



Welcome to DATA for June 2006

**What's new in
Derbyshire?**

Well, Bill Greenshields has now taken up his duties as National Junior Vice President and we have a new County Secretary, John Holmes (*pictured above*). Although Bill is continuing to work some of the time with us in Derbyshire as Assistant Secretary, John has assumed the lead role in negotiations with the Local Authority and will be increasingly taking on major casework etc. You can contact him in the same way as Bill, at the NUT office in Matlock.

Also is this issue ...

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Are you interested?**

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the latest from our Learning Reps**

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National Conference**

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A Role Out of Control?**

Derbyshire NUT leads the way against the Education Bill... Standing up for teachers & children!

The open opposition of Labour MPs has crumbled away.

The responsibility on teachers and parents to defend comprehensive state education becomes ever greater – **and it is a responsibility that can only truly be met with real involvement of members at local level.**

The reasons for opposing the Bill must by now be clear to all. The Bill proposes a fragmented education system, increasingly consisting of isolated schools competing against each other and controlled by private sector business interests, or by “faith organisations” etc. Some “successful” schools would expand into temporary accommodation on the playground, while others lose children and budget, and head for closure. Parents would compete with each other for pupil places, and schools would be forced to select children. Some schools would offer an academic curriculum, others narrow vocationalism with “appropriately qualified” staff. That’s why the Tory Party supports Blair’s plans. Privately run grammar schools, and “sink” schools for the rest!

The Union nationally is putting up a great fight that we should all be proud of – publishing research, educating, lobbying, campaigning with other educational organisations, keeping the issue at the top of the agenda. Recently the eminent educationalist, Professor Peter Mortimore, made a full comparison of the Education Bill and our strategic policy document “Bringing Down The Barriers”. He concluded that the NUT position was a coherent one, which would deliver quality education for all children, while the Government position is educationally and socially divisive. But the proponents of the Bill dismiss all this.

There is to be a Lobby of Parliament on 27th June and what the Government would not be able to dismiss would be opposition from every staffroom, every SMT, every Governing Body, every PTA in the country. Our target is to get a MINIMUM of 1000 people there from the NUT. That’s just 16 from Derbyshire – 2 people per constituency.
[continues on pg. 2]

But we think we can do better than that. We would like YOUR school and every other school to send a teacher, a member of the non-teaching staff, a parent and a governor.

We will provide transport, and all the lobby materials/information you will need. If every school did this we would take 1800 people just from Derbyshire. We hope that the Governors of your school will allow one teacher to attend, and to allow this to happen, we urge other NUT members to offer to cover for them. If the NUT is advocating “cover” – you *KNOW* the situation must be serious!

We are about to undertake a "local impact assessment" of the Bill for the National Union, as are all other Associations and Divisions. We will be asking for your help with this, and we hope to work together on it with other teacher unions and the Local Authority. If you can get a group together in your school – just one teacher, one non-teacher, a parent and a governor that would be a huge step forward with this assessment and in the campaign. Let us know if you want to discuss this further.

Let's get organised and stand up for teachers and children. Make sure your school is represented on the lobby!

All the campaign materials – model letters, school based petitions etc – are still available from the NUT Office. For more information and advice get in touch with us – or go to www.teachers.org.uk and www.billgreenshields.org.uk

At the time of writing Derbyshire NUT was leading the way in response to the National Union's call on all Divisions and Associations to share all the campaign materials produced locally, so that they can be adapted for use nationwide in the fight against the Education & Inspections Bill.

The National Union has a new website for use by Local Officers and, in September School Reps too, designed to encourage local organisation and activity in every school, village, town and County – particularly right now over the Education Bill – and our materials, that we hope you are all using, were first to be up there available to all – flyers, press adverts, letters to parents, petitions etc.

