



ETUCE CONFERENCE

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

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#ETUCETeachProfNeeds

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



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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



home > learning

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.



Filter by

- Making and Using Film (FOCUS: Animation) Monday 8 October 2018
- 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

Alongside training for our workplace reps and local officers we offer a range of training free to members tackling teaching and learning and pedagogical issues. Our Reading for Pleasure course is always well attended and enthuses members.



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

Some of the boys make comments on a lot of the girls in our years before and the girls just have to grow a because no one thinks it's a big deal. The boys also slap the girls butts and touch their breasts without any consent" - Female student "I was in a French lesson in year 8 and a boy sitting next to me kept groping my bum and tried moving his hand to my front." - Female student "Boys often lift skirts up and whistle and treat girls in a sexual manner and nothing gets done about it." - Female student "Some of the boys in my primary would air hump behind girls when they weren't looking" - Male student "A boy touched my bum and try to touch my boob. I felt uncomfortable and I didn't tell him because I was teased but I tried to ignore him." - Female student "Some of the boys in my primary would air hump behind girls when they weren't looking" - Male student "A female pupil disclosed a classmate had groped her at lunch time. She was disappointed when she retaliated but did not want to tell a male colleague about the incident." - Secondary school teacher "Boys touch girls inappropriately in corridors and at lunch/break times. It's hard to find normal." - Secondary school teacher "In class boys talk about girls bodies and make comments about their bodies. At the teachers and at girls, ask girls in class if a particular girl looks like. Girls have cried in class several times due to abuse of their appearance." - Female student "Some female teachers have been sexually assaulted by male pupils in corridors and classrooms. This often happens when there's a need or disruption so that they are more likely to get away without getting caught or identified. Male pupils regularly make inappropriate comments to female teachers. Some male pupils have been whistled at whilst trying to get to class. Some male pupils have put their hands on my back to intimidate me. The boys also make comments about my appearance when I'm in the classroom." - Female secondary school teacher "You often hear boys being told to 'man up' or 'not be such a girl' because people think being called a girl is an insult." - Female student "The term 'like a girl' is often used to describe boys and girls when they have a particular quality or skill. It's often used to describe girls but the term shouldn't be used as it's hurtful." - Female student "I've been called a slag just because I mostly had friends who were girls." - Female student "I didn't used to wear make up in early years of secondary school." - Female student "In school a teacher told me to man up when someone was bullying me." - Male student "I have seen this occurring in school when a teacher has told somebody else to 'man up', this is easily sexist as girls (females) can also become braver than boys (males). Boys have also told girls that they are not allowed to play sports such as football because it's a 'boys sport'." - Male student "Often crosses over with homophobia, boys being called gay if they like things seen as girly or show emotion." - Secondary school teacher "Teaching a subject with classes dominated in number by boys, I am often trying to stop conversations about girls that are degrading, sexualised and offensive." - Secondary school teacher "I have [heard] a male member of staff saying to another member of staff 'Don't be such a girl' in a derogative manner, which is particularly strange because we work in a girls' school." - Secondary school teacher "In a staff briefing, staff as a whole were told to take 'Man Up Pills' in regards to high levels of staff sickness and staff feeling tired." - Secondary school teacher "Frequent serious violently misogynistic language used by a number of boys about and towards female staff and pupils, very worrying sense of entitlement to belittle and make sexually unacceptable/threatening comments to females." - Teacher of Pupil Referral Unit "I thought I was going to fail maths and science but the teacher told me it's okay because girls tend to be better at expressive lessons." - Female student "I wanted to play football but because I'm a girl they said that I'm not as good as the boys and how I'm too 'weak' to play. This happened in primary school." - Female student "At my secondary school girls were not allowed to play rugby or other stereotypically male sports like football instead we had to do dance and gymnastics which are sports the boys never had to do." - Female student "I love to play football with the boys as I did this on a weekend and played at their standard, but in a PE lesson I had to go with the girls group." - Female student "I was told not to bring the table in from the other classroom for me to use and rather the teacher asked a boy to lift it for me. Even though I was perfectly capable of doing it myself." - Female student "In things like PE it was always girls play one sport boys play another. I always liked sport until I moved up to secondary school." - Female student "I didn't like playing football and preferred spending time with girls so was teased because of that." - Male student "Was constantly bullied for being in the choir and enjoying drama. As a result of that I lost my passion for the arts." - Male student "A group of boys was bullying me in a lower year because of his love for drama. Me and a number of my friends put a stop to it." - Female student "I was told to 'man up' because I was a girl." - Male student "We were talking about it on the school board but the teacher said 'leave it, that's a boys job, you girls don't do books'." - Male student "Once during an observation, I was told that instead of washing the water tray, I should have put knights to engage the boys. Because of course none of the boys will grow up to be fathers who might bathe their own children. And childcare concerns females only." - Teacher "I teach design and technology. Every day I see sexist slurs towards cookery being only for girls and engineering for boys and that's coming from other teachers." - Secondary school teacher

"It's just everywhere"

A study on sexism in schools

and how we tackle it

Four speech bubble graphics arranged in a 2x2 grid, each containing a quote and the speaker's role. The graphics have a yellow and blue color scheme with the Education England logo in the bottom right corner of each bubble.

- Top Left:** "They're general, everyday comments that people don't pick out or notice to be sexist." - Female student
- Top Right:** "It's just something that happens, no matter how much we don't like it." - Female student
- Bottom Left:** "It is something that when it occurs it seems to be that we all take it as 'just how it is'." - Female student
- Bottom Right:** "It is the drip drip drip effect of minor sexism that causes most damage." - Secondary school teacher

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.