

Reclaim your professionalism
Saying no to pointless
tasks. See page 14.

The time is now
Stamping out sexism in
schools. See page 25.

Meet our class act
“The library is a site for
liberation.” See page 33.



educate

September/
October 2021

Your magazine from the National Education Union



**Eye on
the planet**
Pupils' message
to COP26: "If not
now, when?"

TUC best membership communication print journal 2019



Build a book-based curriculum in your primary school with the CLPE's whole school Membership

The Centre for Literacy in Primary Education (CLPE) whole school membership for primary schools is an online, book-based primary English planning resource where teachers can access 230 detailed planning sequences from Early Years to Year 7, as well as book-based home learning resources. School Membership supports schools to teach literacy effectively providing ideas and inspiration for your primary school English curriculum.

100%

of members who completed an evaluation survey in 2021 would recommend the CLPE School Membership to other schools.

It has enabled staff to plan lessons creatively with vehement energy and this has reflected on pupils' enjoyment of their literacy lessons.

TEACHER, 2021



The CLPE School Membership includes access to:

- Over 230 Power of Reading teaching sequences based on tried and tested children's books
- Home learning teaching resources
- CLPE's curriculum maps to show how to plan a text based curriculum
- Priority access to book CLPE conferences and events
- Plus access to all free membership resources and content.

The CLPE School Membership supports teachers under immense pressure and offers ideas and structure for their literacy curriculum, to raise literacy standards and develop a love of reading and writing.

Join the thousands of schools enhancing their curriculum with the CLPE School Membership.
www.clpe.org.uk/discovermembership



The Centre for Literacy in Primary Education (CLPE) is a UK based children's literacy charity working with primary schools. The CLPE's mission is to raise the literacy achievement of children by putting quality children's literature at the heart of all learning.

CLPE also provide training, consultancy and INSET to support its book-based learning approach. Discover more on their website: www.clpe.org.uk



clpe.org.uk




[@clpe1](https://twitter.com/clpe1)



[@clpe.org.uk](https://www.instagram.com/clpe.org.uk)



[CLPE](https://www.facebook.com/CLPE)


CLPE
CENTRE FOR LITERACY
IN PRIMARY EDUCATION



NEU president:

Daniel Kebede

NEU joint general secretaries:

Mary Bousted & Kevin Courtney

Editor:

Max Watson

Journalists:

Sally Gillen, Nadia Idle, Emily Jenkins & Sarah Thompson

Newsdesk

t: 020 7380 4760

e: educate@neu.org.uk

Design & subbing:

Amanda Ellis



neu.org.uk



[facebook.com/
nationaleducationunion](https://facebook.com/nationaleducationunion)



twitter.com/NEUnion

To advertise contact:

Leanne Rowley, Century One Publishing,
Alban Row, 27-31 Verulam Road,
St Albans AL3 4DG

t: 01727 739 183

e: leanne@centuryonepublishing.uk

Except where the NEU has formally negotiated agreements with companies as part of its services to members, inclusion of an advertisement in Educate does not imply any form of recommendation. While every effort is made to ensure the reliability of advertisers, the NEU cannot accept any liability for the quality of goods or services offered. Educate is printed by Walsford Bicester Ltd. Inside pages are printed on paper comprised of 100% recycled, post-consumer waste.

I'M sure it wasn't nearly long enough, but I hope you had some time to rest over the summer.

We know ministers did. All those alfresco lunches clearly affected Education Secretary Gavin Williamson. By mid-August, his department was recommending outdoor learning as a way to manage Covid infections in schools this autumn, an idea so impractical it could only have been conceived after spending too much time in the sun.

Then Williamson turned his attention to ventilation. But that was just a couple of weeks before the start of term, and only after the NEU, along with Unison, NASUWT, ASCL, NAHT, GMB and Unite, wrote to him stressing the importance of ventilation in controlling the spread of airborne diseases.

If children are not vaccinated, however, ventilation cannot be the only safety measure in schools and colleges. The Government should support education leaders in weighing up the case for continuing to require staff and students to wear face coverings, especially in areas with high case rates.

Everything possible must be done to minimise the likelihood of further disruption to children's education and keep us all as safe as possible.

The Government's continued woeful handling of the pandemic (see opinion, page 11) wasn't the only predictable, but no less disappointing, news for educators over the summer.

The pay announcement in July (see page 6) added insult to injury, especially after the dedication shown by staff over the past 18 months. Despite your efforts, the Government is freezing your pay – your union will make a strong case that if you want to value education, you must also value educators.

The lack of value placed on education and educators goes far beyond pay, of course. The latest Teaching and Learning International Survey (TALIS) shows teachers in England are the most stressed in the world, the result of accountability-driven workload. This must end – and you can expect to hear a lot more from the NEU on this issue in the coming weeks.

Schools and colleges that are carrying out so-called mocksteds, for example, must stop. Our new guide, published to coincide with World Teachers' Day on 5 October, will help you say no to unnecessary work (see page 14).

Stay safe as you return to school.

Kevin Courtney

National Education Union
Joint general secretary



A man with a beard and a cap, wearing a dark jacket, is kneeling in a grassy field. He is pointing his right hand towards a compass held in his left hand. The background shows a stone wall and a sunset sky with lens flare effects.

COTSWOLD
outdoor

THE OUTDOORS IS WHAT WE MAKE IT.

The outdoors is for everyone and it's what we make it. But it's not just about where we go or what we do. What makes an adventure great is the right kit and the right fit. Our in-store experts and services will help you find and care for kit made for adventure, not for landfill, so together we can reduce our impact and protect the places we love.

We are proud to support youth expeditions like the Duke of Edinburgh's Award, World Challenge, Outlook Expeditions and more. For more information on our partner benefits, get in touch with partnerships@oandcc.com

10% discount for NEU members

Code: **AF-NEU-M1** in-store and online. Expires: 31.03.22. T&Cs available online.

Tom, in-store expert, Harrogate

#maketherightchoice

Yvonne Conolly becomes the UK's first Black woman head teacher. Her appointment leads to threats to burn down the school, and on her first day at Ring Cross Primary in Holloway, London, she is escorted into the building by two administrative staff. "All hell let loose," recalled Yvonne in an interview. She said she hoped her appointment would encourage other Black teachers to apply for head teacher positions. Yvonne died on 27 January this year, aged 81.

Features



**"We're
busier than
we've been in
25 years."**
p21

21 Show Racism the Red Card

The UK's largest anti-racism education charity celebrates its 25th birthday this year. Educate finds out why its work with schools is more relevant than ever (above).

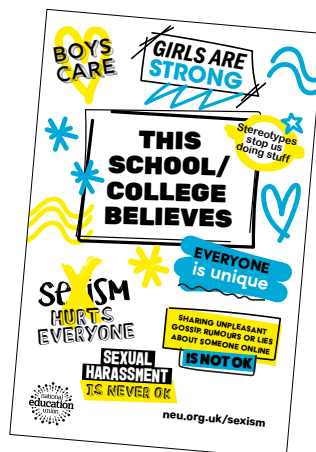


23 Into the year of recovery

NEU president Daniel Kebede discusses his pride in the union's response to the pandemic and why fighting poverty and reclaiming professionalism will be top of his list (left).

25 Stamping out sexism

Tackling the normalisation of sexism in schools, including a look at the steps members are already taking (below).



Regulars

- 15 **Bigger picture**
- 17 **Union people**
- 19 **Michael Rosen**
- 31 **Polly Donnison & Warwick Mansell**
- 35 **Ask the union**
- 38 **Jon Biddle & reviews**
- 40 **Teacher's pet & letters**
- 48 **Sudoku & crosswords**

News

- 6 **Teachers taken for granted**
Exam results achieved despite late and incoherent guidance.
- 8 **Climate emergency**
Pupils' painting sends a powerful message.
- 9 **Discrimination case win**
Teacher harassed because of her disability takes academy to tribunal.
- 12 **Landmark academy victory**
Department for Education loses High Court case.
- 16 **Covid commemoration**
Tolpuddle trade unionists remember colleagues.
- 18 **Striking back**
Teachers at independent schools defend attack on pension.
- 50 **Final word**
Paul Atkin of the NEU climate change network.

‘Congratulations on your resilience and dedication’

DESPITE a year of disruption and late and incoherent guidance from the Government, record numbers of A-level and GCSE students achieved top grades this summer.

NEU joint general secretary Mary Boustead congratulated teachers and students on their “resilience and dedication during an extraordinary year”, but dismissed the Education Secretary’s “hollow” letter of thanks to teachers.

“Government has taken school and college staff for granted,” said Mary.

An NEU survey showed teachers’ workload soared by an average of 12 hours a week as a result of exam work. However, Gavin Williamson ignored the union’s request – backed by more than 10,000 teachers – that they should be given £500 to recognise their additional work. In Scotland teachers were given £400.

Ofqual said fewer than one per cent of grades would need to be reconsidered and teacher assessment “gave a more accurate reflection of what pupils can achieve”.

Mary said: “Each student has received a grade which was arrived at using evidence of their own work, rather than relative to the work of others or through a high-stakes, one-

off exam. Emerging from the pandemic should be an opportunity to reassess the established ways in which we carry out our exams and award qualifications. That is why the NEU is

supporting an independent commission on assessment and qualifications, which seeks to meet the future needs of students, teachers, our economy and society.”



■ MORE than 112,000 people have signed a petition started by coalition More Than a Score opposing the Baseline assessment introduced at primary schools in England this month. It will be delivered to Downing Street on 16 September and calls on Schools Minister Nick Gibb to scrap the test for four-year-olds, which is “not just absurd but immoral” in a pandemic. (Above) Pre-schoolers and grown-ups descended on Downing Street in April 2019 to demand a halt to Government plans to test children when they first start school. morethanascorere.org.uk

Pay freeze compounds a decade of damage

THE Government’s proposed pay freeze for teachers and other public sector workers is “completely unacceptable”, says the NEU.

As well as amounting to another cut to teacher pay against inflation following the real-terms cuts since 2010, it will exacerbate the recruitment and retention problems already facing the profession.

The pay freeze comes against the background of significant real-terms pay cuts for teachers in colleges and with support staff facing a below-inflation pay increase (see right).

The 2021 report by the School Teachers’ Review Body highlighted the risk of pay freezes “jeopardising efforts to attract and retain the high-quality graduates necessary to deliver improved pupil outcomes”.

NEU joint general secretary Kevin Courtney said: “The pay freeze will compound the damage caused by a decade of real-terms pay cuts for teachers in the 2010s, which has left the teaching profession with major recruitment and retention problems.”

Wales and NI pay updates

The Welsh Government has proposed a 1.75 per cent pay rise, described as “disappointing” by NEU Cymru.

The Department of Education, Northern Ireland (DENI) was considering the teacher unions’ pay claim as Educate went to press. However, it has confirmed that incremental progression increases, due from 1 September, will be paid in the meantime.

Possible strike ballot on support pay

Unions have rejected the latest pay offer for education support staff and are considering balloting for industrial action.

The National Employers side of the National Joint Council (NJC) made what it described as its “final” offer on 27 July.

It included a 1.75 per cent rise for the vast majority of staff, but with a 2.75 per cent increase for anyone earning less than £18,198 (full-time equivalent) a year.

An earlier offer of 1.5 per cent across the board was rejected by the trade unions represented on the NJC, which include

the NEU. The unions’ original pay claim in February was for a minimum of ten per cent and a 35-hour working week. Any final agreement on pay will be backdated to 1 April.

Sixth form and FE pay negotiations

Negotiations on pay for the sixth form sector will continue in September.

Unions are seeking a pay increase from 1 September 2021 and for issues relating to points on the pay scale and London allowances to be addressed. They believe all are affordable for colleges as many have received more funding for students. The Sixth Form Colleges Association has said it believed college funding would not be increased in 2021/22.

Discussions are still being held with other unions on a joint pay claim in further education. The claim will be part of the NEU’s campaign on pay this term that will link funding of the sector with pay and workload. The NEU is also working to rebuild collective bargaining in a bid to eliminate the discrepancies in pay awards that exist between colleges.

■ Visit neu.org.uk/pay-advice

The independent assessment commission on assessment and qualifications, supported by the NEU, is due to publish its recommendations in October.

NEU: ventilation, vaccines, vigilance

THE union was pressing the Government to support schools to have safety measures in place as they reopened for the autumn term amid fears of rising cases in September.

The success of the vaccination programme means UK governments have removed most previous requirements in schools and colleges.

But doing only the minimum required by government advice is not appropriate, the NEU advises.

Bubbles, face coverings and routine self-isolation are no longer included in guidance for England.

But a report by the SAGE advisory group released on 27 August said it was highly likely there would be a “high prevalence” of Covid infection in schools by the end of September and it would be “sensible for government to prepare for this eventuality”.

NEU joint general secretary Kevin Courtney said: “Next to nothing has been done to prepare for the possibility of large numbers of cases which will lead to lots of education disruption.”

He added: “To prevent a sharp rise in cases, the watchwords must be ventilation, air filtration, masks, vaccines and vigilance.”

The Government announced funding for carbon dioxide (CO₂) monitors in August, but as Educate went to press there was no guarantee of funds for improved ventilation measures.

■ Visit neu.org.uk/coronavirus

The Northern Ireland Executive says face coverings should continue to be worn by post-primary students and schools have flexibility to continue use of bubbles if they wish.

■ Visit bit.ly/3Bgeull

In Wales face coverings are no longer required in classrooms but school staff are advised to take two tests a week.

■ Visit bit.ly/3zmegZm

Per-pupil funding shifts to students in wealthy areas

POORER schools have less money under the national funding formula, while schools in wealthier areas have more, according to a report by the National Audit Office (NAO).

The NAO found average per-pupil funding in the most deprived fifth of schools fell, in real terms, by 1.2 per cent between 2017/18 and 2020/21, while it increased by 2.9 per cent in the least deprived fifth.

NEU joint general secretary Kevin Courtney said: “This inequitable exercise has taken place at a time of rising poverty and children from more

disadvantaged backgrounds missing more school as a result of the pandemic. If the Government wants to achieve fair funding for schools, it must also find additional funding for schools.”

In June, the Government pledged £1.4 billion towards education recovery, significantly short of the £15 billion called for by the then Education Recovery Commissioner Sir Kevan Collins.

■ The NEU is calling on the Government to Fund Their Futures. Sign the petition at neu.org.uk/fund-their-futures-petition

School uniform law passed

SCHOOLS will be advised to make sure contracts with uniform suppliers are competitive and transparent in order to keep costs down, after a new law was passed. The Education (Guidance about Costs of School Uniforms) Act, introduced as a bill by Labour MP Mike Amesbury, aims to reduce the cost of school uniform.

Parents spend on average £337 per year on school uniform for each secondary school child, and £315 per year for each primary school child, the Children’s Society charity found.

The new law requires the Government to publish statutory guidance on the cost of school uniforms and seeks to keep branded items to a minimum.

The reform of school uniform policies is one of the NEU’s five key demands in its anti-poverty campaign No Child Left Behind.

■ Visit neu.org.uk/campaigns/child-poverty

PM told: end holiday hunger

ANALYSIS by the Labour Party found that disadvantaged children missed about 24 million meals because the Government’s Holiday Activities Programme only provided food on 14 out of 30 weekdays over the summer.

In July, the union wrote to

Boris Johnson calling for free school meals over the summer holidays. The letter, backed by MPs, peers and campaigners, was signed by more than 5,500 people.

■ Read the full letter at: action.nochildleftbehind.org.uk/stopholidayhunger

action.nochildleftbehind.org.uk/stopholidayhunger



The Government has announced that statutory guidance, which will focus on ensuring costs of school uniforms are reasonable for all families and give parents best value for money, will be available this autumn PHOTO by Martin Prescott

Bow pupils 'leave a legacy through art'

EAST London students have a strong message for delegates to the COP26 climate change conference in November – and it's there for all to see on the wall of their school.

Pupils at Bow School in Tower Hamlets helped devise, design and paint a massive mural by the side of a busy dual-carriageway, used by thousands of motorists each day.

Featuring a face with Earth reflected in the eyes, the students' message is: "If not now, when?"

Waleed Chowdhury, who took part in the mural workshops, explained: "The person on the painting represents multiple people – you can't tell if they're a specific gender or a specific skin tone. In the background, it has planet Earth and that's to show we should be taking care of our own planet."

Fellow pupil Manha Hossain said: "Our world is beautiful and if we don't take care of it, it could lead to disaster."

Around 30 students of mixed abilities and interests from years 8 to 11 contributed



(From left) Year 9 pupils Hetal Vijan, Molly Carroll, Waleed Chowdhury, Timi Fakeye and Manha Hossain with the mural at Bow School. See front cover of Educate
PHOTO by Jess Hurd

ideas and designs for the mural, working with Paint the Change, a social justice and street art organisation with projects in many countries.

Hodo Mohamud, enrichment co-ordinator at Bow School, said the students were passionate about the artwork. "Some came back after school and invited their friends to paint with them," she said.

"I'm very proud of them. They are leaving

a legacy; they have taken action through art."

The workshops were led by Paint the Change street artist ATMA and youth mentor Efe Ezekiel who gave the students the chance to air their concerns about the environment and other issues such as mental health, racism and crime.

■ Watch the mural taking shape and hear pupils' views at paintthechange.me/past-projects

■ Turn to **page 50** for more on climate change

Events and activities in the run-up to COP26

The United Nations climate summit, COP26, hosted by the UK in Glasgow, runs from 31 October to 12 November.

■ Schools packs with case studies and resources to use in class: together-for-our-planet.ukcop26.org/schools-pack-resources

■ Climate in the Classroom, a virtual climate education summit, hosted by the University of Reading on 15 September: reading.ac.uk/en/planet/climate-education-summit

■ Great Big Green Week from 18-26 September, celebrating action on climate change: greatbiggreenweek.com

■ Climate and Employment Proof our Work, a global day of action on 22 September organised by the International Trade Union Confederation: petitions.ituc-csi.org/cepow?lang=en

■ Global climate strike on 24 September, co-ordinated by the youth-led campaign group Fridays for Future: [#uprootthesystem](https://twitter.com/uprootthesystem)

■ NEU member Ed Stubbs has written a guide on how to declare a climate emergency at your school or college based on his and colleagues' work at Morpeth School in east London: bit.ly/3mn7qz

■ The union is planning a season of climate change sessions over the coming months. Webinars from 9-11 November are expected to include themes such as climate change anxiety, Eco-Schools, sustainability, and how to incorporate climate change into lesson plans: neu.org.uk/national-cpd

■ The NEU has its own climate change network: see **page 50** and email neuclimatechangenetwork@gmail.com

■ NEU joint general secretary Kevin Courtney has contributed to an Inset training session on climate breakdown recorded by the UK Schools Sustainability Network for secondary school staff CPD: youtube.com/watch?v=pbbyzLhmKkk

■ Campaigns group Teach the Future, led by students from across the UK, has a teachers' network where educators can share resources and communicate with colleagues interested in climate education: teachthefuture.uk/action/teachers-network

NEU wins disability discrimination case



Yasmin Omar

PHOTO by Kois Miah

A SCIENCE teacher who was forced to resign after she was repeatedly discriminated against and harassed because of her disability has won an employment tribunal against her former employer.

NEU member Yasmin Omar joined Brampton Manor Academy in east London as a newly qualified teacher in September 2018, a few months after being diagnosed with multiple sclerosis (MS).

The tribunal heard that what turned into an ordeal began on day one of her time there, when a manager “effectively refused” her leaving an Inset day half an hour early for an urgent medical appointment.

After taking a first day of sick leave as she struggled with her condition, Yasmin was put on the informal stage of the school’s absence management procedure and set a target of no further absences for the rest of the academic year.

Stress-enhancing events continued. Before Christmas she resigned, only to be persuaded to return with the promise of not working a full timetable. But when Yasmin came back,

she found herself working full hours and more. After going off long-term sick in February 2019, and being put on statutory sick pay of £96.35 a week, she was left homeless.

The tribunal found that Yasmin had been subject to multiple instances of discrimination arising from her disability, as well as “harassment” by the academy.

The tribunal said the school “wanted to maintain its own success by ensuring the success of its pupils”, but “this has to be balanced with its duties to its employees... to manage them fairly, properly and in accordance with its legal responsibilities and duties”.

Yasmin, who has since found work at another school, told Educate: “I wanted to know, for the sake of my future and anyone with MS, that what happened to me was against the law. After it happened I quit teaching for a time, thinking it wasn’t compatible with having MS. But the school I’m at now has a strong NEU presence and that’s massively helped me move forward.”

■ Next issue: supporting educators who have a hidden disability, a feature to mark UK Disability History Month, 18 November-18 December.

Black STEM teachers needed

SCHOOLS should adopt the NEU’s Anti-Racism Charter to improve race equality and boost the number of Black pupils studying science, technology, engineering and maths (STEM) subjects and pursuing careers in engineering.

That is one of ten recommendations of the Hamilton Commission, set up by British racing driver Lewis Hamilton, to address the under-representation of Black people in motorsport.

