

Secretary's Report on Annual Conference 2008 to the Association Executive

The Association was represented at Conference by Geoff Davies, Mike Davis, Dave Hampson, Andy Johnson, Ian Morgan, John Pemberthy, Dave Sutherland and Garry Wheeler.

Conference was chaired by Bill Greenshields, most ably, with good humour and courtesy. The entire Conference was conducted in a spirit of unity and mutual support.

Among the guests of the Union was Julian Chapman, vice-President NASUWT and long-serving Federation Secretary in Gloucestershire. We congratulated him upon his election to national office.

The question and answer session for the General Secretary, initiated for the first time last year, was deemed a success and was repeated again this year. It looks like becoming a regular feature at Conference. Although the General Secretary wasn't keen, there was a widespread feeling it is time for the Union to adopt a new logo.

Conference debates are organised into sections, with the sections and the motions within them prioritised by the votes of support from the local associations.

Listed below are the action points (instructions to the National Executive) from all the resolutions (motions which were carried).

MEMBERSHIP AND COMMUNICATIONS SECTION

In this section it was reported that from 2005 to 2006 the growth in in-service Union membership was 2.41%. This has to be set against a fall in the total number of in-service teachers showing that the Union has increased its share of the teaching force.

Young teachers

Conference instructed the Executive to

- (i) Highlight the financial hardships faced by young teachers within the Union's general pay campaign and to campaign for starting salaries that are in line with other graduate professions;
- (ii) Campaign along side other unions for affordable housing across the country;
- (iii) Make funds and support available for local associations and divisions to run activities for young teachers;
- (iv) Keep the subscription arrangements under close review and continue to use the Union's resources to provide tangible benefits and services for teachers at the start of their careers.

Support for School Representatives

Conference instructed the Executive to

1. Send advice to school representatives to assist them in gaining facilities and time within school for carrying out their Union role;
2. Support divisions in seeking from their employers reasonable time and facilities for union representatives to undertake union activities;
3. Plan a campaign of action at national, local and association level to get more facilities for our Union representatives and to raise the profile of the importance of their role;
4. Monitor and coordinate the union material sent to school representatives to prevent excessive demands on their time

5. Give continued assurances to school representatives that they will be protected from victimisation and supported when it occurs.
6. Support requests for a ballot for sustained industrial action in order to protect a school representative/health and safety representative (or local officer) who they feel has been victimised.

ORGANISATION AND ADMINISTRATION SECTION

Support for Local Associations and Divisions

Conference instructed the Executive to:

- (i) Ensure that the Working Party is fully supported by senior staff, and that the contributions of its Regional/Wales representatives are made known speedily to the appropriate Committees of the Executive;
- (ii) Ensure that Regional/Wales Offices have a clear knowledge of the capacities and needs of all associations and divisions in their area, having regard to adequacy of facilities time, training needs of secretaries and other local officers, and size and maturity of their activist base; and that the Regional/Wales Offices are able to give appropriate support to divisions and associations to help them meet any identified needs;
- (iii) Ensure that the Union fully and speedily develops the capacity to communicate electronically with members and representatives;
- (iv) Ensure that there is a programme with local, Regional/Wales and national input capable of identifying and training a Union Representative in every workplace.
- (v) Evaluate the pilot student projects being undertaken in ITT institutions with a view to supporting Divisions and Associations in their work with student members.
- (vi) Provide Associations and Divisions with the necessary guidance to assist them in obtaining clerical and administrative support.
- (vii) Develop banks of materials available for use by Associations and Divisions to assist them in responding to routine queries.
- (viii) Develop support materials for lay officers advising members on casework issues.
- (ix) Encourage Associations/Divisions to develop their own local websites using the template supported by the Union recommended provider.
- (x) Promote the use of grants to make sure that all Associations/Divisions have the finances necessary to access the internet and develop a website, so that they can become part of an e-union.
- (xi) Ensure that Local websites are able to host electronic networks, enabling members with specific educational interests or union role, to interact and communicate with each other.
- (xii) Advise and give guidance to Divisions to negotiate agreements with Local Authorities to use the e-mail facilities that schools have and set up Union notice boards on the LA intranet and Learning Platform.
- (xiii) Encourage new activists to take up new posts such as environmental and young teachers' representatives.

