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TA sacked due to hostile environment. See page 19.

Families at breaking point
The impact of knife crime on our communities. See page 26.

Windy City victories
Chicago teachers on the gains of recent strikes. See page 37.

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Taking to the streets for SEND funding. See page 7
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HAIL YEAH!
AS Educate goes to press, members of the Conservative Party are still deciding who will become the country’s next Prime Minister.

The fact that candidates in the Tory leadership election have raised the issue of school funding is testament to all the hard work of campaigners to get this issue on the political agenda.

When the dust settles on this contest, we’ll be holding the successful candidate to account. We don’t want pledges for extra funds that never materialise. We don’t want promises on the side of a bus. We need real money, for real children, in real schools.

And we’ve been doing the maths. Along with our partners in other unions, we’ve come up with a figure, a sum of money that is urgently needed if we are to stem the tide of cuts and fully fund education.

We will be taking that figure to politicians of all parties to press our case for the investment our schools desperately need.

As I write, our indicative ballot on high-stakes assessment in primary schools has just closed.

We have no results yet to share, but I would like to say a big thank you to the tens of thousands of members who took part in our campaign for a more sensible alternative to the assessment regime.

Politicians of all parties recognise that change needs to happen. Labour, the Lib Dems and the Greens have pledged to scrap SATs and baseline testing if they come to power.

The Government’s pilot of baseline testing is already faltering – fewer schools than last time have signed up to the scheme and many are pulling out before it even starts.

The absurdity of baseline is something to behold. Apart from the obvious nonsense of expecting a four-year-old to work one-to-one with a teacher for 20 minutes, following instructions and answering questions – I mean, have the authors ever met one? – the detail of the tests beggars belief.

Apparently, baseline is not designed to help teachers teach. The Government itself says it is not intended to “provide detailed diagnostic information about pupils’ areas for development”. The results won’t be shared with teachers or parents and will remained sealed for SEVEN years!

We know that a lot can change in seven years – since 2012, we’ve had four education secretaries, three Ofsted frameworks, two national curriculums and billions of pounds in budget cuts.

Baseline is an unreliable, waste of time and the union will be stepping up its campaign to get it scrapped for good.

Finally, I’d like to thank you for everything that you do for your pupils and our union, and wish you a restful and happy summer break.

Kevin Courtney
National Education Union
Joint general secretary
PDSA’s PetWise School Award is a completely FREE, fully planned National Curriculum-linked programme.

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pdsa.org.uk/petwise-schools

Help your school

#GetPetWise
The rest is history
18 July, 1918
Nelson Mandela was born in Qunu, South Africa. He joined the African National Congress in 1944 and was convicted of sabotage as a result of his involvement in the struggle against apartheid and spent 28 years in jail. In 1990, he was released and elected president of South Africa in 1994. He died in December 2013.

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Teachers at charter schools in the US city have won a series of important victories. Max Watson spoke to a union leader in the thick of the struggle.
HEADS to march against ‘savage cuts’

THOUSANDS of head teachers will march on Downing Street and deliver a letter to Chancellor Philip Hammond setting out the worsening funding crisis in schools.

It is hoped 5,000 heads will join this year’s march on 27 September, ahead of the Comprehensive Spending Review.

National Education Union (NEU) leadership member Robin Bevan, who is head teacher at Southend High School for Boys and a union executive member, is one of six heads who will deliver the letter.

It will call on the Chancellor to provide:
- adequate funding for every school;
- sufficient resources to support every child, especially disadvantaged and SEND pupils;
- funding to reverse cuts.

Robin told Educate: “Despite the endless and misleading claims of the Secretary of State, school funding has been savagely cut.

“On average, schools have lost eight per cent and colleges 20 per cent since 2012. It’s no wonder that head teachers are outraged, especially when we’re made to look like we’re complaining about nothing.”

He added: “It seems as though we are now being listened to, but we’re not being heard. There is a profound lack of vision from Government for our schools, our children and their future. Spending more on schools represents a sound economic investment in the future of our country. I do not know of any other developed nation where school funding policy is determined by the least amount that can be distributed to schools in order to avoid insolvency.”

Figures compiled by the NEU for schoolcuts.org.uk show that 91 per cent of schools have had their funding cut.

@WorthLessFF #stillnotlistening schoolcuts.org.uk

Tell your MP how much you value your child’s education

A GROUP of London head teachers have written to parents urging them to support their fight for more funding by writing to their MP and local councillor to tell them how much they value their children’s education.

The letter signed by 40 heads in the London Borough of Camden explains that funding cuts have forced them to spend less on staff and resources to balance the books.

“This often means that children are not able to access the kind of learning opportunities that they need and deserve.”

It goes on to say: “The situation doesn’t look like it is going to get any better…we are not asking you for donations, although our PTAs are vital in helping us financially. We are simply asking, as we continue to struggle on, for your understanding, patience and support.”

The letter was published in the local press and the Evening Standard.

CAMPAIGNERS have raised spirits by celebrating the launch of a new beer to help increase awareness of the school funding crisis. Calderdale Against School Cuts (CASC) commissioned the Northern CASC beer and launched it at the Nightjar Brew Co brewery in Hebden Bridge on 8 June (pictured left). Sue McMahon, retired teacher, NEU member and CASC campaigner, told Educate: “We are hopping mad and need a stout response from this Government. CASC is hoping that through positive campaigning we will brew up a storm and help to inform the public that schools are struggling to make ends meet.”

PHOTO: Mike James
THOUSANDS of teachers, parents and young people took to the streets in June to march against the crisis in funding for children with special educational needs and disabilities (SEND).

The march, organised by the parent-led group SEND National Crisis and supported by the National Education Union (NEU), received widespread support from activists and campaigners for SEND reform, as well as politicians who stood in solidarity with parents and educators.

Demonstrations and events were held in 26 towns and cities across England, with thousands coming together to highlight the devastating effects of SEND funding shortfalls and campaign for change.

Every area made their mark on the day in a different way – some marched, some held mini performances showcasing the talents of children with an additional need, some made the most of the sunny weather by holding SEND Crisis family-friendly picnics.

In London, protesters delivered a petition signed by more than 18,000 people to Downing Street, calling for an end to the crisis in SEND education and urgent reform in special needs provision.

Parents at many of the events told of their difficulties in securing appropriate school places for their children with additional needs, as well as the challenges their families and schools faced as a result of inadequate funding for SEND provision.

Following the successful campaigning of NEU members, the Government has been forced to realise the urgency of the crisis and subsequently pledged £350 billion for SEND provision in October 2018.

Minister for Children Nadhim Zahawi has acknowledged that the situation is not yet resolved, stating in a letter to NEU joint general secretaries Kevin Courtney and Mary Bousted that “more needs to be done” to help fund effective SEND provision for children and young people.

The NEU is committed to keeping up the pressure on Government for a much-needed increase in funding for pupils with SEND. It will continue to work towards ensuring that all children can access the education they deserve.

Launched by the Welsh National Education Union (NEU) Cymru, in collaboration with ASCL Cymru, NAHT Cymru and UCAC, launched its School Cuts Cymru campaign at the Urdd National Eisteddfod in Cardiff Bay.

The campaign is calling on the Westminster Government to halt and reverse cuts to the Welsh Government block grant. It is also asking the Welsh Government to ensure that school funding is sufficient, fair and transparent and that any extra money received goes directly to education.

Visit School Cuts Cymru website at toriadauysgolion.cymru and schoolcuts.cymru
OECD survey highlights workload woes

TEACHERS in England are working longer hours than ever and more than half feel their workload is “unmanageable”, according to an OECD report out in June.

The Teaching and Learning International Survey (TALIS) 2018, which consulted more than 250,000 teachers and school leaders in 48 countries, found teachers in England to be working longer hours than all other countries except Japan.

More than half of secondary teachers said their workload was “unmanageable” and 52 per cent of teachers said now they would choose another profession. The time spent on non-teaching tasks for teachers in England is seven hours more a week than their OECD counterparts.

Full-time primary teachers in England work 52 hours a week, while full-timers in lower secondary put in an average 49, according to the survey. This represents an increase in over an hour since the last TALIS survey in 2013. Full-time primary teachers in Denmark work 39 hours a week.

England’s secondary head teachers are much more concerned about a shortage of teachers (38 per cent) than their OECD counterparts (21 per cent).

Teachers in England are also younger and have less experience than in other countries (39 years old compared to OECD average of 44).

High workloads are hampering access to CPD, according to 64 per cent of teachers, compared to an OECD average of 54 per cent.

Nearly nine out of ten teachers in England feel underpaid compared to other professionals with similar levels of responsibility. Seventy-four per cent felt that way five years ago.

Mary Bousted, joint general secretary of the National Education Union (NEU), said:

“The findings should act as a wake-up call for any future Prime Minister. The Government must end teachers’ unsustainable workload by tackling the high-stakes school accountability system which is fuelling the long hours culture and driving teachers out of the profession.”

Onwards and upwards: Together for Education

CAMPAIGNERS and trade unions came together for the largest education organising event of the year in June.

Together for Education, which took place in Westminster, brought together parent campaigners, governors, councillors and head teachers to plan the next steps in the anti-cuts movement. The rally heard from a variety of speakers from across the political spectrum including chair of the f40 group of local authorities Cllr James McInnes, Leader of the Opposition Jeremy Corbyn MP and Lib Dem education spokeswoman Layla Moran MP.

Campaigners heard a state of education funding update from School Cuts, and a session on how we can continue to keep education funding at the top of the political agenda.

This event was the culmination of a growing campaign over the last year that has seen school governors lobby Parliament, 2,000 head teachers march on Downing Street and over 1,000 councillors sign a National Education Union (NEU) letter to Damian Hinds demanding an increase in school funding.

Attendees finished the day by assembling in Parliament Square (pictured), holding sandwich boards detailing the amount of schools facing cuts in their local authority area.

Over the next few months, the School Cuts campaign will focus on the fight to save nurseries. The cuts to maintained nursery schools will lead to mass closures by 2020 if more funding is not put in.
CAMPAIGNERS (right) celebrated success in preventing the academisation of two primary schools in Peacehaven, East Sussex and pledged to continue their fight to save their town’s secondary from being privatised.

The announcement by the governing bodies of both Peacehaven Heights and Telscombe Cliffs Community Schools that they would remain under local authority control follows a huge campaign against them being academised alongside Peacehaven Community Secondary School, which is facing a takeover by Swale Academies Trust.

Ginny Gould, teacher and NEU rep at Telscombe Cliffs, said: “We are really happy that the governors have made this decision as we strongly believe that it is the best outcome for the children.”

On 1 May, parents joined striking teachers and support staff in the NEU and GMB for a 250-strong rally and march, which brought Peacehaven to a standstill. Campaigners formed @HandsoffOurSchools and their petition gained over 1,000 signatures.

Alice Burchfield, parent of two pupils at Peacehaven Heights, said: “I am so relieved that good sense has prevailed and our schools can remain in the hands of our community where the interests of children are put first.”

Sign petition against academisation
Visit change.org/p/let-parents-decide-if-peacehaven-community-school-becomes-an-academy

Thousands vote to boycott toxic tests

TENS of thousands of members had voted in the National Education Union’s (NEU) indicative ballot on boycotting all statutory primary assessment next year, as Educate went to press.

The ballot of leaders, teachers and support staff in England’s primaries closed on 2 July.

NEU joint general secretary Kevin Courtney spoke at the union’s London-wide CPD event, attended by more than 100 members, urging members to vote in the ballot. He said that the Government has a “fundamental lack of trust” in teachers.

“For us, that’s why the campaign on assessment in primary schools really matters,” said Kevin.

“All of the tests the Government is requiring us to do nationally are based on the idea that you can’t be trusted to do your job and that you have to have evidence to show whether you’re doing your job or not.”

He pointed to the system in Finland, which has the best results in Europe, where students do not take any nationally mandated tests until they are 18, and teaching is the most highly regarded profession in the country.

Describing the reception baseline assessment, which is being piloted in September and then introduced nationally from 2020, as “ridiculous,” Kevin added: “I want you, if you’re a primary teacher, to vote in that ballot. I want you to ask other teachers to vote. I want you to vote yes on both questions.”

Head teachers back ballot
Head teachers are among the thousands who have voted.

Head of Arthur Bugler Primary School and NEU member John Bryant said: “I voted in the ballot because something needs to change – for the good of the children. This assessment system forgets that the whole point of teaching children is learning.”

He added: “Assessment that supports a child’s transition from one phase to another and supports the next teacher or school in getting it right for the pupils is beneficial, but that doesn’t happen with this system.”

Another NEU Leadership member who voted to boycott the tests, head teacher Yvonne Craig, said: “My message to others is use your vote and protect your children.”

For the full results of the ballot, see the September issue of Educate
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Lessons to be learned as we face the future

IN England we waste, on an industrial scale, the talent, commitment and potential of our teachers.

More than half of teachers in England leave the profession within ten years. They leave pupils who need them; colleagues who rely on them; parents who know their children’s life chances are being denied by the acute shortage of teachers in schools.

Teachers don’t want to walk away from the classroom. They want to stay working with their pupils. That is why so many teachers take a huge pay cut and stay in schools working as support staff.

The Government recognises it has a massive problem with teacher retention. Ministers know teachers are working too hard. Damian Hinds has said that teacher workload is his top priority. The Department for Education has issued guidance on tackling workload*. But, while this is a step in the right direction, it is not enough.

What radical change would look like

What is needed is radical change in our education system. Change that enables teachers to remain in the profession, and to grow in experience and expertise, would be the most effective way to improve the education we give our children and young people.

So what would that change look like? It would start with teachers, as professionals, regaining the right to exercise their professional judgement and concentrate on what is important to them. This would require a radical change in the accountability framework enforced within schools because of a fear of Ofsted.

It would continue with teachers contributing to educational reform which, at present, is imposed on them by politicians who look forward to a rosy past when it comes to the curriculum and assessment.

As I write, teachers are being forced to teach a narrow, academic curriculum, which does not meet the interests and needs of the majority of our children and young people, and is compounded by a vicious high-stakes testing regime. A regime which is creating a crisis in children and young people’s mental health and contributing to high levels of teacher stress and ill health.

Schools throughout England are reducing their curriculum offer as they face impossible funding decisions. So art, music, drama, design technology and much more are lost from the curriculum.

The return to timed tests leaves teachers and pupils suffering under a welter of practice papers and mock exams, belying the promise that taking away coursework and practical learning would lead to more teaching time.

And the truth is that we, in England, are doing this, just at the same time as other high-performing education nations are deciding to take a different path. Countries such as Singapore, which has acknowledged that decades of didactic teaching towards high-stakes exams has resulted in high levels of student stress and unhappiness, resulting in students who are compliant and complicit, but not good communicators, rule breakers, inventors or entrepreneurs.

