

NUT  
NQT  
GUIDE  
2015-16

Education  
and equality





# stand up for education

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# Dear colleague

We believe a civilised, democratic society requires a public education service which is inclusive, equitable and properly funded. Education must be a service for all, giving every child equality of access to a curriculum that is broad and flexible enough to meet their individual needs. Teachers need the space to innovate and the freedom to experiment, but all schools must be part of a coherent education system based on collaboration and cooperation.

Across a wide remit and on a range of education and equality policy issues and research areas, the NUT is a respected and influential voice in England and Wales.

Education and teachers shape the future of our country. NUT members are currently pressuring politicians to Stand Up For Education to adopt the right education policies. National education policies in both countries must put children at the heart of an equitable education system, which values and builds lasting communities.

We look forward to supporting you as you develop your career. The principles, practice and priorities in this guide have been developed by NUT members, your colleagues in the profession.

I am confident you will enjoy reading about what NUT members have achieved and want to achieve, together.

Yours sincerely



Christine Blower  
NUT General Secretary



## New national curriculum

# National curriculum and national curriculum assessment

A new national curriculum was introduced to schools in England in September 2014. Information about the requirements are available from the Department for Education at [www.gov.uk/government/collections/national-curriculum](http://www.gov.uk/government/collections/national-curriculum). Apart from statutory national test arrangements, schools have been able to develop their own assessment arrangements since this time. The national curriculum requirements are compulsory in all local authority maintained schools. Academies and free schools have some freedom to choose whether to implement the national curriculum or not.

The independent *Donaldson Review* of the national curriculum and its assessment has taken place in Wales and this has led to a 'great debate' on education. The NUT will contribute fully to that debate to ensure teachers' voices are heard. Further information is available from the Welsh Government in English and Welsh/Cymraeg at [www.gov.wales/topics/educationandskills/schoolshome/curriculuminwales/curriculum-for-wales](http://www.gov.wales/topics/educationandskills/schoolshome/curriculuminwales/curriculum-for-wales)

# How do I adapt the curriculum?

The NUT believes that teachers should be empowered to design a curriculum that meets the needs of all learners. The national curriculum sets out an expectation and entitlement for all learners, regardless of the school they attend. But it should not be a 'straightjacket' and teachers can work creatively and collectively to design a school curriculum that engages their pupils. The national curriculum is only part of the whole school curriculum.

# What support can the NUT offer me on the curriculum?

The NUT has worked with a not-for-profit organisation called the Curriculum Foundation to produce materials to enable teachers to be creative about designing a curriculum and developing effective assessment strategies. You can use the materials flexibly and at your own pace.

The NUT 'Year of the Curriculum' and 'Year of Assessment' materials offer very practical support to develop your confidence and give you professional ownership of the curriculum and its assessment.

The resources, in PowerPoint format, are free and easily accessible at [www.teachers.org.uk/campaigns/curriculum](http://www.teachers.org.uk/campaigns/curriculum)

# Year of the Curriculum



**Support with curriculum and assessment change**

**New modules released 2015/2016 called  
'assessment – life without levels'**

**Use the NUT's free modules to develop your assessment skills and practice**



Free CPD modules to download at [www.teachers.org.uk/campaigns/curriculum](http://www.teachers.org.uk/campaigns/curriculum)

## Assessment

### Who is best placed to assess pupil progress?

Each school has its own assessment policy. In your induction year, your mentor or another colleague should be able to help you understand the policy. Developing your professional skills in assessing pupil progress will take time – seek support from colleagues.

Assessment is a vital part of teaching and learning. Evidence shows that teachers are best placed to assess pupils' progress. The NUT campaigns on testing and assessment policy, to ensure the voices of teachers are heard.

The NUT is opposed to standardised tests for whole cohorts of pupils, because they do not help pupils' educational development and are an inefficient use of money and resources. Relying on test scores to measure teachers' performance or school effectiveness imposes pressures on teachers and is detrimental to children's wellbeing. In Wales, education policy recognises these problems. Yet in England the scope of testing is being expanded in 2015 to reception age children, while new tests at KS2 threaten to narrow the curriculum further.

The NUT is campaigning to:

- develop tools for the profession to support assessment for learning
- assert the validity of teachers' professional judgement so that teachers are trusted to assess pupil progress and achievements.

### I've heard that examinations are changing?

The 14-19 curriculum has experienced constant change, with effects throughout secondary and further education. In England, changes involving GCSEs, A levels and vocational qualifications, start from 2015. In Wales, a large-scale process of reform will be launched, following the 2015 *Donaldson Review*.