Teacher Support Network

My two year term of office on the National Council has begun and my first meeting is to take place in London on Friday 16th June 2006. As yet I do not know what to expect at the meeting but I will be able to report back in a further DATA. The following day I will also be present at the Annual Meeting of Subscribers and I know I will represent many of you there too. On the Saturday afternoon Casework Volunteers meet to receive information and training about helping teachers and their families who are in need of our support.

Take Care!

**Judith McGarry
TSN Secretary**

Calling all Young Teachers!

Well, youngish anyway! Any NUT member under 35 in fact...

The National Union is keen to make sure that we take up issues of most importance and priority to young teachers, and that we young teachers find the union accessible – both in communications and in activity, meetings, web based 'meetings' etc

There can be no doubt that the NUT – now well over 130 years old – is needed just as much now as it ever was. Young teachers need the personal protection and advice that the Union offers, but we also need the strength and exchange of ideas that only working together and sticking together can bring.

So the National Union's *Young Teacher Forum* has identified lots of issues that we need to work on. Everything from excessive lesson planning, to personal debt. From handling bad pupil behaviour to mapping out a career route. From stopping bullying by managers to making sure of good professional development. And lots more.

And now we are going to have our first **NUT Young Teachers' Conference**. It's 7th-9th July at Stoke Rochford Hall, the Union's conference centre – and it's all free... transport, accommodation, meals **AND** entertainment. You can get a registration form from www.teachers.org.uk. Go to "Calling Young Teachers" in the left hand column on the home page.... And register there and then.

We also want and intend to set up a *Young Teachers' Section* in Derbyshire, and the Union locally will put some money aside to make this happen. So if you fancy getting together with other under 35 year old teachers to talk about all this, and perhaps get a free meal courtesy of the local NUT, phone or email the NUT Office (01629 585086 / derbysnut@softhome.net) and they'll get all the names together, and we'll take it from there. Hope to hear from you soon.

NUT CONFERENCE REPORT - TORQUAY EASTER 2006

I was lucky enough to go to sunny Torquay for Conference along with VF, DNF (and his crutches)DW and HA (from West Derbyshire) and a sizeable group from Chesterfield and other parts of Derbyshire. The Teacher magazine will have a summary of issues discussed, but here's a summary from me.

Every year at Conference I am impressed by the range of debate during the 5 days. We are in a Union that discusses government education policy and its (not very well) hidden agenda, the marketisation of education, racism, Islamophobia, globalisation, inclusion, workplace bullying, and considers how all these issues affect teachers and the children we teach. As well as exploring all this and other issues affecting our pay and conditions, our Union is actively campaigning for, and insisting on, debate with the government on these issues.

PENSIONS

A motion was carried unanimously to recognise that the protection of existing members is a significant victory and to continue the fight to improve the scheme to be calculated on 1/60th s, to extend benefits to unmarried partners, and to keep working to extend the current benefits to future entrants to the profession.

It is, as ever, a very complex issue and the motion and its amendments cover many pages – at present UNISON and other public sector unions are back in negotiation with the government but the outcome is far from assured.

SALARY POLICY

A motion was carried unanimously deploring the continuing strategy of the gov't to seek to agree teachers' pay through the RIG (Rewards and Incentives group) and instructing the Executive to try ensure that the union is consulted on no less a favourable basis than other teachers' organisations, deploring the current pay 'freeze' and to

oppose 'multi year pay awards';(This year our 2.5% pay increase will be in our SEPTEMBER 06 pay, not April as we had 2.5% in Sept 05 and the year after that it will be 2.5% also - but not on management allowances of course!)

Conference also affirmed its intention to protect all teachers adversely affected by the transition to TLRs up to and including strike action where necessary.

A salary structure suggested by the Union was laid out and includes an **increase of £2,500 or 10% whichever is the greater** for all salaries and the merging of the main and upper pay scales into a single scale with annual progression up it.

ANTI-TRADE UNION LAWS

A motion was carried unanimously noting that the UK has the most restrictive trade Union laws in Europe and noting the TUC Congress decision of 2005 to campaign for a repeal of the anti-trade union laws. Conference supports this call from the TUC and will instruct the Executive to work with other Trade Unions to develop the campaign against anti-trade union laws.