So, in Singapore, there is a new education goal: to develop the whole person and to promote the personal attributes of self-awareness, self-management, self-assessment and responsible decision-making.

Following the lead of Singapore

Singapore is not alone in refocusing the goals of its education system beyond narrow academic curricula and high-stakes testing. So too are New Zealand, Japan, Estonia and the Canadian provinces of Alberta and Ontario. They realise that there has to be another way.

The OECD realises this, too. It argues: “If everyone can search for information on the internet, the rewards now come from what people can do with that knowledge.” Schools should, says the OECD, encourage students to be ingenious.

Applied knowledge. Interdisciplinary knowledge. Skills development. This is where successful education systems are heading.

Employers increasingly need learners who adapt easily and are able to apply and transfer their skills and knowledge to new contexts.

This does not mean that knowledge does not matter. The best-performing education systems develop interdisciplinary skills through a subject knowledge base. Skills and knowledge are not incompatible. They are inter-connected.

Teachers know this. The profession has so much to offer, but its knowledge and experience is undervalued when it should be celebrated.

* Visit gov.uk/guidance/reducing-workload-in-your-school
Impact of benefits and school cuts on disabled people

This year’s Disabled Workers’ TUC (DWTUC) highlighted how essential it is to consider disability rights in schools and the wider community.

Austerity cuts to benefit and support services are forcing disabled people into poverty. Cuts to school budgets are having a massive impact on special educational needs and disability (SEN/D) provision for pupils. Speaker after speaker described how these cuts are having an impact on them and their families’ daily lives.

Disability activists and trade unionists are pushing for a National Independent Living Support Service, along similar lines to Labour’s plans for a National Education Service (NES), giving people choice, control and independence. This was one of the main discussions at this year’s TUC.

Excellent speeches by NEU delegates
The National Education Union (NEU) contingent had a big impact on debates. Every member wrote or delivered excellent speeches on a range of topics, including a social model of mental health, the disability pay gap, transport, music education and the menopause.

The union’s motion on reasonable adjustments was moved by Colleen Johnson, the union’s executive seat holder for disabled members. It was passed unanimously.

If you would like to attend next year’s DWTUC or become more involved in the union as a disabled member, email colleen.johnson@neu.org.uk

Is respect and dignity too much to ask for?

My daughter Emily is seven years old. She has a rare genetic disorder. She is non-mobile and unable to verbally communicate. But her occasional smile can light up a room.

She cannot use the toilet like most children: she wears a pad. Many places have disabled toilets but they are no use and she is too big to use baby-changing facilities.

It’s not hygienic or nice for her to be changed on a dirty toilet floor or outside in the car park. Like everybody else, she has a right to privacy.

It’s now 2019, yet adults and children like Emily still face the daily indignity and humiliation of not being able to access adequate toilet facilities.

Able-bodied people take for granted
The Changing Places campaign aims to install adequate toilet facilities – a hoist and changing bed – in all large public places. This will allow disabled people access to educational and cultural activities that able-bodied people take for granted.

Over the last couple of years our campaign has made some notable achievements: the Government made £2 million available to install Changing Places facilities at motorway service stations from April 2018. And they instigated a consultation on proposals to add Changing Places toilets to more than 150 new buildings per year across England, such as shopping centres and arts venues.

But the Government could do much more, so it’s important to raise awareness of the Changing Places campaign. At the moment over 250,000 people still do not have access to adequate toilet facilities.

The National Education Union (NEU) agreed to support Changing Places at its conference in April. As the largest teaching union in Europe, we must take a lead in raising awareness and supporting this vital campaign.

This year’s Changing Places Awareness Day is 19 July. This is about celebrating all we have achieved so far, and an opportunity to help raise awareness of the difference Changing Places toilets make to people’s lives. To get involved, email changingplaces@musculardystrophyuk.org

Emily doesn’t ask for much: she just wants to be treated with respect and decency.

To join the campaign, visit changingplaces.org

Mick Burns, regional support officer, north west region
Equal rights protected by law

The Equality Act 2010 legally protects people from discrimination in the workplace and in wider society.

‘We now feel there’s so much we can do’

When Tanya Graydon was diagnosed with cancer, she wasn’t expecting that her toughest battle would be with her school leadership team. She spoke to Emily Jenkins.

TANYA Graydon is a design and technology (D&T) teacher in east London. In December 2016, she was diagnosed with endometrial cancer and was forced to take a year off to fight the illness.

**Gentle return to work after chemo**

Following surgery to remove her womb and bowels, Tanya underwent six weeks of intensive radiotherapy and six months of chemo, leaving her emotionally and physically exhausted.

By October 2017, she felt well enough to contact her head teacher to begin discussing a phased return to work.

When someone is diagnosed with cancer, they are automatically covered under the Equality Act 2010. A phased return to work, occupational health support and reasonable adjustments should be made and provided by the employer.

However, what followed for Tanya was “a long, horrible battle” for her legal rights.

“I wanted to come back before Christmas, just for a couple of days as a nice way to finish off the year, and then I could return in January for a fresh start,” she told Educate.

“But that would mean they would have to return me to full pay, so the head stopped responding to my emails.”

When Tanya finally spoke to the head, it was suggested that – despite suffering a disability – she didn’t need to bother with occupational health.

“My wife and I thought that was odd,” she said. “So we got Pablo involved.”

**Time to involve her NEU rep**

Pablo Phillips is the National Education Union (NEU) rep at Tanya’s school. He immediately advised her to start keeping a log of all communications and helped finalise her return to work.

However, before she had even worked her first day, Tanya discovered she had been placed on a formal stage 1 sickness and absence procedure – normally used when there is excessive absence or unexplained sickness.

“She hadn’t even had an informal warning,” said Pablo. “It took us two hours to get them to agree to calling it informal, and then it was a fight trying to get them to support Tanya.”

**Stress from increased workload**

Despite finally agreeing to a phased return to work, in practice Tanya received little to no support, resulting in her repeatedly taking further time off for stress due to an overwhelming workload.

“There was no plan, or management of my return at all,” she said.

Over the course of two academic years, despite still recovering from cancer, Tanya was subject to a range of formal and informal procedures, increased workload and meetings.

To make matters worse, the hours of the technician who supported her were cut in half and Tanya was given three hours of geography on her timetable, despite never taught the subject.

“It felt like every single thing was conspiring to push me out of my role,” she said. “When I would say that I was covered by the Equality Act, the HR lady would just laugh and say ‘well that’s subject to interpretation’.

“The cancer I could deal with, and the treatment. The bigger blow and the bigger struggle was getting back to school – that was far more damaging to my mental and physical state – it’s been all-consuming and all-draining.”

**Disability discrimination ballot**

Fortunately, Tanya had the support of NEU staff and her rep. Through collective campaigning they organised a successful indicative ballot and then a formal ballot for action over disability discrimination.

“What the members realised is that if this can happen to one person, it could happen to any one of us,” explained Pablo.

Finally, in March this year, NEU staff managed to achieve a number of reasonable adjustments to significantly reduce Tanya’s workload.

“She could have walked away, but she continued fighting,” said Pablo.

“Since we’ve got the agreements, it’s lifted the mood of the group. Membership has increased and we now feel there are so many things we can do. We’re prepared to fight – for our members, for our schools and for the local community.”
Victory for Shrewsbury members

A LONG-RUNNING dispute over graded lesson observations has been settled following eight days of strike action by 70 National Education Union (NEU) members.

Shrewsbury Colleges Group dropped plans to introduce graded lesson observations after members – a mix of teachers and support staff – went on strike earlier this year.

They had planned to strike three days a week until the end of term if the dispute was not settled.

NEU rep Jean Evanson, who is a maths teacher at the sixth form college, said members opposed graded lesson observations because they are “unreliable, unfair and subjective,” which was backed up by research.

She added: “I think it was the threat of some significant, drawn out strike action over the term that pushed them.” Instead of a numerical grade, staff will now receive recommendations on their practice, which will be linked to CPD.

Using grading against the staff

The dispute began following a merger of Shrewsbury College and Shrewsbury Sixth Form College in 2016, when managers proposed adopting the policy that had been used at Shrewsbury College.

“Staff told us that sometimes the graded lesson observations affected their self-esteem. Some people got a bad grade and then left in shame the following day because they knew there would be some capability action to follow,” said Jean.

She added that there were staff who had been adversely affected by gradings in the past, and a lot of members had experience in other institutions of being graded and then the accountability culture being used against them.

Jean, who is also the post-16 member on the NEU executive, said: “I am proud to have represented a group that has achieved better terms and conditions. The dispute has brought the union together in such a positive way.”

The union will monitor how the policy is applied and review it in a year.

Strike vote as colleges struggle to cope with 22% funding cut

MEMBERS in sixth form colleges across England are being asked if they would be prepared to go on strike to force Education Secretary Damian Hinds to significantly boost funding for the sector.

A ballot, which was launched last month and will run until 16 September, asks members to vote on whether they would take industrial action in the autumn and spring terms.

It follows a 22 per cent cut to college funding between 2010 and 2017, with more cuts to follow. The union is demanding that funding cuts are reversed.

The NU is in dispute with Mr Hinds over pay, working conditions and security of employment of members in the sector.

No grant for non-academy colleges

The union has asked the Education Secretary to take action in these areas by increasing the funding rate per student and paying the Teachers’ Pay Grant to all sixth form colleges to support an adequate pay increase. He has not taken these steps.

Only colleges with academy status have been given the Teachers’ Pay Grant, which means teachers in colleges no longer have pay parity with those in schools.

Between 2010 and 2017 there has been a 15 per cent reduction in the number of teaching staff, despite a six per cent increase in students.

16% pay drop for sixth form teachers

NEU executive member for post-16 Jean Evanson said: “The cuts present a threat to staff in terms of pay – teachers in sixth forms have lost parity with teachers in schools and our pay has gone down by 16 per cent – and our responsibility allowances have been cut.

“Our workload has increased, and more and more is being pushed onto support staff on very low wages.”

She added: “Why should sixth form colleges pay VAT? Schools don’t. Why don’t we get the Pay Support Grant schools get? The threats are also to students who have less money spent on them per head. Courses are being lost, enrichment has been cut to the bone.”

Urging members to vote, Jean said: “It is imperative that we fight back against these relentless cuts. Please vote YES. Open your ballot and vote.”

Visit neu.org.uk/sixth-form-colleges-ballot-industrial-action

If you have not received a ballot paper, email 6fcballot@neu.org.uk by Monday, 9 September, providing your name, address, college and membership number.
STUDENTS from towns and cities up and down the country have been taking part in strikes and protests over climate change.

The NEU annual conference voted in favour of a resolution to press the Government to undertake an education campaign alerting the public to the scale of climate change and make sure every school is zero carbon by 2030.

Photo: Guy Smallman
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Before the NUT conference in 2000, Doug McAvoy was asked by the BBC what he wanted for teachers.

He said: “The wonderful title for our primary teachers’ survey is Let Us Be Suns Again – they want to light up the child’s world… teachers would love to have more control… give teachers more time and more support.”

Doug, who died in May aged 80, was the general secretary of the NUT from 1989 to 2004.

He recognised the NUT’s role as both a trade union and a professional organisation. While he was a fierce fighter for teachers’ pay, their conditions of service, health and safety and the right of every child to be taught by a qualified teacher, he also believed that high-quality professional development for its members was ‘union work’.

Persuaded teachers to stay in teaching

Indeed, the union became a major beneficiary of the new Union Learning Fund despite the then Government refusing to talk to the NUT. Many of the thousands of teachers who took part in the union’s professional development said it had persuaded them to stay in teaching.

He initiated significant campaigns on improving disabled access to schools and Music for Youth, and was a key supporter of Kick Racism out of Football.

Doug turned the Conservatives’ anti-union legislation to the NUT’s advantage. The requirement to hold members’ home addresses massively improved its services and communications. The union now had the power to speak directly to members.

Doug was a true internationalist. He helped create Education International, the world’s global union federation for teachers, and was president of the European Trade Union Committee for Education.

One of the most significant campaigns he led was against national curriculum testing. The NUT’s 1991 boycott of the new tests was immensely popular with teachers. The Conservative government conceded a review of the tests which removed the spectre of test result league tables for seven- and 14-year-olds.

Early days

Doug was born in 1939 and went to Jarrow Grammar School. He was secretary of Newcastle Upon Tyne Teachers’ Association, and was elected to the NUT national executive in 1970. He soon became chair of the union’s pivotal finance and general purposes committee.

Appointed deputy general secretary in 1974, he was the first elected general secretary in 1989 and re-elected in 1994 and in 1999, retiring in 2004.

Doug is survived by his wife Elaine, and children Neil and Jennifer, and his son Robert from his first marriage to Margaret. Arthur Jarman, NUT former head of membership, and John Bangs, former head of education and equal opportunities

SHOW Racism the Red Card (SRtRC) held a glitzy awards ceremony for its annual school competition at the Etihad Stadium.

Entries were on display for the winners, their families and teachers to admire after a tour of Manchester City’s home ground. And they were treated to a football skills session with Richard Braithwaite, aka Mr Silky Skills.

Mayor of Greater Manchester Andy Burnham gave prizes to the youngsters for their winning entries of artwork, creative writing and multimedia to help SRtRC’s mission to tackle racism at an early age.

Gareth Southgate, England Manager and SRtRC patron, said: “Education is critical in the fight against discrimination and it’s great to see so many young people engaging in this competition in such an enthusiastic manner.”

SRtRC chief executive Ged Grebby said: “There were some wonderfully original entries and we would like to thank all of the teachers for promoting the competition in their schools.”

To take part next year, visit theredcard.org

CBeebies presenters Ben Cajee and Alex Winters with winning pupils from Elmwood Infants School, Croydon at Etihad Stadium, Manchester City’s home ground
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“I’m not begging for anything. I want justice.”

Willow Sims had been a teaching assistant for 18 years when a routine background check turned into a Windrush nightmare. She tells Max Watson how the hostile environment “almost killed her”.

WILLOW Sims had an unblemished record as a higher level teaching assistant at Adamsrill Primary School in Lewisham.

She had worked at the school in south-east London for three years and loved her job.

So she was “shocked” to be told her disclosure and barring service (DBS) update had been rejected. Assuming there had been a mistake, she went to a meeting with an HR officer who told her she had no proof of her right to live and work in the UK.

Duty of care failure
Willow has an American passport, which stated she had indefinite leave to remain in the UK. But this was dismissed by the HR officer: “You could have forged this,” they said.

“The school had a duty of care towards me,” she told Educate. “But I was immediately dismissed without a reference and marched off site.”

Willow feared deportation and the Home Office said the onus was on her to prove her right to remain. Although she was entitled to help from the Windrush Task Force – established last year when the scandal first broke – they wrongly said she was not eligible.

