

## UNDERSTANDING INDUSTRY

On Thursday 18 and Friday 19 February, some twenty-two Dyce Academy students participated in an Understanding Industry Course.

The course, sponsored by BP and held within the school, consisted of six sessions each dealing with a specific element of industry. A representative from industry took each session and through discussions, videos and practical exercises, an insight into how industry functions was created.

Session one - Introduction, was taken by David Gair of BP Exploration and saw participants form into groups and start up their own business in the production of novelty egg cups. Currency wasn't quite from the Royal Mint - Fox's Glaciers in actual fact - an excuse many of the groups used to explain their starved profits!

Marketing was then covered in session two by Jane MacDonald of McIntosh of Dyce and in session three, Finance was looked at by Andrew McDonald and Ian Jess (not the Eoin Jess) of the Bank of Scotland.

Day two saw Personnel explored in depth by Lesley Birse from Aberdeen Airport and this was followed by the consideration of small businesses and their importance by Lynda Hughes, herself a small company owner. Nick Fedo of Arjo Wiggins then led a



concluding session dealing with Management.

Students were finally awarded a certificate for their endeavours. We all left the course with a far greater 'Understanding of Industry'.

**DEREK REID 5B**



## ISABEL'S STORY

When Don first phoned me to suggest this exchange, I took the phone in fear and trembling. The week before, I had borrowed slides from him and had returned them with one missing. I was all set to have to cough up a fee for damages!

Once the relief passed at not being fined, I then felt quite bemused as to why he was suggesting me. It would be nice to think it was because he thought I was particularly capable, but I think the geographical location of my workplace probably had a large influence on his choice. Being a Dyce resident himself, an exchange to the Academy would enable him to go home for his dinner!

For me, the attraction of this exchange was the breadth of opportunities it offered. Prior to teaching Religious and Moral Education, which I've now taught for six years, I had been a primary teacher for four years. Working in College has allowed me to think

about primary education again, through lecturing to B.Ed students and visiting some of them on teaching placements in schools. I have thoroughly enjoyed this aspect, especially the unbridled enthusiasm of the children as they urged me to come and see their model or admire their painting on the wall!

Part of my work has involved my assisting Don in researching resources for use in Primary School Religious and Moral Education and I have had a wonderful time reading and commenting on various classrooms. In lectures I have been encouraging students to provide interesting experiences for their pupils through the use of religious objects and ceremonies. Most Dyce Academy students will remember our Hindu worship tray and the use of incense and lamps. I heard this week that I had created quite a stir by using this demonstration in one of the rooms in college. The next lecturer had reported a smell of burning and janitors and electricians had been called in to check for possible smouldering!

Students training to teach RE in secondary schools have also had the dubious pleasure of some lectures from me and at the moment I am visiting them on their teaching placements. It's remarkably enlightening to watch someone else teach as all kinds of skills and techniques are highlighted and I often feel I'm almost evaluating my own teaching as I watch a student.

Some of the outcomes of this term's exchange for me will be a greater focus in my own teaching; a widened interest in educational matters, both within and beyond school, and an increased knowledge and awareness of teaching and resourcing RE. Although these gains will have been for me as an individual, I hope that students and colleagues here and in the associated primaries will also benefit firstly from Don's presence with them this term and also from the experience I have gained and hope to draw on next term on my return.

ISABEL

## HEALTHY EATING

This afternoon course has been designed by the Home Economics Department mainly for parents of young children and involves looking at healthy eating principles. It is hoped that by means of video viewing, discussion, recipe and labelling interpretation and the opportunity to cook healthy recipes, a greater awareness of current healthy eating principles will be gained by all participants.

"Healthy Eating" for children is a concern for most modern parents as confusing and contradictory information is exploited by the media. The wide range of convenience and snack foods designed to captivate the young market increases daily. Parents often wonder how much 'junk food' a child should be allowed to eat. More importantly what constitutes 'junk'.

Today's parents can govern the health of the next generation as research is increasingly showing that many illnesses/diseases can be caused or aggravated by improper diet. As we all know it is much more difficult to teach an old dog new tricks than establish good practice at a young age. Values and habits can be established early in life

and eating healthily is one habit we should all be striving to achieve.

Recent government reports try to educate the public to reduce fat, sugar and salt and increase fibre in the diet to protect against heart disease, dental caries, bowel disease, etc later in life. It is difficult to make a teenager understand that what they eat now may cause health problems in 30-40 years time. Peer pressure is too great at this stage. However, if sensible eating is established very early in life and maintained while children eat at home, the odd lapse in teenage years will be less damaging.