The commission’s report examines the barriers to Black pupils studying STEM subjects. A lack of Black role models in schools and decisions to place Black students in lower ability groups prevents them from achieving their potential, says the report, which adds that they are disproportionately affected by stricter behaviour policies and sanctions.

It recommends a new exclusions innovation fund “to develop programmes that address the factors that contribute to the high proportion of students from Black backgrounds being excluded from schools”, and calls for new approaches to increase the number of Black teachers in STEM subjects.

NEU lead equality officer Karen Chouhan was one of 16 commissioners who helped draw up the report.

■ Read the report at hamiltoncommission.org

1.3% of Welsh teachers are Black

FEWER than 500 school teachers in Wales are from Black, Asian or other minority ethnic groups. A report from regulator the Education Workforce Council, which gives the figures for March 2020, shows the proportion of minority ethnic teachers has gone up by just 0.2 per cent to 1.3 per cent since 2016.

Out of a workforce of 35,171 school teachers, 189 registered as mixed/multiple ethnic groups, 176 as Asian/Asian British, 64 as Black/African/Caribbean/Black British and 40 as ‘other ethnic group’. Among school learning support workers, 3.3 per cent declared their ethnicity as Black, Asian or a minority ethnic group.

In further education (FE), 2.9 per cent of teaching staff identified as from a minority ethnic group and 4.2 per cent of FE support workers.

■ Read the full report at bit.ly/37KxvQj

FREE*

INTO FILM+

Press play on a new way of teaching

Stream films straight into your classroom



150+ films for
pupils of all ages

+



Curriculum-linked
resources

+



Bonus educational
content

VISIT [INTOFILM.ORG/PLUS](https://intofilm.org/plus)

*Screenings of Filmbankmedia's films for an entertainment or extra-curricular purpose require a Public Video Screening Licence (PVSL) from Filmbankmedia. State-funded schools in England are covered by the PVSL.

created in partnership with
filmbankmedia
DIGITAL ENTERTAINMENT TECHNOLOGY

Inside Out © 2015 Disney/Pixar. All Rights Reserved.

Into Film is a trading name of Film Nation UK. Registered charity no. 1154030. © Into Film 2021.



Freckle
by Renaissance

**NEW to
the UK!**

To learn more visit:
renlearn.co.uk/freckle

Differentiated primary maths practice that balances learning with fun!

When pupils have access to practice designed for them,
there's no limit to what they'll discover and learn.



Covid catalogue of disaster laid bare



NEU joint general secretary Mary Bousted marvels at the true depth of Government incompetence revealed in a new independent report on the pandemic.

THERE can be no doubt that ministerial incompetence worsened the toll taken on education staff by the Covid pandemic. The profession knows this very well.

But now an independent report Schools and coronavirus – the government’s handling of the pandemic, by the thinktank Institute for Government (IfG), confirms the profession’s perceptions.

The report presents, with devastating clarity and backed up by detailed examples, the Government’s inability to respond to the challenges of the pandemic. Its authors conclude: “Throughout 2020, not just the Prime Minister but education ministers and in particular Gavin Williamson, the Education Secretary, seemed determined to appear to be in control of events that they could not in fact control.”

Desperate lack of forward planning

We learn that the Department for Education (DfE) did not have a plan for a coronavirus pandemic and worked until mid-March 2020 to an influenza pandemic plan, which was dated from 2011 and based on the assumption that schools would not be shut.

This assumption led to a desperate lack of forward planning as infection rates rose and the prospect of the first national lockdown grew.

At every point in the pandemic, the report shows, ministers behaved as though they could control 22,000 English schools, and they kept behaving as though this were true when it was obviously not. This led to clashes with local authorities, which had infinitely better information about what was happening with local Covid infection rates and much more detailed local knowledge about how these rates were affecting the schools in their areas – whether or not these schools were local authority maintained or academies.

This critical information was not used



ILLUSTRATION by Tim Sanders

“The DfE worked to an influenza pandemic plan dating from 2011, which was based on the assumption that schools would not be shut.”

because ministers detested local democracy. As one DfE insider reported: “Ministers hated local government and they wanted central control.”

From that error of judgement, disasters followed thick and fast. Despite Gavin Williamson’s assurance that he was

committed to “working closely with local authorities”, time and time again they were ignored or bypassed.

School meal voucher incompetence

To give just one example, local authorities would have been the best deliverers of the school meal voucher scheme because, as one DfE insider said, “they were much closer to the action, and there are 150 of them”.

But they were bypassed. Ministers chose instead a private company, Edenred, whose IT system proved unable to cope with the demand, leaving school administrators and teachers logging on in the early hours of the morning to gain access to the e-codes, which, in turn, gave parents access to the vouchers.

The IfG’s report is relentless in its highlighting of ministerial incompetence throughout the pandemic – on infection rates, school closures and two years of exam fiascos.

And yet the ministers whose incompetence throughout Covid has been so clearly revealed stay in post. Have they no shame?

Landmark ruling: academy order ‘irrational’

YEW Tree Primary School has won a landmark case in the High Court over Government attempts to force it to become an academy.

Governors at the school in Sandwell, West Midlands, brought a judicial review against Education Secretary Gavin Williamson after he refused to consider revoking an academy order. In court, the school argued that the suspension of Ofsted inspections during the pandemic meant that it had been unable to obtain a grading to demonstrate it had made sustainable improvements and was now performing at a good level.

The school had, however, offered other evidence of improvement to the Department for Education (DfE), including better results. It had also volunteered to take part in Ofsted’s programme of interim visits in September 2020, in order to have the academy order revoked.

Judge Gavin Mansfield QC concluded that Williamson’s refusal to revoke the order

was “irrational” and that several aspects of the decision were of “grave concern”. He also said that there was clear evidence from the school “of both continued efforts to improve and success in achieving those improvements”, which had been disregarded by the DfE.

‘Huge step but not end of our journey’

Jamie Barry, head teacher at Yew Tree, told Educate: “We are delighted with the ruling. It is a huge step forward.”

The ruling quashes the Education Secretary’s decision not to consider revocation, but does not revoke the academy order. “We recognise this is not the end of our journey,” said Jamie. “The academy order still exists, and we still have to convince the Education Secretary to remove it from our school. But we believe we have demonstrated significant and sustained improvement, so we would be disappointed if the decision still stood.”

A DfE spokesperson said it was considering whether to appeal or assess a new application from Yew Tree to set aside its academy order.

Jenny Ermoyenous, NEU Sandwell district secretary, said: “This landmark victory will no doubt give hope to other schools in similar positions such as Rounds Green Primary School which we, along with other unions, are supporting in its opposition to a similar forced academisation order.”

Hope to other schools fighting

Parents and staff at Rounds Green Primary argue that Ofsted monitoring inspections, since the school was rated Inadequate in 2017, show “that the school has been on a trajectory of improvement”.

The most recent inspection in April 2019 confirmed this as the school was moved to Requires Improvement.

“Rounds Green has faced a number of difficulties but, like Yew Tree, it is addressing them effectively with the support of the whole school community – the same community that does not want to become an academy but wishes to remain a Sandwell school,” said Jenny.

■ See page 31

Small but significant victory for Moulsecroomb

TAKEOVER of Moulsecroomb Primary School by an academy has been delayed thanks to members’ efforts.

Despite overwhelming opposition from the local community, it was announced in May that The Pioneer Academy (TPA) would become the sponsor of the Brighton school, taking over from 1 September.

But after union pressure the regional schools commissioner accepted there was insufficient time for the official transfer of employee rights (TUPE) process to be completed, so the date has been postponed until 1 November 2021.

Staff and parents have been campaigning for more than two years against the forced academisation of the school and have held four rounds of strike action.

NEU branch secretary Paul Shellard said: “A successful school has to have community support. The Pioneer Academy has not got this but seems determined to proceed, even when staff, parents, the council and the local MP are ranged against it.”

Members take action as trust slashes jobs

THREE days of strike action were held by members at two Derby secondary schools where what they describe as a “brutal re-organisation” is being forced on them.

Archway Learning Trust took over Lees Brook and Merrill schools in January 2021. It has since been carrying out a restructuring process which, members say, will endanger the schools’ future by slashing jobs, replacing qualified teachers with unqualified or less experienced staff, and making cuts that are likely to increase class sizes and harm pupil achievement.

Kieran Picken from City of Derby NEU said: “Archway Trust has refused to budge from its position or to listen to staff at its schools. Our members have been left with no choice but to strike as the trust is intent on forcing through changes that staff believe will be detrimental to the future of their schools.”

Staff say the changes will mean that some students will have less access to subjects such as languages and the arts than pupils in more affluent areas of Derby, creating a two-tier system between pupils from more disadvantaged areas of the city and their wealthier peers.

Members state that they have been



On the picket line at Lees Brook Community School

“ignored and frozen out by a distant trust” and that parents and the local community were not properly consulted.

As Educate went to press, the trust was yet to make any meaningful concessions. In the autumn term, members will decide how to carry on their campaign and warn that “further industrial action can’t be ruled out”.



Kevin Courtney on the picket line at Valence Primary School

Fury at management strike-breaking

MEMBERS were furious at management's attempt to break their strike during six days of union action at an east London primary school.

They have been striking against a restructure at Valence school in Dagenham that includes pay cuts and demotions for nearly half the teaching staff while increasing the workload of other teachers.

The head teacher has also said that, in

future, teachers should take on teaching and learning responsibilities (TLRs) with a reduced, or no, TLR payment, NEU members report.

During the strike action in June and July, staff were shocked when management directed higher level teaching assistants to ignore the advice of their unions and to cover the classes of striking teachers.

District secretary Dominic Byrne said: "Strike-breaking by management is

unacceptable. Members have a right to stand up for their pay and conditions.

"What is shocking is that a school in a Labour borough, with such a strong tradition of supporting the labour and trade union movement, would engage in strike-breaking and direct staff to go against the advice of their own unions."

Joint general secretaries Mary Bousted and Kevin Courtney joined members on the picket lines on different strike days.

Brent schools win pay victory and apology from council

NEU members at four schools in the London borough of Brent have won a major victory over their pay and conditions.

Educators at St Mary's CE Primary, Salusbury Primary, Roe Green Junior School and Ashley College voted to strike to overturn the decision of many Brent governing bodies not to pay the full recommended annual increase to all teachers on the main scale.

Zeljka Levacic-Koren, NEU rep at Roe Green, explained that although only five members at her school were affected, colleagues felt it was important to support them collectively.

"We all felt there was something bigger at stake here. It's about the principle. If

"I don't think the head thought we'd make a fuss. But we worked together."

Zeljka Levacic-Koren

they've done it this year, they could do it next year. I don't think the head teacher thought we would make a fuss. But we collectivised and worked together. And that made us strong," she said.

Members at all four schools successfully balloted for strike action and shortly after notification was issued, governors at three of the schools agreed to pay the full award.

Management at Roe Green finally U-turned in the week of the proposed strike and agreed to members' demands.

Membership has doubled in the school since the beginning of last year and Zeljka said she was hopeful they could move forward and work productively with management.

"I want members to understand that standing up for others was the right thing to do. Be the change you want to see," she said.

Staff have also received an apology from Brent Council.

Enough is enough: it's time to value educators and education

TO coincide with World Teachers' Day on 5 October, the NEU is writing to members urging them to join together to say no to unnecessary workload.

The pandemic has highlighted the vital role of educators and education in society and it is time to value education and value educators.

Accountability-driven tasks that have no benefit to teaching or learning – including so-called mocksteds, requirements for teachers to submit lesson plans to managers, and written marking – have been driving up workload.

Unpaid overtime and health problems

Findings from the latest OECD Teaching and Learning International Survey (TALIS) show that teachers work more unpaid overtime than any other profession in England. They are also twice as likely to



“Seven steps, from initial discussions to raising issues and negotiating changes.”

report detrimental effects on their physical and mental health caused by work, compared with the international average.

The NEU has produced guidance and an audit tool to help members identify the causes of additional workload in their workplace.

The seven-step approach covers initial discussions with colleagues, through to raising issues with leadership and negotiating changes.

It sets out NEU policy alongside the expectations of the Government and Ofsted.

Thousands of new members and reps have joined the union in the last year and it is in a stronger position than ever to make meaningful and lasting change in workplaces.

If you work in a school/college that is taking steps to tackle unnecessary workload, email educate@neu.org.uk and tell us the name of your workplace and what measures it has introduced to support staff.

■ Visit neu.org.uk/valueeducators

BECOME AN OCR EXAMINER

Join our team of valued Assessors

Mark A Level and GCSE exams in:
Geography, Biology, History, Physics and Media

- Build confidence supporting your students with assessment
- Enhance your subject knowledge
- Great for your Professional Development



JOIN OUR TEAM: ocr.org.uk/assessor

OCR
Oxford Cambridge and RSA

Bigger picture



PUPILS from Thames View Infants School celebrated the opening in June of the Ripple Greenway, a linear park in Barking.

Walking and cycling charity Sustrans helped transform the neglected

1.3km space in east London, working with local residents on its design. The charity also planted hundreds of trees. Play on the Way features climbing logs, mini bridges and a group swing, to encourage children to have fun on their way to school.

Steel artworks by Katy Hallett are displayed, including Tree Rings, inspired by poet Robert Macfarlane's Tree Song. Ripple Greenway was funded by the mayor of London's green capital grant and regeneration experts Be First.

Photo by **Kois Miah**



Sally Meadows (left) and Ali Chown carry the Dorset district NEU banner as part of the Tolpuddle Festival's annual parade of trade union banners

Tolpuddle remembers victims of Covid-19

NEU Dorset members laid a wreath on the grave of martyr James Hammett as part of this year's Tolpuddle Festival.

The annual event in July commemorates the Tolpuddle Martyrs, a group of farmworkers from west Dorset who were sentenced to transportation in 1834 for organising a trade union.

We were joined by members of other trade unions and representatives from the Methodist Church. In a poignant ceremony, trade unionists remembered fellow member workers who have died from Covid-19.

As I laid the NEU wreath, I felt it was important to commend all education colleagues across the country for keeping schools open and showing their professionalism, despite the risk to their own health, in order that children and young people had as positive an education as possible despite the difficult circumstances.

Ali Chown, Dorset NEU

News in brief

Supply conference: standing shoulder to shoulder

SUPPLY staff and home tutors are among our most vulnerable members and can often feel isolated. Fortunately, the whole union movement has been built on the most powerless coming together to push for change. On 26 June, at the supply and home tutors' conference, that's what happened.

In his opening speech, NEU joint general secretary Kevin Courtney talked about "fighting for every member". Workshops included the union's visionary alternatives to agencies, with ideas for supply educators to come together to create their own co-operatives, and a session on members' legal rights under the Agency Workers Regulations.

I was struck by three things:

- we should be aware of our rights and negotiate for better pay and conditions
- colleagues can support us and make us a part of the staff room and team
- the NEU is there for us and the more we get involved, the greater the change we can make.

Sue Groome, NEU Suffolk

■ Visit neu.org.uk/supply

Big Hair Assembly livestream

THE Big Hair Assembly is back on 15 September. To mark World Afro Day (WAD), schools across the world will come together in a livestream assembly to celebrate Afro hair, identity and equality.



WAD is a global day of change, education and celebration of Afro hair. Since 2017, the event has been endorsed by the UN Office of the High Commissioner for Human Rights.

As well as free secondary school assemblies and resources, WAD is also providing education packs and resources for primary schools to hold their own Little Big Hair Assembly.

■ Visit worldafroday.com

Asbestos exposure still a threat

SCHOOL buildings with the most dangerous asbestos may still be exposing staff and students for decades to come, according to a report by the Joint Union Asbestos Committee (JUAC).

It has found that pupils and staff at

CLASP schools (a type of prefabricated building) since 1980 are more likely to die from mesothelioma, a cancer linked to asbestos exposure, than those during the period 1960 to 1980.

JUAC says the increased risk is caused by a failure of successive governments to develop regulations that measure "the actual risk of children and adults developing mesothelioma due to asbestos in buildings". And a "lack of funding and support to remove unsafe asbestos" has exacerbated the dangers. JUAC is calling for asbestos to be removed from all education buildings by 2028.

■ Visit the-juac.co.uk

Discount for STEM teachers

NEU members who teach science, technology, engineering and maths subjects can join the Institution of Engineering and Technology (IET) for just £30 a year instead of £170.

Members who join can also access the IET's specialist CPD programme, its extensive technical library, education resources, links to universities and an award-winning magazine.

■ Visit my.neu.org.uk then myRewards

Pippa Dowswell teaches A-level biology and is the NEU rep at City and Islington College in London.

'My students never cease to amaze me'

What do you love about your job?

First and foremost, I enjoy being in the classroom interacting with young people. I teach biology in a sixth form college and my students never cease to amaze me with their enthusiasm, varied interests and engagement with the world. All despite the difficulties thrown at them this year and growing up under the shadow of the impending doom of climate change. I enjoy watching each cohort of students develop from unsure 16-year-olds into young people ready for the challenges of employment or university.

I also value the opportunity to share ideas with my colleagues, both in my subject and politically within the NEU.

What do you love about being in the union?

The strong sense of solidarity – both at the college I work at among my NEU colleagues and more widely within the local branch and the sixth form reps' network. I am very proud to be part of a union that is working to effect change in the education system and be part of developing a more holistic, relevant curriculum for our young people.

What have you been up to lately?

In May, we took six days of strike action after a rapid change to our working practices without any meaningful consultation. This included being required to carry out interviews for prospective students in the evenings, graded lesson observations taking place during the pandemic, being refused the nationally agreed pay rise, and a restructure, which put members at risk of redundancy.

We held well-attended pickets in the mornings and management finally capitulated. Among other things, we have agreed on three afternoons of interviews, as opposed to the proposed 15, observations with Requires Improvement grading carried out during the pandemic will be removed, and we will receive backdated pay. A protocol is in place for meaningful consultation.

Now things are quietening down, I have a bit more time to indulge in the things I enjoy most – so lots of running, cycling and swimming.

What's important to you right now?

Catching up with friends and family after this difficult year. I especially want to spend some time with my elderly parents and am also hoping to catch up with my sister who lives in Cyprus. The need to sort out my parents' garden is also on my mind.

What do you do on your day off?

I don't think I have taken the whole weekend off since I started teaching. Most weekends I will spend a lot of time outdoors, running with friends or cycling. Pre-Covid, I would take part in races, too – this is just starting to happen again. I also try to spend some time with my grown-up children – luckily, they both enjoy cycling.

Tell us something we don't know.

For such an outdoorsy person, it is quite surprising that I hate cold water. I once, after making a lot of fuss, with a big queue behind me, got into Kenwood Ladies' Pond in Hampstead, only to complain loudly and swim directly to the other steps to get out.



Pippa on the picket line at her college
PHOTO by Kois Miah



The new elected DGS will join current DGSs Amanda Brown (left) and Rachel Curley



DGS election: your vote counts

FOR the first time, members will have an opportunity to elect one of the union's senior officers, when elections for a new deputy general secretary (DGS) open next month.

The person elected will join the General Secretariat team, working alongside DGSs Rachel Curley and Amanda Brown (pictured, left) from January 2022, as the next stage in the transition to a final team of general secretary, elected DGS and appointed

DGS by late 2023. The DGSs will work alongside joint general secretaries Mary Boustead and Kevin Courtney.

The elections will open on 4 October and close on 29 October. All members, other than student and associate members, are eligible to vote.

Look out for your voting paper, which will include statements from the candidates, and return it using the stamped, addressed envelope provided by 29 October.

Education museum

THE NEU has donated £20,000 to help establish a National Education Museum in Portsmouth, the birthplace of free education.

Artefacts including Victorian school furniture, exercise books from the 1930s and trade union banners are already available to view online. But museum trustees, who include four former NEU executive members, are raising money to house the collection in the city where 18th century teacher John Pounds taught some of the poorest children and inspired the Ragged Schools movement.

Museum trustee Amanda Martin, NEU president 2019-20, said she was “delighted” her home city had been chosen.

Fellow trustee Jerry Glazier, who until he stood down in August after 37 years was the longest serving executive member, said the union’s donation was “a big boost”.

Past presidents Hank Roberts and Anne Swift are also trustees.

Hank, whose idea the museum was, said it would offer “a place to learn the history of education and share ideas for its future”, as well as celebrating the role of unions in ensuring education was available to all.

■ Visit nationaleducationmuseum.uk

Members win TPS victories

MEMBERS at two independent schools have won their battles to remain in the Teachers’ Pension Scheme (TPS).

Staff at Tring Park School for the Performing Arts in Hertfordshire took two of five planned days of strike action in June over what NEU reps described as a “direct attack on working conditions”.

Plans at Leicester High School for Girls to leave the TPS have been put on hold after members threatened to strike, in a campaign led by two news reps.

Senior regional officer for the East

Midlands Ian Marrey said the proposal at Leicester High had come on the back of a four-year pay freeze, with the school “increasingly dependent on the goodwill of the staff”.

He added: “Staff have worked collectively and made a change, and the school has had to take note. We know that the threat hasn’t gone away completely, but we won round one.”