Salary, class-size and Supporting Young Teachers.

This resolution was brought to Conference as an Executive Priority Motion

Conference instructed the Executive to:

- i. Fully involve members in bringing the concerns of the Union and the wider trade union movement to the attention of Members of Parliament and Assembly Members;
- ii. Give advice and support to associations and divisions on arranging a programme of visits to schools by MPs;
- iii. Develop a comprehensive strategy to protect and improve the living standards and conditions of teachers, the strategy to include:

- a. protecting and improving teachers' salaries,
- b. reducing teachers' workload,
- c. the establishment of enforceable class-size maxima,
- d. easing the financial burden and housing difficulties facing many young teachers,
- e. funding state schools on a par with the independent sector in England and Wales,
- f. negotiations with the Government,
- g. working jointly with other teaching, public sector unions and the TUC,
- h. actively campaigning for education, teachers and the public sector in preparation for and during the forthcoming General Election 2009 or 2010.

SALARIES AND SUPERANNUATION SECTION

The Public Sector Pay Freeze, Teachers' Pay and Working Conditions

Conference instructed the Executive to:

1. campaign for and seek talks with Government to secure agreement on:
 - a. the Union's pay claim for September 2008 for an increase of 10% or £3000, whichever is the greater, together with an additional increase to restore in full the pay losses resulting from the below-inflation increases of 2006 and 2007;
 - b. The removal of the link between pay progression and performance management and the return of the system to professional development.
 - c. A moratorium on any further initiatives that increase workload and the adoption by the Government of targets to reduce teacher workload to 35 hours per week within five years.
 - d. Statutory guidance to ensure fair payment of TLRs for part-time workers;
 - e. Proper monitoring and regulation of TLR payments across all sectors of school education to ensure equal pay for equal work.
2. seek the support of other teachers' organisations for such an approach;
3. prepare a campaign of industrial action, including a ballot for discontinuous action should those talks be unsuccessful.
4. approach those unions willing to engage in a coordinated campaign of industrial action to resist the pay freeze to coordinate our action wherever possible.
5. continue to take forward the campaign and to consider further industrial action as appropriate, together with a range of other possible campaign measures such as a national lobby of Parliament, local lobbies and events and other activities to publicise and promote the Union's salary campaign objectives.
6. continue to seek to involve other unions in a joint and coordinated campaign including co-ordinated industrial action where possible.

CO-ORDINATION AND FINANCE SECTION

Supply/Agency Teachers and a Two-Tier Workforce

Conference called upon the Executive to campaign vigorously to end the development of a two-tier teaching workforce by:

1. Continuing to promote and support strategies to enforce teachers' rights to national pay and pension rights and full employment protection;
2. Working with local authorities to ensure that supply work is organised by them and not private firms, whose involvement in the process draws vital funds from education and pay from members;
3. Enhancing the promotion, support and publicity given to negotiating strategies at local level seeking to provide security and decent pay for supply and peripatetic staff;
4. Seeking agreement at national level on recommended contractual arrangements and on the ways in which relevant services are organised so as to ensure full employment rights for all affected teachers;

5. Reiterating the Union's commitment to the professionalism of teaching by publicising its opposition to the use of unqualified staff, e.g. cover supervisors, in roles that should be carried out by a qualified teacher, and by ensuring that this standpoint appears in all future Union material that is relevant to the above;
6. Issue revised guidance to local associations and divisions stating the Union's opposition to cover supervisors and HLTAs covering when teachers are absent and encouraging them to seek to protect the work of supply teachers;
7. Developing the Union's support for the Temporary and Agency Workers (Equal Treatment) Bill with a campaign demanding equal rights for agency workers;
8. Maintaining the Union's support for the campaign for a Trade Union Freedom Bill and other legislative measures seeking to end a two tier workforce;
9. Maintaining the Union's work to protect Overseas Trained Teachers and other vulnerable groups;
10. Seeking support from the TUC for a lobby of Parliament for a campaign to end the two-tier workforce; and
11. Working with European trade union bodies, ETUC and ETUCE, to take forward the Union's campaign objectives.