This course then aims to encourage parents of young children to adopt a sensible attitude to family eating, not just feeding young children, in the hope that future generations will avoid some illnesses of our time. Food of course plays only one part in maintaining a healthy lifestyle but quite a major part and with the correct knowledge can be easily altered.

The course will run for 5 weeks from 5 May to 2 June on Wednesday afternoons from 1.30 - 3.30 pm.

## COMMENT

One of the latest proposals for change in the running of Scottish education which you may have read about in the press is DSM (Devolved School Management). The main principle behind this is to devolve decision-making to schools by passing financial and managerial responsibility from the Education Authority (Grampian Regional Council) to schools. The government has instructed all Scottish local education authorities to produce plans, by July 1993, to devolve at least 80% of the expenditure upon the schools to the schools themselves.

At present, most of the money spent in running Dyce Academy is managed by the Education Department of the Regional Council. I am told that I may have, for example, fifty teachers, six technicians, £40,000 for teaching and learning materials, etc. In other areas, I am not told what I have to spend at all, for example, telephone use, maintenance, heating, etc - Grampian Regional Council simply pays the bills. Money cannot be transferred from one 'budget head' to another. If, for example, Dyce Academy had a campaign to save on heating bills, Grampian Region Education would save money but it would not be given to Dyce Academy. Also, if we felt it might be helpful some year to spend more on school technicians and less on teaching and learning materials, we could not transfer money between these budget heads.

In simple terms, DSM will give us in school the freedom to manage our own budget. The school will be given a sum of money to spend each year based on such things as the number of pupils and the size and nature of the building. The school will then be able to spend the money in the way it regards as most appropriate provided national and regional policies on education are followed.

This sounds good but there are a few concerns which will need to be addressed. Some of these are:

- ♦ How will the education authority make sure that each school gets a fair budget allocation?
- ♦ Will the scheme be used as a way of cutting expenditure on education and then, when things go wrong, blaming us - the school - for not managing our budgets properly?
- ♦ How is the public accountability of education to be maintained? At present, Grampian Regional Council, whom we elect, controls education locally. Will this still happen or will schools become effectively independent, competing with each other for pupils to get more money rather than co-operating to produce good quality education throughout Grampian?
- ♦ There are certain advantages in being part of a big organisation rather than a small unit, for example, the buying power of a big organisation reduces the cost of goods and contracts and can cope with the inevitable peaks and troughs on expenditure on such things as maintenance and vandalism.
- ♦ At a very basic level, in a community school like Dyce where the building is used jointly by secondary education and community education, how do we share out the costs of such things as heating, running a swimming pool, etc?

The idea of having more control over the money spent on the school is quite exciting. A number of Grampian Region Education Working Parties are meeting to put together a DSM proposal to the government. One of the government papers on DSM suggests that the aim of the scheme is 'to raise the standards of learning and teaching in schools'. This will not happen automatically through DSM. If Grampian Education can put together a manageable scheme to devolve funds to school, then perhaps standards will be raised. If they get it wrong, we could have an awful mess on our hands. It would appear that this is what happened in England when a similar scheme was started; let us hope we can learn from their mistakes.

