

#### **ETUCE** CONFERENCE

STRENGTHENING THE CAPACITY OF EDUCATION TRADE UNIONS TO REPRESENT TEACHERS' PROFESSIONAL NEEDS IN SOCIAL DIALOGUE

19-20 SEPTEMBER, BRUSSELS



## Challenges in representing teachers' professional needs in social dialogue and beyond



Louise Regan, Ex-President, National Education Union, NUT section

louise.regan@exec.neu.org.uk

@LouRegan1



### Key issues:

- Looking at the system in England not the same across the UK
- There is no social dialogue
- No collective bargaining review bodies and panels selected for any 'discussions'
- Curriculum, structures, training are mainly decided at national level and dictated to schools

# **Teacher Training**

School structures and funding

Ongoing Professional Development

## **Teacher Training**

- Fragmented system
- Lack of time and funding
- Over focus on a schools particular methods
- Lack of theoretical training pedagogy
- Where are decisions made/ involvement of universities, educational professionals

## **Ongoing Professional Development**

- Lack of high quality CPD
- Focus on core subjects
- Reduction in local authority teams to provide high quality CPD
- Expensive cost of course and cover
- Lack of provision through Appraisal and Performance Related Pay which focus on data

### School structures and funding

- Fragmented school system
- Teaching schools part of MATs run teacher training and ongoing professional development
- Lack of coherence
- Funding key issue
- Training costs for the course and for cover key factor for schools
- Lack of central training which does not cost money

### **Union CPD**



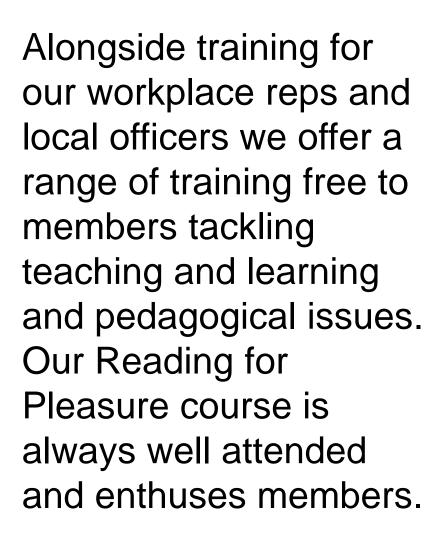
#### Courses for teachers



The Professional Development programme is informed by best practice evidence and promotes collaborative and sustained approaches, which have a lasting and positive impact on teaching and learning.



- Strategies for Inclusive Quality First
- Teaching Thursday 18 October Friday 19 October 2018 Residential
- Equal Access to Promotion 9 10
   November 2018 Residential
- Making and Using Film (FOCUS: Literacy) 12 November 2018
- Come Rain Come Shine Outdoor Play in the Foundation Stage - 22 - 23 November 2018







home

#### Reading for pleasure

The NUT believes that reading for pleasure should be a fundamental



part of childhood and lifelong learning.

Getting EVERYONE Reading for Pleasure contains a wealth of practical suggestions about how activities to promote reading for pleasure can be introduced back into the classroom or organised on a whole school basis.

# Putting pressure on the Government to tackle issues affecting members

"It's just everywhere" A study on sexism in schools - and how we tackle it **UK FEMINISTA** 



#### Recommendations

Sexism in schools is endemic - but it is not inevitable.

Consistent and ongoing action is required from schools,

Government and education bodies to tackle it.

#### Government

The Department for Education (DfE) must urgently make tackling sexism and sexual harassment in schools a policy priority. To realise this policy priority, the DfE should:

- Issue guidance to all schools on how to prevent and respond to sexual harassment and sexual violence. The guidance should be developed in consultation with sexual violence specialists, education professionals and education unions.
- Create a fund to support specialist sector organisations to provide capacity-building support to schools on tackling sexism and sexual harassment.
- Ensure the curriculum for relationships and sex education (RSE), across all key stages, is designed to prevent sexism and sexual harassment among children and young people and that RSE teachers have access to high quality professional development.

#### **Initial Teacher Training Providers**

 Training on how to tackle sexism should be a core and compulsory component of all ITT courses.