Willow came to the UK when she was four. Her mother died when she was 12 and she was placed in foster care. Willow only had her mother’s death certificate, but was eventually able to find records going back to 1983 documenting her settled status.

She found help from the Joint Council for the Welfare of Immigrants (JCWI) and from her MP, Ellie Reeves.

Although Ms Reeves advocated on her behalf, contacting the Home Office to try to resolve the case, she too was knocked back.

This dragged on for months and Willow’s partner also lost his job.

“I got loads of support from parents,” she said. “That money has all dried up now but at least there aren’t people knocking on the door.”

Struggling to pay the bills
The Windrush Task Force finally accepted Willow’s case, so she was able to claim benefits. “I’m not ungrateful for the benefits, but it’s just not enough to pay for food after gas, electricity and rent,” she said.

The local authority then told her they’d consider her re-employment, but Willow is weighing up her options.

“I’m not begging for anything,” she said. “I want justice. Something has gone badly wrong. My record was good – there was absolutely no need to get rid of me. All my observations were good, my targets met.

“If they can do that to me – and I’m pretty strong – then how many other people are they doing this to and getting away with it?

“I don’t want anyone else to go through this, it almost killed me.”

Shocking failings ‘far from unusual’

ELLIE Reeves MP (pictured left) raised Willow’s case in Parliament and met with Home Secretary Sajid Javid.

“When the failings in Willow’s case have shocked many, they are far from unusual,” Ms Reeves told Educate. “The hostile environment means MPs must routinely advocate for their constituents in Home Office matters.

“I would like to see all parts of the immigration legislation that support the hostile environment policy – which has ruined people’s lives – ended.”

Willow’s advice

“Join a union and make sure your subs are up-to-date. And keep a record of all your paperwork if you’re not from this country.”

■ Join the NEU: neu.org.uk/join-now
■ Ask a rep to accompany you to meetings with management or HR
■ Call the NEU AdviceLine on 0345 811 8111
**Millionaires and disgruntled teachers**

JERSEY is a lovely place to live, if you can afford its expensive housing and runaway cost of living.

Teachers, meanwhile – like everyone else in the public sector – have seen their standard of living continually slipping.

Combined with continual talk of ‘savings and efficiencies’ (cuts) and ‘public sector reform’ (redundancies), the situation is grim.

Despite the Government’s mantra of ‘there is no more money’, Jersey is a jurisdiction with over £800m invested for a ‘rainy day’ for a population of just 105,000.

Over the past year, teachers have become increasingly disgruntled, unhappy and, in an island that is very conservative with a small c, militant.

The focus of National Education Union (NEU) members, after having yet another underwhelming pay deal imposed on them, was to take a day of strike action in March, on an island where there has never been a teachers’ strike before. But there was still no willingness from the States Employment Board to engage in meaningful talks.

The way forward was discussed and we went for the nuclear option. The Government was notified of our intention of taking eight days of strike action in May.

Strikes went ahead and NEU members were magnificent. School meetings, rallies, demonstrations, a public meeting and a well-handled media presence all contributed to a successful campaign, which concluded with major concessions from the Government.

The members’ steadfast resolve was a major reason for the strength of our negotiating team and ultimately successful pay offer.

A union that is well organised, supported and focused can achieve better outcomes for its members. The rebuilding of trust may take some time, but this will ultimately lead to a more valued, committed and resourceful workforce that has a voice and demands to be listened to. That in turn will result in a better education service.

Tim Balston, secretary, NEU Jersey

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**Community rallies for Holly Cross**

NEU members at Waltham Holy Cross primary in Essex announced four days of strike action in June against forced academisation.

The school was put in special measures in December 2018 after an inadequate Ofsted report – which parents publicly challenged – and NET Academies Trust (NETAT) was announced as the preferred sponsor.

More than 700 people signed a petition to prevent academisation and a strong community campaign gathered momentum as over 150 joined a demonstration to defend the school in April.

NETAT has proposed shortening break times and extending school days, among other concerns raised by campaigners.

Ben Collin, joint NEU school rep, said: “It is impossible to ignore the potential negative impact that the academisation order could have on our children’s futures. We are adamant that the head teacher and senior leadership team will lead the school to become, as our unofficial school motto states, ‘the best school in the universe’, without the need to privatise the education of our children.”

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**Brighton Council backs anti-academisation battle**

BRIGHTON and Hove Council has pledged to fight alongside staff and parents against an academisation order for Moulsecoomb School, following an inadequate Ofsted report.

Staff represented in all unions at the primary school – the NEU, NAHT, Unison and GMB – held an emergency meeting and unanimously voted to resist the move after the Department for Education announced the school was to be academised. Two thousand people signed a petition opposing the academisation in just one week of its launch.

A public campaign meeting was called for 18 June. NEU, GMB and UNISON members are holding indicative ballots for strike action and the council pledged to ballot parents about the plans. Councillor Nick Childs, deputy leader of Brighton and Hove Council, said it would encourage parents to vote against the transfer in its ballot.

“The community and staff have been improving the school for some time now and with additional support from the local authority we are confident this will continue,” Nick said.

“Brighton and Hove is a successful education authority with a proud record of school support and improvement – we do not need to be told how to run a school.

“Privatisation of schools has repeatedly been shown to have a negligible effect on standards, and leads to tight budgets being spent on executive salaries not children, excessive exclusions and poor teacher retention.”

Paul Shellard, Brighton and Hove NEU secretary, said: “This will be a clear test to see whether the Government respects local democracy and accountability, or rides roughshod over the wishes of Moulsecoomb staff and parents. We are determined that Moulsecoomb stays in the Brighton and Hove family of schools.”
Clean air is a matter of life and death

This year’s National Education Union (NEU) conference saw the subject of air pollution pushed up the agenda.

Delegates heard from Rosamund Kissi-Debrah (left), who spoke powerfully about her daughter’s death from air pollution-related asthma, leaving conference in no doubt as to the seriousness of the impact poor air quality is having on children and young people’s health.

Clean Air Day (cleanairday.org.uk), which took place on June 20, aimed to raise awareness of how everyone can take action to make the air we breathe cleaner and safer for all.

This year’s event focused on how staff teams can help reduce the carbon footprint of their journey to work.

There is a wealth of evidence about the benefits an active commute can have on mental health and wellbeing. Walking, cycling and operating a staff car pool are just some of the suggestions being taken up.

NEU Eastern region’s rep of the year Jill Borcherds said: “Cycling is hugely important for my own mental health. Earlier this year my school was involved in a difficult forced academisation process – the head teacher and I agreed that cycling to work really helped us cope. I enjoyed my precious 20-minute commute while he was doing daily round trips in excess of 40 miles.

“But my town – Stevenage – is a new town and has fabulous segregated cycleways and paths that enable active travel.”

Without an inviting tree-lined walking route or safe cycle network, an active commute can be unpleasant, unsafe, and detrimental to health and wellbeing.

The NEU is a member of the Trade Union Clean Air Network Charter, which calls for expansion of clean, inexpensive public transport, a new Clean Air Act, and the establishment of a new Environmental Protection Agency.

If you would like to explore what your school can do to improve air quality, there are lots of websites with useful information.

- Many training providers offer free adult 1:1 cycle training, including cycle-to-work route-planning support. You can search for your local authority’s provider at bikeability.org.uk
- The Bike Club’s (thebikeclub.co) adult long-term hire scheme offers various bikes, including folding e-bikes, and in London Peddle My Wheels (peddlemywheels.com) works with several local authorities to offer a ‘try before you buy’ scheme.
- The Ramblers (ramblers.org.uk) offers themed guided walks, many in urban areas with public transport start points, for all ability levels.
**WORLD CLASS THEATRE from the heart of HAMMERSMITH**

06 Sep – 05 Oct

**A Doll’s HOUSE**

By Henrik Ibsen

A new adaptation by Tanika Gupta

Directed by Rachel O’Riordan

Set in Calcutta, Tanika Gupta reimagines Ibsen’s classic play of gender politics through the lens of British colonialism, offering a bold, female perspective on the themes of ownership and race.

10 Oct – 02 Nov

**SOLARIS**

A new play by David Greig

Adapted from Stanislaw Lem’s novel

Directed by Matthew Lutton

This psychological thriller set on a space station orbiting the mysterious planet Solaris, asks who we are when we’re forced to confront our deepest fears. David Greig adapts Stanislaw Lem’s cult science fiction novel for the stage.

16 Nov – 05 Jan

**Cinderella**

By Jude Christian

Directed by Tinuke Craig

Polish your glass slippers, dust off your carriage and join us as the clock strikes midnight for the Fairy Godmother of pantomimes, Cinderella.

05 Mar – 04 Apr 2020

**Love, Love, Love**

By Mike Bartlett

Directed by Rachel O’Riordan

A family go to war over their personal politics in Mike Bartlett’s funny and scathing look at the opposing values of two very different generations.

18 Apr – 16 May 2020

**SOPHOCLES’ Antigone**

The Burial at Thebes

Translated by Seamus Heaney

Directed by Roy Alexander Weise

This epic tale of humanity versus leadership follows a young woman with the courage to defend her beliefs – whatever the cost.

Autumn 2020

**THE BEAUTY QUEEN OF LEENANE**

By Martin McDonagh

Directed by Rachel O’Riordan

A major London revival of this darkly comic play by Martin McDonagh (Three Billboards Outside Ebbing, Missouri) about Maureen Folan, a plain, lonely woman in her early forties, and Mag, her manipulative ageing mother.

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Trish Fay is a level 3 enhanced teaching assistant and the union rep at Bowburn Infant and Nursery School, County Durham.

Keeping teaching assistants in the public eye

What do you love about your job?
Knowing I’m making a difference to the education and social skills of my children.

Seeing a child start to use their imagination when writing, seeing their legibility improve and their confidence soar when they realise they can do the maths they thought impossible – it all makes the stress and low pay more acceptable.

What do you love about being in the union?
The support, camaraderie and acceptance as an educator. And if I wasn’t in the NEU, then I would get no CPD training at all. Lack of funds means TAs are at the bottom of the list every time.

What have you been up to lately?
We recently formed County Durham Teaching Assistants Activist Association, which we believe is the first of its kind in the country, and I do our communications.

We proudly marched – with several other Durham TAs – at Wakefield’s Banners Held High event. We kept ourselves in the public eye by carrying our Durham TAs flags right behind the Durham Miners’ and the Durham Women’s Banner.

I also spent a morning during half term creating a campaign for the Northern region’s #NEUIdeas event, along with three fellow Durham TAs. We were delighted to be runners-up (above).

What’s important to you right now?
Keeping my job. So many schools in Durham are having to lose support staff due to lack of funding.

What do you do on your day off?
What’s a day off? My 87-year-old mam lives with my husband and I. She has Alzheimer’s and life is challenging to say the least.

When I get the chance though, nothing beats a good old head-banging rock gig.

Tell us something that we don’t know.
I appear in a new film called Solidarity, about the Blacklist Support Group. It includes a session with present day activists and I was lucky enough to be invited to take part.

Survey shows support staff struggling as funding cuts bite

THE NEU’s biggest ever survey of support staff in England, Wales, Northern Ireland and Scotland shows members struggling to cope with real-terms funding cuts and the consequent additional pressures on workload.

The recent survey of staff in maintained schools and academies saw a record response, with more than 2,400 members completing it.

The responses paint a stark picture of diminishing numbers of support staff, teachers and resources in schools, as well as the continued exploitation and mismanagement of those who remain in post.

Three quarters of respondents (74 per cent) confirmed they work additional uncontracted hours, and two thirds (65 per cent) of those working additional hours said they are never paid or otherwise compensated.

A teaching assistant in St Helen’s said: “I need to work over my contracted hours so I can complete the work that I am expected to do.”

And a higher level teaching assistant from Buckinghamshire said: “Too much needs to be done. I use my lunchtime, come in before work and stay after my hours. I also do planning and preparation at weekends.”

Reacting to the findings, NEU joint general secretary Kevin Courtney said: “Unpaid hours are not just widespread, but normalised. The majority of support staff are made to do the work of teachers. They are seen as the cheap option. And as the cuts bite, the numbers of support staff become fewer in the majority of schools. This is a deplorable situation.

“The enthusiasm expressed by respondents for our campaign against school cuts is not surprising. Support staff know, just as parents, teachers and school leaders know, that it is a terrible blight on the school system as a whole. We will continue to press the case with Government.”
The union launched its Pride season campaign on 14 May – the International Day Against Homo, Bi and Transphobia (IDAHOBiT). Camille Kumar tells us why marching at Pride is so important.

IN the UK, we have made great progress with legislation and policies protecting the rights of LGBT+ people.

However, when we look at the lived reality of LGBT+ people and societal attitudes towards them, when we talk of hearts and minds, we see just how far we have to go.

Four in five LGBT+ people have experienced a hate crime (Galop 2016), and homo-, bi- and transphobic hate crime reports have more than doubled in the last five years (Hate crime statistical bulletin 2018, Home Office).

The distressing assaults on lesbians in London and Southampton in May demonstrate just how urgent this issue is.

Seven in ten LGBT+ workers have experienced sexual harassment at work (TUC 2019) and almost 50 per cent of LGBT+ young people have been bullied or harassed at school (Stonewall 2017), with many suffering from poor mental health and low self-esteem as a result.

The recent protests outside schools in Birmingham against teaching of the existence of LGBT+ people, highlight how education is at the heart of this critical social justice issue.

This Pride season, National Education Union (NEU) members in Birmingham, Blackpool, York, Durham, Oxford and Northumberland organised around their local events and took to the streets to celebrate, be visible, and raise awareness of the need for LGBT+ inclusive education.

There are around 40 more Pride events scheduled to take place around the country. In Birmingham particularly, NEU members were received well by the crowds, eliciting huge cheers as they made their way through the city with many people showing their support, solidarity and appreciation for the role educators play in creating a more inclusive society.

As educators and leaders, union members are in a unique position to create long-term change in how LGBT+ people are treated in the UK. Pride is a great starting point for making school communities more LGBT+ inclusive as it signals to young people, staff and local people that a school is a place where everyone’s rights are respected.

Now is the time for all educators to stand up for the rights of LGBT+ children, young people and workers.

To find out how to organise around your local Pride or to order a selection of NEU Pride campaign materials including T-shirts, whistles, lanyards and placards, visit neu.org.uk/lgbt-events or email lgbt@neu.org.uk.

Camille Kumar is the NEU’s LGBT+ policy specialist.

**Take Pride in our role as educators**

NEU members take to the streets at Oxford Pride

PHOTO by Luke Brewer
Out there in the real world we can get in a mess, sometimes things hit us, we get really stressed. But listen up teachers, you know the situation, whatever’s bad in life, you should put in education.

Out there in life you may have nothing to eat, make it easy on the kids, something to repeat. Listen to me now, stop playing the fool, don’t give hungry kids food in school. Let them learn now when they’re really young, how you’re so hungry, you could eat your tongue.

