



# IJS&CE

## Handbook for Camp Education Parents and Carers





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## Letter from the Principal

Dear Parents and Carers,  
I would like to welcome you to the 'Handbook for Camp Education Parents'. This handbook aims to support parents of children living in Camp to work successfully with us in the provision of primary education across the Falkland Islands. Please read it carefully because it sets out how our unique system works.



Our school provides all primary education for the children of the Falkland Islands and we enjoy welcoming new families to join our happy, inclusive school. We currently have over 320 pupils enrolled in school including between 20-30 pupils who live in Camp, in the rural areas of East and West Falklands.

The aim of this handbook is to provide you with all of the information you will need for you and your child to settle in quickly. We are very proud of our school and we have a dedicated and hardworking staff team. We have an open-door policy, so please feel free to come along to talk to us. Please contact us if you have any queries or concerns.

**We have recently reviewed Camp Education and in August 2022, Executive Council agreed a set of changes. The review outcomes will take time to implement and will affect some of the information in this handbook. Please bear with us through this transition phase, which has a 2 year time frame.**

After reading this handbook, if you still have unanswered questions please let us know so that we can help you and update our handbook.

We encourage you to get involved with our school; you are a very important part of the success of your child's education.

Yours sincerely,

Gaynor Kilmister  
Principal IJS&CE

**Tel:** 00500 27294

**Email:** [principal@primary.ac.fk](mailto:principal@primary.ac.fk)

## **Contacts**

This booklet is to introduce new parents to our school. Please feel free to contact us at any time.

### **Useful telephone numbers**

Infant Junior School & Camp Education, Stanley	Tel. 27294
Fox Bay School	Tel. 27372
Goose Green School	Tel. 27122
Port Howard School	Tel. 41089
Education Office	Tel. 27289

### **E-mail addresses**

Stephanie Thain, Secretary  
Gaynor Kilmister, Principal  
Eliza Jarvis, Camp Manager  
Karen Steen, Executive Headteacher

[secretary@primary.ac.fk](mailto:secretary@primary.ac.fk)  
[principal@primary.ac.fk](mailto:principal@primary.ac.fk)  
[ejarvis@primary.ac.fk](mailto:ejarvis@primary.ac.fk)  
[executivehead@education.ac.fk](mailto:executivehead@education.ac.fk)



## Starting School

This is a big step in any child's life and is something that for families in Camp, will require some planning, particularly if you are living far from a settlement and will be receiving a Travelling Teacher.

From the start of the academic year in which children turn four, families are able to access The Early Years Foundation Stage. Foundation Stage 1 (FS1) is a part time, non-statutory curriculum which is a play based and informal way of learning and it is entirely up to you to judge when and whether your child is ready for this educational input. If you choose to access it, FIG can provide a travelling teacher for 1 week in six and/or part time provision at IJS&CE in Stanley when you are in town. This provision does not include telephone lessons.

The Education (Governance and Accountability) Ordinance (2022) states that children becomes of compulsory education age at the start of the academic year in which they turn five. This is children's first statutory year in education and is what is referred to as FS2. All schools operate for 5 hours per day (25 hours per week) and 190 days in the school year.

Parents have a legal duty to ensure their children receive an efficient education; this may be in Stanley; in Camp Education at your nearest Settlement School or with a Travelling Teacher and telephone teacher; or under an elective home education (home school) arrangement (where FIG's role is regulatory rather than as a provider).

In the Infant Junior School and Camp Education (IJS&CE) there are three different forms of educational provision for primary school aged children:

- **the main school site in Stanley:** the children will be in a class of children of the same age with a class teacher who teaches the children for the whole academic year. Additional specialist teaching may be provided by other teachers e.g. for Spanish or Music. The day follows a set timetable and children go home or to a nursery for lunch.
- **a Settlement School in Camp;** all the children, usually ranging from 4 to 10 years of age, will be taught together by the Settlement Teacher. Lessons are planned and delivered to engage and meet the needs of those individual pupils attending that setting using the same curriculum taught across IJS&CE to ensure continuity of experiences for pupils. If your child attends school at a Settlement School, it is very similar to attending school in Stanley. There are set times when the school day starts and finishes and children go home for lunch. If you live a little

way away from the settlement and drive your child in for school, it may be possible for you to make a private arrangement for your child to have lunch with someone in the settlement, making the day more flexible for you.