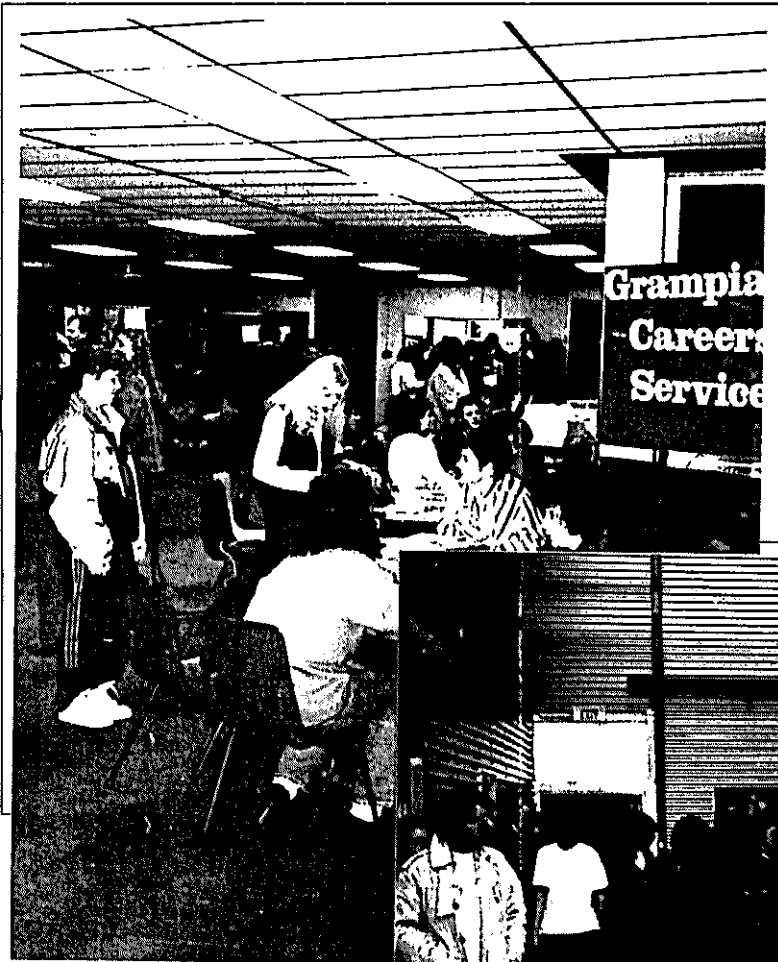
In the first week of March we decided to try and make some of the pupils of Dyce Academy aware of Amnesty International.

Following the success of the ten-minute assemblies last year, we decided to do the same again with a different theme. The main Amnesty Headquarters in London regularly send us ideas. Sent to us with all these ideas and activities was an assembly about India. Generally it compared the holiday image of 'beautiful' India to the more serious side; torture, rape and sometimes death to some people when they haven't done anything seriously wrong. If these tortures happened in the UK we would dial 999 and get the police involved. In India they can't. The people who are torturing and killing these people often are the local police force.

As one of the speakers at this assembly, I noticed a lot of facial expression from our audience. Many screwed up their faces and grimaced. It seemed to deliver the message effectively.

Amnesty meetings are held on Wednesday lunchtimes at 12.15 in Room S10 (Modern Studies room). If you're not sure about what we do, why not come and visit one of our meetings? It's an action-filled lunchtime with lots of fun. Everyone from S1 - S6 is welcome.

CAROL SOMERVILLE 5B



## JOB IDEAS AND CAREER PLANS

A very successful careers convention was held in the school in February.

About 60 employers were in the school to talk to a few hundred pupils and parents from Bankhead and Dyce Academies about their plans for the future.



## ADULTS ARE ASKED TO ROLL UP .....

"Roll up, Roll up, Roll up!" we cried in May's edition of Update to local adults. In addition to our long-standing programme offering Standard Grade and Higher Courses in virtually all subjects, our publicity claimed we were going to offer lots more - and we did!

The Business Studies Department has had another successful season drawing the crowds to its Wordprocessing and Information Technology Courses and class members have picked up a string of Scotvec module awards. These ever popular courses look set to attract pretty full houses for years to come.

Our new blockbuster - Introductory Computing - broke all box-office records. Seventy people applied for the twelve places on the first course which has just finished with real rave reviews from most course members. We have managed to arrange another two courses but will still have a waiting list of over thirty people (we have not forgotten you, we will get back in touch later in the year).

As for forthcoming attractions, please note the publicity in this Update for two new courses :

Firstly, we have "Your Child's Future on a Plate" - an imaginative production by our Home Economics Department (see review on page 3). While the booking office will remain open till 5 April, potential patrons are urged to book early as places are filling fast.

Secondly, we have "Mastrick to Maastricht" from the Social Subjects Department - another totally new production which will show you the methods used in History, Geography and Modern Studies. The course will be based upon the theme of Europe (see free Update colour supplement for details). Information on this course is just going on general release at this moment but there may well be considerable demand so book your seat early to avoid disappointment.

At the time of writing, our staffing budgets for next year have not been decided and it is therefore not clear what additional opportunities will be available. We will hopefully advertise new courses throughout the next academic year but if you are already considering doing a Higher or Standard Grade course please get in touch as soon as possible.