And look, everyone knows that work can be boring, you’d rather be at home, in bed asleep snoring. Don’t leave it to chance or every now and then, make school boring forever again and again.
JADEN Moodie was 14 years old when he was killed in a knife attack in east London in January. Five men in a Mercedes knocked him off his scooter and stabbed him to death.

The incident stood out in the increasing numbers of knife crime incidents – Jaden was the youngest person in a year to die in a knife attack.

Since then, 17 teenagers have been killed in knife attacks in the UK. In the last five years, there has been a 93 per cent increase in the number of children aged 16 and under being treated for assault by a knife or other sharp object, according to NHS data.

In 2018, of those people caught by police carrying a knife in England and Wales, one in five was under the age of 18, the highest number for eight years.

Waltham Forest, where Jaden lived, has one of the highest rates of serious youth violence in the country. For some young people in the area, knife crime has become an everyday concern.

“Whenever I hear a police siren, I just assume another person has died. That’s the first thing that comes to mind,” a local student told me.

Dez Brown is chief executive at Spark 2 Life, a Waltham Forest-based charity that works with disaffected young people in prison and the local community.

He says there are young people locally living in fear.

“They wake up and think ‘today I could get stabbed,’” Dez tells me.

“And it’s not ‘I could get stabbed and end up in hospital’. It’s ‘I could get stabbed and die’.”

Young people most vulnerable after school
Evidence suggests that children are most vulnerable to knife attacks in the hours just after school finishes.

An 11-year study by British Medical Journal Open collected data from 1,824 under-25s at a London trauma centre. It discovered that under-16s are in greatest danger of being stabbed between 4 and 6pm on weekdays.

Paul Jones, a National Education Union (NEU) rep and teacher at a school in south London, has been supporting students after two knife crime attacks.

One of the incidents, he says, “happened at 4.30pm when students were leaving school. A lot of our pupils witnessed it.”

One of the casualties of the Government’s spending cuts has been council children’s services which, the Local Government Association reports, are facing a £3.1 billion funding gap by 2025.

Since 2009, around 1,000 children’s centres have closed and 760 youth centres have disappeared due to lack of funding since 2012.

Sayeed Ahmed, 17, attended a youth club in Waltham Forest before it closed in 2018. He is concerned that, without these services, children are left with nothing to do outside school hours.

“I was part of a grassroots youth charity,” he says. “It’s closed now because it couldn’t get enough funds. I still see the building but it’s boarded up. When you close youth centres, young people don’t have anything to do.”

Austerity causing toxic environments
The Government’s response to knife crime has focused on increased law enforcement. In April, Home Secretary Sajid Javid announced funding for extra officers and said Violent Crime Reduction Units would be introduced in areas worst affected by youth violence.

But over the last ten years, the Government’s austerity programme has seen cuts to education, youth services, police, voluntary services, housing and health care.

The Institute for Fiscal Studies says that funding for local authorities in England has plummeted by 21 per cent. These service cuts have impacted most on those families and communities in the poorest areas.

Young people are significantly more at risk of becoming involved in knife crime if they are among the 30 per cent of children living in poverty. And rising levels of deprivation have coincided with a surge in youth violence and knife crime.

“Poverty is at the heart of this,” says NEU joint president Kiri Tunks. “There’s been a hike in the number of children living in poverty and a lot of the services that used to support people have been cut. A lot of the services that used to exist for schools and colleges to refer young people on to have gone.”

Jaden’s aunt Tesfa Green says, for young people involved in knife crime, the issues begin at home.

“It starts with your background and the community that you live in, your home life,” she tells me.

“But the bigger issue is the lack of opportunity out there in the world for young people. They do not see people who look like them, continued on page 28
“Whenever I hear a police siren, I just assume another person has died. That’s the first thing that comes to mind.”
“We’ve had budget cuts to services that could once have provided aid. Families no longer get the support they need.”

Neptali Palmer, maths teacher at a pupil referral unit

“The idea that schools don’t already do what they can to identify children at risk is ridiculous.”

Kiri Tunks, NEU joint president

continued from page 26

who sound like them, who represent them, in successful, senior positions.”

NEU member Neptali Palmer works in a pupil referral unit (PRU) in east London. He says that public services play a vital part in helping local communities, providing support and welfare to those in need. When those services are cut off, many families find themselves without a safety net.

“We’ve had budget cuts to services that could once have provided aid,” he says.

“Families no longer get the support they need to help combat the possibility of a child going into that kind of lifestyle.”

Teachers to be held accountable

In the midst of all this, the Government’s answer is to make schools responsible for tackling knife crime.

In April, Sajid Javid launched a consultation on a new public health duty, which would place a legal obligation on education staff to “spot the warning signs” that a young person is at risk of involvement in knife crime.

The legislation proposes that education professionals should be “held accountable for preventing and tackling serious violence”.

When the new duty was announced, the NEU was quick to voice its concern on behalf of members.

“Neither the blame for, or the solution to, violent crime can be laid at the door of schools or frontline hospital staff. Schools already have strong safeguarding practices in place and staff will be alerted to any issues of concern,” says NEU joint general secretary Mary Bousted.

Kiri agrees. “I think it exposes a complete lack of understanding of what the problems are, and the Government’s role in creating them. The idea that schools don’t already do what they can to identify children at risk is ridiculous. I know of schools where problems have been highlighted, they’ve been referred on, but nothing has happened with outside agencies – presumably because they don’t have the resources.”

Paul Jones accuses the Government of running away from the real issues.

“This announcement was designed to distract from the real issues underpinning the massive rise in knife crime. As a union and as a profession, we’ve said for a long time that we’re overstretched. We don’t have enough resources, so to expect us to play the role of a social worker or police officer on top of everything else we’re doing is ridiculous.

“The Government is not willing to take on the real debate – which is that schools need money and it’s not willing to provide it.”

And Neptali thinks the duty risks some children being wrongfully referred.

“It’s going to end up criminalising children based upon presumptions made by staff,” he says. “People from certain areas could be discriminated against.”
Under the duty, schools would be expected to “look for opportunities to draw in support and wider expertise in their communities, including those in the voluntary and charitable sector”.

This duty is just the latest being placed on the shoulders of teachers, following on most recently from the Prevent strategy, introduced in 2015, under which teachers were asked to refer to police students they suspect of engaging in terrorist activity or radical behaviour.

**School cuts hit early intervention**

Meanwhile, schools are doing their best to support students against a backdrop of crisis-level funding cuts.

The budget deficit has resulted in fewer support staff and teaching assistants, rising class sizes and a lack of basic resources. Schools’ ability to intervene early with students who have challenging behaviour or special needs is increasingly limited.

Last year, 2,000 children with education, health and care (EHC) plans received no extra support and 27 per cent of pupils with SEND support had a fixed exclusion.

Kiri is concerned that children who are presenting with problems are at risk of exclusion because their needs aren’t being met.

“I think schools and colleges are increasingly unable to cope with those young people,” she says.

“There is evidence that young people who are not in school are not necessarily being safeguarded. There’s no guarantee they’re in alternative provision, so we’ve got young people who are being left to fend for themselves.”

At the PRU where Neptali works, two classroom assistants have been lost in the last month. “This makes our work more difficult in terms of the support that we can give the children; so they can reintegrate back into mainstream education,” he explains.

**Excluded pupils have nowhere to go**

The number of young people permanently excluded from school is at its highest in nearly a decade.

Young people excluded from mainstream education can find themselves outside of public care. It can result in them feeling isolated, marginalised and worthless.

Tesfa is concerned that excluded children face social isolation.

“Jaden was excluded,” she explains. “He was in the gap, waiting to be put into a PRU or another school. And that gap is so dangerous. Kids feel they’re not part of society, or part of the community. They feel that nobody cares, they don’t have any self-worth. There is nowhere for them to go.”

Neptali agrees: “There’s a massive increase in the number of children being excluded. The PRU I work for has a short-stay unit where children go until we have space. The building can only take 24 children, anything more than that would be a health and safety risk.”

Organised crime networks are quick to exploit some of those vulnerable children excluded from school. Using mobile phone networks to connect across the country, these gangs will target children as young as ten, offering them money or clothing in exchange for them selling drugs. The National Crime Agency believes that up to 2,000 city-based gangs currently exist.

**Criminal groomers and drugs**

Tesfa says that criminal groomers are quick to spot if a child is susceptible to exploitation.

“Groomers are waiting. They’re watching out for children who are vulnerable,” she says. “They’re looking for the children who have trainers with holes in them and saying: ‘Here you go, a brand new pair of £120 trainers if you walk to the end of the road’.”

Young people also carry knives for protection. Neptali says: “One child brought in a display knife from home because they were being bullied at school. They argued that they had no intention of using it. They were just really scared. They brought it in hoping that people would then leave them alone.”

Sajid Javid describes knife crime as “a virulent disease”, but it is a symptom of a society in which communities and families are at breaking point and children find themselves growing up without the necessary security, stability and opportunities.

Kiri says: “Words like ‘disease’ grab the headlines, but unless the Government actually puts in place the preventative medicine and cure, it shouldn’t be throwing terms like that around because they’re incendiary and create a very bad image of our young people.”

The causes of knife crime are myriad and complex but there is no doubt that teachers are on the frontline of a growing problem.

“**Kids feel nobody cares, they don’t have any self-worth. There is nowhere for them to go.**”

Tesfa Green
News in brief

Support staff conference
THE next NEU support staff conference takes place on Saturday, 5 October. The day will provide an opportunity to take part in CPD sessions and network with colleagues from around the country.

Travel expenses will be paid and lunch provided. An email will be sent out to all members to book their place.

New research backs LA control
SCHOOLS are more likely to keep a good or outstanding Ofsted rating if they stay within local authority (LA) control, according to new research.

The report, commissioned by the Local Government Association (LGA), considered the Ofsted ratings of schools over five years, comparing academies and LA schools.

It used a sample of 12,814 maintained schools and 4,033 academies, between February 2014 and February 2019. Ninety per cent of those schools remaining within the LA kept their good or outstanding status, compared to 81 per cent of schools which converted to academies.

And 88 per cent of schools requiring improvement or labelled inadequate in February 2014 which remained within the LA became good or outstanding in 2019, compared with just 59 per cent of those academised.

Cllr Anntoinette Bramble, chair of the LGA’s Children and Young People Board, said: “Councils have an excellent track record in improving schools, and need to be given the necessary powers to intervene and support schools.”

NAHT’s head teachers oppose forced academisation
HEAD teachers’ union the National Association of Head Teachers (NAHT) passed a motion reaffirming its opposition to forced academisation at its annual conference.

The motion read: “Conference calls on national executive and NAHT members to use all opportunities to expose and address the erosion of local, democratic, community accountability in parts of our increasingly fragmented education system:”

PRU strike as closure looms
STAFF at the Grove Academy in Harrogate took three days strike action in June to defend the pupil referral unit (PRU) from closure due to drastic funding cuts.

The joint union strike, including members of the NEU, NASUWT and UNISON, is a result of £2 million funding cuts for PRUs by North Yorkshire County Council. These cuts mean the Grove Academy is facing closure by Christmas, threatening jobs and a vital service to some of the most ‘at risk’ children in the country, say the unions.

Alex Boyce, NEU rep and a teacher at the Grove, said: “Schools will struggle to intervene and support those young people who are most in danger of falling out of education and into ill health, or even criminality.”

Substantial further action is planned as Educate goes to press.

£16m bailout for AET while staff and pupils face cutbacks
UNIONS representing staff at Academies Enterprise Trust (AET) launched a vote of no confidence in its leadership, while the DfE has refused to disclose details of £16 million turnaround plan for the chain.

Lucy Powell MP of the Commons Education Select Committee, asked academies minister Lord Agnew why that plan remains secret. “If this was a local authority, this would be completely publicly available,” she said.

AET has failed to listen to staff concerns over proposed cutbacks that will put the wellbeing of children and workers at serious risk, say the unions.

A joint union statement said: “Teachers’ pay progression is one of the lowest in the sector and staff workload is a severe problem. Meanwhile, AET chief executive Julian Drinkall is one of the highest paid MAT chief executives.”

JOHN Roan Resists – the campaigners at the long-running dispute against forced academisation of their school in Greenwich – lobbied the council against handing their school over to United Learning Academy Trust in June.

The NEU and support staff in the GMB had already taken several days strike action over the course of a year, seen off a smaller academy chain, and most recently taken a battle bus to lobby the Department for Education (DfE) on their last strike day in May.

Prior to the meeting, NEU reps Jane Simms and Kirstie Paton wrote to say: “This decision has nothing to do with the best interests of the children but everything to do with this Government’s agenda to privatise our schools so they can be run by corporate organisations with no public accountability.”

John Roan battle bus

The John Roan battle bus
IT is a freezing January evening. But this has not stopped the community coming out in support of their school.

In the packed church hall, speaker after speaker is running through their appreciation for their comprehensive: how its pupils are thriving, how the leadership is improving it and how it is rooted in its community.

Weeks earlier, I had attended another gathering, with scores of parents, staff, governors and pupils as they registered seemingly unanimous backing for another school. Both were local authority schools facing being forced into the arms of an academy trust, in a process in which the views of those who know these institutions best count for precisely nothing.

The Government’s favoured policy sees decision-making power reserved for a select few – ministers, officials and almost entirely unelected academy trustees – rather than local communities.

At the time of writing, only one of these two meetings has any chance of success. The first – where the community had come together to try to stop the Barclay School in Hertfordshire being taken over by a trust run by the former academies minister and Tory peer, Lord Nash – failed to convince officials.

The other meeting was in support of Waltham Holy Cross primary in Essex, where the Government is poised to defy scores of parents and a National Education Union (NEU) strike to push through its takeover by NET Academies Trust (see page 20).

Anti-academy campaigns have been going on in many areas, with some spectacular successes probably outnumbered by gallant failures. Yet surveying the evidence of campaigns, it is possible to discern reasons for optimism, firstly in their energy, and secondly because the obvious anti-democratic failings of academy decision-making create space for imagining something better.

While some local authority areas appear to have accepted academisation, in many districts the policy has little momentum: latest Government figures show almost one in six council areas have not a single school listed as in the “pipeline” for academy status, with only 49 projects on the cards across all of London.

And resistance seems likely to continue: parent campaigners are telling me that the demonstrable injustice of what they have uncovered is spurring them to keep on with their activism, even when the fate of their own school has been decided.

The academies policy is at least underlining how not to do school governance. School communities need to have a say in what happens. And new thinking is clearly possible: even England’s current local authority system, which all of these campaigns favour, is far from democratically perfect: other countries reserve far more places on school governing bodies for community representation.

Imagining a better system, with community voices heard loud and clear, would seem to be an open goal for any incoming Government. After all, influence over what happens in schools should surely be for the many, not the few.