- **home with a Travelling Teacher and telephone/computer lessons;** this service is provided for those children living a considerable distance away from any settlement school or the main site in Stanley, making it impractical to commute daily for school. The teacher visits the child's home and teaches in their school room. The teacher lives with the family throughout the visit, either in self-catered accommodation or in a dedicated bedroom in your home. Lessons are planned and delivered as in a Settlement School to engage and meet the needs of those individual pupils, using the same curriculum taught across IJS&CE to ensure continuity of experiences for pupils. After the Travelling Teacher visit is over, the child will have daily telephone/computer lessons followed by daily set homework for the interim weeks. Parents support children during their telephone /computer lessons to complete their homework.

All Camp children enrolling in IJS&CE also have a school place in their corresponding class in Stanley. They will have a labelled coat hook and tray so that when they visit Stanley they feel part of our wider school and so that their classmates know who they are. They are welcome to join us in school whenever you are in town.

It is never too early to tell us about the possibility of needing to access Camp Education. The nature of Camp Education means that staffing needs to be flexible to cope with changing circumstances in Camp, however the more notice we have of an up-coming need, the better - because recruitment can take some time.

The following pages will help describe in greater depth how Telephone / Computer Lessons and Travelling Teachers provide a unique service to children living in Camp on the Falkland Islands.

## **Telephone / Computer Lessons**

Telephone Teachers will create and send out to you a lesson pack which will contain lesson plans to follow and any resources you will need for the lessons, including work-sheets, craft materials etc. The lessons will be planned in close collaboration with the Travelling Teacher (and town teacher, if you have been in Stanley,) to ensure continuity and progression of learning.

## **The role of a parent or carer**

Your role as parent or carer is important to the success of telephone /computer lessons because you build a partnership with the teacher and help to transmit their knowledge and expertise to your child. We are not expecting you to be responsible for what or how your child learns, but to back-up and support the teacher, both on the phone and afterwards with homework, whilst the children complete their work.

**Try not to feel anxious about getting things wrong for your child, because the teacher is there to lead, plan and assess the education and to be responsible for your child's progress.**

The younger the child, the more of your support they will need, but the lessons and homework should take much less time. The aim is to develop independent learning skills right from the start, so that as your child gets older, you will need to support less and less. Try to step back when the teacher is there and let your child be independent where possible.

## **Lesson length / supervision expectations**

All children develop skills at different rates, but the following is a guide.

### **Foundation Stage One (children aged 3 – 4)**

These children do not receive telephone teaching and provision is non-statutory.

### **Foundation Stage Two (children aged 4 - 5)**

Children will require the total attention of the supervising adult during telephone lessons, lasting about 20 mins to start with and building up to half an hour.

Homework should also be supervised for the whole time and will last about 20-30 minutes, then as in Foundation Stage in town, the rest of the day can be spent learning through play and the world around you, for example, baking, counting hens' eggs, planting and growing, painting and drawing, riding a bike etc.

Pupils should learn to answer the telephone independently.

### **Key stage 1 (children aged 5 - 7)**

Supervising adults need to be available but not leading, they can help find books and make notes about the homework. Length of the lesson is between 30-45 minutes. Homework requires a supervising adult and should take 1-1½ hours to complete.

### **Lower Key stage 2 (children aged 8 – 9)**

The supervising adult can be more in the background, helping to find resources and monitor tasks. The length of the lesson will increase to between 45-60 minutes depending on the child. Homework requires the supervising adult to check that all is going well, and to direct the child on to the next task. It should take 2 to 2½ hours and the adult should ensure that the children maintain high standards.