DAVID MONTGOMERIE

**READ  
ALL  
ABOUT  
IT !!!**



Some members of 1C settle down with a good book

# WHAT IS JIIG CAL?

It is a computer assisted careers education and guidance programme, designed to help in career choice. It is developed by the JIIG-CAL Careers Research Centre at the University of Edinburgh to help young people to learn about themselves and gain ideas and information about jobs. The programme lasts for 6/7 weeks and will take place during Social Education classes.

What do students have to do?

Students carry out a range of activities designed to help them understand aspects of career choice. In particular, they complete questionnaires about their own occupational interests,

and about many other factors which would be important for their choice of job, such as hours of work, working conditions, school subjects, type and length of training and so on.

What does the computer do?

It analyses students' responses and produces a printed Report for each student, describing his or her own pattern of interests. This shows the broad career areas which might appeal to the student. The computer then takes account of students' feelings about the various other factors mentioned above, and compares these with the information on over 600 jobs which is held in the JIIG-CAL database.

It produces a second Report for each student, which gives a list of twenty job suggestions as ideas for the student to consider. He or she can then investigate some of these ideas in depth, by requesting more information from the database.

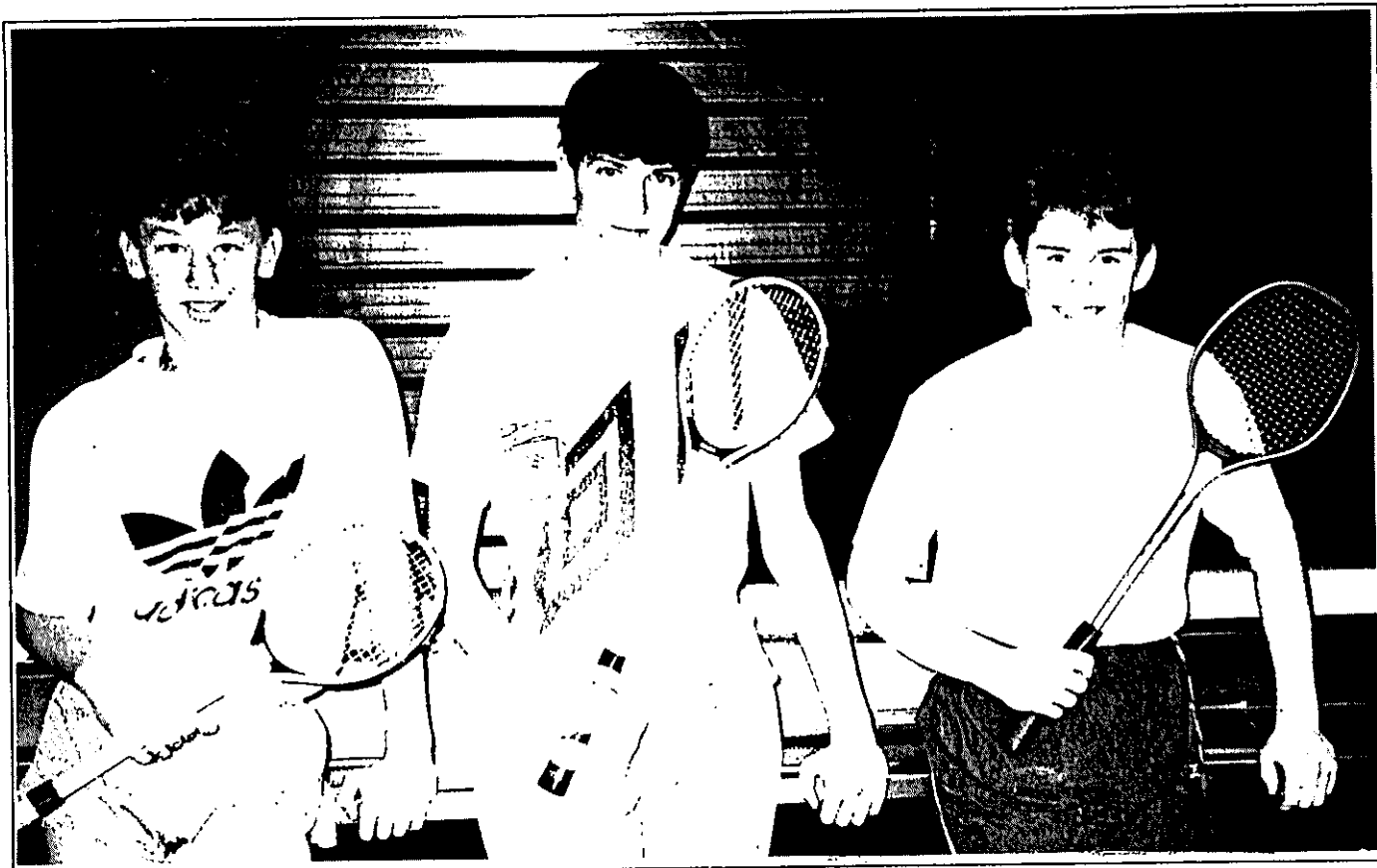
How will the programme help students?