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A chance to show how brilliant they are

Music has always been important to Amy Haynes and she knows what a powerful tool it can be. Emily Jenkins found out why she’s a class act.

“MUSIC changed my life. I come from a very small village in a rural community and it was music that got me travelling, meeting new people and getting involved in fascinating things. I know what music can do for you.”

So says Amy Haynes, National Education Union (NEU) member and director of music at Lister Community School in the London borough of Newham.

When she took on her role, she decided to make sure music played as big a part in her pupils’ lives as it had in hers.

“I wanted to partner with other local schools and the community to do more exciting things with music,” Amy told Educate.

“We wanted to come up with an original work that the students and members of the community had ownership of, and that they could work together to create.”

So, in partnership with Newham Music and working alongside ten schools in the local area, Amy and her pupils began to develop an opera: Full Circle.

A local opera students can relate to

Three years in the making, the modern-day opera took its inspiration from the life of Jonathan Lofulo, a Newham resident and former child refugee who spent time in prison before earning a first-class degree in education from the University of East London.

“I wanted to find a story that the pupils and community connected to,” Amy said.

“We came across an article about Jonathan and invited him to come and work with the students. There are so many themes within his story that are relevant: immigration, refugees, making wrong decisions, personal growth and eventually making the right decision.”

Through music lessons, and evening and weekend workshops, Amy managed to get more than 300 children and young people, alongside community members, to help devise, compose and finally perform Full Circle.

“It was hard work, but I feel like we achieved something really great,” she enthused.

The opera premiered at Lister Community School with 100 pupils performing as singers, actors and musicians before going on to headline at Newham Music’s Annual Festival of Youth at the Theatre Royal Stratford East.

They were then invited to perform at the Tower of London and at the Southbank Centre as part of Refugee Week. But the cherry on the cake came in March 2019 when Full Circle received the Outstanding Musical Initiative Award at the prestigious Music Teacher Awards for Excellence.

“It was such a surprise to win,” Amy said. “It was such a major collaboration and team effort. But it was great because it showed that the work we are doing is important.”

As Amy explains, that’s what has really driven her on through this project – not the acclaim or awards, but the difference it’s made to the young people and community members.

“The work we are doing is about challenging perceptions,” she said. “It’s not just about perceptions of classical music; it’s about seeing the relationships between students at different schools start to build. And how they communicate with adults. In Newham, young people often judge each other on what postcode they’re from. This project has broken through a lot of that.”

Next stop: the Royal Albert Hall

But Amy isn’t stopping there. Along with Newham Music, she is already planning the next phase of the project in which they will take more than 700 students to the Royal Albert Hall to perform as part of the Music For Youth Proms.

Amy said: “It’s going to be so exciting. Sometimes in Newham there’s a perception that the students can’t do this kind of thing. They just need the opportunity to show how brilliant they really are.”
North Stars shine bright at NEUIdées

“THIS really is brilliant,” says head teacher Rob Goffee, grinning at the winning group. “I can’t wait to do it again next year!”

His team, Rebecca Humphrey, Phillip Mason and Tilly Lanagan from High Force school-centred initial teacher training (SCITT), has just won NEUIdées 2019.

Now in its second year, the competition works with initial teacher training (ITT) providers in the northern region to give new professionals the opportunity to organise their own campaigns and find out why they need to be involved in their union.

More than 40 entrants arrived at the Crown Plaza Hotel in Newcastle, ready to pitch their campaigns to an expert judging panel: Kiri Tunks, joint national president, and Howard Stephenson, professor of Educational Leadership and Policy Studies at the University of Nottingham.

After months of mentoring and discussing the role of a campaigning union, they were ready and eager to take home the prize.

This year a dozen entrants from four institutions taking in primary teachers, secondary teachers and support staff were presenting. One Newcastle University group posed the question: which “Q Are You? Quality, Quantity or Quitting?” and were rewarded with a prize for membership and community engagement.

Second prize, presented by Professor Stephenson, went to the always impressive Durham National Education Union (NEU) contingent of the Durham TAs for a really exciting project that aims to create a quality mark for schools that value the work and expertise of their support staff (see page 23).

The contest ended with a ceremony and some exciting new campaigning ideas.

Kiri presented the grand prize to the High Force trio from Durham who created the North Stars campaign – an initiative to build a curriculum which is rich, broad and aspirational.

She talked about the campaign in glowing terms. “It is enriching for learners and satisfying to teach,” Kiri said. “This campaign will be enacted across the region – and beyond.”

While all of the campaigns were well received, this one came complete with a plan of action and a host of ways to engage both our membership and local communities.

With last year’s winners working hard on developing their own conference to support the mental health of ITT students, and with the excitement in the room for the North Stars campaign, it’s going to be another busy year up north.

Nik Jones, NEU rep of the year

An end to six years of strike action may be in sight for NI teachers

A STATEMENT has been issued on the long-running dispute on teachers’ pay and workload in Northern Ireland.

An announcement from the management side of the Teachers’ Negotiating Committee (TNC) and the Northern Ireland Teaching Council (NITC) was made on 12 June. It stated: “Management and trade union sides of the TNC have secured an agreement, in principle, which has the potential to resolve the industrial dispute on teachers’ pay and workload.

“The agreement is subject to appropriate approval from individual teachers’ unions, the Department for Education (DfE), the Department of Finance (DoF) and the securing of the necessary funding.

“While details of the proposed agreement cannot be made available at this stage, upon receipt of a formal offer the individual teachers’ unions represented on the NITC will make their own arrangements for consultation with their members.

“In the eventuality of a formal offer being agreed, there will be a carefully managed and supported transition towards revised working practices in schools.”

Next step: finding necessary funding

The next step in bringing the dispute to a close is that the business case prepared by the DfE goes for approval by the DoF. Once the money to fund the settlement is ‘found’ and approved, the deal in its entirety will be put to a ballot of National Education Union (NEU) members.

This ballot will be electronic, so check with your school rep that your email contact is up-to-date on the NEU database.

Northern Ireland regional secretary Mark Langhammer said: “Our teaching members have maintained a solid and disciplined industrial action for close to six years in defence of their pay and to secure a fair accountability system and manageable workload.

“The agreement reached is balanced and detailed. Our concern is that the financial package may now be subject to the success of the Stormont political talks.

“Industrial action will remain in place until the teachers’ package is funded. If teachers’ pay is unduly delayed by the Stormont talks, we may be obliged to consider balloting members on further, enhanced, industrial action.”
Teaching a violent student
WE have a student in my school with a history of violence towards staff.

I’ve been told that they will be moved into my class. Can I refuse to teach them?

There is no formal right of teachers and lecturers to refuse to teach a student. Refusal to teach, supervise or have any other professional contact with the student is a form of industrial action for which the union would need to ballot.

It is considered as a last resort and the National Education Union (NEU) should always be consulted for advice, assistance and approval before the decision to refuse is taken.

You may need to remind your head teacher, in writing, that they have a duty of care towards you as an employee under the Health and Safety at Work Act 1974.

This means they must take reasonable steps to ensure that you are protected and remain safe from reasonably foreseeable dangers. In exercising this duty of care, the union expects your employer to undertake a risk assessment of the health and safety risks.

The risk assessment should:
- identify the hazard (in this case the potential to cause physical harm);
- decide who may be harmed and how;
- evaluate the risks and recommend safeguards to be put in place;
- record the findings.

If you experience difficulties and require further advice, contact the union’s AdviceLine – email adviceline@neu.org.uk or call 0345 811 8111.

The role of a referee
AM I legally entitled to a reference from my employer?

There is usually no obligation on your employer to provide a reference. However, references play a central role in the vetting of teachers and other school staff.

The employers of school and sixth form college staff are required by statutory guidance to seek references as part of their pre-employment checks. It could be argued, therefore, that references are essential to getting a job in a school or college. Without references, it is virtually impossible to do so.

Consequently, an employer who exercises a ‘no references’ policy is likely to be acting in breach of their implied duty of trust and confidence (see neu.org.uk/advice/references).

Contact the AdviceLine if your employer refuses to provide you with references.

Adjustments for illness
I HAVE recently been diagnosed with myositis. The symptoms include profound fatigue and muscle weakness.

I am looking for part-time supply work. What reasonable adjustments can I ask for in advance?

This will depend on a number of factors, including the impact of the impairment on you.

Every workplace is different, so what may be reasonable for one governing body, may not be reasonable for another.

To ensure that the design of the workplace and the way you are asked to undertake tasks do not place you at a disadvantage, you should ask for a referral to occupational health as soon as you are appointed so that a proper assessment of your needs may be conducted by someone medically qualified to do so.

The union advises that you do not disclose your condition prior to appointment, as some employers may be reluctant to invest in occupational health advice, particularly for someone applying for part-time supply work.

For more advice on reasonable adjustments, visit http://bit.ly/good_practice

Please write
Send your queries to: Ask the union, Educate, NEU, Hamilton House, Mabledon Place, London WC1H 9BD or email educate@neu.org.uk

Questions for the September/October issue should reach us no later than 31 July.
The global fight against education privatisation

EDUCATION staff in England know all too well the disastrous consequences of privatisation. Academies and free schools, run by unaccountable private trusts, have created a more fragmented and unequal school system that has lined the pockets of many of those running them.

A new report by the National Education Union (NEU) and Global Justice Now (GJN) shows that, through the Department for International Development (DFID) and other agencies, the UK has been spending tens of millions of pounds pushing privatisation in developing countries.

This has included funding for-profit chains of ‘low fee’ private schools such as Bridge International Academies and employing ‘expert’ development consultancies to advise governments.

Unfortunately, the case for privatisation is no stronger overseas than at home. A mounting body of evidence shows that the growth of private models of education is deepening inequalities. Even so-called ‘low fee’ private schools charge fees that make education inaccessible to the poorest, especially when hidden costs – such as uniforms, books and food – are factored in.

In response, everyone concerned about education privatisation needs to show that we’re committed to a different future for education, based on free, quality public provision, accountable to governments and local communities – not shareholders and investors.

Sign the joint NEU-GJN petition at globaljustice.org.uk/education and share it with your colleagues and on social media, using the hashtag #pupilsbeforeprofit

For more on the campaign, email international@neu.org.uk

Ed Lewis is a campaigner at Global Justice Now and a former teacher and NUT rep

Beautiful Uganda, overcoming the effects of poverty and war

EARLIER this year, I took an amazing trip to Uganda with 14 other teachers, young people, youth leaders and trustees of charity Edukid.

Since the 1990s, Uganda has been engaged in a number of civil wars, the most protracted against Joseph Kony’s Lord’s Resistance Army (LRA). The LRA became infamous for the abduction of 60,000 children to serve as child soldiers and sex slaves.

Edukid helps to remove the barriers to education faced by children living in poverty and conflict. The charity started work in northern Uganda in 2008 – just nine months after the 21-year child soldier civil war finished. Tens of thousands of children returned from the bush, many finding they were orphans, or had no family members.

We visited Koch Goma and Kirombe schools, and families in communities struck by HIV/AIDS. Edukid works by partnering with local people and organisations, helping them to develop projects.

Problems specific to girls

Many girls miss school because of their periods – without the availability of sanitary protection, the girls stay at home. One of the teachers, Brenda, was keen to make sanitary towels, using a sewing machine in the school.

Another serious issue facing girls is the risk of sexual assault on the way to school. Brenda also played a central role in building a dormitory for them. This was clearly not the complete answer to the bigger issue of the value of women, but was a genuine attempt to make a difference.

The visit was an emotional rollercoaster, as we faced the raw evidence of the effects of poverty and war, as well as the undeniable warmth and spirit of people living their daily lives. Uganda is a beautiful country, lush and green, red soiled and drenched in sun.

Louise Crook, equalities officer, Cambridgeshire district NEU
A wave of strikes in US charter schools resulted in a series of surprise victories. Chris Baehrend of the Chicago Teachers’ Union tells Max Watson how they did it.

Historic strikes in Chicago schools

CHARTER schools in the US are like academies in the UK – publicly funded but privately run.

“Pay and benefits are drastically lower in charter schools than in public schools,” Chris Baehrend, division chair of the Chicago Teachers’ Union/Alliance for Charter Teachers and Staff, explains, “and most have no unions.”

“No one had ever struck before in the charter sector. A year ago, people would have said: You’re crazy – there’ll never be a strike in the charter sector. And you’ll certainly never win it.”

18 strike days for equal pay
Yet this academic year, Chicago saw 18 strike days in 23 schools run by six employers. And they won huge concessions.

“We demanded equal pay for equal work,” says Chris. “In Acero and the Chicago School for the Arts, we eliminated the pay divide completely.” All others conceded considerable reductions in the pay gaps.

“We also won smaller class sizes, enforceable with a fine on the employers.”

There were a series of other “ambitious” asks, which Chris describes as “social justice demands,” such as legally enforceable compliance with special education provision, sanctuary employer status (concerning immigration issues), counselling and social work provisions.

Central to the union’s success was “maintaining member activism” with escalating actions until they were strike ready. Their members’ survey was conducted face to face. “Not just ticking a box online. That way, members have direct input into the campaign,” Chris explains.

“I’m proud of the listening tour we held in 2016, identifying new leaders, especially of colour, asking what they wanted to organise around.”

They formed a vision committee that formulated social justice demands: “This translated into contractual demands, into things we struck for and won,” he says.

“We focused on building democracy and internal capacity. Trusting members, giving them decision-making power and creating a common vision. We win when all members take action, so building strong democracy in every school is critical.”

Start small, then escalate
Escalating actions went from signing a petition, wearing a badge, to attending rallies. Out of 1,000 members, 300 attended the first major rally and 400 the second. “Most had never been to a rally before,” Chris says.

Before walking out they staged ‘walk-ins’, where activists leaflet school gates before the day starts and then go in collectively.

“It’s a great way to get parents, educators and students all on the same page and taking action together. Because our strikes are political strikes, we need the support of parents, students and politicians to win,” he says.

At one point they even held an occupation after 54 out of 100 members of one bargaining unit signed up for civil disobedience which could lead to arrest. The authorities refused to arrest them for two hours.

This transformation – from precarious workforces who are now willing to take direct action together. Because our strikes are political strikes, we need the support of parents, students and politicians to win,” he says.

A wave of strikes in US charter schools resulted in a series of surprise victories. Chris Baehrend of the Chicago Teachers’ Union tells Max Watson how they did it.
SHOW RACISM THE RED CARD

Need **YOU** to help make a stand against racism & register your school to take part in

**Wear Red Day on Friday 18th October 2019**

We are encouraging everybody to wear red as part of a day of action across the UK. On Friday 18th October 2019, young people and teachers alike will arrive at school in any item of red clothing (even red socks!) to demonstrate their stance against racism and to raise funds to support the delivery of anti-racism education throughout the UK.