### **Upper Key Stage 2 (Children aged 10 – 11)**

In most cases children should have acquired the skills required to work with minimal support. An adult should be available if needed, and should check work. They should also check the child is organised and that homework is completed. Work should be checked for accuracy and to ensure a good standard of presentation is maintained. Lessons will last for between 45-60 minutes and the children should take about 4 hours to complete the homework independently.

### **General notes for all ages**

Lessons should be enjoyable, with children coming on the telephone / computer willingly. Before the lesson, it is helpful to ensure that the correct books and materials are on hand and check the details of the homework tasks that need to be completed in case you need clarification. The person supervising the lessons needs to let the child talk to the Telephone Teacher, without making suggestions as to what they should say. Helpers should resist prompting the child with answers in an effort to speed up the lessons; as part of the learning process it is just as important that we know what children don't know or understand as well as what they do know.

### **Supervising Lessons and Homework**

We try to offer younger children slots earlier in the day, when their concentration span is at its highest. It will help hugely to establish a timetable (as in school) and follow the times consistently. Some parents settle their children down to work directly after the lesson. This is entirely up to each family, but a routine needs to be established. Unavoidable circumstances will mean that changes must be made occasionally, but try to minimise them.

All children have times when they don't want to or think they can't do something. When supervising homework, try to spot situations that are about to cause frustrations quickly.

You can assist children by;



- ✓ Asking them why they don't want to do it; maybe they need some help.
- ✓ If they don't want to do it using the suggested method, put the onus back onto them; can you think of any other way of doing it?
- ✓ Demonstrating a process using different examples;
- ✓ Have 'time out' where you leave them to work through it alone, indicating that you are nearby to assist if they need you.
- ✓ Taking a break to avoid a potentially explosive situation; but making it clear when this will end and what the child needs to do when it does.
- ✓ Noting the area which requires further attention for the teacher to clarify next time.

As parents, we want the best for our children but it is easy to become over ambitious and want work to be perfect, which may stop children developing the courage to take risks. It is very important for you to have realistic expectations for your child/children. Everyone learns from making mistakes.

**If you have any questions or need advice on how to best support your child in their learning, staff in Camp Ed are there to help. Phone, or get your child to phone their Telephone Teacher or the Camp Ed Manager for advice or alternative approaches.**

### **Getting Work Marked**

Please send completed work to the telephone teachers regularly for marking or upload completed tasks on to the learning platform, SeeSaw, to allow teachers to feedback on the child's work. Talk to your Telephone Teacher about this to organise where and how often to send it.

### **Not Sure About Homework?**

If there is confusion over the work set, please contact the teacher for clarification.

### **Can't get through on the telephone?**

If no contact is made for technical reasons or teacher illness, please continue with homework from the planning. If we try and can't get through to you, we always call Sure and ask them if the line is functional.

### **Rearranging Lesson Times**

If you find it impossible to make a telephone lesson due to unusual farm commitments, please contact the teacher as soon as possible to arrange another time that day, or a plan to do the next set of tasks at home later.

### **Travelling Teachers**



Travelling Teachers usually have up to 3 locations on their beat. Therefore, families receive two weeks face-to-face provision in every six weeks if they have one child, and a further week for each additional child. So, for example, a family with three children between the ages of 4 and 10 would receive four weeks of teaching time.

Beats are allocated according to a formula which starts with the 190 days of schooling, excluding Public holidays, and maps this out across the whole school year, dividing the beat between Travelling and Telephone teachers according to the above ratio. The Beat Sheet needs to balance the time of teachers who are normally shared between schoolrooms, the availability of transport and Telephone Teachers other commitments.

We usually send new Travelling Teachers to each location on their beat at the beginning of their contract and then bring them back to Stanley for training (e.g. First Aid and FIGAS training). This gives teachers an insight into their role. As you can imagine, it is a unique teaching role, one that takes 'having a go' to understand. Teachers attracted to this position are invariably adventurous and have experience in rural settings; they like to travel and meet new people. They know in advance that they will be living with/near you.