It helps them to make sensible and realistic career decisions. The computer reports are useful to students when having interviews with teachers and careers officers, and we hope that your son or daughter will discuss them with you too.



Our PGCE (Secondary) students, who have just completed their teaching practice here, and had their educational horizons widened

Back Row (left to right): Rona, Irene, Ann  
Ruth Barrett.  
Front Row (left to right): Gordon, Tracy, Johnathon



## SQUASH

You may have noticed that the sport of squash has been hitting the headlines in the North-East recently. The new Scottish Champion, Peter Nicol, comes from Inverurie, and Grampian Television has also featured an adapted form of squash for television audiences.

What you may not know is that Dyce Academy has its own budding squash talent in three current S4 pupils - Ray Robertson, Paul Henderson and Andrew Dunn. They have all been hooked on squash since S1 when they were introduced to the sport by Brenda Urquhart of the PE Department.

They enjoyed the sport so much that all three joined the Junior Club at the Skean Dhu where regular coaching was available. Squash is a sport which anyone can enjoy; the most important piece of equipment required is the squash racquet, and these vary in price from about £10 - £150. You also require a small hard rubber ball - these vary according to your expertise - and a court to play on.

Since the boys joined the Junior Club in S1 as beginners they have gone from strength to strength playing at least twice a week, both in games and training. They are members of the highly successful U-16 team which won the league last year and is at present in pole position with only one defeat so far.

As well as playing others in their own age group in a variety of competitions, Ray, Paul and Andrew also play in the Skean Dhu Club Leagues against adults -and not without success. Ray, for example, is presently in the third league out of eight and hopes to be promoted soon.

Squash, like every other sport, can lead to injury, as Andrew well knows. In December he tore his patella ligaments while playing squash, putting his kneecap out of place. At the moment he is undergoing physiotherapy and will be out of the game for six months.

He is, however, as keen as ever on his chosen sport, as are the other two, and although they don't see themselves turning professional, all hope to keep playing as a hobby for many years to come.

MORAG FORREST

# MASTRICK TO MAASTRICHT

Tuesdays 1.30 pm to 3.30 pm

For 5 weeks from 4 May to 1 June 1993

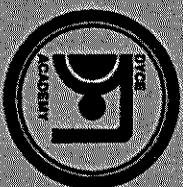
Course fee : £5.00

A creche will be available at Dyce Community Education Centre at a cost of 30p per child per session.

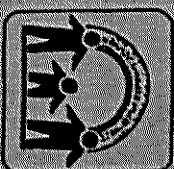


If you are interested please get in touch  
as soon as possible.

David Montgomerie  
on Aberdeen 725118



DYCE COMMUNITY  
ACADEMY EDUCATION



” From Mastrick

To Maastricht ! ”



DYCE ACADEMY  
SOCIAL SUBJECTS DEPARTMENT

INVITES YOU TO JOIN AN ADULT “TASTER”  
COURSE IN GEOGRAPHY, HISTORY &  
MODERN STUDIES



As a parent do you understand what your child will study in History, Geography and Modern Studies? Would you perhaps consider doing one of the courses yourself if you knew more about them?

Is History still about dates?

Is Geography just about learning the names of places?

What is Modern Studies anyway?

To try to answer these questions the Social Subjects department is offering a taster course for adults that will examine the contribution these three subjects can make to our understanding of what is happening in Europe now.

How is acid rain affecting our environment?

What has the re-unification of Germany got to do with me?

How does the "new Europe" affect me?

This course aims to:-

Give you the opportunity to sample the type of course on offer in the Social Subjects department at the Academy - absolutely no obligation to sign up for anything else!

Introduce you to some of the skills the pupils are taught in geography, history and modern studies.

Help you to understand the Europe we live in today and how it has been shaped.

This course will take place at Dyce Academy on

**Tuesday afternoons 1.30 - 3.30 pm**

for five weeks starting on Tuesday 4 May 1993.