We suggest that each individual taking part & wearing red donate £1 to help support the delivery of the Show Racism the Red Card’s anti-racism educational work.

#WRD19

To request a fundraising pack, please contact SRtRC via email info@theredcard.org or call 0191 257 8519

Your fundraising pack includes SRtRC Red Cards, balloons, SRtRC stickers & further information about how to get involved.

You can send your photographs and messages to SRtRC via Facebook, Twitter & Instagram using the hashtag #WRD19 and we will help to promote your show of solidarity and publicise your efforts.

**Reasons to get involved:**

- Racism wrecks lives & must be tackled in society
- Young people need to understand the importance of tackling racism
- Friday 18th October is the last day of term, why not have a non-uniform day that challenges societal issues?

www.theredcard.org
50 years of change in education

WHEN Nicky Kemp (pictured right) retired after 40 years as an English teacher, she thought it was about time she put all that novel analysis and essay marking to good use – so she wrote her own.

“I thought I had a pretty good idea of what makes a good novel. So, once I retired, I thought I’d give it a go,” she said.

The result is All You Should Be, a novel set against the changing landscape of the last 50 years of education. Following three generations of women from the same family, it’s a sweeping saga where family secrets fester and threaten to destroy lives.

The early part of the book looks at a time in educational history that is rarely discussed now: when caning was used as a punishment in school.

“When Nina (the central character) becomes a fifth year prefect in the 1950s, she’s asked to witness caning. This happened to me when I was in school. A lot of prefects had to be witnesses,” Nicky said.

“Many people from younger generations just can’t believe that this happened, but at the time no one batted an eyelid because it was the norm.”

As a teacher herself, Nicky has lived through a great deal of change in education.

“There has been a huge amount of sociological and societal flux in the years I have been teaching and I wanted to communicate some of that in the book,” she said.

All You Should Be only took Nicky a year to write. Eventually deciding to self-publish, she has already had a great deal of success with the novel, attending book signings and receiving five-star reviews on Amazon.

“When I first got a copy of the book and I held it in my hand, it almost felt I was holding a baby – like I had just given birth to it. I’m just so pleased to have finished it,” she said.

Nicky is now working on a series of short stories based on some of the secondary characters within the book.

Brain development and school

THEORY meets practical advice in this book featuring techniques and approaches to enhancing the evolving mind.

Packed with useful tips that are grounded in theory, it examines how to support aspects of children's executive functioning that can affect their school life, including self-control, memory, metacognition, organisation, motivation, self-regulation and focus.

Len Parkyn

Uncle Gobb and the Plot Plot

THE third adventure in Rosen’s anarhich series sees the return of Malcolm and his awful Uncle Gobb.

Uncle Gobb has come up with an evil scheme about a plot of land behind Malcolm’s school, where he plans to set up his own rival Dread Shed School of Facts.

Malcolm needs to come up with his own plot to thwart him. Chaos typically ensues, in an entertainingly wild story, full of humour, wonderfully matched by Neal Layton’s brilliant illustrations.

With an underlying message about the importance of standing up for yourself, Rosen’s creative word-play is not to be missed.

Aliss Langridge

The Universe is Expanding and so am I

THIS long-awaited sequel to The Earth, My Butt and Other Big Round Things follows Virginia as she deals with her changing feelings towards the end of the school year and over the course of the summer.

Friendships and relationships are at the forefront as is her own battle to be comfortable with who she really is.

Some complex and adult themes are explored via Virginia’s narration, and the theme of people’s actions and the effects they can have are well thought out.

This doesn’t feel like the end of the story though and hopefully there will be more to come.

Sian Sparrow
The Universe is Expanding and So Am I by Carolyn Mackler. Bloomsbury. £7.99.
Letters

Union network lightens supply teachers’ load
A RECENT article in the TES was titled: The loneliness of the supply teacher.

Although it was a fictionalised account, it included many – not all – of the trials and tribulations that supply teachers endure on a daily basis. These can test some of the extra qualities supply teachers have, such as an ability to think on your feet and a strong bladder!

However, the problem of loneliness, the sense of isolation and vulnerability is perhaps one that merits greater attention. There are days when you hardly make any contact with another adult, other than the school secretary pointing you in the right direction when you arrive and a cursory nod when you leave.

This is why belonging to the union and engaging with supply network members is so important. Sharing common experiences, and helping to campaign for a better deal for supply teachers, can help lighten the load.

We have a NEU supply teacher network page or contact us – neusupplyvc@gmail.com

Peter Block, London

Write to your councillor
I AM an NEU rep at a school in St Helens and I’m also a councillor in Wigan.

I recently seconded a proposal for Wigan Council to call on the Government to end the real-term school cuts and properly fund the borough’s schools. I’m pleased to say councillors of all parties voted unanimously in support of this Labour motion.

Not every NEU rep or member is a councillor, but everyone can contact their councillor and ask them to propose such a motion. You can find details at writetothem.com

Imagine if every council followed Wigan’s example.

Cllr Anthony Sykes, Wigan

The editor writes: The NEU Councillors Network is a partnership between local councillors of all parties and the union, to shape the future of the union, to shape the future of education. Becoming a member will entitle you to regular written briefings, updates on education issues and access to our councillor events. Visit neu.org.uk/cllrs

73 years a member and counting
MY father, Hartley Vickers, asked me to write to you to let you know he has always read the union’s Educate and previously named Teacher magazine.

He noticed in your March/April issue a letter from retired member D Brian Robinson, who stated he had been a continuous member of the NUT for 67 years and asked was this a record?

Well, my father attended Sheffield Teaching College from 1944 until 1946. He started teaching straight after college and joined the NUT. He tells me he has had continuous, unbroken membership since he commenced teaching.

My father retired from his post of head of mathematics in 1981 and will reach the age of 96 on 30 June, 2019.

Helen C Ford, on behalf of Hartley Vickers, Derbyshire

Learning skills for life
I FOUND the article “Is tech taking over?” a very interesting read (Educate, May/June, page 14). As a teacher of food preparation and nutrition (previously called food technology), I would love to see AI running a practical session.

Instead of masking the problem of workload by introducing technology to do marking, the Government needs to address the real issues. Teachers are leaving because of the unrealistic demands to constantly assess pupils.

Not only does this create extra planning and marking, but it is also shaping the way we teach. Instead of pupils learning skills such as independence, problem solving, time management and organisation, our children are being taught how to answer assessments and being told that failure is not an option. In my experience the best form of learning is by making mistakes.

I wholeheartedly agree with the opinions put forward by physics teacher Bob Webb, in particular the statement: “Human beings are a social species and we respond most

Teacher’s pet Chip
Chip is the cockapoo of year 3 teacher Carly Coussins from Bushey in Hertfordshire.

Carly said: “He was my summer holiday treat and is the best puppy I could ever wish for.

“He enjoys relaxing to doggy classical music and is learning lots of new tricks.

“I look forward to coming home to him after a day teaching.”

If you have a treasured pet you’d like to see in the pages of Educate, email a high-resolution photo with 50 words about what makes them so special to educate@neu.org.uk
There are many times I’ve deviated from my lesson plan, based on what I can see happening in the room and my knowledge of each child I teach. I change tack to ensure every pupil has the best chance of understanding the topic. Can AI do this?

It saddens me to see the comments of Charlotte Davis and makes me wonder the last time she taught a lesson. Yes, by all means use technology. But these programmes only tell us if we are right or wrong, not the reasoning behind it and how to arrive at these answers.

When technology has failed me in my lessons (i.e. when it breaks), I have the initiative and imagination to come up with an alternative task. However, I have seen younger, less experienced teachers panic and waste precious learning time. I am loath to say it but, in my observations with each new year group, I see fewer and fewer pupils with any common sense or independence.

Instead of relying on technology, let’s get back to basics. Let’s encourage children to do what we did – go out and meet friends, build dens, attend youth clubs and learn how to look after themselves.

It may seem an archaic viewpoint, but I learnt a lot from the freedoms I was allowed as a child and I think we need to use less technology if we want our children to learn the skills required for life.

Michaela Ryan, Manchester

Star letter
Stop laminating and save the planet

I AM writing about the impact of plastic on marine life, in addition to our own life. Every day, eight million pieces of plastic end up in our oceans.

One easy thing all teachers and teaching assistants can do to help stop this is not to laminate our work. We don’t really need to laminate work because it doesn’t get ruined and touched. It means the paper can’t be recycled afterwards and it is a waste of single-use plastic.

Although this sounds like a small thing, every teacher doing this in every school, in every town, city and country will help reduce plastic waste.

The earth will turn into a pile of rubbish if we don’t act now.

Please stop laminating things and encourage all the staff you know to do the same. Everyone can help save our planet, even the youngest of them all.

Ava Amato-Gauci, age 9, Peterborough

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IT’S vital that the NEU has up-to-date details for all its members.

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History, but not as we know it

A MOVIE, based on the hugely popular children’s books Horrible Histories, hits the cinema this month.

Horrible Histories: The Movie – Rotten Romans features Atti, a Roman teenager with brains but very little brawn. When one of his schemes falls foul of Emperor Nero, Atti is forced to join the army and sent to miserable, cold, wet Britain.

Things go from bad to worse when Atti is captured by Orla, a teenage Celt desperate to prove herself as a warrior. Meanwhile, a furious Nero is determined to crush the British rebellion, led by Boudicca.

As the Romans and Celts prepare for an historic showdown at the Battle of Watling Street, the two new friends find themselves lined up on opposite sides of the battlefield.

The movie features an all-star cast including Sebastian Croft from Game of Thrones as Atti (pictured above, with co-star Emilia Jones as Orla).

The film will be shown nationwide from 26 July.

Rocktopus takes to the stage

TOM Veck and Andy Hawkings (pictured above), two primary teachers from Frome, Somerset, had no idea that their chance meeting in the park one spring afternoon would change both of their lives forever.

Fast forward two years, and they are now packing out music venues with their rock band for kids and families – Rocktopus.

They also deliver a music workshop which utilises sports premium funding to deliver cross curricular music, sport and literacy workshops.

To date, they’ve written and recorded over 100 songs with children in schools. If you’d like to find out more about Rocktopus, or book a Rock the Sport workshop day for your school, visit rocktopusmusic.com

Design Museum challenge

REGISTRATION has opened for Design Ventura, the annual design and enterprise challenge for students, organised by the Design Museum.

Pupils aged 13-16 are challenged to design a new product for the museum shop. The top ten shortlisted schools will be invited to the museum to pitch their ideas to a panel of expert judges. The winning product will then be manufactured and sold in the shop.

Entrance is free and includes numerous online resources, teacher CPD sessions, student museum workshops and online webinars.

Visit www.ventura.designmuseum.org

Have you got news for them?

TUESDAY News Day encourages primary and secondary teachers across the UK to discuss current affairs with their pupils.

Every Tuesday during term time, teachers are encouraged to set aside ten minutes of class time to discuss a news story that matters to students.

Using specially designed question cards, teachers will be able to guide conversations and get pupils thinking critically about the news they’ve chosen.

The question cards can be downloaded free from the Literacy Trust, which is organising the project.

Visit literacytrust.org.uk/TuesdayNewsDay

Be brave!

A NEW social action and fundraising programme aims to inspire pupils to discover their own bravery using the true-life stories of brave girls from around the globe.

Be Bold for Brave Girls is linked to the PSHE, citizenship and new Relationship and Sex Education curriculum and aims to encourage students to raise money to help children from around the world.

It asks pupils to pick from three challenges – such as learning an instrument, attempting a five-mile run or performing on stage – and explore the issues of equal rights for girls living with poverty, violence and exclusion.

Visit nationalschoolspartnership.com/initiatives/bold/

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What's in your lunchbox?

If there are any leftovers from this paneer curry by Victoria Wing, a secondary religious studies teacher working in London, why not take them in to school the next day for a tasty lunch?

Ingredients
300g of paneer cheese (2 packets)  
2 peppers  
4 small red onions  
Patak tandoori paste  
Small pot of Greek yoghurt  
Fresh coriander  
Paratha or naan bread

Method
1. Chop the onion, pepper and paneer into bite-sized cubes.

2. Mix a third of a jar of tandoori paste with the pot of yoghurt to make the marinade.

3. Cover the cubed ingredients in the marinade and leave in the fridge all day or even overnight.

4. Spread all the ingredients and marinade on an oven tray and bake in the oven for 15-20 minutes at 180 degrees, turning once during the cooking process.

5. Serve in bowls with coriander sprinkled on the top and hot paratha or naan bread.

Email your recipe to educate@neu.org.uk with LUNCHBOX in the strap line. Don't forget to attach a picture.

Photo opportunity

THIS beautiful photo was sent in by teacher Linda Alcock from Godalming in Surrey.

“I found these poppies growing on barren ground,” Linda told Educate.

“What a symbol of hope and a reminder that a seed planted can flourish and grow with the right encouragement and support.

“The beauty in nature around us always revitalises me. We just need to lift our heads and appreciate it.”

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 photographer featured so don’t forget to pop your address on the email too.

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

Across
1. ___ Kerouac: US novelist (4)
3. ___ Theron: South African actress (8)
9. Capital of the US state of Michigan (7)
10. Titan who held up the celestial sphere (5)
11. Battle of the ___ : pivotal event in the Texas Revolution (5)
12. Football team formerly managed by Arsene Wenger (7)
13. Atomic ___ : this indicates how many protons are in the nucleus of an atom (6)
15. US state whose capital is Topeka (6)
17. Fortified wine (7)
18. River in south-western Europe (5)
20. William of ___ : English philosopher and Franciscan friar (5)
21. Type of long-grain Indian rice (7)
22. Hard Swiss cheese that contains holes (8)
23. ___ Junhui: Chinese snooker player (4)

Down
1. Actress in Maps to the Stars (8,5)
2. Latin American dance (5)
4. Larry ___ : actor in Dallas (6)
5. American Idol presenter (4,8)
6. For example, Borneo and Iceland (7)
7. Music genre (4,9)
8. Australian actress (6,6)
14. Small quantity of a particular thing (7)
16. Lusaka is the capital of this country (6)
19. Mammal of the giraffe family (5)

Sudoku

Easy

Medium

Difficult

Sudoku solutions will feature on this page next issue.

Last issue's (May/June 2019) sudoku solution
(from left: Easy, Medium and Difficult)
WIN!
A £50 Marks & Spencer voucher

Across
9 Make it clear that I clued ‘tea’ wrong (9)
10 He leaves confused teacher to respond (5)
11 Great! I’m becoming a famous detective! (7)
12 Poor scullers lose championship initially to university group (7)
13 There’s strength of character in Educating Rita (4)
14 They assess your school since sport has been reorganised (10)
17 New term in a part of the mosque (7)
18 Devised a plan – teach differently in high definition (7)
20 Is a matron uniform redesigned for this boarding school facility? (10)
23 Principal writes in after graduate (4)
25 Tampers with PhDs? (7)
26 Hurriedly, then, is a muddle (2,5)
28 They compete in the Boat Race with Cary Elwes, oddly (5)
29 Looking again at a book about Berkshire university? (9)

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

Send your completed crossword, with your contact details, to: July/Aug crossword, Educate, NEU, Hamilton House, Mabledon Place, London WC1H 9BD, or email a photographed copy to educate@neu.org.uk. Closing date: 31 July.