■ Digital packs of resources to help defend the TPS have been sent to independent sector reps. Join the next Zoom on 23 September from 6-7pm – register at bit.ly/3B4QOJT

Labour MP joins ‘fire and rehire’ picket line

STAFF at Alleyn Court Preparatory School in Southend, Essex, have taken six days of strike action, after the employer threatened to leave the TPS and fire and rehire staff on inferior terms and conditions. Labour MP Barry Gardiner, who introduced a private members’ bill on 16 June to end fire and rehire practices, joined them on the picket line.

Staff were given a deadline of 23 August to sign the new contracts or face being fired. As *Educate* went to press, six members were continuing to refuse to sign.

NEU regional secretary Paul McLaughlin said it was “deeply regrettable” that the school refused to negotiate with the union. Visit stopfireandrehire.org



THOUSANDS gathered to celebrate London Trans Pride on 26 June. NEU members from across the capital and further afield joined together in a show of solidarity and support, with 11 NEU branch banners on display (pictured above).

Trans staff can still face harassment in their workplaces and, despite progress, sometimes can’t be themselves at work. Non-binary people don’t have legal recognition. During June, the NEU reached out to LGBT+ members via a survey, the full results of which will be released in the autumn. It captured the main barriers which remain for LGBT+ staff and students. But equally, it confirmed that many schools and colleges are working creatively on their curriculum and culture, in the interests of all LGBT+ students.

We are Britain

Words by Michael Rosen
Illustration by Dan Berry



The Department for Education has circulated a new anthem that it wanted schools to sing on 25 June. By the time it got to Michael Rosen, the words seemed to have changed... unless it was him who changed them?

Chorus

We are Britain
And we have one dream
To disunite people
in the same team

Verse 1

Our nation survived through many storms
and wars
We've opened our doors, and widened our
island's shores
But if you look closely, you'll see how we start
to divide and rule, keeping people apart

Chorus

We are Britain
And we have one dream
To disunite people
until they scream

Verse 2

So many different people, standing in one nation
but not much fun, if you're the Windrush
generation
While the House of Commons committee
on education
pits people against people suffering deprivation

Chorus

We are the Government
We could be comedians
so we think you won't notice
we cut pupil premiums

Outro

Strong Britain, Great Nation
Stirring up Britain, Misinformation
Wrong Britain, Repatriation
So long, Britain, Disintegrate-a-tion

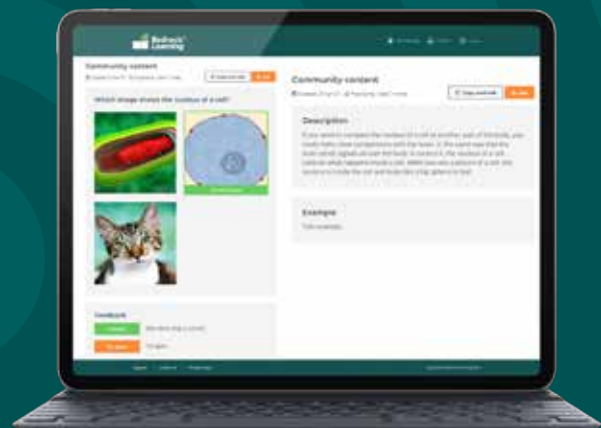


Harness the power of technology to improve students' literacy and communication skills



Bedrock Vocabulary is a vast Tier 2 reading and vocabulary curriculum for Years 3-13

Bedrock Mapper enables you to build your own Tier 3 vocabulary curriculum across all subjects



Bedrock GCSE English schemes - including 102 Terms and Dr Jekyll and Mr Hyde - empower students to understand and respond critically to challenging texts

Contact us now to get started

Scan the QR code to get 10% off your first subscription



25 years of anti-racism education

Show Racism the Red Card (SRtRC) celebrates its 25th anniversary this year. Following the Black Lives Matter (BLM) protests, its school workshops are in demand like never before. Sarah Thompson finds out more.

IT was a “lucky break” that launched charity SRtRC, says its founder and chief executive Ged Grebby. In 1994, Ged was working at Youth Against Racism in Europe, which produced a magazine carrying a feature on the north east of England’s Black history. He asked footballers to endorse it.

Newcastle United’s Black goalkeeper Shaka Hislop was among those happy to do so, but told Ged he wanted to do more. “I got in touch and asked him to go into a school with me,” says Ged. “We knew combating racism through the use of high-profile footballers could change attitudes.”

Two years later, SRtRC – now the UK’s largest anti-racism education charity – was up and running.

Shaka’s teammate John Beresford, who had admitted chanting racist abuse on the terraces as a teenager, got on board. The combination of the two footballers was powerful, recalls Ged: “I knew we had something special from the very first event.”

Get involved

■ **Wear Red Day on 22 October encourages schools and businesses to wear red and donate at least £1 to spread a message of anti-racism: theredcard.org/wear-red-day**

■ **SRtRC competitions encourage young people to produce creative work with an original anti-racism theme: theredcard.org/competitions**

■ **SRtRC will be joined by 25 famous faces, including Paul Elliot, Shaka Hislop and Gareth Southgate, for its 25 for 25 podcast series, to discuss the progress that has been made in tackling racism and consider what still needs to be done: [25 for 25: A SRtRC Podcast](https://theredcard.org/competitions) is on Apple, Spotify, Audible, YouTube and more.**



(From left) teacher Maria Hodge; Clio’s dad Elliot; overall 2021 winner of SRtRC’s annual schools competition Clio Chinyama; winner of The Voice UK Jermain Jackman; and Kevin Courtney of the NEU at The Compton School, North Finchley, London

PHOTO by Jess Hurd

Since then, the charity has worked with around 170 football clubs and 700 professional players. SRtRC’s schools education programme has, to date, reached 850,000 young people.

Justine King, an SRtRC education co-ordinator in the north east of England, says last year’s BLM protests have been “game-changing”, adding: “We’re busier than we’ve been in 25 years.”

She explains that SRtRC’s school workshops create a non-judgemental zone, where children feel able to ask questions without worrying about getting into trouble or saying the wrong thing. The workshops’ impact reaches far beyond the school gates.

“We’re educating young people to go back into their homes and educate their parents, because problematic behaviour, terminology and attitudes do not come from young people. They parrot what they hear in the media or in their family,” she says.

Children from one primary school where Justine ran a session had been referring to the local shop as “the paki shop”, prompting the owner to complain to the head teacher, who called in SRtRC to deliver a workshop on language and terminology.

Three days later, the shopkeeper contacted the head to say a boy had visited his shop, asked his name and told him: “We’re going to call this Ali’s shop from now on.”

The charity’s annual school competition (pictured above), which has been running for 23 years and invites children to submit creative work with an anti-racism message, is a highlight for Ged. “Entries are always of such a high standard and the competition empowers young people to fight racism,” he says, adding that he’s delighted that even during the pandemic 23,600 young people took part.

Its popularity, even in the toughest year many young people have ever known, may be explained by the reaction to last year’s BLM protests. In 2020, police officers in England and Wales dealt with record levels of racist and religious hate crime. An investigation by the Guardian found that since 2016 more than 60,000 racist incidents have been recorded in UK schools.


The nature of racism has changed over the past 25 years, says Ged, with a rise in anti-immigrant and anti-Muslim views following 9/11 and Brexit. Social media allows far-right groups to spread their message quickly and effectively, he adds.

Justine is pleased that even during a national crisis schools have continued to prioritise work on fighting racism, but she is looking forward to the return of in-person workshops in the next academic year.

“I can’t wait,” she smiles.


■ Visit theredcard.org

SHOW
RACISM
THE
RED
CARD



nautilus
Clarity for school leaders

Capture here Analyse here Share here




What?
Learning walks, book studies, observations and parent and pupil surveys for your iPad or tablet.

Why?
Increase collaboration, efficiency and accuracy.

Who?
Primary head teachers, aspect/subject leaders and SENDCOs.

www.nautilus.education




Pickatale

» **Pickatale for Schools**
is a Free reading app
for Reception through to year 6



GET
Pickatale
for Schools
for **FREE**




Guide Dogs | Tech for All

Do you know someone like Nell?

Nell is 6 years old and growing more independent every day. Her iPad fuels her curiosity about the world around her, helps her to learn new skills and to have fun. It ensures that her vision impairment doesn't hold her back. But technology often isn't available for children like Nell at home.

So, for a limited time only, we're working with BT to supply free iPads or iPhones for children and young people in the UK with a vision impairment, aged 3-18.

Apply now at
www.guidedogs.org.uk/techforall

Apply for a
free iPad or iPhone today!

A charity registered in England and Wales (209617) and Scotland (SC038979).



Ready for our year of recovery



Portrait by Matt Wilkinson

“THE fight against child poverty – that for me is the key battle for the union now,” says teacher Daniel Kebede (pictured above), who became NEU president on 1 September.

“There’s this pernicious, awful narrative that people don’t work hard enough, but poverty is never the fault of the child, it’s not even the fault of the individual. It’s a systemic problem.”

Daniel and his partner Laura Pidcock, who was MP for West Durham until she lost her seat in the 2019 General Election, are both long-time campaigners against poverty.

And it is the issue Daniel put front and centre of his campaign for NEU president.

In his nine years as a teacher, working mostly in alternative provision with children who haven’t been “dealt the best hand”, Daniel has seen the impact of child poverty in every one of his classrooms.

“Some of the young people I have worked with have been labelled with some sort of disorder, when often they are just from challenging backgrounds,” he says. “The labelling misses out the fact they are from a home where there are problems – perhaps parental drug dependency or high levels of criminality. Always there is poverty.”

And over the past 18 months, he has seen how the pandemic has particularly punished poor children and their families.

At Moorbridge Pupil Referral Unit, which Daniel joined just a few weeks before the first lockdown in March 2020, food is

“Poverty is never the fault of the child. It’s a systemic problem.”

now provided for families even at weekends.

As the school’s rep – there wasn’t one before he joined – Daniel formed an active union group that has met regularly throughout the pandemic, and he praises the head teacher for working with the NEU, following its checklists to mitigate against what he calls the Government’s incompetence.

“I’ve come out of the pandemic in awe of many school leaders because it’s been an incredibly difficult time,” says Daniel, adding that he is also extremely proud of the “superb” work of the union in protecting members.

If he had to pick a highlight, it would be the record-breaking Zoom meeting back in January. “The way the union organised around that was superb. We forced a lockdown and a change in Government policy. It shows that when you collectivise, when you organise, you can defend yourselves, but you can also make advances for children and for communities.

“We saw tens of thousands of educators take control of their health and safety, when

the Government was trying to push us back into unsafe workplaces. I think we have done our best as a union to keep members safe.”

He contrasts that with the experience of his dad, a bus driver and union member, who caught Covid – probably at work – and was forced to retire.

Now as a stronger union, with an extra 30,000 members and 4,000 more reps since March 2020, we’re ready to face the many battles ahead, as we enter what everyone hopes will be a year of recovery, he says. One of them will be to defeat any attempt to return to what was ‘normal’ in education pre-Covid.

“Our education system, as it is, isn’t a very forgiving place for young people. A lot of exams, rote learning and this emphasis on catch-up,” he argues, adding that it has also been a punishing environment for many educators. With so many new teachers quitting after a few years in the profession, and an exodus of leaders predicted to be not far behind them, that fight must be won, argues Daniel.

“The ruthless accountability regime can lead to micromanaging, which feels like you don’t have much control as a teacher, which can lead to alienation.”

The absence of respect for the professionalism of educators, combined with a lack of autonomy, is shared by those working at all levels, he believes. “Leaders as much as anyone suffer. It starts with Ofsted and trickles down. It’s really important that leaders and staff collectivise on these issues.”



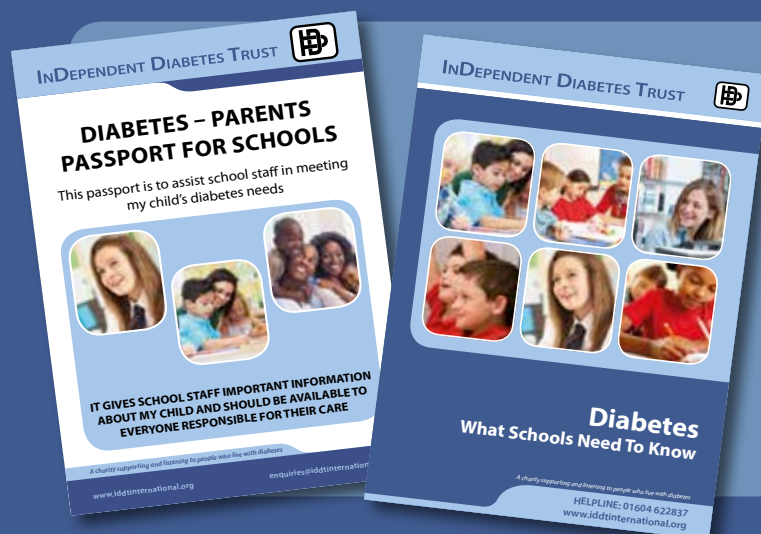
DO YOU HAVE A CHILD IN YOUR CLASS WITH DIABETES?

DIABETES – WHAT SCHOOLS
NEED TO KNOW

DIABETES – PASSPORT FOR
SCHOOLS

ASK FOR YOUR FREE COPY TODAY

TELEPHONE: 01604 622837 or
EMAIL: martin@iddtinternational.org



Independent Diabetes Trust
P O Box 294, Northampton NN1 4XS

www.iddtinternational.org
Charity Number: 1058284 Registered Number: 3148360

Introducing...

Pickatale for Schools!



Discover a free unique reading tool for teachers
and pupils that makes books fun and
encourages a lifelong love of reading!

TEACHERS - REGISTER NOW



**Pickatale
for Schools**
includes:

- 1 Sign up at www.pickatale.co.uk/educate
- 2 Create your class,
and add your pupils
- 3 Access hundreds of free
books, and assign
homework for your class
- 4 The pupils receive the
homework in the app

www.pickatale.co.uk/educate

Much to do about sexism

With many educators reporting an increase in sexism and sexual harassment of girls in their workplace, what can be done? **Nadia Idle** reports on the teachers challenging sexism in their classrooms.

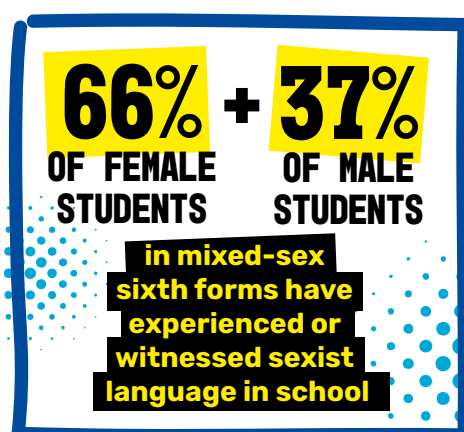
THIS year has been seminal in the renewed fight for women's rights. Following the growth of the #MeToo movement and outpouring of grief and anger following Sarah Everard's rape and murder, the focus has turned to schools.

On International Women's Day this year, Everyone's Invited – a website set up to collect testimonies of sexual harassment – published 15,000 anonymous testimonies of sexual harassment, assault and rape. Many of those accounts were by schoolgirls and, to date, ten per cent of schools in England are mentioned.

'So common, no point reporting'

By June, Ofsted had published its Government-commissioned rapid review of the issue. It revealed the prevalence of sexual harassment and online sexual abuse in young people's lives. The report stated: "It is concerning that for some children, incidents are so commonplace that they see no point in reporting them."

Ofsted's findings reflect what the NEU has been raising awareness about for some time. In 2017, the union teamed up with UK Feminista to produce *It's just everywhere*, a report on sexual harassment, the use of sexist language, and the prevalence of sexist stereotypes in schools.



SOURCE *It's just everywhere* 2017

"Incidents are so commonplace that they see no point in reporting them."

Ofsted report, June 2021

The report found that more than 37 per cent of girls at mixed-sex schools have been sexually harassed while at school. Nearly a quarter (24 per cent) of female students at mixed-sex schools have been subjected to

unwanted physical touching of a sexual nature at school, while 66 per cent of female students and 37 per cent of male students in mixed-sex sixth forms have experienced or witnessed the use of sexist language at school.

In addition, a quarter of all secondary school teachers say they witness gender stereotyping and discrimination in their school daily. The report highlights that sexual harassment "has a detrimental impact on girls' confidence and self-worth".

Why has this issue taken so long to be recognised and talked about? The union believes that it just isn't prioritised, that it's often minimised and trivialised.

'Brushed to one side'

Some educators think sexism is now so normalised in culture, that it simply doesn't get recorded in schools. Ellie Sharp, a primary school teacher in Croydon, south London, says: "We're gradually getting better at recording racism and homophobia in schools. But on Sims, our school database, you can record sickness, attendance, rewards, other prejudiced behaviour, but there is no way of recording sexism. I think that's because it's so prevalent, it goes un-noted. It's just brushed to one side."

Charlotte Carson, who teaches in Belfast, found a similar issue: "My school had policies on homophobia and racism as part of behaviour policies, but not sexual harassment. That is when I decided to set up the Feminism in Schools network." (See page 28.)

NEU executive member Heather McKenzie, an assistant head of inclusion for 15 years and now a supply teacher, says: "The tide is turning. Women and girls are starting to challenge behaviour, and men are starting to see that."

In July, the Home Office published its Tackling violence against women and girls strategy, which showed that 45 per cent of people surveyed wanted "more action to

continued on pages 26 and 28



SOURCE *It's just everywhere* 2017

EVERYONE
is unique

SEXISM
HURTS
EVERYONE

SEXUAL
HARASSMENT
IS NEVER OK

SHARING UNPLEASANT
GOSSIP, RUMOURS OR LIES
ABOUT SOMEONE ONLINE

IS NOT OK



neu.org.uk/sexism

**BOYS
ARE
CARE**

**GIRLS ARE
STRONG**

**Stereotypes
stop us
doing stuff**

**THIS
SCHOOL/
COLLEGE
BELIEVES**

Feature

continued from page 25

prevent violence against women and girls from happening, for example, education programmes in schools to teach children about these crimes" as the top priority for Government.

Heather tabled an emergency motion on violence against women and girls at this year's NEU annual conference. "In every educational space, sexism and sexual harassment needs to be challenged," she says.

A lot of work has been rightly focused on empowering girls. But what about the boys responsible for the name calling and abuse?

Michael Conroy founded the organisation Men At Work. It trains those working with boys and young men in schools and youth settings, to facilitate constructive dialogues on sexism and sexist behaviour.

He says: "My work is about trying to raise collective consciousness among boys and young men about what we are perpetuating when we use certain phrases and words. Language tells us a lot about culture and power imbalances."

Education staff as informed role models

Michael developed #10Dialogues, resources to aid anyone working with boys and young men in schools, colleges and other settings in fighting sexist and violent behaviour. He stresses the importance of having informed male role models among educators.

"As men, we need to show boys that we understand the processes of being brought up through codes of masculinity, but we don't need to endorse them," he says. "We need to ask meaningful questions together. There may be kickback in the process, but it's worth doing and it's the right thing to do."

Ellie believes the focus needs to be on young boys. "A lot of resources are about empowering girls, which is absolutely right, but we don't want to disengage the boys. We want to help them develop into citizens who reflect on their actions and their accountability. They need to learn that it is important for them to understand sexism as well," she says.

"Education of boys is key," agrees Heather.

Why I set up a school feminist society



Charlotte Carson
(left) teaches at Hazelwood Integrated College in Belfast.

"I decided to take action after a year 10 female student told me that a boy from another school sat down next to her on a bus and felt her bare thigh, which adults witnessed but ignored. She told me: 'Miss, this happens all the time.'"

"Homophobia and racism are covered in our behaviour policies, but not sexual harassment. When I realised this, I decided to set up a school feminist society.

"So I started the Feminism in Schools network by putting out a call on Facebook. Hundreds of people responded.

"With hindsight, I would have got others involved, which would have made it easier. Ideally, you want to get the youngest children involved as well as a wide range of staff from the get-go."

"What we want is that they grow up alongside girls aware of the world they are in and learn how they can change it together. In fact, I'm very hopeful for this next generation."

Porn as available as snack food

One area of particular concern to educators is children's access to online pornography. According to Ofsted's report, there is evidence that 48 per cent of 11- to 16-year-olds in the UK have viewed pornography, and boys were approximately twice as likely as girls to have actively searched for it.

Sisters Amy and Sarah Kilpatrick, who are reps at their respective schools in the north east of England, were this year's winners of the Annie Higdon award, along with teacher member Clare Cheverall. The prize is given to NEU members to recognise their work to challenge sexism and build women's activity in the union.

"I teach children aged under eight who get a phone for their birthday. There is no way of policing what they watch," says Amy. "Unless you have really strong female role models at

home, pornography can set up expectations of what a girl or woman is, and what they are expected to do to be attractive to men."

Sarah agrees: "When it comes to nude paintings boys react like, 'ugh, why does she have hair down there, Miss?'. They have formed this idea that women shouldn't have pubic hair."

Michael says: "Porn is as available to young people as snack food. If they've got the internet, they've got porn, whether they are looking for it, or it gets sent to them, or the algorithm finds them."