Whether changes enhance or narrow the curriculum and whether they support or obstruct equal opportunity are questions that are yet to be resolved. They are vital issues for the NUT. The Union regularly surveys its members about the impact of changes to qualifications and related measures such as Progress 8 and floor targets and seeks to represent teachers' views to policy makers in England and in Wales.

Updated information about assessment change is available on the NUT website at [www.teachers.org.uk/6fcs/post-16](http://www.teachers.org.uk/6fcs/post-16)

# READING 4 PLEASURE

Teachers know that children learn to read through meaning and an enjoyment of books.



'Reading for Pleasure' is the NUT's alternative to the Government's approach to teaching reading in schools. The NUT is working with other unions, academics and authors to persuade the Government that, while there is a place for phonics, learning to read is about much more.

To find out more about 'Reading for Pleasure' and to download the Union's guide for teachers go to the NUT website [www.teachers.org.uk/reading-for-pleasure](http://www.teachers.org.uk/reading-for-pleasure)



 [twitter.com/NUTonline](https://twitter.com/NUTonline)

## Do I need to be ‘inspection ready’?

Many teachers feel anxious in the run up to an inspection. Schools often add unnecessarily to this pressure by insisting that staff should be “inspection ready” with unnecessary mock inspections, repeated lesson observations, learning walks and book checks.

You may be told that certain practices are what “the inspectors expect to see” but in practice these often exceed inspectors’ expectations. To help clarify what it does and does not expect to see, Ofsted has published a useful clarifications document to counter unhelpful myths about Ofsted. Find these and other advice designed to support you through inspection at [www.teachers.org.uk/education-and-equalities/ofsted](http://www.teachers.org.uk/education-and-equalities/ofsted)

Members in Wales can get further information at [www.estyn.gov.uk/english/other/faqs/](http://www.estyn.gov.uk/english/other/faqs/)

## Are NQTs observed by Ofsted/Estyn?

NQTs may well have a lesson observation during an inspection. In England, Ofsted does not grade either an individual teacher or their lesson. Instead they use the observations they undertake to form a view about the ‘quality of teaching’ in the school as a whole.

In Wales, although there will be an opportunity for professional dialogue with the inspector after the lesson, the purpose of lesson observations is to validate the statements made in the school’s self-evaluation report about the overall quality of teaching in the school. Teachers do not receive a judgement on their individual lessons.

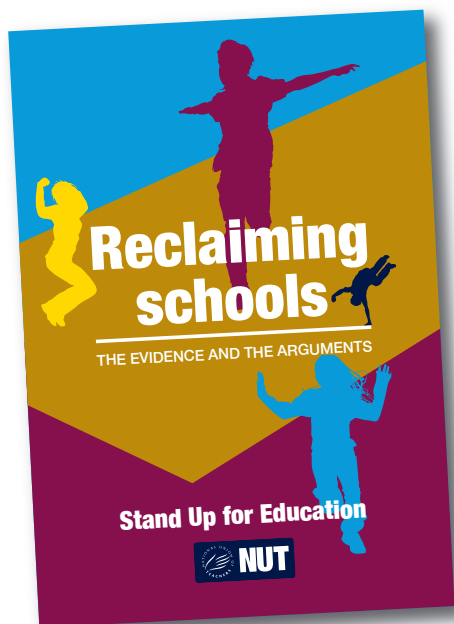
## Who can I ask for support?

It is the responsibility of the school to support and reassure new teachers. A valuable source of support and advice will come from your NUT representative and other Union members, particularly more experienced staff who may have been through inspections before.

Members in England should read *Ofsted: An NUT Survival Guide* [www.teachers.org.uk/education-and-equalities/ofsted](http://www.teachers.org.uk/education-and-equalities/ofsted)



# Empowering the profession



NUT members hold a vision for education which is shared by many academics and parents.

It's a positive, persuasive vision – for a democratic and inclusive education system which seeks excellence and equity for every student.

*Reclaiming schools* contains articles by eminent academics and educational researchers, backed by evidence and argument, in support of this vision.

[www.teachers.org.uk/  
files/reclaimingschools-essays-9963.pdf](http://www.teachers.org.uk/files/reclaimingschools-essays-9963.pdf)



 [twitter.com/NUTonline](https://twitter.com/NUTonline)

## Equality

### Race equality

Teachers and school leaders in the NUT have a proud history of developing and sharing anti-racist teaching resources and strategies.

Support, research and resources are available from the NUT to help you develop inclusive strategies and celebrate the diversity in your school, for the benefit of all students.