Negotiating Rights and Social Partnership

Conference instructed the Executive actively to seek the support of the TUC to bring to an end the exclusion and effective de-recognition of the National Union of Teachers from national bargaining on pay and conditions of service.

EQUALITIES CONFERENCES

Overseas Trained Teachers (OTT)

Conference instructs the Executive to:

1. Call for equal treatment of all OTTs irrespective of the country in which they originally trained.
2. Call for an amnesty for anyone who has already been teaching here for more than four years.
3. Call for the recognition of relevant previous professional experience in calculating the point at which OTTs join the salary scale after achievement of QTS, without any upper limit up to the maximum of the main professional grade.
4. Organize OTT groups at Regional/Wales level.
5. Head teachers should be encouraged to ensure that any OTT without QTS they employ should be put onto an OTT programme immediately.

International Homophobia and Transphobia

Conference asks:

1. the International Committee, as a matter of urgency to enable a delegation of out LGBT teachers to visit Jamaica to meet with the teachers' unions and J-Flag in order to discuss ideas and suggestions for the education of staff and pupils around LGBT issues;
2. the Executive to convene a special meeting of the LGBT Working Party as soon as possible to meet with the General Secretary and members of the Executive to further discuss the situation in Jamaica and other countries such as Poland, Iraq, Iran and Israel where homophobic acts and violence exist and are increasing.

Conference instructs the Executive to

1. campaign within the TUC, ETUCE and Educational International to ensure that their affiliates are reminded of the obligations regarding equality to which they have signed up;
2. make LGBT equality worldwide a priority within its international work.

CONDITIONS OF SERVICE SECTION

Workload

Conference believed that the main driver of unacceptable teacher workload is the “top down” target driven agenda set by the Government via School Improvement Partners and OFSTED, which then gets passed down to classroom teachers; examples of this include:

1. League tables;
2. SATs;
3. Prescriptive targets set for schools and teachers;
4. OFSTED and Self Evaluation;
5. Performance Management;
6. Unacceptable class size numbers;
7. Intensive Support Programmes (ISP);
8. Prescriptive requirements on planning,
9. Insufficient provision of non-contact time

Conference instructed the Executive to:

- i. Launch a high profile campaign aimed at addressing points 1-9 above;
- ii. Call on the Government to undertake an immediate review, in conjunction with all teacher unions, of teacher workload, including working time, and the impact of Government initiatives;
- iii. Call on the Government to undertake a “time cost” analysis of any proposed changes to the curriculum, and other new initiatives, which impact on teachers workload;
- iv. Work with other TUC affiliates whose members are subject to Government imposed targets;
- v. Consider ways in which this campaign can be linked to the campaign on pay;
- vi. Conduct its own research into teacher workload, particularly with a view to ascertaining the views of members on items 1-9 above;
- vii. Issue new guidance encouraging associations and divisions to use the current workload campaign to develop campaigns across Local Authorities, including ballots across schools;
- viii. Ensure that such guidance encourages associations and divisions and to identify the key workload concerns in individual schools and the willingness of members to take action and to seek to co-ordinate that action across the maximum number of schools. Members should be encouraged to consider a wide range of actions including refusal to hand-in short-term planning, to plan to a prescribed format or to attend meetings which exceed the Union's guidelines. A key objective for the Union is to create a rolling programme of workload action in as many associations and divisions as possible.
- ix. Draw up a claim for a set of detailed and concrete improvements to teachers’ working conditions, in line with Union policy, for negotiation with the Government, Welsh Assembly Government, employers and the School Teachers’ Review Body, to ensure a reasonable worklife balance for all teachers, and consult members on appropriate Union strategies to secure such improvements, including national industrial action, if no satisfactory response is received to the Union’s claim.
- x. Develop this campaign alongside a campaign for a 35 hour working week for teachers.
- xi. Continue to encourage divisions in England and Wales to combat excessive workload with reference to the Union’s ‘Teachers’ Working Time and Duties’ guide
- xii. Continue to encourage divisions in England and Wales to approach the national action committee where schools or employers refuse to address excessive workload issues.
- xiii. Provide briefings and guidance to schools with the aim of ensuring that teachers only rarely cover from 1st September 2009.