Making space to deal with incidents

NEU members around the UK have not been silent. Many have taken the initiative in their workplaces to challenge sexist culture. They talk about the importance of taking incidents seriously as they occur and making space for dealing with them in a classroom setting.

"Tackling the representation of women in the curriculum is one way that all educators can tackle sexism head-on," says Sally Thomas, policy specialist on gender equality at the NEU.

"We've made it clear that the Government has an important role to play in addressing sexism in schools. But we also know what good practice looks like, and there are great tools for educators to use. NEU resources like Breaking the Mould demonstrate how education professionals can challenge gender stereotypes right from the beginning of a child's education.

"It's not just about addressing sexism and sexual harassment in relationships, sex and health education (RSHE) lessons, but ensuring women's achievements are recognised and represented in all curriculum areas."

Three things the DfE needs to do

- Develop a national education recovery strategy that empowers schools to tackle sexism and sexual harassment.
- Work with education unions and education professionals to provide better guidance and resources on challenging sexism and sexual harassment.
- Ensure every school has access to training to build confidence in teaching relationships, sex and health education (RSHE) and take a whole-school approach to tackle sexual abuse and sexual harassment.



SOURCE It's just everywhere 2017

RSHE training for teachers

RSHE was made statutory in September 2020. But because sexist attitudes, language and behaviour are so prevalent in society, teachers need proper training to equip them to tackle sexism. Without adequate training in place, the effectiveness of RSHE to challenge sexist behaviour in schools is often limited.

"There is a real fear among teachers of being sacked for saying the wrong thing," says Amy. "We've started addressing sexism in schools through the RSHE curriculum, but we need confident, trained staff."

Sally agrees: "Teachers need to feel that they've had access to training about how to challenge gender norms in the classroom. The Government has a role to play in building that confidence through providing training for schools."

She adds: "The NEU's work involves fighting for an alternative education system. We want educators to be afforded the space to talk to children about gender stereotypes, and challenge ideas around masculinities and femininities. However, practitioners often tell us that they don't have the space and time, because we have an education system which is principally organised around teaching children to pass tests. In this exam factory culture, opportunities for children to explore these issues and allow space for reflection are limited."

"We need a different education system – one that empowers schools to support children socially and emotionally and develop the skills to be ethical citizens."

The NEU is committed to supporting its members in challenging sexism in schools. The union has called on the Government to ensure a properly funded strategy is in place to address sexism and sexual harassment of both girls and women staff.

"There has been a groundswell of voices," says Heather. "This time is the right time, and that is why I put the motion forward at conference. The time is now to change our culture of sexism – for everybody."



Advice and guidance

NEU RESOURCES

- Poster for your school noticeboard: [pages 26 & 27](#)
- Three steps to RSHE success: neu.org.uk/3stepsrshe
- Report on sexism: neu.org.uk/sexism
- Guidance on sexting: neu.org.uk/advice/sexting-incidents-school
- Advice on gender stereotypes: neu.org.uk/breaking-mould
- Agenda resources: neu.org.uk/agenda

OTHER RESOURCES

- Childnet's secondary resources: childnet.com/resources/step-up-speak-up
- Childnet's primary resources: childnet.com/resources/just-a-joke
- Sex Education Forum's RSE advice

and guidance: sexeducationforum.org.uk/advice-guidance

- Men At Work, promoting safety, good mental health and respectful relationships for all: menatworkcic.org
- Gurls Out Loud, empowering teenage girls: gurloutloud.com
- Internet Watch Foundation, keeping children safe online: talk.iwf.org.uk
- SWGfL advice on responding to sexting incidents: bit.ly/3fohdRb

DATES FOR YOUR DIARY

- **25 November** International Day for the Elimination of Violence Against Women un.org/en/observances/ending-violence-against-women-day
- **8 February 2022** Safer Internet Day saferinternetday.org

Catcalling led to class discussion



Ellie Sharp (left) teaches at Purley Oaks Primary School, in Croydon, south London.

"On International Women's Day a couple of years ago, my year 5 class was discussing why inequalities between men and women exist."

"A boy raised his hand and told the class that his sister got shouted at from across the street. The children didn't have any idea of what catcalling was, but these nine- and ten-year-olds picked up that it was women, not men, who got shouted at. The boy explained how his sister would cross the road, holding his hand tighter. After that boy shared his story, then came the next child's story, and the next and the next."

"You might think that children are oblivious to these things but they are very aware. It's important not to underestimate that many will have been victims of some sort of sexism from a very young age."

"They noticed how the body language of the woman they were with would change. It's an unusual interaction for them to witness, because they don't understand why a person is shouting at another person from a van or across the road and they are not responding in a warm way as they would if a friend or relative called them."

"I used Agenda, an online resource created to support children in building positive relationships, to teach a lesson on things we want to stop and things we want to encourage, starting out with a broad conversation about how men and women are treated differently."

"I've seen a positive change in my school over the last five years in terms of children questioning each other and feeling like they can talk about things more freely."

"However, many teachers don't have the confidence with teaching equalities. Having training, policy and a strong curriculum in place for teachers is so important."

IT'S TIME TO
BELIEVE IN
MAGIC
AGAIN



J.K. ROWLING'S

Harry Potter

AND THE
CURSED CHILD

THE SPELLBINDING ORIGINAL RETURNS 14 OCTOBER

BRAND NEW SCHOOLS RATE

10+ School Rate £20* per Part

*Rate valid on Grand Circle seats for Wednesday and Friday performances only. For every 10 tickets purchased you receive 1 free ticket for teachers. Rate is available during off-peak weeks only and excludes all school holidays and peak weeks, please note that some peak weeks also sit within school term time. Subject to availability, exclusions apply. Rates may be removed without notice.

PERFORMANCE TIMES

Wednesday, Friday and Saturdays Part One 2pm Part Two 7pm Sundays Part One 1pm Part Two 6pm

Palace Theatre, London | HarryPotterThePlay.com



TM & © HP™, HP™ WB.





Cartoon by
Polly Donnison

A game-changing victory against academisation



Warwick Mansell
is a freelance
education journalist
and founder/writer of
[educationuncovered.
co.uk](http://educationuncovered.co.uk)

THE recent High Court victory of a West Midlands primary school against the Government's forced academisation policy points to the ugly reality of the scheme.

Yew Tree Primary School in Sandwell is the first school to win a High Court appeal against forced academisation. It boldly challenged Education Secretary Gavin Williamson, as the Department for Education (DfE) sought to press on with imposing academisation through an academy order, more than two years on from an Inadequate Ofsted judgement.

The school, supported by its local authority, pointed to strong improvement under a new head teacher, and a confidence that this would have been demonstrated with a Good judgement from Ofsted, had

inspections not been suspended because of the pandemic. The Government has the power to revoke academy orders, imposed on schools which had failed inspections, in the event that a subsequent one had rated them Good or Outstanding.

In a stunning verdict for the school, Gavin Mansfield QC found that the DfE's refusal to revoke the academy order "was irrational". He said it was of "grave concern" that the department appeared not to have engaged with evidence submitted by the school and local authority, which demonstrated improvement without the need for academisation.

The DfE had said in its evidence to the court that any support from the local authority was unlikely to be sustainable. But the judge found that this was an "irrational" conclusion. Perhaps most damningly, the judge pulled apart a remarkable DfE statement that the local authority's evidence had been taken less seriously as it was "not... supportive of academisation".

There was no good evidence that was the local authority's position, found Mansfield. Even if it were, it was "wholly unreasonable"

for the DfE not to take the local authority's evidence in relation to this school seriously as a result.

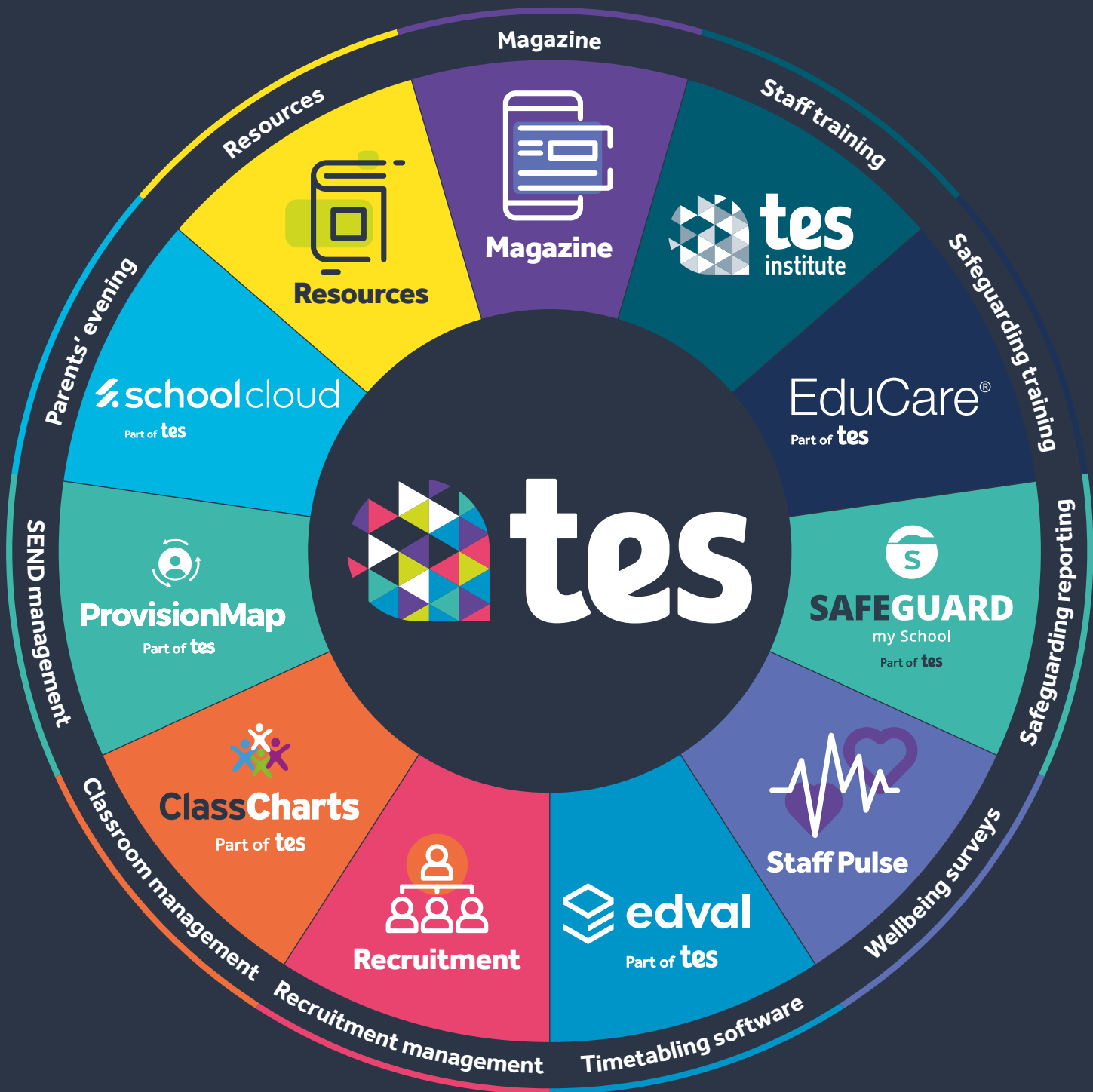
There seemed a suggestion that the judge took a dim view of DfE arguments, which failed to put the needs of pupils front and centre. The DfE should have considered all the available evidence as to whether the school would best be served staying with its existing improvement model or academising. It had not done so.

The truth is that this policy, on which I have reported for a decade, has always been about an often evidentially dubious national political position rather than the needs of individual school communities. Officials did not see the need to look in detail at evidence, since the imperative from ministers – convert as many schools as possible, no matter what – seemed clear.

This case is likely to provide hope to other campaigns which have fought the irrationality of blanket forced academisation. If schools can show genuine improvement, there is optimism that the imposition of an external solution on communities, which they do not want, can be avoided.

Together, we build trusted education solutions

For more than 100 years, we've supported schools and been a champion of great teaching. As education is changing, so are we. The Tes family has grown to provide a wide range of software to help your school and students flourish.



tes.com/together-we-build

Liberation, belonging and exploring ideas

Kristabelle Williams (pictured) was named School Librarian of the Year 2020-21 in June, and is also a health and safety rep at Addey and Stanhope School in Lewisham, south east London. Emily Jenkins finds out what makes her a class act.

“THE library is a site for liberation,” says Kristabelle, passionately. “In what other place can you borrow knowledge, literature and information? And use it to learn, to explore and question ideas, and to find yourself?”

It’s clear Kristabelle works hard to cater for every taste and interest in her secondary school library. There are reading groups, chess, book and film clubs, poetry slams for staff and students, and she also organises regular letter exchanges with authors and a popular manga book club.

“The library isn’t just a place for a particular type of student,” she says. “There’s something for everyone, because it belongs to everyone.”

‘I am a reader, this is my belonging’

Neither is the library just about borrowing books and resources, explains Kristabelle; book ownership is also vital. According to the National Literacy Trust, more than 380,000 children in the UK do not own a book. Kristabelle works with charities that provide free books to her students, including the Free Books Campaign, which donates titles by Black authors.

“It’s about choice. It allows pupils to think: I am a reader, this is my belonging. I’ve chosen this and I’ve chosen to read this.”



“The library isn’t just a place for a particular type of student.”

Throughout the pandemic Kristabelle has continued her work, often remotely, supporting colleagues and students in lessons, and providing online resources and ebooks, as well as recording herself reading books.

“There’s a perception of librarians that we just check out books and manage the space,” says Kristabelle. “Librarians are educators and it’s important schools invest in that. You get so much for your investment.”

A properly funded school library and trained librarian leads to higher student achievement, and can impact powerfully on reading for pleasure, information literacy, access to knowledge, self-esteem and wellbeing, research has shown.

Kristabelle, who has worked in school libraries for seven years, as well as public libraries, says that the pandemic has made these spaces even more vital, especially for young people without access to digital resources at home, or those who can’t afford books and other learning materials.

There is also a correlation between child poverty and access to libraries, Kristabelle tells me. Schools with a higher proportion of children on free school meals are more than twice as likely not to have a library, the Great School Libraries survey showed.

But cuts to education funding, and the closure of 20 per cent of public libraries since 2010, mean that these important places of learning are at risk. Staff in both school and public libraries have been made redundant, furloughed, redeployed or had their hours reduced. As an active member of the NEU librarians’ network, and newly appointed NEU support staff officer for Lewisham, Kristabelle is working closely with colleagues to share best practice and help members over a particularly difficult year.

Her award from the School Library Association is a win for librarians everywhere, she says. “It shines a light on the work of all school librarians. And if I can draw attention to that, then it’s a privilege.”

Do you know a class act?

Email educate@neu.org.uk

More information

■ School Librarian of the Year – nominations are open and new awards have been added: sla.org.uk/awards

■ Free Books Campaign – books by authors of colour for those who cannot afford them: freebookscampaign.co.uk

■ Great School Libraries campaign – case studies of good practice: greatschoolibraries.org.uk

■ Children’s Book Project – donate or have books gifted to your school: childrensbookproject.co.uk

■ Bookbuzz – reading programme for 11- to 13-year-olds: bit.ly/3w1lFn6

■ Litincolour – supporting schools to make English literature more inclusive: penguin.co.uk/campaigns/lit-in-colour.html

■ NEU librarians’ network: email susan.martin@neu.org.uk

■ Are you a school librarian or do you have librarian responsibilities? Record your role on the NEU membership system: my.neu.org.uk/login





Would you like a comfortable retirement?

Then book a free initial financial consultation with an expert financial adviser

You're busy helping the generations of tomorrow to achieve their goals. Let us help you to achieve your financial goals.

Lighthouse Financial Advice is a trusted partner of NEU and can help you with:

- ▶ Retirement planning
- ▶ Savings and investment planning
- ▶ Tax efficient investing
- ▶ Protecting your loved ones
- ▶ Protecting your property
- ▶ Inheritance tax planning

To learn more about how we can help please contact us using the details below to book your **FREE** initial financial consultation. Please quote **NEUad2109** in your email or when speaking to the team on the phone.

T: 08000 858590, **E:** lhgenquiries@quilter.com

www.lighthousefinancialsolutions.co.uk

Your home may be repossessed if you do not keep up repayments on your mortgage. The value of pensions and investments can fall as well as rise and you can get back less than you invested.

Female colleague paid less

MY female colleague does the same job as a male colleague, but he is paid more than her. He applied as an external candidate and the job was offered at a higher salary to attract more candidates. Three years on, the situation is the same. Should institutions take action to change such disparities?

You're right to raise this issue. Women and men should receive equal pay for equal work.

Equal work is 'like work', 'work of equal value' or 'work rated as equivalent'.

■ 'Like work' is work where the job is the same or broadly similar.

■ 'Work of equal value' is work that is not similar but is of equal value because the level of skill, training, responsibility or demands of the working conditions are of equal value.

■ 'Work rated as equivalent' is usually using a fair job evaluation, where the level of skill, responsibility and effort needed to do the work are equivalent.

The reason given by the college for the disparity is unlikely to be lawful. An employer can only pay a woman less than a man for doing equal work if it can prove that the difference in pay is not due to their different sex, is not directly or indirectly discriminatory, and is proportionate – for example, where more pay is justified because the man genuinely has significantly greater experience than the woman.

If your colleague is not willing to raise the issue alone, you could speak to your NEU rep, without disclosing your colleague's details, and ask the employer to provide evidence that it is taking steps to identify and remove pay disparities between men's and women's pay.

A union meeting might disclose that there are other examples of unequal pay in your workplace. Pay arrangements in the workplace should be transparent, with information on the pay policy available to all staff, and regular consultation on the pay policy with union reps and members.

Your colleague should seek advice from the union's AdviceLine and further information can be found at bit.ly/36EVorL

Teaching pupils with challenging behaviour

I'M a primary school teacher and, over the last year, the behaviour of some children has worsened significantly. I've been spat at and threatened with scissors. I'm worried about my own safety and that of other children.



PHOTO by LaylaBird

This is a distressing and potentially dangerous situation. Members should get together to discuss practical proposals to put forward to management to make staff and other students feel safe. Check whether the school's behaviour policy is being applied consistently.

Members could request an individual pupil behaviour risk assessment – visit bit.ly/3rg7fpJ – and be involved in deciding what measures should be instigated pending the anticipated professional support. If there is a violence at work policy, this should also be consulted.

Make sure all incidents are reported and that there is appropriate support for victims.

Except in emergency situations, staff are likely to be in breach of contract if they refuse to teach or work with particular pupils. Industrial action to refuse to teach cannot be taken until relevant procedures, including an industrial action ballot, have been followed and union rules satisfied. For further information, contact the NEU AdviceLine.

Induction as a supply teacher

I'M an early career teacher (ECT) and have struggled to find a permanent role. Does supply work contribute to the induction period and, if so, what are the practicalities? Yes, ECTs – formerly called newly qualified teachers – can start or continue their

induction while doing supply work, so long as the period of employment is for a minimum contract length of one full induction term.

This cannot be a series of short-term supply contracts adding up to a term, as induction must be planned and structured in advance and must take place in a stable environment to allow for fair and accurate assessment. A supply teacher on a contract of one term or more should be treated in the same way as a permanent employee by the head teacher for the purposes of induction.

For early career teachers starting their induction from September 2021, the induction period has increased from three to six terms. Teachers who participated in the early rollout of the Early Career Framework (ECF) in 2020-21 have access to the support package, but their induction will be completed in one year.

Anyone who started and paused induction before September 2021 must complete a one-year induction by September 2023. After that date, six terms of induction would need to be completed.

In Wales, induction arrangements are not changing and all supply work can count towards induction.

■ Visit neu.org.uk/induction

Please email educate@neu.org.uk

SMALL GROUP TOURS

It's never too early to start planning for 2022. Be inspired and book with complete confidence with our Price Guarantee



7 nights
from
£1195

CYPRUS

CYPRUS, NORTH TO SOUTH

- Enjoy this full itinerary exploring the ancient island of Aphrodite's scenic splendour & cultural heritage. Staying in Kyrenia & Limassol, visit Famagusta, north & south Nicosia, & Curium. 3 lunches & 5 dinners included

NO SINGLE
SUPPLEMENT
(limited dates/
availability)



9 nights
from
£1845

INDIA

INDIA'S GOLDEN TRIANGLE

- Staying in Delhi, Jaipur and Agra, visit the Taj Mahal, iconic forts, majestic palaces and abandoned cities. Enjoy Special Events – Special Meals and Drinks. Solo Group Departures (9 Apr & 10 Sep 2022, & 22 Apr, 9 Sep 2023)

NO SINGLE
SUPPLEMENT
(limited dates/
availability)



4 nights
from
£695

MOROCCO

THE 'VJV' RIAD

- Experience a stay at the traditional Angsana Riad Blanc in old Marrakech. Visits include Majorelle Gardens, Bahia Palace, and the YSL and Dar Si Said Palace museums
- Enjoy a Special Event – Riad Dinner

1 LUNCH
& 1 DINNER
INCLUDED



7 nights
from
£895

ITALY

GRAND HOTEL ON LAKE COMO

- Spend a week on Italy's most exclusive lake at the 4-star Grand Hotel Menaggio, with cruises to its villas included
- Enjoy relaxing or explore by foot, boat, bus & train. Solo Group Departures – 23 Oct 2021 & 2 Apr, 22 Oct 2022

NO SINGLE/
LAKE VIEW
SUPPLEMENT
(ltd. dates/avail.)



