then assessed yearly until they reached a certain score, when they would then be further monitored for a year. before passing out of the ELL system

English language support in this school was provided through the Rosetta Stone computer programme also used in New Jersey, with pupils assessed through the programme for their level of English and then started at the appropriate point. ELL pupils were carefully monitored to ensure that they were all accessing this.

The programme is also available in libraries and English classes run by the school. Parents are very much encouraged to learn English but unlike many of our Polish parents, are not always motivated to do so.

While ELL pupils may not receive a specific English language programme, apart from Rosetta Stone, this school has obtained funds for a literacy centre, where targeted pupils, including ELLs are taught core reading writing and comprehension skills from age 5-8, which include phonic and decoding skills as well as vocabulary building, as many of their pupils come from a very deprived language background in their first language and therefore have few skills to transfer.

Pupils make excellent progress here, which is very important, given that funding to schools can be denied if attainment levels of ELLs is low. Phonics teaching is based around animals, in a cross between our old Letterland and Jolly Phonics. I particularly liked the way the "magic e" was taught, where pupils were taught that "Bossy e" would wave her trunk from the end of a word like "hate", ordering the vowel to "say your name!" Children were also specifically taught the difference between a blend and a diagraph, which "makes a new sound" and will often have an "h" as in "wh" in it

In order to support all teachers in learning appropriate strategies for supporting English Language Learners Arizona State now demands that 60 hours of training, similar to the SIOP model, is provided for all teachers in the next three years. The state has been sued on several occasions for non compliance with measures to support ELLs and is now therefore tightening up on its procedures.

A Grade 3 teacher offered me the opportunity to observe an extremely well scaffolded lesson, which all pupils were able to access.

The aim of the lesson was for the pupils to be able to write a story problem about things that come in groups.

She started with brainstorming with the class, asking for ideas of what came in groups, so they were able to use their own experience and familiar language to suggest, hands, arms, eyes etc. She then put this information on to a matrix on the whiteboard, so the information was clearly laid out and easy to understand.

Next she modelled the sentence structure required for pupils to write their own story problems.

There are.....hands on each arm

Each hand has.....fingers

How many.....are there altogether?

After the pupils had written their problem they were required to draw it, then write the "X" in a mathematical sentence

$2 \times 5 = 10$

From observing the pupils, I could see that all the pupils, including beginners to English, were able to understand and successfully complete the task.

In addition to the above school, I also visited my host Barbara's school, North West Christian where I was able to talk to the Junior High School Principal,

Liz Moenich, who was very knowledgeable about legislation and training for ESL teachers, which all her staff were in the process of completing. She kindly gave me a copy of the training manual for SIOP training and also allowed me to watch the accompanying training video, where teachers demonstrated the use of their skills and strategies in mainstream teaching, when supporting ELLs in accessing the curriculum. This would be extremely useful for our mainstream teachers in Scotland and I hope to be able to access this video in a format which would be compatible with our software in the UK.

While I was in Barbara's school I was also given the opportunity to give a presentation to older pupils about Scotland and to teach them some popular Scottish dances, which was very much enjoyed by all!

Last stop was Tulsa (not 24 hours to, thank goodness!)

Here the main focus was on pupils who had not managed to graduate from High school and on young adults who were seeking to learn English or were identified by the workplace as requiring language support.

We visited Union High School, where John McHendry, ESL adult project co-ordinator told us about the GDE (General Education Diploma) which young adults could sit as a substitute for their High School graduate diploma, which would give them more credibility in the workplace and provide a step into further education. He

also organised classes for adult learners, which were tailored to their daily life or work needs. The Rosetta Stone Programme was again very much in evidence

English teaching for adults was seen as being of major importance in a state which saw its illegal immigrants as a major problem and provision for them a major drain on their resources, as they did not make tax contributions, which are a major contributor to educational services in all states.

Legislation is due to come into effect in the very near future which could see employers being fined heavily for employing illegal immigrants, if they are government workers. Immigrants who went to prison would also be checked for legality and evicted from the USA if not. This is a very controversial bill which is now being challenged in the courts but its possible implementation has already caused 20,000 Latinos to leave the state as they are very apprehensive about the situation

In the afternoon we visited a Community Education class for adult ESL students. This free class (with free child care) was run for two hours, three days a week with some of the students also attending additional college classes.