Workload (second resolution)

Conference instructed the Executive to:

- a) Continue to give full support to the Workload Campaign and to publicise the excessive workload borne by teachers in England and Wales;
- b) Continue to give full support to requests for industrial action in accordance with the Union Workforce Campaign Guidance;
- c) Seek to ensure that teachers undertake no cover for absent colleagues from September 2009 and, in the meantime, eliminate or at least significantly reduce existing cover burdens while continuing to call for classes to be covered by qualified teachers;
- d) Promote the Union's stress policy including stress audits in all schools;
- e) Conduct a ballot for national strike action, combined with other issues such as pay where appropriate, to demand that the Government seriously addresses the requirement to provide teachers with an acceptable work-life balance.

Maximum Class Size

Conference instructed the Executive to:

- A. Seek a commitment from the Government to implement a phased legally binding maximum class size of 20 by 2020 in both primary and secondary schools, and a moratorium on school closures. "Such a phased reduction in class size should mean reduction in class size maxima to 30 by 2010, 28 by 2012, 26 by 2014, 24 by 2016, 22 by 2018 and finally 20 by 2020;
- B. Launch a vigorous campaign for this reduction in taught class sizes amongst members and in alliance with other trade unions, parents, governors and students around the slogan "Our Children are Worth It!". Such a campaign to include doing the following:
 1. Write to the other teacher unions inviting them to be part of launching such a campaign.
 2. Write to parents' and governors' organisations inviting them to help launch this campaign.
 3. Write to every Member of Parliament, Member of the European Parliament and Wales Assembly Member inviting them to be part of launching such a campaign.
 4. Hold a launching rally open to parents, governors, teachers and politicians advertising the meeting in every national daily newspaper.
 5. Launch a national petition with the target of a million signatories.
 6. Launch a campaigning website with campaign resources.
 7. Run a large-scale billboard and press campaign in support of reduced class size.
 8. Encourage schools to take class size action in line with existing Union policy.
 9. Consider before Conference 2009 on what legal basis a national ballot could be conducted to support action against oversize classes wherever they occur.

EDUCATION: EARLY YEARS SECTION

Early Years

Conference instructed the Executive to:

1. Re-state to the government the Union's opposition to any dilution of the role of the professional, qualified teacher and any moves to replace teachers with 'para professional' alternative staff.
2. Campaign for a re-think of the early years curriculum, in particularly a reduction in the assessment of early years children.
3. Co-ordinate a forum for early years educationalists to discuss campaign aims and strategies. Inviting representatives from other unions and campaigns like the open eye campaign.
4. Support local divisions and associations in campaigning against local authorities seeking to outsource existing Children's Centres.

5. Campaign for all Children's Centres containing nursery provision for 3-5 year olds to be led and managed by a qualified teacher on teachers' pay and conditions.
6. Continue to support the campaign to work with local divisions and associations to maintain and increase the number of qualified teachers in Children's Centres.
7. Campaign for quality MFL teaching in Early Years and primary schools by teachers who are fluent and capable in this specialist field, and to campaign on behalf of members who are not confident in MFL and who should not be expected to teach this subject.
8. Regularly update materials which inform all members about the dangers to the employment, status and conditions of qualified teachers in the early years which will be a direct result of the introduction of the EYP.
9. Ensure that early years teachers whose status, pay and conditions of service are threatened by the introduction of the EYP and the outsourcing of Children's Centres are fully supported and protected by the Union.
10. Support campaign work with local divisions and associations where early years teachers are being required by their local authority or setting to undertake EYP training.
11. Explore the development of a joint position with UNISON on the role of qualified teachers, early years professionals and support staff within early years settings.
12. Oppose any attempts by government to move towards interdisciplinary pay and conditions arrangements.
13. Work with associations and divisions to develop national guidelines for multi-agency working in Children's Centres and Children's Services Departments such that, within these:
 - a. Lines of accountability and responsibility are clear.
 - b. Judgements relating to teachers' performance management and pay progression are conducted and managed only by colleagues who have appropriate qualifications and training as a teacher.
 - c. The conditions of service of teachers are protected.