7 nights
from
£1245

SICILY

TREASURES OF SICILY

- Our top Italy tour staying in Catania, Agrigento, Palermo and Giardini Naxos or Castelmola. Visit Syracuse, medieval Cefalù, Selinunte, Monreale, Taormina and iconic Mount Etna. Special Event – Palazzo Private Visit

SOLO GROUP
DEPARTURES
(9 Nov 2021
& 8 Nov 2022)



7 nights
from
£995

JORDAN

HIGHLIGHTS OF JORDAN

- An affordable visit, based on a direct flight to Aqaba
- Stay in Aqaba, the Dead Sea region and Petra. Visits include Little Petra, Wadi Rum, Mount Nebo, and bustling Madaba, plus enjoy floating on the Dead Sea

LUNCH AT
A BEDOUIN
CAMP
INCLUDED

020 3993 0566 | vjv.com/educate



Prices are correct at the time of going to press. If our specially negotiated airfares are unavailable at the time of booking, a supplement may apply.



The right to dignity and a decent life

AT the international solidarity conference on 10 July, NEU members renewed their commitment to hold world leaders to account on their duties to protect human, trade union and children's rights.

Opening with the message that no human being should have to wait for their right to dignity and a decent life, the question “if not now, then when?” was posed.

It framed the conference, with members hearing from guests including the UN High Commissioner for Human Rights and former president of Chile, Michelle Bachelet, and education activist Ziauddin Yousafzai, father of Malala and co-founder of the Malala Fund.

In an interview with NEU joint general secretary Kevin Courtney, Bachelet, the first female president of Chile, shared her perspectives on the UN's pursuit of a safer, freer and more just world.

From Covid-19 recovery to global education and women's rights, the High Commissioner provided insights into some of the greatest challenges facing human rights activists. In their quest for social justice, Bachelet urged NEU members: “Please don't give up. Your tireless advocacy is more important than ever.”

Championing girls' education

In an inspiring afternoon session, Ziauddin Yousafzai spoke to NEU senior vice-president Louise Atkinson about championing women's rights and girls' education in Pakistan, regarded as a patriarchal society. Members heard how Ziauddin and his daughter Malala – after her near-fatal shooting by the Taliban



Education activist Ziauddin Yousafzai (left), pictured with daughter Malala at a school in Kenya

PHOTO by Tanya Malott

– channelled their experiences to turn the world's attention to girls' education by co-founding the Malala Fund.

Ziauddin called on conference to unite in common cause to achieve gender equality and tackle the climate emergency.

Workshops throughout the day spotlighted issues in countries including Colombia, Cuba, Myanmar, Palestine, Turkey and Venezuela, as well as topics such as girls' right to education in a session led by Send My Friend to School and the Steve Sinnott Foundation. Delegates also heard inspiring speeches from five international solidarity officers about their own campaigning.

£4bn cut from UK aid budget

The conference took place just as the UK Government announced it was cutting the aid budget by more than £4 billion, despite hosting several key events for international development in 2021, including the G7, the Global Education Summit and COP26.

NEU joint general secretary Mary Boustead reminded delegates that trade

“Your tireless advocacy is more important than ever.”

Michelle Bachelet

unionists have a responsibility to put human rights on the agenda and hold governments to account on their promises.

Similarly, David Edwards, general secretary of Education International, a federation of teachers' unions, reminded conference that solidarity is the most important word in the shared vocabulary of the world's trade unions. Edwards championed educators and trade unions as the leaders who will move us towards a more inclusive, sustainable and equitable future.

The conference closed with a reminder to members that international solidarity does not end at conference but is instead renewed. The trade union movement is global, and our prosperity is interwoven with the strength of sister unions around the world.

Tom McEwan, NEU international policy officer

■ To get involved, contact the international solidarity officer in your district.

■ Visit neu.org.uk/international

Standing with Afghan educators

HARD-won gains on the rights of women and girls in Afghanistan must be protected, including girls' right to education, the NEU said last month.

“The NEU stands with the people of Afghanistan, including teachers, education staff and children, during their hour of need,” said the union.

Reviews

Jon Biddle, English lead and NEU rep at Moorlands Primary in Norfolk, is passionate about fostering a love of reading for pleasure. Here he shares ideas and tips for schools to try.

A year of falling in love with books

BEFORE the summer break, I took advantage of the final few days of term to reflect on the class's reading journey. It was an ideal opportunity to talk about the books they had enjoyed, collectively and individually, how their reading tastes had evolved in the previous ten months and anything else reading-related.

Creating our reading history together is always a highlight of my teaching year. We select the books, poems, authors and events that we want to celebrate, and I print all the relevant photographs. The children then organise themselves into groups and are given a long piece of wallpaper or backing paper to work on.

How they choose to display their ideas is entirely up to them. Some do it chronologically, some organise it into sections for different types of books, and some break it up into authors, events, awards and so on. What they present to the rest of the class at the end of the session is, of course, important, but the sense of genuine and purposeful collaboration while they're creating it is even more important.

Hearing them talk with passion about their favourite class reads, about the books they're looking forward to next year, and about the magazines and comics they're recommending to their friends feels like such a reward for all the hard work that's gone into developing Reading for Pleasure across the school.

Alongside our class reading histories, I also ask the children to write down their top five reading moments of the year. I usually share my favourites first, talking about why they're important to me.

This year, mine included meeting Sharna Jackson, the author of *High-Rise Mystery* and *Mic Drop*, when she did an online author visit for us; my class bursting into spontaneous applause during *The Outlaw Varjak Paw*, when a favourite character, missing and presumed



An end-of-year reading history, created by a group of Jon's pupils

“It’s super good. I recommend it to everyone – they’ll fall in love with it.”

dead, returned in the final chapter; and when an extremely generous children's bookshop (A New Chapter Books) sent us copies of *Ways to Be Me* by Rebecca Scott and Libby Westcott before it had officially been published.

Best moments of pupils' reading year

Here are some highlights from individuals in my class at the end of last term.

■ I loved you reading us *The Outlaw Varjak Paw*, although your Omar voice kept changing every time he spoke.

■ Being chosen as a school reading ambassador. I got to discuss amazing books with other people who love books.

■ Reading *Crater Lake* together at the start of the year. (I've read the second one, it's just as good, maybe even better. Will you read it to us next year? You have to.)

■ I absolutely loved *Can You See Me?* It's

super good. I recommend it to literally everyone, even if it's not their kind of book – they'll fall in love with it instantly.

■ When we could all bring magazines and comics in and read them together on cushions, that was so good.

■ I could write a whole section about books I've loved and that are just absolutely amazing.

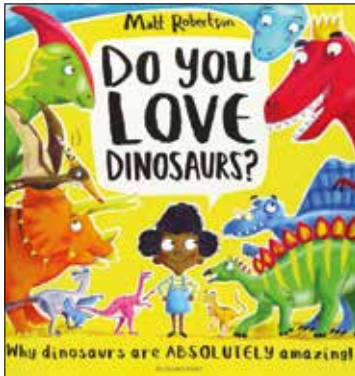
Their observations have given me a clear focus for our direction of travel next year, both as a class (half of them will be staying with me) and as a school. More reading aloud, more opportunities for them to bring in reading materials from home (we know a lot about the flow of reading from school to home, but far less about the flow in the opposite direction) and trying to ensure consistency with my Omar voice. To be fair, he did swing from a West Country publican to Sean Bean to a Norfolk farmer over the space of half a page.

I hope that your opportunities for reading over the summer were frequent and relaxing, and that the new school year goes well. The professionalism, integrity and work ethic of the teaching community continues to make me proud and, as ever, we will overcome any challenges that come our way.

 @jonnybid

Read more ideas from Jon next issue

Do you love dinosaurs?



HAVE you ever heard of a dinosaur that could outrun a racehorse? Did you know that some dinosaurs laid eggs the size of footballs?

Packed with bright illustrations (also by the author), Robertson's funny and informative book is full of fantastic facts about the prehistoric world.

Do you love dinosaurs? Why dinosaurs are ABSOLUTELY amazing! is a perfect bedtime story for five- to seven-year-olds.

Aliss Langridge

Do you love dinosaurs? Why dinosaurs are ABSOLUTELY amazing! by Matt Robertson. Bloomsbury. £6.99.

Those Who Can, Teach

THOSE Who Can, Teach is the story of Andria Zafirakou, winner of the 2018 Global Teacher Prize.

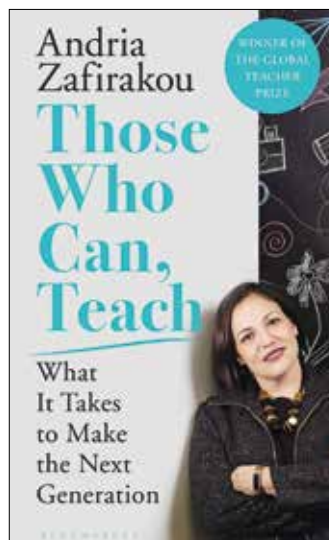
At Alperton Community School, in the London borough of Brent, where more than 30 languages are spoken, Andria responded by tailoring each class to the needs of its pupils. Believing in the power of art, she shares her experiences of using it to unlock trauma, which include giving a mute child the confidence to speak.

This is a wake-up call, which shows what life is like in schools today. The author wants readers to recognise the powerful role of the arts in helping children across the UK and be moved by the experiences of the children she has taught.

Powerfully written, this is an inspirational read.

Aliss Langridge

Those Who Can, Teach: What It Takes to Make the Next Generation by Andria Zafirakou. Bloomsbury. £11.99.

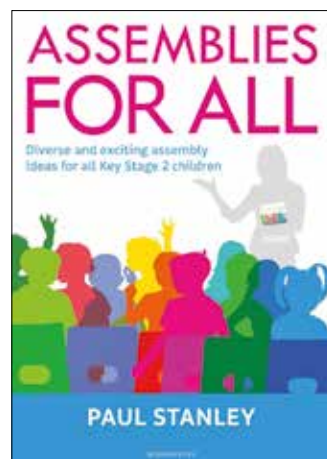


Assemblies for All

EXPERIENCED head teacher Paul Stanley has written 36 non-religious, tried-and-tested dynamic assemblies.

His aim is to make them inclusive and to allow the school community to reflect on important issues such as responsibility, trust and bullying, as well as events such as Black History Month.

Each section includes an overview, resources needed, the key message and set-up



requirements. Step-by-step instructions with a variety of stimuli are used, such as poetry, stories and video clips, to help teachers provide an informative and interactive assembly.

Downloadable PowerPoint presentations are also available for some of the assemblies.

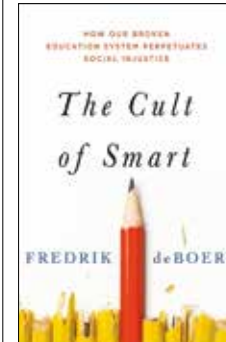
A wealth of ideas for key stage 1 educators.

Cindy Shanks

Assemblies for All by Paul

Stanley. Bloomsbury. £24.99.

The Cult of Smart



THE Cult of Smart: How our broken education system perpetuates social injustice takes aim at received wisdom regarding genetics and intelligence, and the importance of educational

success as it is understood by many.

Two arguments are explored by author Fredrik deBoer. The first is that variation in academic ability is genetically influenced and therefore unlikely to change.

The second is that society's idea of intelligence is too narrow. He argues that we should re-imagine human value, and seek to build a society where students flourish, regardless of their academic ability.

This very readable book will stimulate the thinking of anyone interested in social justice, educational testing and the relationship between genetics and intelligence.

Conor McCrory

The Cult of Smart: How our broken education system perpetuates social injustice by Fredrik deBoer. All Points Books. £17.29.

Mirabelle Gets up to Mischief

A SPIN-OFF from the Isadora Moon series, this story follows Isadora's cousin Mirabelle Starspell. Her mum is a witch and dad is a fairy, making Mirabelle and her brother, Wilbur, a mix of both. This is used in drawing out the different aspects of Mirabelle's personality and character.

The adults are careful to embrace and celebrate all Mirabelle and Wilbur's heritage, which may form a helpful basis for a discussion of other times when people can have their identity divided along hereditary lines.

Elli Rhodes

Mirabelle Gets up to Mischief by Harriet Muncaster. OUP £5.99.



1,265 + give + take = goodwill all round

News

Why 1,265 is the magic number

THE NEU's campaign to reduce workload is based on the magic number 1,265. But why is this number so special?

Many have been using the magic number 1,265 for years. It's the number of minutes in a school day, minus the time for breaks and lunch. It's the number of minutes in a school day, minus the time for breaks and lunch. It's the number of minutes in a school day, minus the time for breaks and lunch.

"Running after-school clubs and pupil progress meetings in their PPA time."
Anastasia Edwards (Leeds)

"I managed to negotiate an extra four days of holiday - never trust their maths!"
Kerrie Kinsella (Leeds)

12:65

I READ your article about directed time, Why 1,265 is the magic number (Educate, July/August, page 6), with interest. Although I haven't used your calculator as yet, I'm sure that I and many of our teaching staff go beyond those hours.

However, the school I work in is very supportive and respectful of family life. Staff are able to take time to attend their own children's assemblies, Christmas productions and sports days, and time to support relatives when necessary.

In addition, if staff need

additional time out of the classroom to complete curriculum leader tasks or even catch up with marking or assessments, that too is arranged.

I understand the value of the calculator and the importance of the 1,265 'magic number' but there also needs to be give and take and goodwill on both sides.

In our school it is of course expected that staff work hard,

but in return they are very well supported and so are comfortable to ask for time away from the classroom if needed.

Joanne Haury, St Helens

The NZ approach to education and culture

IN 2015, we spent two months travelling around New Zealand.

We stayed in Mangonui on the North Island for a couple

of nights and came across the local primary school. I explained I was a retired teacher from the UK and asked if I could have a look around.

There were no locks and no signing in. Literacy and numeracy were taught, but with seemingly no pressures. Importantly, the children were learning to value their place in the world by becoming aware of the ecosystem

Educators' dream team: Nicky, Michael and Daniel

More for less

By Michael Rosen

Feature

Appreciating the value of getting stuff wrong

A class act

"There'll be things in the museum's archive made of gold, from ancient times, next to my little sheepie drawings of stick people in masks."
Nicky Gallagher (Leeds)

"Allowing kids to fail and then to see that's not a bad thing."
Daniel Grant (Leeds)

ONCE again, Michael Rosen has it just right in his poem More for less (Educate, July/August, page 25).

How heartening then to turn to A class act (page 35) and read about Daniel Grant's brilliant invention to support his pupil Lewis. The feature on Nicky Gallagher's Covid story map (page 26) was also an excellent read. She should find a publisher and have it produced as a book.

Ann Busfield, Skipton

Read all these articles at neu.org.uk/educate-julyaugust-2021

Teacher's pet Memphis

Memphis is the 20-month-old Bernese Mountain Dog of Sharon Empson, an art and photography teacher at Springwood High School in Norfolk.

Sharon says: "Memphis might be a very big dog, at 53kg, but he is exceptionally gentle and very soft. He loves to meet other dogs and is always looking for a fuss from everyone he meets.

"Typical of the breed, he has no concept of fetching a ball and is rubbish at catching – this includes treats, which he often misses or they hit him on the nose.

"He is a loyal companion, who can be found most evenings sleeping on his back next to me on the sofa."

If you have a treasured pet you'd like to show off, email a high-resolution photo with 50 words about what makes them so special to educate@neu.org.uk



Please write The editor welcomes your letters but reserves the right to edit them.

Email your letters to: educate@neu.org.uk Please note we cannot print letters sent in without a name and postal address (or NEU membership number), although we can withhold details from publication if you wish.

and intrinsically about the Māori culture by incorporating some elements of the language.

My job for 15 years, from 1990 to 2005, was introducing modern foreign languages in a primary school in Kent, so I appreciated this aspect of the curriculum.

In a country of four million people, schools are integral to the community at a local, regional and national level. Each teacher and head teacher is personally close to politicians. It helps!

Glynis Rumley, Faversham

Mistakes and distrust feed vaccine hesitancy



THE article on vaccine hesitancy in schools (Educate, July/August, page 22) includes an interview with NEU member Ed Stubbs who has produced resources addressing vaccine hesitancy among students.

The article asserts that much of this vaccine hesitancy among young people is due to the “confusing and mixed messages” on social media and online.

It does not address a variety of issues that may explain the distrust

many young people have towards so-called experts in the medical establishment. Over the last year, medical bodies and governments have made numerous mistakes in their handling of the pandemic. It wasn't until 5 June 2020 that the World Health Organization began recommending that face masks should be worn on public transport, in shops and in other crowded spaces. By the end of the summer, wearing a mask indoors became accepted throughout the world.

The article underestimates how many young people are naturally sceptical of the claims made by medical authorities when the UK has one of the highest death rates in the world. Many young people have lost family during the pandemic, and some may feel that these mistakes may have contributed towards the death of a loved one.

Dr Dylan Murphy

Practical ideas for Reading for Pleasure

AS a classroom teacher with more than 20 years' experience, can I just say how much I enjoy Jon Biddle's regular Reading for Pleasure articles in Educate.

He writes with passion, knowledge and energy, and I always take practical new ideas away from his work. Thank you.

Charlotte Guillain

Star letter



Award-winning teacher David Church, who uses his own life experiences to teach about prejudice and discrimination

Great teachers, with tattoos and piercings

I AM writing to say a massive thank you for your feature, ‘Comfort those who have all kinds of troubles...’ (Educate, July/August, page 31).

Like David Church, I also have a number of tattoos and piercings which are often deemed unacceptable in my role as a teacher. In fact, my morning routine involves removing my five facial piercings. Luckily, I am now able to keep my ear piercings in, which wasn't the case when I started teaching.

It is ironic that I teach about diversity and accepting those who look different while being stereotyped for the way I look. I appreciate it is my choice, but it's stereotyping such as this that can lead to violence and worse, such as the murder of Sophie Lancaster, who was attacked for being a goth and looking different.

Let's hope that in the future we can eradicate this sort of prejudice and discrimination by seeing more of our educators able to express themselves and prove that tattoos and piercings don't affect your ability to be a fantastic teacher.

Keep up the good work.

M Ryan, Manchester

Holidays, home appliances and more at member rewards

FROM this month, NEU members have access to money-saving benefits with **myRewards**.

Members will be able to take advantage of a wide range of deals including gym membership, mobile phones, car hire, dining out and takeaways, cinema tickets, magazine subscriptions, travel and holidays, and discounts at high-street retailers such as John Lewis and M&S.

Special offers change regularly, so be sure to check for the latest deals on



home appliances, cottage breaks and much more. Or you can sign up to the myRewards newsletter to get the latest deals by email.

Access myRewards today

Simply log in to your myNEU account at my.neu.org.uk/login and click on the

myRewards tab to access the latest offers.

If you haven't set up your myNEU account yet, it only takes a minute by clicking on 'activate your login'.

As well as giving you access to myRewards, your myNEU account allows you to update your membership details.

You may be eligible for reduced subscriptions if you work part-time, are about to retire or take maternity leave. Have you moved? Tell us your new home or workplace address. It is also important you update your equalities information.

RECRUITMENT



WE NEED YOU!

LIVE IN OR AROUND NORTH LONDON?
Qualified teachers needed to teach motivated pupils on weekday evenings and/or Saturdays

WE OFFER GREAT RATES

- Primary Years 1 - 6
- Secondary Maths
- Secondary Science
- Secondary English

Please email CV to: info@afterschoollearning.com
020 8440 8586
www.afterschoollearning.com
Established 2007

RESOURCES



INTO FILM+

Press play on a new way of teaching


Stream film straight into your classroom

INTOFILM.ORG/PLUS

Black Panther
© 2018 Marvel

created in partnership with
filmbankmedia
DIGITAL | ENTERTAINMENT | TECHNOLOGY

RECRUITMENT



New Tuition Platform Launching!

No more commission, 100% of the payments directly to you.

Free for Parents to use
(meaning more enquiries)

We advertise you to 1000s of potential new clients!

Parents contact and pay you directly.

HaloTutors.com

RESOURCES

STONE AGE RESOURCE!

Time travel adventure set in a Mesolithic hunter-gatherer camp.

Follow Maeve, Will and Nora as they learn the practical skills needed to survive, whilst fulfilling an ancient prophecy.