Across
1 PRIEST
4 CAMPUS
9 COME
10 AGAIN
11 RANT
12 GIFTED
13 CALENDAR
14 RECTANGLE
16 MISS
17 GIRL
18 TURBULENT
22 RUMINATE
23 LUSTRE
25 SOFA
26 SATAN
27 PLUS 28 ELEVEN 29 DEGREE
1 PROMISE 2 INEPT
3 STAND-IN 5 ANNALS 6 PERENNIAL 7 SANDALS 8 BACCALAUREATE 15 TERMINATE 17 GLUCOSE 19 BALANCE 20 NURTURE 21 HASSLE 24 SUPER

Down
1 & 13 MA gets me a transfer to football and cricket, for example (4,5)
2 I get involved with uni scam to produce composer, perhaps (8)
3 Scales used in calibrations (5)
4 Ain’t term awful with strict disciplinarian! (8)
5 Go all out for the French excursion (3,3)
6 Start legal proceedings, although non-metrical language endearingly attractive? (9)
7 Look intently at first half of book, The Summer House ...(6)
8 ... and others in Latin and Metalwork (2,2)
13 See 1 down
15 Saloon car Dean changed after Sierra (5)

16 Where male students live in America, unusual for the USA (4,5)
18 Hail sure disrupted lorry firms! (8)
19 Position of school manager – he is a PhD, unusually (8)
21 Metal, possibly like nitrogen and carbon (6)
22 Seaside town in the Azores or Trinidad (6)
24 Starting scribbling, his exam at first produces a bundle of papers (5)
25 Coarse weed in court enclosure (4)
27 Therefore it rises in progression (4)

Last issue’s (May/June 2019) prize crossword solution
Across 1 PRIEST 4 CAMPUS 9 COME 10 AGAIN 11 RANT 12 GIFTED 13 CALENDAR 14 RECTANGLE 16 MISS 17 GIRL 18 TURBULENT 22 RUMINATE 23 LUSTRE 25 SOFA 26 SATAN 27 PLUS 28 ELEVEN 29 DEGREE
1 PROMISE 2 INEPT 3 STAND-IN 5 ANNALS 6 PERENNIAL 7 SANDALS 8 BACCALAUREATE 15 TERMINATE 17 GLUCOSE 19 BALANCE 20 NURTURE 21 HASSLE 24 SUPER

Congratulations to last issue’s winner – Elaine Jones

This issue’s quick crossword solution (p48)

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

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WIN!
A £50 Marks & Spencer voucher
Final word

Making space for multilingual creativity

A SUBSTANTIAL and increasing number of children grow up speaking multiple languages.

Department for Education (DfE) figures indicate that 21 per cent of state-educated primary and 17 per cent of state-educated secondary pupils speak a language other than English at home. In cities such as London and Leicester, the figure rises to 50 per cent.

British education, however, is largely monolingual, and the National Curriculum insists on the teaching of 'Standard English'.

Speaking a language other than English is too often viewed as a barrier to learning, yet it represents a valuable cultural phenomenon that is part of the lived experience of many of Britain’s children. As such, space should be made in the classroom to explore what it means to be multilingual and how to make the most of this skill.

Moving between languages

Working with a class of year 3 pupils at a primary school in Lambeth, we investigated how children can use more than one language in creative writing.

We ran a 90-minute lesson, which involved the children writing a poem about the universal theme of ‘night-time’ using two or more languages. We began with Spanish, which is taught at the school, and English.

The pupils were given a selection of cards with a vocabulary of animals, objects, adjectives and verbs to rearrange into a poem. On one side of each card was the Spanish and on the other side the English translation. The children could flip each card and experiment with switching between the two languages. Pupils quickly got the hang of moving between languages and were encouraged to start adding words and phrases from other languages they knew from outside school.

They were asked to explain verbally what the words meant, meaning that the teacher didn’t need any prior knowledge of the language in question. If they didn’t know how to spell any of the words, they could write them phonetically, which sparked discussion about the difference between oral and written language.

Multilingual pupils were enthusiastic about sharing home languages with their peers and having them valorised by their teachers, while monolingual English-speakers enjoyed learning snippets of other languages. The result was a range of imaginative, multilingual poems and children excited about the possibilities of creativity in language usage.

Environment of inclusivity and open-mindedness

The benefits of providing a space for linguistic exchange, in which creativity can flourish and concerns over accuracy can be (temporarily) put aside, are far-reaching.

The diverse heritage languages brought to the classroom by our pupils can serve as a source of enrichment for classmates and teachers alike, and there are considerable academic and professional benefits for pupils able to maintain their native tongues while learning English.

Celebrating multilingualism brings visibility to minority communities, builds student confidence and pride in cultural heritage, and facilitates an environment of inclusivity, sensitivity and open-mindedness. Through cross-cultural dialogue, children are encouraged to reflect on the importance of language, the multilingual history of English and the changing nature of European languages and cultures in contemporary society. This can only be a good thing.
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AFTER years of underfunding from Westminster, schools in Wales are facing the biggest funding shortfall in a generation.

As a result, 942 schools across Wales have suffered cuts to per-pupil funding since 2015. This means fewer staff and resources, less individual support for each child, a reduction in support for additional learning needs and curriculum cutbacks to arts, sport and music.

Heads, teachers and school staff are doing all they can to mitigate the impact on children, but this is not sustainable.

The Institute for Fiscal Studies (IFS) highlighted a decrease in funding for schools in Wales of five per cent between 2009-10 and 2017-18. The National Assembly’s own research service cites a decrease of 7.9 per cent in real terms between 2010-11 and 2018-19.

No matter how you look at the figures, there is simply not enough money in the education system in Wales. If Wales is to deliver a world-class education system, as it aims to do, more funding is essential.

Education professionals in Wales are expected to do more with less. With the new curriculum and assessment arrangements on the way, far-reaching reforms to the Additional Learning Needs system, the target of a million Welsh speakers by 2050 and new Professional Standards, our education professionals and learners need more support, not less.

If these funding shortfalls aren’t addressed as a matter of urgency, it will only get worse.

NATIONAL Education Union (NEU) Cymru, in collaboration with ASCL Cymru, NAHT Cymru and UCAC, launched its School Cuts Cymru campaign on the first day of the Urdd National Eisteddfod in Cardiff Bay.

The campaign is calling on the Westminster Government to increase its level of funding to Wales by halting and reversing cuts to the Welsh Government block grant.

It is also asking the Welsh Government to ensure that school funding is sufficient, fair and transparent and that any extra money received goes directly to education.

School Cuts Cymru had a stand at the Eisteddfod that attracted hundreds of teachers, parents, governors, pupils and concerned members of the public to speak about the cuts.

Continued on page 2
LEARNING is at the heart of NEU Cymru and we take pride in the local training that we provide for education professionals, local officers and workplace representatives. The union represents the largest group of education professionals in Wales and our belief in the power of learning is reflected in our provision of learning opportunities for NEU Cymru members. The following courses take place in the autumn term.

**TRAINING FOR REPS**
The union’s one- and three-day training courses for all new and existing workplace reps have been a great success, as they give reps the tools and confidence to make a real difference to members’ lives.

Having listened to feedback received from those reps who have already attended, a significant change has been made to the way the courses are delivered.

Foundation and advanced reps courses are now available in the usual full three-day course, where reps will attend for all three days in one block, or can choose to attend the modular course where all three days will be done separately over a period of time.

Courses have been arranged on the following dates:

- **Foundation courses**
  - 13 September – modular course, day 3 – Future Inns, Cardiff
  - 2-4 October – 3-day course – Diplomat Hotel, Llanelli
  - 13-15 November – 3-day course – Ynys Môn

**Employment law**
11 November – Village Hotel, Swansea

If you’re interested in becoming a workplace rep and attending one of the courses, contact the NEU Cymru office.

Remember, reps are legally entitled to attend these courses. The NEU will support any rep who has difficulties getting time off work to attend.

**TRAINING FOR MEMBERS**

- **Mindfulness 8-week course**
  - 23 September – Eastern High School, Rumney

This course is available through the new WULF project, which started in April.

Many more will be organised in due course and a constantly updated list, together with the ability to register for them, can be found at [eventbrite.co.uk/o/national-education-union-cymru-training-10916965546](http://eventbrite.co.uk/o/national-education-union-cymru-training-10916965546)

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

All courses must fall within the guidelines of our four main priority areas:
- essential skills
- career progression & development
- health & wellbeing
- Welsh language learning.

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

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942 Welsh schools have suffered funding cuts

Continued from page 1

Visitors queued to look up their school on the new School Cuts Cymru website, which is available in Welsh at toriadauysgollion.cymru and English at schoolcuts.cymru (pictured, right).

ITV Wales interviewed NEU Cymru’s secretary David Evans, who said: “Parents, children and education professionals are feeling the effects of austerity passed on by Westminster for too long now. “With the new curriculum on the way, we need more money for resources and training. The Government needs to give more money to Wales, so the Welsh Government can pass on extra money to schools.”

During the week-long event, the campaign engaged with over 4,500 people, with more than 1,500 signing up to receive email updates.

If you’d like to receive School Cuts Cymru campaign updates, you can do so by registering at schoolcuts.cymru/welsh-actions

Over 1,500 people signed up to School Cuts Cymru
New video to promote Welsh language in schools

THE Welsh Language Commissioner will be launching a new educational pack in October to encourage primary school children to notice the Welsh language in their area.

Included in the pack is a video, lesson plan and a simple introduction for children on the work of the Welsh Language Commissioner. The pack is aimed at children in key stage 2 and has been welcomed and praised by teachers during trials in schools.

The aim of the educational pack is to show children in both Welsh and English medium schools the importance of the Welsh language in Wales, and to explain the work of the Commissioner. It wants to encourage children to search for, see, and hear Welsh in their area.

The educational pack follows the aims of the Language Charter and promotes the use of Welsh socially in Welsh medium primary schools.

In the video, filmed by Cardiff production company Goriad, we see 10-year-old Briallen Rees-Owen and 11-year-old Cai Efan Thomas from Brynaman Primary School, walking together around their village looking for Welsh signs, and where the children can speak Welsh. They see the Welsh language in the local supermarket, the leisure centre, the library, the rugby club, a café and a local shop.

They also notice that some of those who work in these places wear a Iaith Gwaith badge or lanyard.

If you would like any further information, contact the Welsh Language Commissioner’s communications officer, Glesni Haf Parry, at glesni.parry@comisiynyddygymraeg.cymru

NEU Cymru welcomes plans for the new curriculum

PLANS for the new curriculum in Wales have been sent out for consultation.

The plans offer an opportunity for Wales to lead the way and allow education professionals to help children and young people learn holistically, giving a breadth of knowledge and skills to support their personal development towards being healthy, contented adults.

But there is a way to go – the publication of the curriculum consultation is only the start.

To get to the summit, education professionals are going to need support. Extra INSET days is a start, but real investment is needed to ensure that there isn’t an impact on workload and that training is available to everyone involved in education to realise the potential of Curriculum 2022.

The curriculum is only one part of the reform agenda. The current high-stakes accountability system must be replaced, as the minister has said will happen.

Schools must be able to focus on learning, not on tests and exams. Alongside plans to make Estyn more supportive, this is the start of a process which could mean real change for Wales.

The closing date for consultation responses is 19 July.

‘Pay parity is a fundamental principle’

THE union has responded to a Welsh Government statement on Teaching: A valued profession, a report by Professor Mick Waters.

NEU Cymru feels that pay portability and parity is essential to retain talented and hardworking teachers.

The Education Minister rightly referred to “committing to the principle of ‘no detriment’” when maintaining comparable pay scales, aligning policy with former First Minister Carwyn Jones’ promise that those teaching in Wales will not be worse off than their near neighbours.

The union has always emphasised the need to avoid any semblance of regional pay as it would see teachers worse off than colleagues across the border. NEU Cymru will carry this principle into all future discussions with the Welsh Government and when providing evidence to the independent pay review body that has been established to make recommendations on teachers’ pay in Wales.

“NEU Cymru feels that pay portability and parity is essential to retain teachers.”
A new model for organising

IN recent years, a growing number of grassroots activists have worked very hard to build union activity in Wales, with some success.

Organising in our districts is our biggest challenge in Wales and it is a fight we must win, which is why we are completely on board with the organising agenda of our new union.

Many of us know how hard it can be to get members to attend meetings. We understand their reluctance because the main reason given for non-attendance is workload.

Now we have created a model training/rep course, which is helping us to engage with members who have never attended a training course or a meeting before.

In the Vale of Glamorgan, we have put together a three-day bespoke course called Organising through Health and Safety at work. It aims to recruit new health and safety reps while also encouraging new members to attend because the issues it covers are those that worry members most – workload, stress and mental health issues.

The approach uses the communication skills of the district secretary, the training experience of the senior Wales officer (lay support) and the financial and teaching support of the WULF fund and co-ordinator.

All these elements have been instrumental in the success of this pilot initiative and in providing training for members that is relevant to the needs of the education workforce in Wales.

With a district meeting thrown in each lunchtime, which alleviates worries about reaching quorum, participants have been updated on issues such as conference, motions and Wales' council. These meetings also encourage members to become activists.

As secretary, I only knew two of the ten course participants before the course began but, as a result, we have recruited two new district officers and three new school health and safety reps.

Thanks to the legacy ATL section for the idea of holding CPD with every meeting – it’s a formula I will be using from now on and I encourage other secretaries with quorum worries to consider it too.

If you are a Welsh branch or district secretary and you would like to use the same (or similar) methods to engage with current and potential reps in your own districts, contact the Wales office in the first instance who will pass your details to the relevant people.

Mairead Canavan, executive member for Wales, branch and district secretary for the Vale of Glamorgan

NEU Cymru welcomes pension funding

THE Welsh Government has agreed to meet the full cost of additional estimated pressure on schools and further education institutions arising out of changes to teachers' pensions.

The additional costs, passed on by the Westminster Government, amount to £47.7m.

NEU Cymru has welcomed the announcement to avoid unnecessary pressures on schools and colleges at a time when budgets are already at crisis point.
Rhifyn 62
Tymor y haf 2019

Ymgyrchr Toriadau i Ysgolion Cymru’un
cael ei lansio ar faes Eisteddfod yr Urdd

YN DILYN blynyddoedd o dangyllido
gan San Steffan, mae ysgolion yng
Nghymru’n wynebu’r diffyg mwyaf yn
eu cyllid ers cenheldaeth.