### **Teacher accommodation**

When we know a teacher will be staying with you, if you are new to Camp Education we like to try to come and visit so that we can discuss details and check that the accommodation for the teacher, and for the school room, are adequate. We are not looking for luxurious facilities, just warm, dry and clean, and of adequate size to meet the needs of the teacher and the children. The teacher requires accommodation which is private and for their sole use during their stay. The Travelling Teacher pays a set daily fee of £8.85 to cover utilities, paid directly to the family. Daily rates are reviewed in line with the budget every year.

These days teachers prefer to be self-catering, allowing them more independence and giving the family some private time, however it can be very tricky for them to be able to get to shops to stock up on their provisions. Anything you can do to help here, such as providing somewhere teachers can store food if the accommodation is to be used whilst they are away, or help ordering and flying in food is greatly appreciated.

Sometimes it is tricky talking about money with each other, especially when you have only just met, so please telephone us if you want to ask anything about this.

### **Teacher Transportation**

Travelling Teachers spend their time on the move and this brings logistical challenges that most teachers don't have. Traditionally, teachers moved between Stanley and their beats in partnership with the families and the Education Department. Nowadays we are generally able to provide a vehicle for teachers to access their beats, although there may be times we need your support to get teachers where they need to be. If you are on the West, teachers may arrive by Islander aircraft and need meeting from the plane.

### **Flexibility**

There is no 'one size fits all' situation in Camp Education, and we try very hard to work with everyone in order to facilitate the educational needs of your children around travel options and timings.

However, it is a team with many moving parts, and changes on one beat often have knock on effects elsewhere.

**Please do not make private arrangements with your teacher for them to work a public holiday or work extended hours and take time off in lieu. Teachers are not authorised to make these amendments to school time. There are circumstances where flexibility is the solution, so if you have any issues accessing Camp Education please contact the Camp Ed Manager.**

### **A teacher in your home**

Try to think of the Travelling Teacher just as you would think of a teacher in the school in Stanley:

- you drop your child off at school (or they go upstairs to the schoolroom)
- we teach them and look after them until lunch time
- you take responsibility over lunch time
- the children go back to school after lunch for afternoon lessons
- the children might have an extra-curricular activity on one or more days after school
- then the children go home (or downstairs) and you take over responsibility again

Travelling Teachers are not teachers 24 hours a day, and will not intervene in how your family operates or how you choose to parent your children. They are visitors in your home and will be respectful of your family life.

By the same token, Travelling Teachers are entitled to their own time outside of school time. They are not family members and should not be asked to be responsible for your child/ren outside of normal school hours, over lunchtime, on the weekends or overnight. Invariably, thinking of human nature, if they were put on the spot and asked, they might feel beholden to agree; so please don't put them in this position.

If you are going to be away from the settlement during the school day, just as you would in Stanley, make sure the teacher knows how to find you or get in touch with you. It is best that you are not too far away in case of an emergency. If you need to go further afield, please ensure that there is someone around with delegated responsibility for your child, other than the teacher.

### **A Schoolroom in your home**

A schoolroom needs to be allocated on the farm. This might be a room in the house or alternatively it might be a portacabin or similar separate building away from the house. It is important that the space allocated is bright and warm. Remember that your child/children (and you) are going to be spending a significant amount of time in this space because we encourage children to use the school room for telephone lessons and to complete follow up homework.

The room needs to be big enough for a table and chair for each child and the teacher with sufficient floor space for more active learning. Your child will be supplied with a laptop to support their classroom activities by the Education Department. The Education Department will install a telephone line and data point which can be used to access the internet for school purposes, including homework related to telephone/computer lessons. school router will be provided to access the internet for lessons. Your child/children will require the telephone for their lessons; this will be located in the schoolroom.

The school will provide school furniture and may support the improvement of a room for the purposes of creating a schoolroom within available resources. It is our aim to ensure that the schoolroom equipment and resources in all of our settings is equitable.

**The Education Department will also provide help with the cost of heating the schoolroom as part of Education provision.**

**Please contact the school office to arrange this.**



## **Safeguarding Children**

We believe safeguarding is everyone's responsibility. Safeguarding is about keeping children safe from any sort of harm, from abuse to avoiding tripping hazards, to making sure they are appropriately nourished and clothed. The actions we take include risk assessing activities and environments, safer recruitment checks and training.