£6 + postage
Instagram @hjwolstenholme
www.hjwolstenholme.com
(for orders, additional information and teacher/pupil reviews)
wolstenholmehj28@gmail.com

COUNSELLING/ PSYCHOTHERAPY

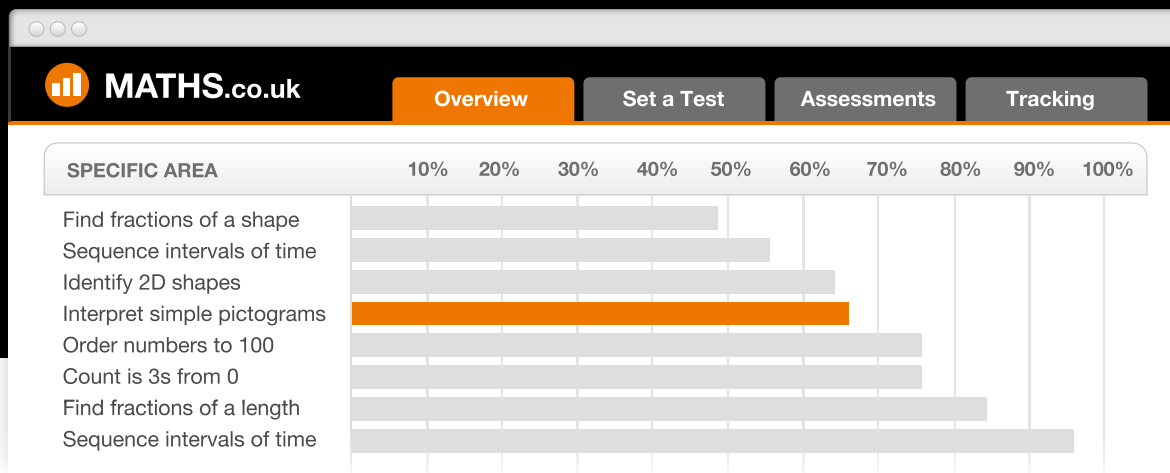
Need to talk? David Curl is an experienced counsellor for professionals in mainstream and special education. Counselling available by phone/ Zoom; information at www.davidcurlcounselling.com



Maths.co.uk

25% OFF
FOR NEW MEMBERS

- ✓ 200 online tests covering all NC objectives for Y1-Y6
- ✓ Includes Y6 practice maths SATs tests
- ✓ A typical full-price school licence is just **£289**



Email support@maths.co.uk and quote NEU25 for discount quote and free trial

**FRIDAY 22ND
OCTOBER**

**WEAR
RED
DAY²¹**

SHOW
RACISM
THE
RED
CARD

We are the UK's leading
anti-racism educational charity.
Every heart and every mind that
we change changes at least one
life but has the capacity
to change hundreds,
if not thousands of others.



**CHANGE HEARTS.
CHANGE MINDS.
CHANGE LIVES.**

TEXT 'RED'
TO 70470
TO GIVE £1

TEXT 'RED5'
TO 70470
TO GIVE £5

TEXT 'RED10'
TO 70470
TO GIVE £10

TEXT 'RED20'
TO 70470
TO GIVE £20

*TEXTS COST DONATION AMOUNT + STANDARD RATE MESSAGE

Register your school for
Wear Red Day 2021 at
theredcard.org/wear-red-day

#WRD21

SHOW
RACISM
THE
RED
CARD

25
YEARS

1996 - 2021

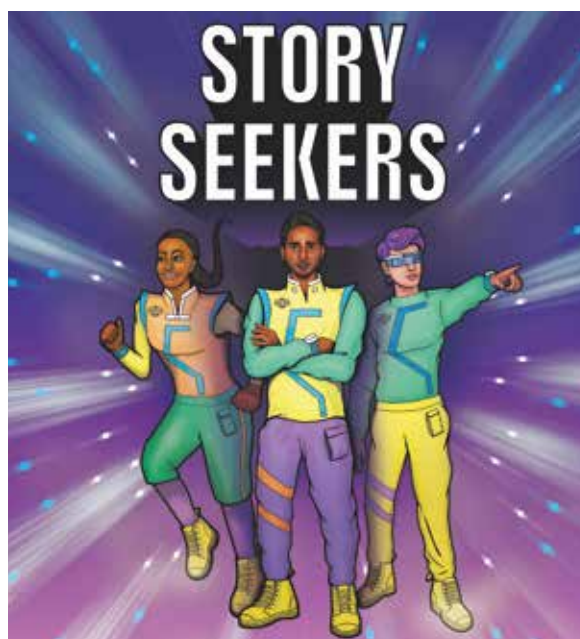
Discover a whole world of storytelling

A FREE six-week storytelling project has been launched by the National Theatre and Unicorn Theatre.

Story Seekers invites children aged eight to 11 to delve into the oral tradition of storytelling and discover exciting stories from around the globe.

Workshops and performances by leading professional storytellers will inspire children to create their own stories, and teachers can access CPD sessions and curriculum-linked resources developed in partnership with the Centre for Literacy in Primary Education.

Visit nationaltheatre.org.uk/learning/primary/story-seekers



Free wall planners for pupils

TOUCANBOX is giving away 40,000 2021-2022 academic wall calendars (above), as a back-to-school treat for pupils. Packed full of awareness day dates, the A2-sized planners will be sent directly to schools, with delivery costs also covered by toucanBox.

Visit toucanbox.com/schools/orders

Black History Matters

LAST October, the NEU referred to Black History Month (BHM) as Black History Matters, to reflect the importance of year-round attention to Black history in all subjects. This October, the NEU will add to its collection of BHM resources, with the launch of new work on curriculum review. The union is compiling a dossier of evidence on what members are doing to promote Black history within the curriculum. If your school or college has made changes to the curriculum, email equality@neu.org.uk

Find out more at neu.org.uk/black-history-month and at cargomovement.org/classroom and penguin.co.uk/campaigns/lit-in-colour.html

Reading is magic

CRESSIDA Cowell and Michael Rosen are among the literary stars appearing at the Reading is Magic Festival, a free online event which runs 27 September-1 October. The festival includes discussions, workshops and draw-alongs for young people aged five to 18. Each event is accompanied by resources.

Visit readingismagicfestival.com

Challenging gendered norms

CHARITY Lifting Limits works with primary schools to ensure children are free to learn, develop and make choices without limitations being placed on them by gendered norms and expectations.

Enrolment for the next programme for schools in London has begun. Through whole-staff training and a full programme of resources, schools support pupils to challenge gender stereotypes.

Visit liftinglimits.org.uk

Safe streaming puts films in focus



INTO Film+, a free streaming platform for schools, has been launched by education charity Into Film.

It allows educators to stream safely and legally. At launch, 150 films – including Black Panther, starring the late Chadwick Boseman (pictured above) – were available, selected for their educational benefit.

Documentaries, foreign language and British films, packaged with curriculum-linked resources suitable for all age groups and subject areas, are among them.

Interviews with filmmakers including Steve McQueen, who directed 12 Years a Slave, and Davis Guggenheim, director of He Named Me Malala, are also included.

There is also exclusive content from partners such as children's mental health charities Place2Be and Inside Out.

Into Film trustee and James Bond producer Barbara Broccoli said: "Into Film+ puts film in the hands of teachers and opens up a new world of learning opportunities."

Visit intofilm.org

Keeping you in the driving seat

Allied to a 5-Star service, Motor Source Group offer a specialist new car service for all teachers and are committed to listening to your needs and sourcing the right car for you.



Save money

Our customers save an average of £4,500.



Part exchange welcome

All vehicles are accepted.



Covid-safe nationwide delivery

Your new car can be delivered direct to your door.



Hyundai Tucson

1.6 Tgdi 48V MHD Ultimate 5dr 2WD

MSG Price: £28,006.80

SAVE: £6,178.20



Peugeot 208

1.2 Puretech 100 Allure 5dr

MSG Price: £17,797.69

SAVE: £3,212.30



Nissan Qashqai

1.3 DIG-T MH 158 N-connecta 5dr

MSG Price: £23,490.00

SAVE: £5,535.00



Skoda Superb Hatchback

1.5 TSI SE L 5dr

MSG Price: £23,231.25

SAVE: £6,348.75



Audi A5 Coupe

35 Tfsi Sport 2DR S Tronic

MSG Price: £30,915.39

SAVE: £8,099.61

Save up to **35% off** a wide range of makes and models, including...



Call us on:

01522 500 055

Or visit: www.motorsourcegroup.com



Photo opportunity

THIS photo was taken in Clovelly, a fishing village in Devon, by Alaster Scott Douglas, a reader in education from London.

Alaster says: "They may be tied up for now, locked down with no means of escape. But this staycation has a horizon; light on the sea and a destination to work towards. Colours of life in the peeling paint, promises of future journeys shared, and memories left behind in a difficult time."



WIN!
Send us your photo to win a £20 book token

If you are a keen photographer, why not send your pictures to us at educate@neu.org.uk

They should be large and high resolution, accompanied by 50 words telling readers about its subject. We send a £20 book token to each featured so don't forget to pop your address on the email too.

What's in your lunchbox?

Becca Bridges, a teaching assistant from Glossop, Derbyshire, says this family favourite is "simple, tasty and nutritious". Any leftovers can be popped into your lunchbox the next day.

Ingredients

400g wholewheat pasta
2 cloves garlic, minced
1 bunch broccoli, florets and stalk
1 courgette
1 carrot
2 tbsp extra-virgin olive oil
1 tin chickpeas or other beans, drained
1 tomato, diced
Parmesan or Grana Padano cheese, grated, to taste
Freshly ground pepper

Method

1. Bring a large pot of water to the boil, add the pasta and cook until al dente.
2. Peel and finely chop the garlic. Cut the stems and stalk off the broccoli and separate

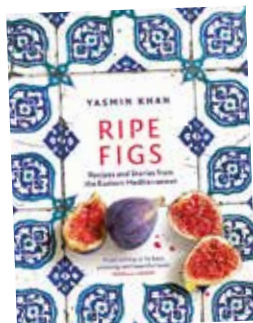


the florets. Peel the stalk and stems and cut into matchsticks. Cut the courgette and carrot into similarly sized pieces. Set aside.

3. Gently heat the olive oil in a small frying pan. Add the garlic and sauté for a couple of minutes until golden. Put to one side.
4. As soon as the pasta is cooked, add the broccoli, carrot, courgette and chickpeas. Cook for 1 minute. Drain the vegetables and pasta.

5. Place in a large bowl and toss with the garlicky olive oil and the diced tomato.

6. Serve hot with cheese and pepper.



Win a copy of Yasmin Khan's Ripe Figs: Recipes and Stories from the Eastern Mediterranean

We have three copies of Ripe Figs to give away. Email your recipe to educate@neu.org.uk with your name, address and membership number, putting 'Ripe Figs' in the strapline. Don't forget to attach a picture.

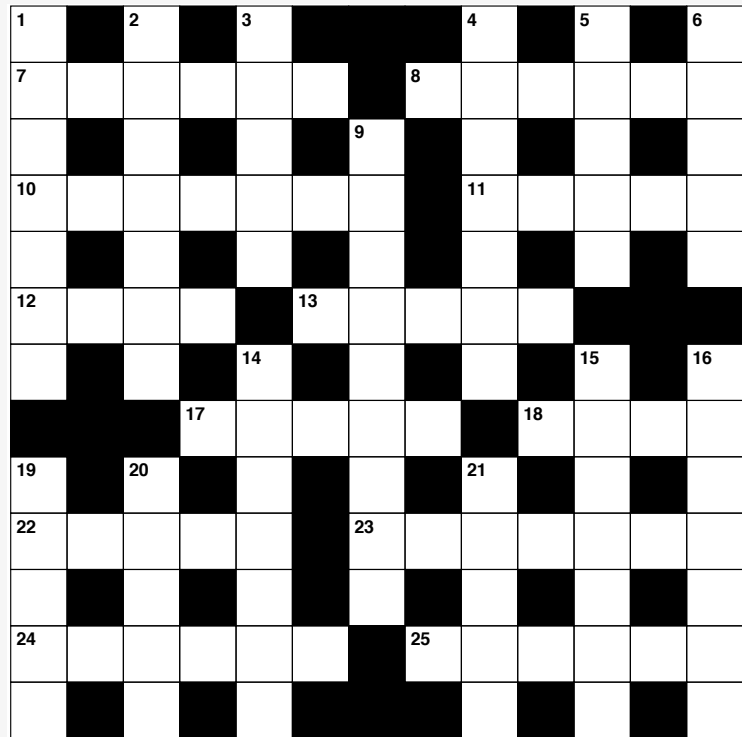
Quick crossword

Across

- 7** Plant with complex flowers (6)
8 City in Switzerland (6)
10 Egg-shaped wind instrument (7)
11 ___ Maradona: iconic footballer (5)
12 Shakespeare's river (4)
13 ___ Schrodinger: Austrian physicist who helped develop quantum theory (5)
17 Major artery (5)
18 Ring-shaped membrane beneath the cornea (4)
22 ___ Lama: spiritual head of Tibetan Buddhism (5)
23 Country whose capital is Kiev (7)
24 Edible plant of the parsley family (6)
25 ___ Staunton: Dolores Umbridge in Harry Potter (6)

Down

- 1** Jason ___ : Australian singer and former Neighbours actor (7)
2 Eight-sided shape (7)
3 A musical note double the length of a crotchet (5)
4 Jimi ___ : US musician (7)
5 ___ Zellweger: US actress (5)
6 Chemical element with the symbol Rn (5)
9 Port Louis is the capital of this country (9)
14 Placido ___ : Spanish operatic tenor (7)
15 Form of written language for blind people (7)
16 Gloria ___ : Cuban-American singer (7)
19 British singer of Someone Like You (5)
20 ___ Oyl: Popeye character (5)
21 ___ brûlée: popular dessert (5)



Answers at bottom of page 49

Sudoku

Sudoku solutions will feature on this page next issue.

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

Easy

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

Medium

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

Difficult

Last issue's (July/August 2021) sudoku solution

(from left: Easy, Medium and Difficult)

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

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

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

WIN!

**A £50 Marks
& Spencer
voucher**

Across

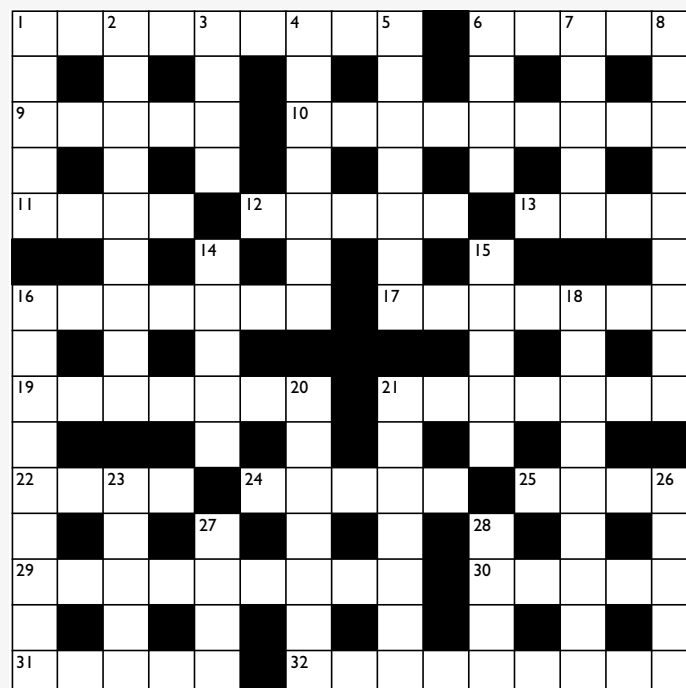
- 1** New term a bore? This will measure the pressures! (9)
6 Greeting from 'Inferno' – Orpheus's opening (5)
9 It's straight out of a geometry set! (5)
10 Extremely clever – till brain explodes! (9)
11 Hounds department over grammar school heads (4)

12 Cut part of these verses (5)

- 13** See 6 down
16 Chopin's composition used by teachers of reading? (7)
17 Article uses different Greek hero (7)
19 See 15 down
21 Utterly wicked in house assembly (7)
22 Took a tumble on northern hill (4)
24 Some partially grasp, or take in, football, for example (5)
25 & 28 down Annual Oxbridge competition – aerobatics, sadly, is missing (4,4)
29 Can master organise Eucharist? (9)
30 Returning Mr Armstrong, a creature from outer space? (5)
31 He's abandoned broken sunshade here in Africa (5)
32 I'm leaving revision of music scores to the person who comes after me (9)

Down

- 1** Graduate blushing? Exposed! (5)
2 They may be compared in RE – one girl is confused (9)
3 Spoils planet (4)
4 New lab test for portable computers (7)
5 Clothing transformed in a term (7)
6 & 13 across Short school holiday left the farm in a mess (4-4)
7 Go with some simple averages (5)
8 I spit most horribly, but they see nothing bad! (9)
14 Pride in our rugby team? (5)



The winner and solution of this prize crossword will feature on this page next issue.

- 15 & 19 across** Hollywood star to reinvent sock, strangely! (5,7)
16 School headwear reversed, I have clenched hands – but these types don't like fighting! (9)
18 One comic's interpretation of this school subject? (9)
20 Forcefully subdue centre of unrest, and newspapers in general (7)
21 New teacher and I getting rid of a religious dissenter (7)
23 Middle part of clue: 'Police department'. It's perfectly clear! (5)
26 He works on a piano, inside rotating wire nuts (5)
27 Finally study Drama – show passion, and express boredom (4)
28 See 25 across

Email a photo of your completed crossword with your contact details, plus 'Sept/Oct prize crossword' in the subject line, to crossword@neu.org.uk by 30 September.

PLEASE DO NOT POST YOUR COMPLETED CROSSWORD



Your new NEU Insurance Partner



Home



Car



Travel



Gadget



Motorbike

Call **028 9044 5086**

Visit cornmarketinsurance.co.uk/neu

Last issue's (July/August 2021) prize crossword solution

Across **9** ORCHESTRA **10** HEADS **11** TIDIEST **12** RISOTTO **13** CAMP **14** SHOWJUMPER **17** DOCTORS **18** COUPLET
20 TAMBOURINE **23** ELMS **25** SNIPPET **26** EGOTIST **28** ARENA **29** TESTIMONY **Down** **1** DOLT **2** ACADEMIC **3** FEVER
4 STITCHES **5** HARROW **6** THESAURUS **7** LAPTOP **8** OSLO **13** CADET **15** RATES **16** SO TO SPEAK **18** CONVERSE **19** LOLLIPOP
21 MAILED **22** ROTATE **24** MOVIE **25** STAR **27** TOYS **Congratulations to last issue's winner – Lucy Weeks from High Wycombe**

This issue's quick crossword solution (p48)

Across **7** ORCHID **8** GENEVA **10** OCARINA **11** DIEGO **12** AVON **13** ERWIN **17** AORTA **18** IRIS **22** DALAI **23** UKRAINE **24** LOVAGE
25 IMELDA **Down** **1** DONOVAN **2** OCTAGON **3** MINIM **4** HENDRIX **5** RENEE **6** RADON **9** MAURITIUS **14** DOMINGO **16** ESTEFAN
19 ADELE **20** OLIVE **21** CREME

Let's stop fiddling while the planet burns



A climate rally in Islington, London, in February 2020

PHOTO by Carmen Valino

IN November, the UK is hosting the 26th UN Climate Change Conference of the Parties (COP26), the follow-up conference to the Paris Agreement, in Glasgow.

There will be mass actions in London and Glasgow on 6 November, to coincide with the opening of COP26, with smaller demos in as many places as possible.

The NEU, alongside the University and College Union, will also be supporting a month of climate-themed learning to coincide with the event, which even the Government accepts the need for.

We are running out of time to stop climate breakdown; the biggest challenge facing humanity. Get this wrong and everything else in this magazine, and every other issue that crowds to the forefront of our attention, becomes moot.

When Ofsted chief inspector Amanda Spielman argues that student protest aimed at generating a proper sense of urgency “is disrupting the work of schools”, she begs the question why “the work of schools” is still limited by a curriculum set for an imaginary planet on which climate change is not happening.

Only 4% of pupils think they know enough

Her comments reflect a widespread level of denial and complacency. Only 44 per cent of people think that the UK has any responsibility for the crisis; whereas it actually produced seven per cent of historic greenhouse gas emissions (one per cent below the combined total for Africa, Latin America and Asia, including India and China).

In our schools, only four per cent of pupils surveyed think they know enough about climate breakdown and 68 per cent want to know more. Put another way, 96 per

cent realise that they don't know enough, and only 32 per cent aren't bothered. Meanwhile, only 30 per cent of teachers feel they have received adequate training to teach about this issue with any confidence. These figures show a level of Government failure that betrays our students and puts our society at risk of sleepwalking into catastrophe.

Examine the values underpinning our society

The NEU is campaigning for the curriculum review, due in 2024, to have at its core the imperative to ensure, as Education International (EI), a federation of teachers' unions, puts it, that “every student leaves education climate-literate and equipped with the skills and knowledge needed to tackle climate change, adapt to uncertainties, and take part in building a more sustainable future”.

This must look at the values that underpin our system and project the sort of society we need, not just reproduce the one that is causing the problem. It must look at every subject, not hive it off into science and geography. The EI Manifesto (teach4theplanet.org/manifesto) should be discussed in union meetings and circulated to members. The NEU's climate change network is happy to supply speakers.