The NUT is proud to:

- support Show Racism the Red Card (SRtRC) and sponsor the SRtRC school poster competition
- provide Love Music Hate Racism training courses for NUT members
- convene an annual black teachers' conference for black educators
- celebrate and publicise innovative teaching practice and strategies through the annual Blair Peach award.

### I'm a lesbian teacher. Can I be 'out' about my sexual orientation?

Yes. Many lesbian, gay or bisexual teachers are out at work, some to colleagues and some to everyone. Some teachers choose not to be 'out'. No-one should harass you or make you feel uncomfortable about talking about your partner, family arrangements or sexual

orientation – you should be treated equally, as your heterosexual colleagues, by parents, colleagues and pupils. You could consider attending the NUT LGBT teachers' conference.

### I regularly hear students using homophobic language. What should I do?

Homophobic language and attitudes are used by many students because of peer pressure, attitudes at home or from the media. Unless challenged, students will learn that these behaviours are accepted in the school and in society, which perpetuates homophobia.

Wherever they are educated, all students need to learn, see and hear positive messages about LGBT people. It is up to you how to challenge homophobia, biphobia and transphobia and to decide the best approach for each class/pupil. It can be hard to know how to do this so:

- talk to colleagues in your school
- look at the LGBT History Month website for useful resources  
[www.lgbthistorymonth.org.uk](http://www.lgbthistorymonth.org.uk)
- educate about homophobia, racism and sexism in an age appropriate way.

To find out more and to apply for any NUT equality conferences, go to [www.teachers.org.uk/events](http://www.teachers.org.uk/events) or email [equality@nut.org.uk](mailto:equality@nut.org.uk)

# RACISM on the rise EDUCATION is the answer

“We need to focus the whole system around the education of our children; if we don’t, they simply will not reach their potential, which really could mean wasted lives. Education is not a business; it’s a matter of life and rights.”  
*Benjamin Zephaniah – Poet, writer and musician*

For the full leaflet, visit  
[www.teachers.org.uk/educationandequalities/race](http://www.teachers.org.uk/educationandequalities/race)

## Teaching resources about the victims of Nazi persecution

*Mosaic: Who was persecuted, How and Why?* The NUT and the Holocaust Educational Trust together produce online teaching materials.

For more, visit [www.teachers.org.uk/teachingresources/holocaust](http://www.teachers.org.uk/teachingresources/holocaust)

[www.teachers.org.uk](http://www.teachers.org.uk)



Challenging contemporary racisms  
Visit [www.theredcard.org](http://www.theredcard.org)  
to order copies for your school



Population and migration: for older primary and secondary pupils

Visit [www.sertucresources.files.wordpress.com/2014/07/sertuc-myths-2014.pdf](http://www.sertucresources.files.wordpress.com/2014/07/sertuc-myths-2014.pdf)



Education pack: for older primary and secondary pupils

Visit [www.theredcard.org](http://www.theredcard.org)  
to order copies for your school

## Equality

### Disability rights and disability equality

Disabled children and disabled teachers face barriers at school and work ranging from physical barriers to attitudes which are disabling.

Attitudes which are negative and stereotypical about disabled children and adults are still prevalent, with negative consequences for society as a whole. Much disability hate crime against adults, particularly against adults with learning disabilities, is carried out by school aged children.

- The NUT supports Disability History Month each December – a movement to celebrate the contribution of disabled people.  
[www.ukdhm.org](http://www.ukdhm.org)
- The NUT holds an annual conference for disabled trainee teachers/teachers – for any teacher with a physical or mental health condition which they self identify. Email [equality@nut.org.uk](mailto:equality@nut.org.uk)
- The NUT has published practical resources online about how to celebrate difference and diversity in the classroom linked to key stages *We want choices and rights in our lives* – NUT teaching pack [www.teachers.org.uk/educationandequalities/disability](http://www.teachers.org.uk/educationandequalities/disability)

### Women's rights and gender equality

The NUT is proud to represent hundreds of thousands of women teachers. We are a well-respected and authoritative voice in the field of women's rights and gender inequality. For all that has been achieved, women in teaching can still face harassment, stereotyping and workload levels which jeopardise and disrupt family life. Male teachers are over-represented in headships.

In different areas of England and Wales, women's networks exist to provide a forum for women NUT members. Email [equality@nut.org.uk](mailto:equality@nut.org.uk) to find your local network.

The NUT is leading a ground-breaking project called 'Breaking the Mould' to shift the gender stereotypes which limit all boys and girls. Practical resources, including teaching notes which investigate different ways to use children's literature, can be viewed and downloaded at [www.teachers.org.uk/educationandequalities/breakingthemould](http://www.teachers.org.uk/educationandequalities/breakingthemould) (see opposite page also).