The school has robust procedures and all staff are trained annually. Through safer recruitment, all staff are checked through the Disclosure and Barring Service (DBS) before employment.

All staff have a mandatory duty to pass on any concerns to the designated safeguarding person. The decision is then made whether the concern warrants further action or a referral to Social Services. School staff don't investigate concerns or question children. In 99% of cases, we will talk to you if we have concerns; it is our duty to do so.

We have E-safety and Acceptable Use Policies and agreements which safeguard children on computers and online. We have booklets 'Home Alone' and 'Out Alone' to give guidance, based on research evidence, about supervision of children. We try to offer internet safety sessions for parents regularly.

The RFIP make regular visits to our children in Camp to talk about keeping safe and enable our children to get to know and trust them.



## General Information

### Supporting Your Child Outside School Hours

Whatever way your child is receiving their education, please don't forget to hear them read regularly and make time to read to them. If they are sent home with spellings or times tables to learn, please make sure you find time to help them practice. Working towards mastery in these key skills will serve your children well throughout their education.

### Equipment and Resources

Children in Camp, being taught by the Travelling Teacher or through telephone/computer lessons, will be supplied with educational resources to equip the schoolroom. These will be changed on a regular basis to support new topics and meet changing needs. All non-consumable items are on loan and will be returned when no longer needed. Please remember this and encourage your children to look after school equipment, particularly the computers, so that other children can benefit in turn.

All resources in the main school building at IJS&CE are available to Camp staff, and there are also extra resources available only to Camp staff such as sets of books suitable for telephone/computer teaching. Teachers keep a record of coverage for each child, which records what topics they have covered and when, during their time in Camp Education.

### Children Visiting Settlement Schools or Stanley School

Children are always welcome in school in Stanley and their teachers and classmates are always happy to see them.

When there are any changes to a child's normal education location, it is helpful to know in advance to ensure continuity of learning experiences and to avoid teachers planning work for children who will not be there.



**Parents should contact the Camp Education Manager to discuss any changes in their plans and arrange schooling in another location, rather than arranging this through their child's teacher.**

## **Summer Camp**

This is an annual residential trip for all KS2 Camp Education children. It generally takes place in late February/early March and is based at a different location each year. Activities vary depending on the location, but can include outdoor learning and camping skills, and are based around a theme.

Summer Camp is a fantastic opportunity for Camp children to get to know each other and staff, making the bonds which are so vital for a smooth transition into Stanley House. The Camp is planned and run by Camp Education staff and Stanley House staff are invited to join if/when possible.

Year 5 Camp is an event run by the IJS&CE Year 5 team and involves all Year 5 children, including those from Camp. Further information for this is provided by Year 5 teachers.

## **Farmers' Week**

This traditionally takes place in the first week of July and is a chance for Camp children to be in town with their family and to take part in a range of activities organised by the Camp Education team. This will often include swimming, group activities with the other Camp Ed children and a chance to spend time with their cohort in town.

FS children spend the week in the FS unit with opportunities to make friends and play with others. FS2 join us for swimming sessions.

We also facilitate health checks such as sight, hearing and dental checks.

If you do not intend to be in town for Farmers' Week, but would still like your KS2 child to be involved, you will need to provide transport and accommodation for your child. In the case of Year 4 children, this might well be a good time to speak to the Senior House Parent about some taster sessions at Stanley House and of course, if your child is Year 5 or Year 6 and already accessing Stanley House, then they are welcome to stay there.

**All teachers are in town during this week and so if your child is unable to attend, they will have homework set for them.**



## **Transition into School in Stanley**

Transition from educational provision in Camp to school in Stanley can begin once a child turns nine; this is the age when children can access Stanley House if they are eligible. The transition process is a gradual build-up to full time school in Stanley. We have a default timetable for transition, however this is flexible depending on the child's needs.