In the meantime, we have to do what we can with what we've got. The union will be putting climate-themed learning onto our Education Recovery Hub (neu.org.uk/rehubneu). We are supporting the Big Green Week, which includes Climate and Employment Proof Our Work day on 22 September, and a global climate strike/day of action on 24 September. The union is supporting schools in signing up to Let's Go Zero 2030 (letsgozero.org). Let's take every opportunity to get the real world into our classrooms.



Fact file

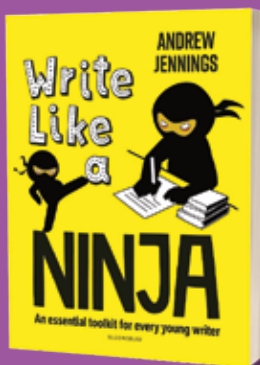
Paul Atkin is convenor of the NEU climate change network and a retired primary teacher. Email him at neuclimatechangenetwork@gmail.com

OUR TOP LITERACY TITLES FOR 2021

New from Bloomsbury Education



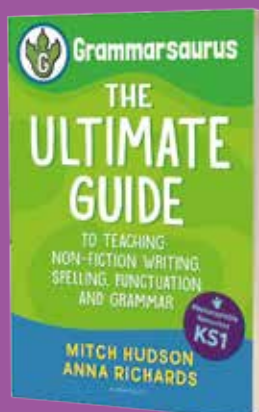
9781472988300 | £4.99



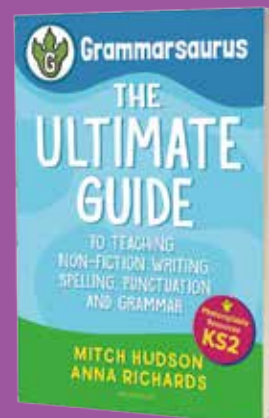
Write Like a Ninja

Empower children to write independently, vary their language and become writing ninjas! Complete with Alan Peat's exciting sentences, this is the must-have pocketbook for Key Stage 2 pupils.

9781472981219 | £24.99



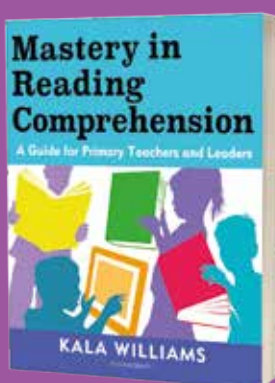
9781472988331 | £24.99



Grammarsaurus Key Stage 1 and Key Stage 2

The ultimate guides to teaching writing, spelling, punctuation and grammar, written by the creators of the popular Grammarsaurus website.

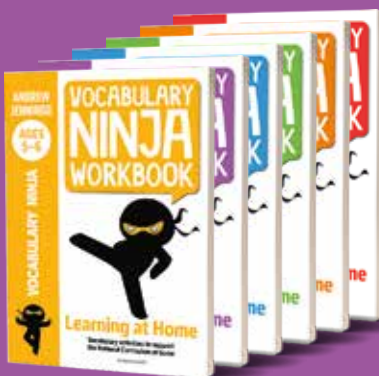
9781472980953 | £18.99



Mastery for Reading Comprehension

Make teaching reading comprehension simple, enjoyable and impactful, meeting the demands of the curriculum with these proven mastery methods.

£4.99 each



Vocabulary Ninja Workbooks

Ages 5-6 to 10-11

Perfect for homework, these workbooks are full of fun activities and colourful illustrations to reinforce vocabulary skills taught in school.

9781472984869 | £24.99



Reading Recharged

Refresh your approach to teaching reading comprehension with these original guided and whole-class reading activities for the classroom.



Comprehension Ninja: Fiction and Poetry

Ages 5-6 to 10-11

Photocopiable reading
comprehension worksheets
for teachers



Nov
2021



1969 WAS A GREAT YEAR FOR THE CHOPPER, BUT NOT SO GREAT FOR SINGLE WOMEN WANTING MORTGAGES



This iconic bike reshaped the way we thought about the bicycle back in 1969, a bit like Teachers Building Society trying to change the way mortgages were predominantly for men.

Formed in 1966 Teachers Building Society was set up to solve this problem. The Society firmly believed that any young teacher who wanted to buy a home should achieve that dream, regardless of gender. Equality of lending became a founding principle, documented in its early policy papers and firmly put the Society ahead of its time. It wasn't until 1975 that women were free to buy property independently without needing a male guarantor.

Today we're still committed to finding ways for all teachers to buy a home of their own.

Call us today to find out how we could help you take your first steps towards buying your own home.

YOUR HOME MAY BE REPOSSESSED IF YOU DO NOT KEEP UP REPAYMENTS ON YOUR MORTGAGE

0800 378669
www.teachersbs.co.uk

Teachers
Building Society

Teachers Building Society, Allenvue House, Hanham Road, Wimborne, Dorset BH21 1AG. Authorised by the Prudential Regulation Authority and regulated by the Financial Conduct Authority and the Prudential Regulation Authority (Reg No. 156580)

Curriculum delay
Union calls for primaries
to follow secondaries.

Inspection update
New Minister for Education
decides what's next for Estyn.

New term, new Covid rules
Government drops masks
and contact groups in class.

educateinwales

Issue 68
Autumn term 2021



80% suffer poor mental health

FOUR in every five educators in Wales are experiencing poor mental health – and yet they say the issue is not taken seriously in their workplace, and can be seen as a sign of weakness or never even discussed.

These are just some of the findings of a mental health and wellbeing survey carried out by NEU Cymru in July, which attracted more than 1,600 responses.

Eighty per cent agreed that work impacted on their mental health, and nearly three-quarters (72 per cent) said work had had an impact since the coronavirus pandemic began. However, only 38 per cent had contacted their GP about their mental health.

In addition to dealing with their own wellbeing, nearly two-thirds (62 per cent) of respondents currently support someone else experiencing poor mental health.

Eighty-one per cent of those who responded said they worked an extra six to 20-plus hours a week, and 66 per cent said they were thinking about, or seriously considering, leaving the profession.

‘Educators near breaking point’

NEU Cymru secretary David Evans said: “The results of this survey are quite alarming and clearly show that the education workforce is near to breaking point. We know the Welsh Government has worked with the charity Education Support to address staff wellbeing but this survey shows that the mental health of educators needs to be taken seriously.”

He said the union would be seeking to work with the Government and local authorities to ensure mental health got the “much-needed” attention it deserved.

Other findings from the survey include:
■ 85 per cent of educators have supported a

colleague in emotional distress over the past 12 months.

- 56 per cent have missed a day at work due to anxiety, depression or stress in the last year.
- Only 39 per cent have a mental health and wellbeing policy in their workplace.
- Only one in five have a good work/life balance.

NEU Cymru is calling for training for workplace and health and safety reps to be more widely available to equip them with the skills and knowledge to improve staff wellbeing.

It wants to see examples of good practice published to promote staff wellbeing and establish a culture of openness around mental health, and is calling for funding for a staff wellbeing/mental health champion in every Welsh local authority.

■ The results of the survey will be used as part of the NEU's mental health and wellbeing campaign.



Teacher Kelly Turner (front left) with Crumlin pupils marching through the village, after Covid restrictions meant that parents could not go into the school to see the children's work

A CAERPHILLY school has become ‘plastic clever’ after pupils took the challenge of reducing plastic use in their community. Children from nursery to year 6 at Crumlin High Level Primary School took part in the #PlasticHeroes project, which culminated in a march through their village, complete with placards and protest songs. And their work has been recognised with a Plastic Clever School award from the Kids Against Plastic campaign. “The kids were concerned about plastic in the seas so we started with the effect plastic has on wildlife,” said teacher Kelly Turner. The project went on to include artwork, research, devising games and a lunchbox survey to see how much plastic they contained. They decided to hold a protest march to highlight their message. “The children loved it. Parents came out on the doorsteps to bang pots and pans as the children sang their songs, and the shopkeepers cheered them on,” Kelly said. Now the youngsters are telling their families how to use less plastic and teachers have been told in no uncertain terms to laminate less. Kids Against Plastic also want to use their project as a case study of good practice.
kidsagainstoplastic.co.uk

Union calls for delay to primary curriculum



NEU Cymru is urging the Welsh Government to delay the introduction of the new curriculum in primary schools until September 2023.

Jeremy Miles, Minister for Education and the Welsh Language, announced the delay in mandating secondary schools on 6 July, but said primary schools should move ahead with transitioning to the new curriculum as planned.

NEU Cymru secretary David Evans said the union had been asking for the rollout of the new curriculum to be postponed for some time. "We would have preferred the implementation of the new curriculum to have been delayed for primary schools as well," he said.

"Our members have always supported the new curriculum in principle, but there has been so much disruption caused by the pandemic in our schools, it is only right they have extra time and support to make sure they are ready."

David welcomed the move by the

minister to remove the requirement for assessments to be carried out at the end of key stages in primary schools in the 2021/22 academic year for pupils transitioning to the new curriculum next September.

The minister announced an additional £7.24 million to support schools with curriculum reform.

But he also said any secondary schools that were in a position to go ahead with implementing the new curriculum this September were encouraged to do so, a suggestion David said "isn't helpful and puts unwanted pressure on schools".

He added: "The pandemic is not over. As much as we would all like to focus on education for our young people, we know there will be more disruption to come over the next year – with people off isolating to protect their peers and the wider community."

"We therefore hope that the focus on wellbeing for everyone in the education system remains a top priority."

(Pictured left) Jeremy Miles

Learning dates for your diary

LEARNING is at the heart of NEU Cymru and we take pride in the local training that we provide for education professionals, officers and workplace reps.

TRAINING FOR REPS

Due to the ongoing health crisis, the union's one- and three-day training courses for all new and existing workplace reps will continue to be delivered virtually. They will take place over a period of six weeks, with weekly two-hour sessions from 4-6pm.

Foundation courses

- Tuesdays, from 12 October-23 November (excluding half-term)
- Wednesdays, from 3 November-8 December

If you're interested in attending a course, email cymru.wales@neu.org.uk – and remember, reps are legally entitled to attend this training. The NEU will support any rep who has difficulties

getting time off work to attend. Once normal service has resumed, we will be arranging full three-day courses, as well as a modular course, where the three days are done separately over a period of time.

More courses through WULF

Courses are also available through the Wales Union Learning Fund (WULF) and a regularly updated list of topics can be found at bit.ly/3hWYJcj with information on how to register.

If you would like the union to consider organising a particular course, please email Lisa Williams at lisa.williams@neu.org.uk or Beth Roberts at beth.roberts@neu.org.uk

Check your email inbox for information on the latest training opportunities. Like us on Facebook at facebook.com/neucymrutraining, follow us on Twitter at [@neucymrutrain](https://twitter.com/neucymrutrain) and visit neu.org.uk/learning-and-events

Estyn inspections suspended further

NEWS that Estyn's core inspection programme will be suspended for a further term from September is welcomed by NEU Cymru.

Education Minister Jeremy Miles said the move would enable the inspection body to focus on those schools and pupil referral units in most need of support before the new curriculum is rolled out (see above).

David Evans, NEU Cymru secretary, said members would be "heartened" that the minister had understood the challenges the education workforce faced.

"Throughout the pandemic, Estyn has recognised the work everyone is doing in education and was quick to stop inspections last March. By taking this welcome step, the Education Minister has acknowledged that he understands the challenges and realises that an Estyn inspection would not be helpful at this time," David said.

The minister also said Estyn would pilot new inspection arrangements during the spring term 2022.

Meet NEU Cymru's Officer of the Year



THE 2020/21 Wales Officer of the Year puts her success down to her dedicated colleagues in the district.

Caerphilly district secretary Pamela Ireland (pictured left) said she accepted the

award "on behalf of Team Caerphilly".

"We have a very dedicated group of people who come to all the meetings and support us in whatever we do," she said.

A science teacher for 25 years, Pamela took over as district secretary after retiring three years ago.

She makes herself available at all times for members, who during the pandemic have raised issues such as anxiety, bubbles and testing. District membership has increased by more than 70 in the last year.

The district also runs an award scheme of its own, the NEU Endeavour Award, for pupils who have attended school despite physical, emotional or other difficulties.

Of her own honour, Pamela said: "It's great to have the award, I'm more pleased than I thought I would be."



The winning entry by Lili Slatter, from Ysgol Maesydderwen in Ystradgynlais

THOUSANDS of pupils from across Wales entered Show Racism the Red Card (SRtRC) Wales' 2021 Creative Competition, which this year was exclusively sponsored by NEU Cymru. Categories ranged from clothing design and creative writing to digital media and poster design. This year's special category was entitled Racism and the Beautiful Game, which saw pupils explore the issues of racism in football.

The overall winner was Lili Slatter from Ysgol Maesydderwen in Ystradgynlais, Powys, for her poster. She received an iPad, donated by the NEU as part of its commitment to anti-racism work in schools. The winners and runners up were announced online by a host of famous sporting and television stars, including Cardiff City captain Sean Morrison, ITV sports correspondent Beth Fisher, and TV presenters Jason Mohammad, Lisa Rogers and Alex Winters.

To see all prize-winning entries, go to bit.ly/3wMjT13

■ SRtRC is celebrating 25 years of campaigning – see page 19

Welsh Government publishes Covid plan

THE Welsh Government has made three main changes to the guidance for the reopening of educational establishments from this September.

It is also publishing a Local Covid-19 Infection Control Decision Framework at the start of the autumn term, which will enable schools to adapt the guidance to reflect local levels of risk from coronavirus infection. The framework was drawn up over the summer with schools, local authorities and public health experts.

The operational guidance, published in July, is designed to bring some normality back to education. The three main changes are:

1. Face coverings

Face coverings will no longer be routinely

"The guidance is designed to bring back some normality to education."

recommended in classrooms for staff or learners. Schools and settings may wish to encourage their use in areas where there is likely to be more social mixing, such as in communal areas. Close interactions between learners should be minimised, and

social distancing should still be maintained wherever possible.

2. Contact groups

Contact groups will no longer be required for school pupils or full-time learners in colleges.

The reliance on contact groups will be replaced by a stronger focus on contact tracing, in line with the general population.

The Test, Trace, Protect system will be used to identify close contacts of learners who have tested positive.

3. School session times

Normal school session times will resume.

■ Read the full operational guidance at bit.ly/36KXQgF

Here to help

AS the largest education union in Europe, NEU Cymru can offer members an unrivalled service.

Our professional team is here to provide expertise to our network of workplace representatives and district and branch secretaries.

If you have a problem at work or want to know more about member services, contact:

- your workplace representative
- your branch secretary
- Adviceline
- NEU Cymru office.

NEU Cymru

TySinnott, 18 Neptune Court, Vanguard Way, Cardiff CF24 5PJ

Tel: 029 2049 1818

Email: cymru.wales@neu.org.uk

Wales secretary: David Evans

Senior Wales officers: Gareth Lloyd, Debbie Scott

Senior Wales policy officer:

Mary van den Heuvel

North Wales organiser: Cai Jones

South Wales Organiser:

Robert Goddard

Wales solicitor: Angharad Booker

Executive members:

Máiréad Canavan, Elizabeth McLean, Hannah O'Neill

Head office

National Education Union, Hamilton House, Mabledon Place, London WC1H 9BD

Tel: 020 7388 6191

Website: neu.org.uk

President: Daniel Kebede

Joint general secretaries:

Mary Bousted & Kevin Courtney

Translation by
Rhys Iorwerth Cyf
rhysiorwerth@
hotmail.com



'Disappointing' 1.75% pay rise

NEU Cymru is disappointed with the 1.75 per cent 2021 pay rise proposed by the Welsh Government.

Education Minister Jeremy Miles said he accepted the 12 main recommendations made by the Independent Welsh Pay Review Body (IWPRB) in June.

But NEU Cymru secretary David Evans said the increase was significantly below what the union had sought.

"NEU Cymru asked for a higher pay award to start to redress the balance in respect of real-terms cuts since 2010 and to reward a workforce that has been on the frontline during the pandemic," he said.

The union has sent its views to the Government and was waiting for a response as Educate in Wales went to press. The pay increase is due to take effect this September.

■ Read the IWPRB report at bit.ly/3zk6Epl

■ Read the Welsh Government's proposals at bit.ly/3BkQTkr

Small schools set for closure

MORE rural schools are being closed across Wales despite vocal opposition by local communities.

Gwynedd, Ynys Môn and Powys councils have all voted to close some small schools in their areas, and Carmarthenshire is due to decide on the future of two schools in the autumn.

Ysgol Abersoch in Gwynedd is expected to close on 31 December and Ysgol Talwrn in Anglesey will close in the 2022/23 school year.

In Powys, two schools – Ysgol Pennant and Llanrhaeadr-y-m-

Mochnant Primary School – were given a reprieve in the summer after a consultation process but the council is to press ahead with the closure of Castle Caereinion Church in Wales School next August.

At least two other schools in the county could also be closed.

At its annual conference in March, NEU Cymru agreed to actively campaign to save rural schools amid concerns about the effect of closures on children's mental health and educators' jobs.

Learn Welsh with Uni of Wales

A TEACHER who has been learning Welsh for a year says it has changed her life.

Angharad Jones took a sabbatical from Pontllanfraith Primary School in Caerphilly to learn the language on the University of Wales' scheme, Cymraeg mewn Blwyddyn (Welsh in a Year).

She has taken part in various social media videos and vlogs as she has progressed and reached the semi-finals of the Welsh Learner of the Year award. Welsh comedian Tudur Owen has called her "inspiring" and Angharad was invited to feature on the Welsh language television channel, S4C.

"I'm at the start of my journey to speak Welsh, but I can say that the Welsh language has definitely changed my life," said Angharad, who has also been helping others in her school to learn the language.

The course is part of the Welsh language sabbatical scheme provided by the university and funded by the Welsh Government – see bit.ly/3riHMtz

Your NEU executive members

VALE of Glamorgan branch secretary Máiréad Canavan and Hannah O'Neill, Blaenau Gwent branch secretary, have been elected as Wales' members on the union's national executive. They are joined by Elizabeth McLean, Denbighshire branch secretary. Máiréad



(From left) Executive members for Wales, Máiréad, Hannah and Elizabeth

was first elected to the executive in 2019 and Hannah was appointed in

January this year. All three will remain in post until August 2023.

**Oedi gyda'r curicwlwm
Galwad i ysgolion cynradd
ddilyn ysgolion uwchradd.**

**Y diweddaraf am arolygu
Sylwadau'r Gweinidog
am Estyn.**

**Rheolau Covid newydd
Dim masgiau na grwpiau
cyswllt yn y dosbarth.**

addysgu yng nghymru

**Rhifyn 68
Tymor yr Hydref 2021**



80% yn dioddef o iechyd meddwl gwael

MAE gan bedwar ym mhob pump addysgwr yng Nghymru iechyd meddwl gwael – ac eto maen nhw'n dweud nad yw eu gweithle'n rhoi digon o sylw i hyn. Mae'n cael ei weld fel arwydd o wendid, ac weithiau fydd neb yn trafod y peth, hyd yn oed.

Dyma rai yn unig o ganfyddiadau'r arolwg iechyd meddwl a lles a gynhaliodd NEU Cymru ym mis Gorffennaf, arolwg a ddenodd dros 1,600 o ymatebion.

Cytunai wyth deg y cant bod eu gwaith yn effeithio ar eu hiechyd meddwl, a dywedodd bron i dri chwarter (72 y cant) bod eu gwaith wedi effeithio arny'n nhw ers dechrau pandemig y coronafeirws. Fodd bynnag, dim ond 38 y cant oedd wedi cysylltu â'u meddyg teulu am eu hiechyd meddwl.

Yn ogystal â delio â'u lles eu hunain, mae bron i ddau draean o'r ymatebwyr (62 y cant) ar hyn o bryd yn helpu rhywun arall

sydd ag iechyd meddwl gwael. Dywedodd wyth deg un y cant o'r rheini a ymatebodd eu bod yn gweithio rhwng chwech ac 20 awr yn ychwanegol bob wythnos, a dywedodd 66 y cant eu bod yn meddwl am adael y proffesiwn, neu'n ystyried hynny o ddifri.

'Addysgwyr ar ben eu tennyn'

Dywedodd David Evans, ysgrifennydd NEU Cymru: "Mae canlyniadau'r arolwg hwn yn codi braw ac yn dangos yn glir bod gweithwyr addysg ar ben eu tennyn. Rydyn ni'n gwybod bod Llywodraeth Cymru wedi gweithio gyda'r elusen Education Support i roi sylw i les staff, ond mae'r arolwg hwn yn dangos bod angen mynd i'r afael o ddifri ag iechyd meddwl addysgwyr."

Dywedodd y byddai'r undeb yn ceisio gweithio gyda'r Llywodraeth ac awdurdodau lleol i sicrhau bod iechyd meddwl yn cael y sylw "dirfawr" y mae'n ei haeddu.