Primary Education

Conference instructed the Executive to:

1. Provide guidance to members which highlights a range of methods for teaching reading other than the prescribed phonics method contained in the Letters and Sounds materials and other commercial phonics schemes;
2. Intensify its campaign for a fundamental review of the primary testing and assessment arrangements by working with campaigning organisations and through the press and media;
3. Promote the Union's play policy and practice materials to a wide audience;
4. Continue to work closely with Play England and the Learning Outside the Classroom Manifesto team and other appropriate bodies to achieve the aim of play-based learning approaches throughout the primary curriculum.
5. To challenge the Government to address the pressures on childhood in a comprehensive and informed manner.

EDUCATION: GENERAL SECTION

Classroom Behaviour

Conference instructs the Executive to:

1. Continue to provide robust support for teachers who are subjected to verbal and physical abuse in the classroom and campaign to encourage members to seek the help of the Union for supportive action, including industrial action, in line with Union policy as agreed at Conference 2007;

2. Set up a classroom behaviour working party that will aim to undertake and publish research into the impact of a wide range of factors on classroom behaviour and research into the high rates of exclusion;
3. Produce and disseminate literature aimed at a range of audience (teachers, parents, governors, policy-makers etc.) outlining the root causes of problem classroom behaviour and setting out strategies to create a classroom ethos that is fully inclusive and at the same time conducive to effective teaching and learning.

National Curriculum Testing (SATs)

Conference resolved to:

1. Re-launch the campaign in England to abolish SATs and league tables in the light of recent findings, and to organise a major conference on this issue, that will bring together classroom teachers, parents and organisations opposing current testing arrangements;
2. Work with teacher education providers to reduce the emphasis on teaching to the test;
3. Advise teachers of their right to a work-life balance, and their right to request Union support and if necessary industrial action. While seeking as much agreement as possible with other educational bodies opposed to the current National Curriculum assessment practices, Conference instructs the Executive to develop policies that will enable real 'assessment for learning' and to bring drafts to Conference 2009.

OFSTED

Conference called upon the Executive to:

1. Call for the abolition of OFSTED and the institution of a much fairer system of inspection based upon the Union's own model in 'Schools Speak for Themselves: Towards a Framework of Self-Evaluation' from the University of Strathclyde;
2. Campaign for the cessation of all OFSTED inspections of schools that are scheduled to close;
3. Conduct a national campaign to show the inadequacies of the OFSTED system – reports from various areas, a demographic map showing concentrations of schools in special measures and under notice to improve. This should have the effect of destroying OFSTED's reputation for objectivity;
4. Campaign for the abolition of the use of national targets to assess schools and instead have a child-centred approach which sees the well being of each child as the yardstick;
5. Monitor the effects of OFSTED on schools by collecting information from school representatives and members on the impact of OFSTED on their school by looking at additional work created by OFSTED demands linked to the school Self Evaluation Form;
6. Produce guidance for schools in a category setting out reasonable workload limits and what to do if these are being breached;
7. Demand immediate additional resources for those schools placed in an OFSTED category including, additional support staff, an enhanced supply budget and improved teaching resources;
8. Support for members up to and including strike action where there has been a failure to reach an agreement on reasonable workload in schools in a category.