Email [equality@nut.org.uk](mailto:equality@nut.org.uk) to receive your free equalities calendar listing all NUT equality events and also annual activities you might want to mark in your school.

# Breaking the mould – challenging gender stereotypes



There should not be a 'mould' for girls' and boys' behaviour or aspirations. Children are all individual. The NUT wants to empower teachers to 'break the mould'. Innovative work in five schools in England and Wales led to creative and powerful reflection by early years and primary teachers about the transformative role all teachers can play.

To read more about what teachers did in their school or to order free copies of these resources for your school, email [equality@nut.org.uk](mailto:equality@nut.org.uk)

Download copies at [www.teachers.org.uk/educationandequalities/breakingthemould](http://www.teachers.org.uk/educationandequalities/breakingthemould)



## Campaigns to promote child well-being and welfare

### Child poverty: how far can education ‘close the gap’?

Four million children – one in three – are living in poverty in the UK. This is a rise of 400,000 since 2010, or nine children in poverty in a classroom of 30. On current projections there will be 300,000 more children in poverty by 2020.

The NUT campaigns to raise awareness of poverty and how it affects the lives and education of children taught by its members. We have highlighted how children from low income families can have a more limited experience of school because of their inability to pay for the cost of some curriculum materials, such as art or photography materials or school trips.

Through surveys of our members we have also drawn attention to the effects of poverty on children’s wellbeing; some factors affecting children’s lives are beyond teachers’ control.

The NUT is a proud member of the End Child Poverty campaign and works with the Child Poverty Action Group to campaign for free school meals for all primary children. We work to highlight the impact of housing, food poverty and other deprivation on children.

### School accountability – what are we measuring and why?

NUT members are just as concerned about the impact of accountability measures on children and young people as they are about their impact on teachers and schools.

In 2015 the Union commissioned a leading professor of education to undertake ground-breaking research looking at the effects of accountability on those we teach.

The interim report, published in April 2015, painted a shocking picture of stressed and anxious children and young people – facing an increasingly narrow curriculum and educational experience.

The Union is using the research recommendations to lobby the Government to examine the school accountability system so that we evaluate schools in ways that work in the interests of children, not against them. Read the ground breaking report at [www.teachers.org.uk/educationandequalities/researchandresources](http://www.teachers.org.uk/educationandequalities/researchandresources)

## Who can help with difficult behaviour in my classroom?

Speak to other colleagues about strategies which have worked for them and ask your line manager or your head of department for a copy of the school's behaviour policy. Ask what support is available from the special educational needs coordinator (SENCO) in your school.

Developing behaviour management skills is challenging for all teachers in their induction year. Systems of support should be available to all teachers. Seeking support should never be perceived as a sign of weakness or failure. The provision of support should be a reasonable and normal expectation.

If a student has particularly challenging behaviour, your head teacher may be able to access advice from local educational psychologists or from the outreach team at the local pupil referral unit, who work with students at risk of disaffection or exclusion.

The NUT runs behaviour management courses specifically for NQTs. Find out more at [www.teachers.org.uk/courses](http://www.teachers.org.uk/courses). We also provide tips on managing behaviour which can be found at [www.teachers.org.uk/nqt/behaviourtips](http://www.teachers.org.uk/nqt/behaviourtips)

## How do I identify children with special educational needs?

You will be expected to have an understanding of the categories of need which are high incidence or frequently encountered. Schools may provide whole staff INSET training on this or may send individual teachers on courses. Ask your SENCO about SEN training in your school.

The *Code of Practice for SEN and Disability 0-25* advises that classroom teachers have the first responsibility for the progress and development of all pupils in their class, including those with SEN. Where you identify that a child may have a special educational need, you have the option to seek advice from the SEN coordinator.

Differentiating your planning for individual children in curricular and extra-curricular activities is a skill that you can develop in conjunction with colleagues and through CPD. The NUT runs an SEN conference each year as well as other courses which are free to NUT members. Find out more at [www.teachers.org.uk/courses](http://www.teachers.org.uk/courses)

In 2015, the NUT commissioned *Inclusion: Statements of Intent*, a report from Cambridge University, at [www.teachers.org.uk/schoolsector/SEN](http://www.teachers.org.uk/schoolsector/SEN) which highlights barriers to inclusion from current Government policy.

# Our aim: one union for all teachers

Qualified  
in 2015?

Get full membership  
until 2017 for just

£1

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or join online **[www.teachers.org.uk/join](http://www.teachers.org.uk/join)**



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