Mae'r canlynol ymhlith canfyddiadau eraill yr arolwg:

- Mae 85 y cant o addysgwyr wedi helpu cydweithiwr sydd wedi profi gofid emosiynol dros y 12 mis diwethaf.
 - Mae 56 y cant wedi bod yn absennol o'r gwaith oherwydd gorbryder, iselder neu straen yn y flwyddyn ddiwethaf.
 - Dim ond 39 y cant sydd mewn gweithle a chanddo bolisi iechyd meddwl a lles.
 - Mae NEU Cymru yn galw am sicrhau bod hyfforddiant ar gael yn ehangach i gynrychiolwyr gweithle a chynrychiolwyr iechyd a diogelwch er mwyn iddyn nhw gael y sgiliau a'r wybodaeth i wella lles y staff.
- Mae am weld enghreifftiau o arferion da yn cael eu cyhoeddi er mwyn hyrwyddo lles staff, ac am greu diwylliant lle bydd pobl yn agored am iechyd meddwl. Mae'n galw am gyllid i benodi hyrwyddwr lles/iechyd meddwl staff ym mhob awdurdod lleol yng Nghymru.
- Bydd canlyniadau'r arolwg yn cael eu defnyddio fel rhan o ymgyrch iechyd meddwl a lles yr NEU.



Yr athrawes Kelly Turner (yn y blaen ar y chwith) yn gorymdeithio drwy'r pentre' gyda disgyblion Crymlyn, ar ôl i gyfyngiadau Covid olygu na allai'r rhieni fynd i'r ysgol i weld gwaith y plant

MAE ysgol yng Nghaerffili wedi troi'n ysgol sy'n ystyriol o blastig, ar ôl i'r disgyblion ymateb i'r her o leihau'r defnydd o blastig yn eu cymuned. Cymerodd plant rhwng oed meithrin a blwyddyn 6 yn Ysgol Gynradd Crymlyn Lefel Uwch ran yn y prosiect **#PlasticHeroes**, a ddaeth i ben gyda gorymdaith drwy'r pentre', gan chwifio posteri a chanu caneuon protest. Ac mae'u gwaith wedi cael ei gydnabod drwy gael gwobr 'Plastic Clever School' gan yr ymgyrch Kids Against Plastic. "Roedd y plant yn pryderu am y plastig yn y môr, felly dechreuon ni drwy drafod effaith plastig ar fywyd gwyllt," meddai'r athrawes, Kelly Turner. Aeth y prosiect yn ei flaen i gynnwys gwaith celf, ymchwil, dyfeisio gemau ac arolwg o focsys bwyd i weld faint o blastig oedd ynddyn nhw. Penderfynwyd cynnal gorymdaith brotest i bwysleisio'r neges. "Roedd y plant wrth eu boddau. Daeth y rhieni i guro sosbenni o'u drysau wrth i'r plant ganu'u caneuon, ac roedd perchnogion y siopau'n cymeradwyo," meddai Kelly. Nawr mae'r bobl ifanc yn helpu'u teuluoedd i ddefnyddio llai o blastig, ac mae'r athrawon wedi cael gorchymyn pendant i lamineiddio llai. Mae Kids Against Plastic hefyd am ddefnyddio'u prosiect fel astudiaeth achos o arfer da. kidsagainstplastic.co.uk

Yr Undeb yn galw am oedi gyda'r cwricwlwm cynradd



MAE NEU Cymru yn galw'n daer ar Lywodraeth Cymru i oedi cyn cyflwyno'r cwricwlwm newydd mewn ysgolion cynradd tan fis Medi 2023.

Ar 6 Gorffennaf, cafwyd cyhoeddiad gan Jeremy Miles, Gweinidog y Gymraeg ac Addysg, yn dweud y byddai oedi cyn y byddai'n rhaid i ysgolion uwchradd gyflwyno'r cwricwlwm newydd, ond dywedodd y dylai ysgolion cynradd fwrw ymlaen a phontio i'r cwricwlwm newydd yn ôl y bwriad.

Yn ôl David Evans, ysgrifennydd NEU Cymru, mae'r undeb wedi galw ers tro am oedi cyn cyflwyno'r cwricwlwm newydd. "Byddai'n well gennyn ni fod wedi gweld oedi cyn rhoi'r cwricwlwm newydd ar waith mewn ysgolion cynradd hefyd," meddai.

"Mae ein haelodau wastad wedi cefnogi'r cwricwlwm newydd mewn egwyddor, ond mae'r pandemig wedi tarfu cymaint ar bethau yn ein hysgolion, mae'n hollol deg eu bod nhw'n cael mwy o amser a chymorth i sicrhau eu bod nhw'n barod."

Jeremy Miles

Croesawodd David y cam gan y gweinidog i gael gwared ar y gofyniad i gynnal asesiadau ar ddiwedd cyfnodau allweddol mewn ysgolion cynradd ym mlwyddyn academiaidd 2021/22, pan fydd disgyblion yn pontio i'r cwricwlwm newydd fis Medi nesaf.

Cyhoeddodd y gweinidog £7.24 miliwn yn ychwanegol i gefnogi ysgolion gyda'r broses o ddiwygio'r cwricwlwm.

Ond dywedodd hefyd y byddai unrhyw ysgolion uwchradd a oedd mewn sefyllfa i fwrw ymlaen a chyflwyno'r cwricwlwm newydd fis Medi eleni yn cael eu hannog i wneud hynny. Yn ôl David, nid yw'r awgrym hwn yn helpu neb, "ac mae'n rhoi pwysau diangen ar ysgolion."

Ychwanegodd: "Nid yw'r pandemig ar ben. Cymaint ag y bydden ni oll yn hoffi canolbwyntio ar addysg ein pobl ifanc, rydyn ni'n gwybod y bydd mwy o darfu ar bethau dros y flwyddyn nesaf – gyda phobl i ffwrdd yn ynysu er mwyn gwarchod eu cyfoedion a'r gymuned ehangach. Gobeithio felly y bydd y pwyslais ar les pawb yn y system addysg yn parhau'n flaenoriaeth o bwy."

Dyddiadau dysgu i'ch dyddiadur

HYFFORDDIANT I GYNRYCHIOLWYR

Oherwydd yr argyfwng iechyd sy'n dal i fynd rhagddo, bydd cyrsiau hyfforddiant diwrnod a thridiau'r undeb ar gyfer cynrychiolwyr gweithle presennol yn dal i gael eu cynnal yn rhithwir. Byddan nhw'n cael eu cynnal dros gyfnod o chwe wythnos, gyda sesiynau dwy awr wythnosol rhwng 4-6pm.

Cyrsiau sylfaen

■ Dyddiau Mawrth, rhwng 12 Hydref a 23 Tachwedd (heb gynnwys hanner tymor)

■ Dyddiau Mercher, rhwng 3 Tachwedd ac 8 Rhagfyr

Os oes diddordeb gennych chi mewn mynd ar gwrs, anfonwch e-bost

Cadwch olwg ar eich e-bost i weld gwybodaeth am y cyfleoedd hyfforddiant diweddaraf. Hoffwch ni ar Facebook yn [facebook.com/neucymrutraining](https://www.facebook.com/neucymrutraining), dilynwch ni ar Twitter drwy [@neucymrutrain](https://twitter.com/neucymrutrain) ac ewch i neu.org.uk/learning-and-events

at cymru.wales@neu.org.uk – a chofiwch, mae hawl gyfreithiol gan gynrychiolwyr i gael yr hyfforddiant hwn. Bydd yr NEU yn cefnogi unrhyw gynrychiolydd sy'n wynebu anawsterau wrth geisio cael amser i ffwrdd o'r gwaith i fod yn bresennol. Pan fydd pethau wedi dychwelyd i'r drefn arferol, byddwn yn trefnu cyrsiau tridiau llawn, ynghyd â chwrs mewn modiwlau, lle bydd y tridiau'n cael eu cwblhau ar wahân dros gyfnod o amser.

Rhagor o gyrsiau drwy WULF

Mae cyrsiau hefyd ar gael drwy brosiect Cronfa Ddysgu Undebau Cymru (WULF) ac mae rhestr wedi'i diweddarau o'r pynciau i'w gweld yn bit.ly/3hWYJcj ynghyd â gwybodaeth am sut i gofrestru.

Gohirio arolygiadau Estyn eto

MAE NEU Cymru wedi croesawu'r newyddion y bydd rhaglen arolygu graidd Estyn yn cael ei gohirio am dymor arall o fis Medi.

Dywedodd y Gweinidog Addysg, Jeremy Miles, y byddai'r cam hwn yn galluogi'r corff arolygu i ganolbwyntio ar yr ysgolion a'r unedau cyfeirio disgyblion hynny sydd angen y cymorth mwyaf cyn cyflwyno'r cwricwlwm newydd.

Dywedodd David Evans, ysgrifennydd NEU Cymru, y byddai'r aelodau wedi'i "calonogi" bod y gweinidog wedi deall yr heriau sy'n wynebu'r gweithlu addysg. "Drwy gydol y pandemig, mae Estyn wedi cydnabod y gwaith mae pawb yn y byd addysg yn ei wneud, ac fe roddodd stop ar arolygiadau'n syth fis Mawrth y llynedd. Drwy gymryd y cam hwn, sydd i'w groesawu, mae'r Gweinidog Addysg wedi cydnabod ei fod yn deall yr heriau ac yn sylweddoli na fyddai arolygiad gan Estyn yn helpu neb ar yr adeg hon," meddai David.

Dywedodd y gweinidog hefyd y byddai Estyn yn treialu trefniadau arolygu newydd yn ystod tymor y gwanwyn 2022.

Dewch i gyfarfod Swyddog y Flwyddyn NEU Cymru



MAE Swyddog y Flwyddyn Cymru 2020/21 yn dweud mai ei chydweithwyr ymroddedig yn yr ardal sy'n gyfrifol am ei llwyddiant.

Dyweddodd Pamela Ireland, ysgrifennydd ardal

Caerffili (yn y llun ar y chwith), ei bod hi'n derbyn y wobwr "ar ran Tîm Caerffili".

"Mae gennyn ni grŵp ymroddedig iawn o bobl sy'n dod i'r holl gyfarfodydd ac yn ein cefnogi ym mhopeth y byddwn ni'n ei wneud," meddai.

A hithau'n athrawes wyddoniaeth am 25 mlynedd, cymerodd Pamela'r awenau fel ysgrifennydd ardal ar ôl ymddeol dair blynedd yn ôl. Mae hi'n sicrhau ei bod hi ar gael i'r aelodau bob amser, yn enwedig wrth i'r pandemig arwain at broblemau fel gorbryder a materion yn ymwneud â swigod a phrofi. Bu cynnydd o dros 70 yn nifer aelodau'r ardal yn y flwyddyn ddiwethaf.

Mae'r ardal hefyd yn cynnal ei chynllun gwobrwyo'i hun, sef Gwobr Ymdrech yr NEU, ar gyfer disgyblion sydd wedi bod yn mynychu'r ysgol er gwaethaf anawsterau corfforol neu emosiynol, neu broblemau eraill.



Y cynnig buddugol gan Lili Slatter, o Ysgol Maesydderwen yn Ystradgynlais

RHODDODD miloedd o ddisgyblion o Gymru gynnig ar Gystadleuaeth Greadigol Dangos y Cerdyn Coch i Hiliaeth 2021 – cystadleuaeth a noddwyd yn arbennig gan NEU Cymru. Roedd y categorïau'n amrywio o ddylunio dillad ac ysgrifennu creadigol i'r cyfryngau digidol a dylunio posteri. Teitl y categori arbennig eleni oedd Hiliaeth yn y Gêm Brydferth, a hynny'n annog disgyblion i edrych ar hiliaeth yn y byd pêl-droed. Y prif enillydd oedd Lili Slatter o Ysgol Maesydderwen yn Ystradgynlais, Powys, am ei phoster. Cafodd iPad yn wobwr, yn rhodd gan yr NEU fel rhan o ymrwymiad yr undeb i wneud gwaith i drechu hiliaeth mewn ysgolion. Cyhoeddwyd yr enillwyr ac enwau'r rheini a ddaeth yn agos at y brig ar-lein gan lu o wynebau enwog o'r byd chwaraeon a'r byd teledu, gan gynnwys Sean Morrison, capten clwb pêl-droed Caerdydd, Beth Fisher, gohebydd chwaraeon ITV, a'r cyflwynwyr teledu, Jason Mohammad, Lisa Rogers ac Alex Winters.

Ewch i bit.ly/3wMjT13

■ Mae Dangos y Cerdyn Coch i Hiliaeth yn dathlu 25 mlynedd o ymgyrchu – ewch i [dudalen 19](https://dudalen19)

Llywodraeth Cymru yn cyhoeddi cynllun Covid

MAE Llywodraeth Cymru wedi gwneud tri phrif newid i'r canllawiau ar gyfer ailagor sefydliadau addysg o fis Medi eleni.

Ar ddechrau tymor yr hydref, bydd hefyd yn cyflwyno fframwaith lleol ar gyfer gwneud penderfyniadau i reoli'r haint, a hynny'n galluogi ysgolion i addasu'r canllawiau i adlewyrchu lefel leol y risg. Cafodd y fframwaith ei lunio dros yr haf ar y cyd ag ysgolion, awdurdodau lleol ac arbenigwyr iechyd y cyhoedd.

Nod y canllawiau gweithredu hyn, a gyhoeddwyd ym mis Gorffennaf, yw cyflwyno rhywfaint o normalrwydd unwaith eto mewn addysg. Dyma'r tri phrif newid:

1. Gorchuddion wyneb

Ni fydd argymhelliad cyffredinol i staff na

“Nod y canllawiau yw cyflwyno rhywfaint o normalrwydd unwaith eto mewn addysg.”

dysgwyr wisgo gorchuddion wyneb yn yr ystafell ddosbarth. Gall ysgolion a lleoliadau annog eu defnyddio mewn ardaloedd lle mae'n debygol y bydd mwy o gymysgu cymdeithasol, fel ystafelloedd cyffredin. Dylid sicrhau cyn lleied ag y bo modd o ymwneud agos rhwng dysgwyr, a dylid parhau i gadw

pellter cymdeithasol lle bydd hynny'n bosib.

2. Grwpiau cyswllt

Ni fydd angen grwpiau cyswllt bellach ar gyfer disgyblion ysgol na dysgwyr amser llawn mewn colegau. Yn lle'r ddibyniaeth ar grwpiau cyswllt, bydd mwy o bwyslais ar olrhain cysylltiadau, fel sy'n digwydd yn y boblogaeth yn gyffredinol.

Bydd y system Profi, Olrhain, Diogelu yn cael ei defnyddio i ganfod cysylltiadau agos dysgwyr sydd wedi cael prawf positif.

3. Amseroedd sesiynau ysgolion

Bydd amseroedd normal ar gyfer sesiynau ysgolion yn aildechrau.

■ Mae'r canllawiau llawn i'w gweld fan hyn bit.ly/36KXQGF

Yma i helpu

FEL yr undeb addysg mwyaf yn Ewrop, gall NEU Cymru roi gwasanaeth heb ei ail i'w aelodau.

Mae ein fîm proffesiynol yma i ddefnyddio' u harbenigedd er mwyn helpu ein rhwydwaith o gynrychiolwyr gweithle ac ysgrifenyddion ardal a changhennau.

Os oes gennych chi broblem yn y gwaith neu i gael rhagor o wybodaeth am ein gwasanaethau i aelodau, cysylltwch â'r canlynol:

- cynrychiolydd eich gweithle
- ysgrifennydd eich cangen
- AdviceLine
- Swyddfa NEU Cymru.

NEU Cymru

TySinnott, 18 Neptune Court, Vanguard Way, Caerdydd CF24 5PJ

Ffôn: 029 2049 1818

E-bost: cymru.wales@neu.org.uk

Ysgrifennydd Cymru: David Evans

Uwch Swyddogion Cymru:

Gareth Lloyd, Debbie Scott

Uwch Swyddog Polisi Cymru:

Mary van den Heuvel

Trefnydd y Gogledd: Cai Jones

Trefnydd y De: Robert Goddard

Cyfreithiwr Cymru: Angharad Booker

Aelodau Gweithredol: Máiréad

Canavan, Elizabeth McLean,

Hannah O'Neill

Prif Swyddfa

Yr Undeb Addysg Cenedlaethol,

Hamilton House, Mabledon Place, Llundain WC1H 9BD

Ffôn: 020 7388 6191

Gwefan: neu.org.uk

Llywydd: Daniel Kebede

Cyd-ysgrifenyddion Cyffredinol:

Mary Boustead a Kevin Courtney

Cyfieithiad gan Rhys Iorwerth Cyf
rhysiorwerth@hotmail.com



Y cynnydd o 1.75% mewn cyflogau yn 'siomedig'

MAE NEU Cymru yn siomedig â'r cynnydd arfaethedig o 1.75 y cant y mae Llywodraeth Cymru wedi'i gynnig yn 2021. Ym mis Mehefin, dywedodd Jeremy Miles, y Gweinidog Addysg, ei fod yn derbyn 12 prif argymhelliad Corff Adolygu Cyflogau Annibynnol Cymru.

Ond dywedodd David Evans, ysgrifennydd NEU Cymru, fod y cynnydd yn sylweddol is na'r hyn roedd yr undeb wedi dymuno'i weld.

"Gofynnodd NEU Cymru am ddyfarniad cyflog uwch i ddechrau unioni'r cydbwysedd yn dilyn toriadau mewn termau real ers 2010, ac i wobrwyo gweithlu sydd wedi bod ar y rheng flaen yn ystod y pandemig," meddai.

Mae'r undeb wedi cyflwyno'i safbwynt i'r Llywodraeth, ac roedd yn aros am ymateb wrth i Addysgu yng Nghymru fynd i'r wasg. Mae disgwyl i'r codiad cyflog ddod i rym ym mis Medi.

■ Mae adroddiad y Bwrdd Adolygu i'w weld fan hyn ([Saesneg yn unig](#))

bit.ly/3zk6Epl

■ Darllenwch am gynigion Llywodraeth Cymru fan hyn **bit.ly/3BkQTKr**

Cau ysgolion bach

MAE rhagor o ysgolion gwledig yn cau yng Nghymru er gwaethaf gwrthwynebiad croch gan gymunedau lleol. Mae cynghorau Gwynedd, Ynys Môn a Phowys i gyd wedi pleidleisio i gau rhai ysgolion bach yn eu hardaloedd, ac mae disgwyl i Sir Gâr benderfynu ar ddyfodol dwy ysgol yn yr hydref.

Mae disgwyl i Ysgol Abersoch yng Ngwynedd gau ar 31 Rhagfyr a bydd Ysgol Talwrn ar Ynys Môn yn cau ym mlwyddyn ysgol 2022/23.

Aelodau gweithredol yr NEU

MAE Máiréad Canavan, ysgrifennydd cangen Bro Morgannwg, a Hannah O'Neill, ysgrifennydd cangen Blaenau Gwent, wedi'u hethol fel aelodau Cymru ar weithrediaeth genedlaethol yr undeb.

Yn ymuno â nhw mae Elizabeth McLean, ysgrifennydd cangen sir



(O'r chwith) Aelodau gweithredol Cymru, Máiréad, Hannah ac Elizabeth



Ddinbych. Etholwyd Máiréad i'r weithrediaeth am y tro cyntaf yn 2019 a phenodwyd

Hannah ym mis Ionawr eleni. Bydd y tair yn aros yn eu swyddi tan fis Awst 2023.

Ym Mhowys dros yr haf, yn dilyn proses ymgynghori, penderfynwyd cadw dwy ysgol ar agor, sef Ysgol Pennant ac Ysgol Gynradd Llanrhaeadr-ym-Mochnant. Ond mae'r cyngor yn bwriadu bwrw ymlaen i gau Ysgol Castell Caereinion, Yr Eglwys yng Nghymru, fis Awst nesaf. Gallai dwy ysgol arall, o leiaf, hefyd gau yn y sir.

Yn ei gynhadledd flynyddol ym mis Mawrth, cytunodd NEU Cymru i ymgyrchu'n galed i arbed ysgolion gwledig yn sgil pryderon am effaith cau ysgolion ar iechyd meddwl plant a swyddi addysgwyr.

Dysgwch Gymraeg gyda Phrifysgol Cymru

MAE athrawes sydd wedi bod yn dysgu Cymraeg ers blwyddyn yn dweud bod y profiad wedi newid ei bywyd.

Cafodd Angharad Jones gyfnod sabothol o Ysgol Gynradd Pontllan-fraith yng Nghaerffili er mwyn dysgu'r iaith ar gynllun Prifysgol Cymru, Cymraeg mewn Blwyddyn. Mae hi wedi ymddangos mewn amryw o fideos ar y cyfryngau cymdeithasol ac mewn blogiau fideo wrth iddi gyrraedd rownd gyn-derynol gwobr Dysgwr y Flwyddyn. Disgrifiwyd hi gan Tudur Owen, y comediwr, fel rhywun sy'n "ysbrydoli" a gwahoddwyd Angharad i ymddangos ar S4C.

"Rwy' ar ddechrau fy siwrnai'n siarad Cymraeg, ond fe alla' i ddweud bod yr iaith wedi newid fy mywyd, yn bendant," meddai Angharad, sydd hefyd wedi bod yn helpu pobl eraill yn ei hysgol i ddysgu'r iaith.

Mae'r cwrs yn rhan o gynllun sabothol y Gymraeg sy'n cael ei ddarparu gan y brifysgol a'i noddi gan y Llywodraeth – ewch i **bit.ly/3riHMfz**