The usual timetable is as follows. In the last term of Year 4, children have taster sessions in Stanley House, often based around Farmers' Week, and parents will meet with the Camp Ed Manager and the Senior House Parent to discuss the transition. In Year 5 in September, the children attend school in Stanley for two weeks at the beginning and end of each half term, therefore between September and December they have 8 weeks in Stanley and the rest at school at home. Regular contact between parents and Camp Manager/St Stanley House helps to track the success of the child's transition.

This pattern can then gradually increase, through a timetable drawn up by the Camp Ed Manager/Senior House Parent and parents, so that by the end of Year 5, children are in full time. The expectation is that all children will be full time throughout Year 6 ready for a smooth transition from primary to secondary provision at FICS. We recognise that each child is different with different needs, therefore aim to make the process as supportive and smooth as possible. When all the children transitioning into Stanley in one class are in Stanley House together, this reinforces supportive friendships, and helps to establish a sense of being a part of the Stanley House family.

Those children who live on the West have one paid flight at the beginning and end of each transition period. This should be booked via the school office. Any additional visits arranged by parents are self-funded. Parents of children on the East make their own travel arrangements and may claim a mileage allowance – contact the school office. **Transport arrangements, especially during transition periods, must be confirmed with school in advance.**

The transition process is very important and communication is vital. The Camp Ed Manager and Senior House Parent from Stanley House have regular meetings to discuss how children are progressing in school and at Stanley House. Parents are able to ring Stanley House or the Camp Ed Manager to help deal with any concerns from homesickness to lost laundry.

During parents' evenings in Stanley, arrangements will be made for you to speak directly to Stanley teachers about your child's progress.



**If you have any concerns about your child, you should contact the Camp Ed Manager or the Senior House Parent.**

## **Additional Services offered by Camp Education**

### **Special Educational Needs**

Most children experience challenges during their school career. These are generally short lived, but occasionally they last longer and give cause for concern. Sometimes parents will be the first to notice a child is struggling. We are lucky to work in close partnership with our families and if these problems are talked over with a teacher at an early stage, it can avoid more serious difficulties later on. It may be an exceptionally bright child who requires more challenging material, or it may be a pupil who has barriers to writing or reading etc. If you are concerned about any aspect of your child's learning, please talk it through with their teacher first. If you need any further advice, please contact the Camp Ed Manager, who will be able to refer you to the Special Educational Needs Coordinator, or any other additional support services.

**Please note: There is generally a waiting list for these services as they are providing support for the whole of the Islands.**

### **Library Books**

The Infant Junior School & Camp Education has an extensive library. Children can borrow several books at a time and the public library will send out books to children in Camp free of charge and books can also be returned via free post. The Christie Community Library also has an on-line library service called 'Libby', contact them on 27134 for more information about how to access this service.



### **Early Years Boxes**

These are designed to support the Early Years Foundation Stage curriculum, and contain a wide variety of activities. They will be moved around locations each term. Please keep everything together as much as possible, as the boxes will be used again and again. If anything arrives damaged or broken, PLEASE let us know.

## **Complaints Procedure**

We hope that during your children's time with Camp Education there will be very little that you feel you cannot discuss with staff and we can resolve together. If, however you feel you have cause to complain about anything, there are a number of options open to you.

1. If the complaint is concerning the amount or content of work given, the first person to approach is the child's teacher. If you are not satisfied with the outcome of this you can talk to the Camp Manager, who will liaise with the teacher/s concerned.
2. If the complaint is of a more serious nature (i.e. about a staff member) you should go directly to the Principal of IJS&CE. If you are not satisfied with the outcome of this you can talk to the Executive Headteacher.
3. Complaints, compliments or comments about education can also be addressed to the Executive Headteacher, Director of Education or members of the School Governance Committee or the Education Board.

## **School Governance Committee & Education Board**

Remember your School Governance Committee and the Education Board are there to help you. School Parent Governors are elected by parents to represent parents. The Chair from the School Governance Committee sits on the Education Board. Meetings are held termly.