The class had a mix of cultural backgrounds and language levels, with all extremely well motivated and focussed. Again the teacher focussed on topics which were relevant to their everyday lives and would help them integrate into society. Today they were looking at recycling, the language and vocabulary associated with this, looking at which materials could be recycled, why this and general energy saving was a good idea in today's climate and the procedure to follow should they chose to recycle. There was a big focus on real objects to illustrate what was being taught. The practice of recycling household waste is a relatively new one in Tulsa but the students appeared to be interested and willing to try.

It was interesting to observe a more experienced learner supporting a beginner, in her first language, Spanish, so that she could more easily access the lesson. The teacher could also speak Spanish and use this on occasion to clarify. Following a not uncommon trend for Latino immigrants, the beginner learner appeared to have no literacy skills in her first language and therefore learning to read and write in English was a great effort, as she had no skills to transfer. I was very impressed at how desperate she was to learn and at how seriously she was taking the lesson.

At the end of the very interesting lesson, we were all given free pencils which had been made from recycled dollar bills – a very nice touch!

That evening, Kay and Franklin hosted an ESU gathering where I did a Power Point presentation about Scotland, its history and its beautiful scenery followed by a talk on my findings as a Page Scholar, looking at how English Language Learners are supported in the USA, which was very well received indeed

In order to investigate Adult Education more, as providing good quality English classes for our Polish adults in Moray is an issue just now, we met two ESL teachers for a working lunch on Saturday.

It was interesting to find out that all adult ESOL teachers had to not only have a degree, but also had to be Oklahoma teacher certified and that a comprehensive training programme was in place. They also explained that stringent accountability measures were stipulated, where students had to be pre and post tested, show evidence of progress and attend for at least 12 hours for the teachers to be given funding for them They are obviously a step ahead of Moray in this respect and offered to send me the handbook they used "Equipped for the Future" Content Standards; What Adults

need to know and be able to do in the 21<sup>st</sup> Century. This would be a very useful publication, by the National Institute for Literacy, for course organisers preparing to put together a training programme and qualification for our ESOL teachers in Scotland, which I will make our relevant coordinators aware of. The ESL teachers also offered their services as trainers in Scotland, should this be required. Desri Richardson, Adult and Community Education Coordinator, was determined that Oklahoma would have a good reputation for Adult ESOL Education and was in charge of a large number of classes and working on building close partnership with schools, so that parents of EAL pupils could be advised of the location of ESOL classes and attend one most appropriate to their needs.

While these two teachers were not directly involved with teaching in the schools, they were aware that beginners to English would attend ESL classes for around a day per week, for a semester, before being returned to mainstream, with some in-class support provided, but with very little in the way of bilingual support and therefore had a system similar to ours. However they believed that there was also an Elementary School in the area which housed ELL beginners only. On the other hand they felt that many smaller schools could have very little in the way of ESL support at all, as not enough money would be generated by numbers.

This was a very useful and interesting meeting and gave an added dimension to my study of ESL programmes in the USA.

The grand finale on Saturday night to my trip to the States was a cocktail party held in a beautiful private school in Tulsa where we listened to the finalists of the District Metropolitan Opera auditions and then moved on to a spectacular rendition from the Tulsa Symphony Orchestra.

This trip really was an incredible experience, thanks to the dedication and support of the ESU members and in particular my hosts, Roberta, Marrian and Richard, Sue, who showed me round Boston, Barbara Mark and Helen and last but not least, Kay and Franklin.

I also owe a huge debt of gratitude to my hosts for their efforts in researching and negotiating visits to schools in their area where there was evidence of good practice in teaching EAL.

The staff and pupils in the schools are also owed a huge thank you, for the welcome I was given and for the efforts they made to make sure that I gained the maximum benefit from my visit. The arrangements made for me were spectacular in their planning and forethought and for that I am truly grateful. I have made strong links with colleagues throughout the USA and hope to maintain this bond so that we can continue to share our ideas and practice over the years to come, in this exciting field of Education.

THANK YOU ALL!

ELSPETH STEWART

(Central Support Services  
Beechbrae Education Centre  
ELGIN)