PUPIL BEHAVIOUR

After some moving contributions from speakers 'for' the motion, this complex motion was passed urging the Gov't, amongst many other things, to accept the Union's Pupil Behaviour Charter and **for teachers' responsibilities for pastoral work to be explicitly recognised in TLR payment criteria.**

Very importantly 'Conference asserts its belief that excessive accountability measures, an overloaded National Curriculum, and high stakes testing have contributed to unacceptable pupil behaviour'

The motion included campaigning for classroom teachers to be included on independent appeals panels.

The amendment you may have read about in the press was also carried, that the 'relentless commercial targeting of children...linked to an all-pervasive 'culture of cool' ...is hugely undermining to positive pupil attitude....'

CLASS SIZE

This motion was carried - basically it deplored the fact that Britain still spends significantly less on education than comparable countries like France, Germany and Italy, despite Britain's greater wealth. Demographic changes should present an opportunity to reduce class size rather than sacking teachers, large class sizes have a significant effect on teacher's workload and stress,

It has been union policy to limit class size to 26 for some time and it was agreed to launch a national campaign to win this demand.

FAITH SCHOOLS

To say this was a complex debate would be a vast understatement. In the end, the Executive amendment was carried which instructs Conference to ensure that there is a seminar on Faith Schools with a range of invitees to prepare for a further motion for next year's conference.

At present, there are 7,000 state faith schools in Britain, 5 are Muslim, 35 or 36 Jewish and the rest are Christian.

THE EDUCATION AND INSPECTIONS BILL (THE WHITE PAPER)

The opposition of Conference to this iniquitous measure was totally unanimous and a motion was carried with many strengthening amendments. The NUT is committed to defend state, comprehensive education up to and including strike action.

This is the threat to end the education system as we know it - the Union is totally opposed to the **marketisation of the education service**, the move to 'self-governing independent status' for our schools, the turning of local authorities into 'commissioners' not providers of services, local and individual pay bargaining.

The stance of Conference is very welcome, but if we genuinely wish to defend state education, we must commit ourselves to fight for it - and soon.

ACADEMIES

- 'It is base corruption to turn over state comprehensive education to private industry and profit - Academies are designed to benefit the privileged' A speaker in support of the motion opposing Academies.
- During a very informative and lively series of speeches supporting the Union's opposition to the government's academies programme we heard that the global education market is valued at \$2,000 billion and that already \$365 billion profit is generated by education worldwide.
- As we now know, academies for peerages is a rewarding and lucrative racket for some - Academies are a

'Trojan horse, built for the few at the expense of the many'.

- LARGE amounts of the money needed to build academies come from the LEA, not all of the money comes from the sponsor. (They also receive far higher funding per pupil than non-Academy schools - £21,000 compared to £14,000)
- They are exempt from the freedom of information act so it is hard to get at the truth about Academies.
- Many speakers told of their struggles to resist Academies taking over their schools and the Union has played a major role in helping them - but so have the parents, governors and pupils.

OFSTED

A motion was carried noting the new 'light touch' inspections create a constant pressure, due to the unexpected nature, and the self-evaluation criteria 'have the same arbitrary and irrational nature as the old Ofsted criteria.'

Conference notes:

'The new process is driven by **the prior attainment of pupils** where success is measured only by the school having met or exceeded national standards and attendance, which, despite every effort being made by the school, may be considered inadequate.'

There were many other parts to this motion, including condemnation of the hugely increased workload in 'special measures' schools and asking the Executive to campaign against all this as well as look into and give support over workload issues in ALL schools during Ofsted, and to campaign to include the NUT rep during Ofsted debriefings.

RACISM, ISLAMOPHOBIA, WORKLOAD AND PPA, WORKPLACE BULLYING, INTERNATIONAL SECTION, EARLY YEARS AND SEN - Motions were also carried on all these.