O ganlyniad, ers 2015, mae 942 o ysgolion ar
draws Cymru, wedi gorfod delio gyda thoriadau
i’r cyllid sydd ar gael ar gael ar gyfer pob disgybl. Ar
canlyniad? Llai o staff, llai o adnoddau, llai o
gefnogaeth un i un, llai o gefnogaeth i blant ag
Anghenion Dysgu Byw o Eisteddfod yng Nghymru
a llai o bwyslais ar gelf, chwaraeon a cherddoriaeth o fewn y
cwricwlwm.

Mae’r Sefydliad Astudiaeth Cyllid (IFS) yn tynnu
sylw at leihad o 5 y cant yng Nghymru rhwng
2009 a 2018. Mae’r Ymchwil y Cynulliad
Cenedlaethol ei hun yn nodi bod lleihad o 6.9 y cant, mewn
termau real, wedi bod yn y cyllid rhwng 2010 a 2019.

Pa hynna, mae rhaid i’r system addysg yng Nghymru
rhaid ag wneud eu gorau i leihau'r effaith
ar y plant, ond nid yw’r sefyllfa hon yn gynaliadwy.

Mae’r ymgyrch yn calw ar Lywodraeth
San Steffan i gynyddu'r cyllid sydd ar gael
i Gymru, rhoi’r gorau i wneud toriadau
i grant bloc Llywodraeth Cymru a
 dystiolaeth yr Urdd.

Mae’r ymgyrch yn galw ar Lywodraeth
San Steffan i gynyddu'r cyllid sydd ar gael
toriadau i grant bloc Llywodraeth Cymru a
dystiolaeth yr Urdd.

FE LANSIODD Undeb Addysg
Cenedlaethol (NEU) Cymru, ar y
cyd ag AsCL Cymru, NAHT Cymru
ac UCAC, ei ymgyrch Toriadau i
Ysgolion Cymru ar ddiwrnod cynaf
Eisteddfod Genedlaethol yr Urdd
yn Mae Caerdydd.

Mae’r ymgyrch yn galw ar Lywodraeth
San Steffan i gynyddu’r cyllid sydd ar gael
toriadau i grant bloc Llywodraeth Cymru a
gwrthdroi’r cyllid.

Yn ogystal â hyn, mae’r ymgyrch yn
bod o ffordd dan y Cyllid Aethol o
rhywun sy’n cael ei roi i ysgolion yn
ddigonol, rhaid i’r ymgyrch sicrhau bod y
dyfodaeth a elwir yn “cyllid” wedi
ddigonol, yna dyfodaeth sy’n dyddi sydd drwy
am na gyfrannu, os oes i’w bynu, i ddarddu
yn ymhyrfaetho a tharged o “diffyg mwyaf
yn eu cyllid ers cenheldaeth.”
Dyddiau dysgu ar gyfer eich dyddiaduron

MAE dysgu wth galon NEU Cymru ac rydym yn ymfalchi yn yr hyfforddiant lleol a ddarparwn i weithwyr addysg profesiynol a chynrychiolwyr gweithle.

Mae’r Undeb yn cynrychioli’r grwp mwyaf o weithwyr addysg profesiynol ynghyd a’r cred yw bod dysgu’n rhoi gryn i’r haelodau. Mae’r cyfleon dysgu helaeth sydd ar gael i aelodau NEU Cymru yn dysl i hyn. Bydd y cyrsiau canlynol yn cael eu cynnal yn ystod tymor yr hydref.

HYFFORDDIANT I GYNRYCHIOLWYR
Mae’r undeb yn rhedeg cyrsiau unddydd a chyrsiau tri diwrnod ar gyfer cynrychiolwyr gweithle, hen a newyd. Mae’r rhain wedi bod yn llwyddiant mawr, gan eu bod yn rhoi’r adnoddau a’r hyder sydd eu hangen ar gynrychiolwyr i wneud gwahaniaeth gwirioneddol i fywydau’n haelodau.

Mewn ymateb i adborth cynrychiolwyr sydd eisoes wedi bod ar y cyrsiau, mae newidiadau sylweddol wedi cael eu gwneud i’r ffordd y caiff y cyrsiau eu rhedeg.

Mae cyrsiau sylfaenol a chyrsiau uwch bellach ar gael i gynrychiolwyr. Gall cynrychiolwyr un ai ddewis dilyn y cwrs 3 diwrnod mewn bloc, neu gallant ddilyn y cwrs ar ffurf modiwlau dros gyfnod penodol o amser.

Bydd y cyrsiau’n cael eu cynnal ar y dyddiadau canlynol:

**Cwrs Sylfaenol**
13 Medi – cwrs modiwlar, diwrnod 3 – Future Inns, Caerdydd
2-4 Hydref – cwrs 3 niwmod – Gwesty’r Diplomat, Llanelli
13-15 Tachwedd – cwrs 3 diwrnod – Ynys Môn

**Cyfraith Cyflogaeth**
11 Tachwedd – Gwesty’r Village, Abertawe

Mae’r cwrs yma ar gaell ddyw’r prosiekt WULF newydd, a gychwynodd ym mis Ebrill.

Bydd rhagor yn cael eu trefnu maes o law a gellir dod o hyd i restr, sy’n cael ei diweddaru’n gyson, ynghyd â manylion am sut i gofrestru, ar [eventbrite.co.uk/o/national-education-union-cymru-training-10916965546](http://eventbrite.co.uk/o/national-education-union-cymru-training-10916965546)

Os oes gennych unrhyw gwestiynau am yr uchod, neu os hoffech chi i'r Undeb drefnu cwrs penodol, e-bostiwch Lisa Williams, lisa.williams@neu.org.uk neu Beth Roberts, beth.roberts@neu.org.uk

Edrychwch ar eich negeseuon e-bost i gael gwybod am y cyfleon hyfforddi diweddaraf. Hoffwch ni ar Facebook ar [facebook.com/neucymrutraining](http://facebook.com/neucymrutraining), dilynwch ni ar Twitter ar [@neucymrutrain](https://twitter.com/neucymrutrain) ac ewch i [neu.org.uk/learning-and-events](http://neu.org.uk/learning-and-events)

Toriadau i gyllid 942 ysgol yng Nghymru

Parhad o dudalen 1

Bu ymwelwyr yn aros i weld eu hysgol ar wefan newydd Toriadau i Ysgolion Cymru, sydd bellach ar gael yn Gymraeg a [toriadauiysgolion.cymru](http://toriadauiysgolion.cymru) ac yn Saesneg ar [schoolcuts.cymru](http://schoolcuts.cymru)

Dyweddodd Ysgrifennydd Cymru, David Evans, mewn cyfweliad gydag ITG: “Mae’r llynder sydd wedi ei drosllwddinni inni gan San Steffan wedi effeithio ar rieni, plan a gweithwyr addysg profesiynol ers yn rhy hir. Gyda’r cwricwlwm newydd ar y ffordd, mae angen mwy o arian arno am gyfer adnoddau a hyfforddiant. Mae angen i’r Llywodraeth roi mwy o arian i Gymru, fel y gall Llywodraeth Cymru roi mwy o arian i ysgolion.”

Yn ystod y digwyddiadau, a gynhaliwyd dros gyfnod o wythnos, dwrddodd yr ymgyrch i wefannu cssylltiad â dros 4,500 o bobl, gyda mwy na 1,500 o cofrestru i gael y newyddion diweddaraf dros e-bost.

Os hoffech chi gael ei wybodaeth ddiweddaraf am yr ymgyrch Toriadau i Ysgolion Cymru, gallwch gwybod adnoddau ar [toriadauiysgolion.cymru/gweithredwch](http://toriadauiysgolion.cymru/gweithredwch)

Ymunodd mwy na 1,500 gyda Toriadau i Ysgolion Cymru
Fideo newydd i hyrwyddo'r Gymraeg mewn ysgolion

BYDD Comisiynydd y Gymraeg yn lansio pecyn addysgl newydd ym mis Hydref er mwyn annog disgybion ysgolion cynradd i gymryd sylw o'r Gymraeg yn eu hardal.

Yn y pecyn mae fideo, cynllun gwers a chyflyniad byr ar gyfer plant ar waith Comisiynydd y Gymraeg. Mae'r pecyn wedi ei anelu i blant sydd yng Nghymru fel ei gilydd, pa mor bwysig yr y Gymraeg yng Nghymru ac egluro byd yw gwaith y Comisiynydd. Mae’n ceisio anghio plant i weld, i glywed ac i chwilio am y Gymraeg yn eu hardal nhw.

Mae’r pecyn addysgl yn dilyn amcanion y Siarter Iaith ac maen anghio, mewn ysgolion cynradd Caerdydd, i defnyddio’r iaith mewn sefyllfaedd cymdeithasol.

NEU Cymru’n croesawu cynlluniau ar gyfer y cwricwlwm newydd

MAE’r cyfnod ymgynghori ar y cynlluniau ar gyfer y cwricwlwm newydd yng Nghymru bellach wedi cychwyn.

Yn y pecyn, sydd wedi ei ffilmio gan Goriad, cwmni cynhyrchu o Caerdydd, c[wdd Rhys Owen, sy’n 10 oed a Cai Efan Thomas, sy’n 11 oed, a Chwarae Cymraeg, i defnyddio’r iaith mewn sefyllfaedd cymdeithasol.

‘Cydreddoldeb cyflog yn egwyddor sylfaenol’

MAE’r Undeb wedi ymateb i ddatganiad gan Lywodraeth Cymru ar Addysgu: Profesiwn Gwerthfawr, adroddiad gan yr Athro Mick Waters.

Mae’r undeb wedi ymateb i ddatganiad gan Lywodraeth Cymru ar Addysgu: Proffesiwn Gwerthfawr, adroddiad gan yr Athro Mick Waters.

Mae’r undeb wedi ymateb i ddatganiad gan Lywodraeth Cymru ar Addysgu: Proffesiwn Gwerthfawr, adroddiad gan yr Athro Mick Waters.
Yma i helpu

Fel yr undeb addysg mwyaft, gall NEU Cymru roi gwasanteb heb ei aill i’w aelodau. Mae ein ffin profesiynol yma i ddefnyddio’u harbenigedd er mwyn helpu ein rhwydwaith a gynrhychiolwyr gweithle ac ysgrifenyddion rhanbarthau a changhennau. Os oes gennych chi problwm yn y gwaith neu i gael rhagor o wybodaeth am ein gwasantebath i aelodau, cysylltwch ât âr canlynol:

- cynrhychiolydd eich gweithle;  
- ysgrifennyddied eich cangen;  
- AdviceLine;  
- Swyddfa NEU Cymru.

NEU Cymru

Ty Sinnott, 18 Neptune Court, Vanguard Way, Caerdydd CF24 5PJ  
Ffôn: 029 2049 1818  
E-bost: cymru.wales@neu.org.uk

Ysgrifennydd Cyrmu: 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  
Cyfreithwr Cymru: Angharad Booker  
Aelodau Gweithredu: Neil Foden, Mairead Canavan, Lesley Tipping

Prif Swyddfa

Yr Undeb Addysg Cenedlaethol, Hamilton House, Mabledon Place, Llundain WC1H 9BD  
Ffôn: 020 7388 6191  
Gwefan: neu.org.uk  
Cydlwydion: Kim Knappett a Kiri Tunks  
Cydlwydion Cynylltiadau: Mary Bousted a Kevin Courtney

Model newydd ar gyfer trefnu gwaith yr undeb

DROS y blynyddoedd ddiwethaf, mae ymgyrchwyr ar lawr gwlad wedi gweithio’n galed i gyflymder gweithgarwch yr undeb. Rhai sy’n draw o Nghymru, ac maent wedi cael peth llwyddiant. Trefnu gwaith o fewn ein hardaloedd yw’r her fwyaf sy’n ein hwynebu yma yng Nghymru, ac mae’n fwydol y maen nhai i ni ei henni. Dyna pam ein bod yn cefnogi agenda drefnu ein hundeb newydd gan y cant.

Mae’r rhan fwyaf o’u ohonom yn gweithio pa mor astdod y gall denu aelodau i gynrychiolwyr wedi. Rydym wedi defnyddio’u agor ar gyfer cyfreithiwr a rhai rhedegol a chyfanswm yr undeb a phob cympod wedi ei chwarter. Yn nod yw cefnogi agor trefnau cyfathrebu yma, mae’n sefylla â chynrhychioliad gyfreithiol a’r Ardaloedd Cymru i ddod â chynrhychiolwyr gweithlu.

Ym Mro Morgannwg, rydym wedi dylanu cysylltiadau trwy ddynod o’r enw Trefnu Drwy Iechyd a Diogelwch yng Nghymru, mae roedd eto’n eu tarddu e fosynt. Er hyn, rydym wedi iawn i ddefnyddio’u cysylltiadau gyda’r Undeb Addysg Cenedlaethol a’r Undeb Addysg Cyffredinol. Mae’r Undeb Addysg Cenedlaethol a’r Undeb Addysg Cyffredinol yn ei ddefnyddio am ymuno â ni i roi eithaf ystyr i’w gwaith.

Mae Caerdydd eleni. Dyma ŵyl ieuenctid gynhaliwyd dros gyfnod o wythnos ym Mro Morgannwg, y ŵyl flynyddol a ROEDD gan yr undeb stondin ar faes Eisteddfod yr Urdd, yr yw’r amser fwyaf a gwneud yr undeb. Roedd gyntaf yr ŵyl yw Eisteddfod yr Urdd, yr yw’r amser fwyaf a gwneud yr undeb. Rhaid i ni iawn i dynnu cyfuno â ni yno i roi eithaf ystyr i’w gwaith.

NEU Cymru’n croesawu cylld ar gyfer gyfraniad

Mae Llywodraeth Cymru wedi cynnig gweithlu addysg newydd, sef swyddogaethau ar gyfer gweithyddiaeth yr Undeb Addysg Cenedlaethol. Mae Llywodraeth Cymru wedi cynnig gyfraniad ym Mro Morgannwg, y ŵyl flynyddol a ROEDD gan yr undeb stondin ar faes Eisteddfod yr Urdd, yr yw’r amser fwyaf a gwneud yr undeb. Rhaid i ni iawn i dynnu cyfuno â ni yno i roi eithaf ystyr i’w gwaith.

Mae NEU Cymru wedi croesawu’r cyfraniad ym Mro Morgannwg, y ŵyl flynyddol a ROEDD gan yr undeb stondin ar faes Eisteddfod yr Urdd, yr yw’r amser fwyaf a gwneud yr undeb. Rhaid i ni iawn i dynnu cyfuno â ni yno i roi eithaf ystyr i’w gwaith.