**School Governors:** Cecil Alexander (Chair), Pippa Christie (Vice Chair), Jaco Alexander, Nuala Knight, Rachel Barrett, Anton Livermore, Gaynor Kilmister and Karen Steen.

**Education Board:** MLA Leona Roberts (Chair), MLA Peter Biggs, Director of Education Marie Horton, Cecil Alexander and Pippa Christie.

### **To summarise:**

- ✓ Talk to your child's teacher first
- ✓ Telephone the Camp Education Manager of IJS&CE
- ✓ Telephone the Principal of IJS&CE
- ✓ For advice or to share ideas you can:
  - speak to a member of the School Governors
- ✓ For matters concerning education in general:
  - speak to or write to the Executive Headteacher, Director of Education or a member of the Board

The Education Ordinance is being updated in stages. Stage 1 is complete and resulted in the Education (Governance and Accountability) Ordinance 2022. Considerable sections of the Education Ordinance 1989 remain in place. The following paragraphs are an interpretation of the main points in a condensed and easily read form.

### **Parents Obligations under the Education (Governance and Accountability) Ordinance 2022**

**Section 7 (1)** It is the duty of parents to ensure that their children receive an efficient education.

**Section 7 (2)** Parents fulfil this duty by registering the child at A) a Government School; B) in an approved school; C) is educated outside of the Falkland Islands with notification provided to the Director of Education; D) through elective home education (Section 42).

**Section 7 (3)** A child must attend school from the beginning of the academic year in which he/she is five years old, until the end of the academic year in which he/she is sixteen years old.

**Part 5 Sections 33- 39** The Director of Education must arrange for an inspection of the schools once in every four years.

### **Parents Obligations under the Education Ordinance 1989**

**Section 22** Ensure that the child regularly attends school; if a child is going to be absent for more than two consecutive school days, parents must inform the Principal, giving reasons and likely length of absence.

**Section 23** A child is expected to attend a school that is within two miles walking distance if 8 years old or under. If over 8 years of age, he/she is expected to attend a school that is within three miles of walking distance.

**Section 57** The academic year begins on 1st September.

**Section 58** No pupil shall be obliged to go to school on a public holiday.

**Section 61** Anyone in Camp may be requested by the Director of Education to accommodate the teacher and pupils in exchange for 'adequate compensation'. This includes temporary sleeping and living accommodation for the teacher. The Government may pay or contribute to repair or maintenance, but the ordinance does not require for payment to be made to the parents of a pupil.

**Section 66** It is unlawful for any child to be corporally punished.

The complete version of the Education Ordinance 1989 or the Education (Governance and Accountability) Ordinance 2022 can be obtained from the Secretariat, or forwarded by Infant Junior School and Camp Education. Stage 2 and Stage 3 of the review of the Education Ordinance 1989 is scheduled for 2023 - 2025.

### **The Children Ordinance 2014**

In 2014 the Children Ordinance came into force. There are changes which impact on people if their child/ren is going to live away from home and either be 'hosted' or 'privately boarded'.

#### **Hosted: Is your child going to live away from home?**

Can you say YES to all of the following questions?

- Is your child under 16 (or under 18, if disabled)?
- Is your child going to stay with a person outside the family for **2 months or more**, or are they already there?

Then your child is a '**hosted**' child. Parents, persons with parental responsibility, or anyone involved in making the arrangements, **MUST** contact Social Services straight away and complete a form, giving all the required information, and inform the Social Services of any future changes.

The person caring for your child must be a suitable person as defined by the Children Ordinance and must allow a social worker to visit the child.

#### **Privately Boarded: Is your child going to live away from home?**

Can you say YES to all of the following questions?

- Is your child under 16?
- Is your child going to school in Stanley?
- Is your child staying in another person's home (including relatives) so they can attend school? (This does not apply to Stanley House).