Jane Stanley

Primary teachers: are you a subject co-ordinator? Do you know what you are supposed to be doing?

Five years ago it was usually straight forward, although the role varied from school to school. The role might have include any of the following: storing and buying resources, writing schemes of work, building an expertise in teaching the subject, advising other staff.

Now the new Ofsted inspection routine and the SEF have arrived, monitoring standards has become the new agenda. Heads are being told that to demonstrate effective management of their school, they must show evidence of monitoring standards of learning in all subjects. What the monitoring is for, how it should be done and who should do it are questions that heads are struggling with. Many have simply added this role to the subject co-ordinator's job description. Since the advent of TLRs has required heads to look at job descriptions, the timing has been convenient.

The iron law of new initiatives states that there should be three stages:

- 1) Confusion
- 2) Overkill and then –
- 3) The return of common sense.

Classroom teachers had a false sense of security during the first stage: when confused – do nothing because it is someone else's problem.

We know that overkill has arrived in some schools:

Can you name six methods of monitoring? Have you got them all scheduled in your diary?

"every form of monitoring shall take place every year, and it is your responsibility to arrange it".

Rumour has it that the overkill virus spreads during close proximity at head's training on preparation for Ofsted. It flourishes in the hothouse of collective fear. The Advisory Service helpfully lists all the possible means of monitoring, generously providing many forms for documenting evidence.

It is possible to remain stuck at one stage for many years. It is possible to remain stuck at two stages simultaneously: the teachers confused and the heads in overkill. Overkill can become habit-forming: if everyone else does it then Ofsted will take it for granted, and you are remiss if you do less.

What is the main purpose of monitoring a subject? Answer: to improve the subject. Anything else is a pointless paper trail. We should be able to see how it links to the school action plan.

What is the most straightforward way of identifying subjects which need attention? SATs results might inform you, the seventh form of monitoring

(missing from the Advisors' lists) might work: discuss it at a staff meeting.

How can you choose the method or amount of monitoring until you know its purpose? What are classroom observations for? Should subject co-ordinators observe their colleagues?

A classroom observation may inform you about both teaching and learning standards in a class, but it will not tell you how learning standards in geography compare with history.

In practice the "monitoring of learning standards" often actually is the monitoring of teaching standards. This is a role for school management and not for classroom teachers. For instance, as a classroom teacher it is not your role to assess whether a fellow teacher keeps the children on task.

Peer observation, where one classroom teacher observes another, should occur to help improve teaching techniques. It should be part of the action plan, not the monitoring routine. It should follow the guidelines suggested by the GTC, which promote confidentiality and mutual trust as being crucial for effective peer observation.

We are sure that some schools, confident of a successful inspection have moved straight to stage three. They have asked themselves what is the best use of limited time to help children. We would like to know who you are and what your school policy on monitoring standards is. *Please get in touch.*

Subject Co-ordinators: how much can the head ask you to do?

It is best to first move to a different question: when should you do it? You should have time during school sessions for management tasks. This is written into the "Blue Book" on teachers' conditions of service.

If heads have to put a real price on your time (by paying for cover), they will restrict what they ask you to do. You will probably be pressing them for time to do the job better.

To answer the question: Working on the curriculum of the school is part of a teacher's job. BUT . . .

.....should you be paid for a subject role?

Yes – if you have responsibility for learning standards or teaching standards outside of your classroom.

Yes – if you have line management responsibilities for other teaching staff.

Yes – if you assess the performance of other staff.

The QCA has listed the qualities and roles of a classroom teacher. They have also listed them for a subject leader, qualities and roles which are over and above those needed for a classroom teacher. Confusion between the terms *subject leader* and *subject co-ordinator* is common. Are you a leader or a co-ordinator? Answer: if you are not being paid for it, you are not a leader, and you can't get sacked for not performing the role. [But the list for the classroom teacher is so long that they can get you anyway].