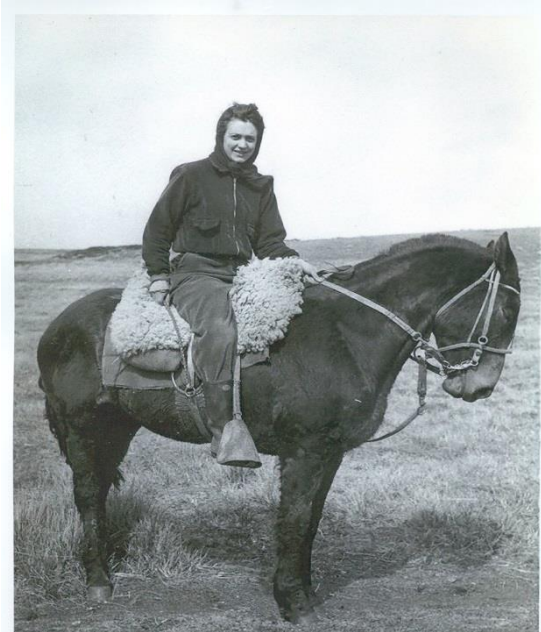
Then your child is being '**privately boarded**' and you must contact the school straight away and fill in a form with all the required information, and inform the school of any future changes.

This is the law, failure to comply, or give false information, could lead to prosecution and fines.

If you intend to advertise to look after other people's children in circumstances amounting to '**hosting**', then any advertisement **MUST** include your name and address.

## A Brief History of Camp Education

Education in Camp has existed in one form or another since the 1870s. At Darwin in 1872, a group of Scottish shepherds and a few others got together and financed the construction of a building to be used as a school and church. The Falkland Island Company paid for a schoolmaster to be brought out from Britain. In 1890 the Company followed this by introducing itinerant schoolmasters to Lafonia and off-shore islands. It was their job to teach all children outside Darwin and cover the distance between settlement, houses and islands by horse or boat.



**Eileen Hardcastle**

Camp Education teacher (1949-1957)

Her beat included Bonner's, Head of the Bay, Sussex, Goose Green, Burnside, Laguna Isla, Blackrock, Swan Inlet, Chartres for a monthly wage of £4, 3s and 4d.

In 1891, a number of station managers and shepherds of West Falkland petitioned Government to provide education for their children. It was not until 1896 that the West got two itinerant schoolmasters financed by the Government. Governor Sir Roger Tucker Goldworthy had seen the itinerant schoolmaster in action on East Falkland and thought the idea was a sound one. By 1904 it was necessary to increase the number to three so that the children could be visited more frequently – a year between visits was not unheard of. The three “beats” covered 24 settlements, outside houses and Islands of West Falkland. Teaching qualifications or experience were rare at the time; it was more important the itinerant schoolmaster was a good horseman and sprinter, to be able to run the shorter distances between Hill Cove, Dunbar, Crooked Inlet, Teal River etc.

By 1916, it was proposed that a home to accommodate children should be established to allow them to live in Stanley, enabling them to attend school. Whilst a boarding school was established in Darwin in 1956, it wasn't until much later that one was established in Stanley.

During the 1960s and 70s there was a trend for settlement schools. Those who taught the children had the dual role of book-keeper for the farm. Many will remember with

nostalgia, settlement schools at Walker Creek, Hill Cove, Chartres, Fox Bay West, San Carlos, Port San Carlos, Roy Cove, Port Stephens, Pebble Island, Teal Inlet and others, and their subsequent passing.

Settlement schools are now much rarer and the itinerant schoolmaster became the itinerant teacher and now the travelling teacher. The mode of travel has moved on from horse to motorcycle to Islander aircraft and 4x4 vehicles. Change was minimal until the introduction of the 2-metre radio to Camp Education in 1982/83. The 2-metre added a new and revolutionary dimension to Camp Education, as has the introduction of the telephone. Every primary aged Camp child now has daily schooling (either from a travelling teacher or through telephone / computer-based lessons) before coming into Stanley for the later years of Junior and Secondary School education.

In January 2008 Camp Education merged with the Infant and Junior School. Over time the two organisations have truly merged. The next steps for education in Camp rely on growing internet infrastructure, allowing us to have face to face computer-based lessons, linking schools with children in remote settings with school in town and linking the children living in Camp with each other.