Academies

Conference called for:

- i. An immediate halt to the further expansion of the programme;
- ii. All existing academies to be brought under the education law, national pay & conditions and the Freedom of Information Act;
- iii. Local associations to work with the AAA to campaign in their local community, especially with parents, against any proposals to set up academies;

- iv. The Union to establish and publicise the variation in pay and working conditions in different academies, to continue to organise training directed at members in Academies, and to support local associations and union groups in Academies campaigning for parity between schools.
- v. Legislation to return all existing academies to the maintained sector;
- vi. Conference recognises that Academy proposals are amongst many types of school reorganisations being faced by members including also Trust school proposals, federations, competitions for new schools and other measures being proposed. Conference calls on the Executive to provide further support to divisions and associations in dealing with these complex issues, including specific guidance and the establishment of a task group on reorganisations;
- vii. The Union to consider the production of recruiting materials aimed at teachers in Academies and Trusts, stressing the Union's commitment to supporting teachers in those schools, and honestly addressing questions those teachers may ask about the policy of the Union and, where relevant, other teacher unions, and the support they may expect;
- viii. The Union to campaign for harmonising all conditions upwards, rather than on the basis of the worst local models available.

Specialist Diplomas

Conference instructed the Executive to

1. produce material for all secondary members to coincide with the implementation of the first diploma 'gateway' from September 2008. In addition to providing clear guidance on workload and time off for professional development, this material should reiterate the educational reasons behind the Union's opposition and promote its alternatives for 14-19 education, as outlined in 'Breaking down the barriers' and 'Road to equality' namely a multi-level general diploma with an entitlement to a range of learning experiences for students;
2. convene a special meeting of the 14-19 task group and Secondary Advisory Committee members to assist with this process;
3. redouble its efforts to seek maximum unity with University and College Union, to organise further joint events and seek joint policy statements on 14-19 education;
4. seek additional INSET time for schools involved in planning and teaching the Diploma.

EQUAL OPPORTUNITIES SECTION

Gender Equality

Conference instructs the Executive to:

1. Sign up to the TUC Women's Charter which calls upon activists to ensure that existent legislation and provision is properly enforced;
2. Promote the creation of equal opportunities representatives in schools and equal opportunities officers in associations, division and regional offices.
3. Promote and provide training and guidance for all equal opportunities reps and officers.
4. Consult on and promote initiatives that promote career and upper pay scale progression for part time teachers (97% are women) and supply teachers.
5. Provide practical guidance and model gender equality policies for all schools.
6. Work with the TUC and other organisations to propel the issue of continuing gender inequality, including unequal pay, to the forefront of trade union campaigning;
7. Launch a high profile campaign, involving members, aimed at improving maternity provision for teachers, which should address the issue of holiday entitlements;
8. Work with the Gender Advisory Committee on developing curriculum guidelines on anti-sexism and gender equality;
9. Encourage associations and divisions to compare local and national information on maternity rights, and to campaign locally for an improvement in maternity rights.

10. Address the issue of primary teachers and the TLRs, referred to above, in its submissions to the STRB;
11. Work with local authorities, head teachers and governing bodies in England and Wales to ensure that they gather and monitor evidence about pay and gender and take action to promote equal pay, including the provision of appropriate guidance and model equal pay audits and action plans;
12. Ensure that the Equality Audit Working Group gives due consideration to gender issues in all its deliberations;
13. Support the campaign by Abortion Rights, with the backing of many MPs, to defend women's right to choose, and affiliate to the Abortion Rights Campaign;
14. Support divisions and associations in their work to secure the foregoing objectives by producing an Equality Toolkit providing guidance and supporting materials, such as model pay audits and action plans, for use in negotiations and discussions with local authorities, head teachers and governing bodies to ensure, inter alia, that they gather and monitor evidence and take action to promote equality in employment.

Anti-Racism

Conference instructed the Executive to:

1. Continue to campaign actively against the employment of members of racist and fascist organisations in our schools, as incompatible with a multicultural society;
2. Continue to support actively Unite Against Fascism and Love Music Hate Racism, and to publicise their activities among Union members and to actively encourage members to get involved in campaigning against fascist and racist candidates in the forthcoming local elections in London and elsewhere, and in the future;
3. Continue to promote actively the Charter for 'Born to be Great' and to support the 'Tell It Like It Is' campaign and its activities among members;
4. Support teachers, children and their families who may be threatened by racist or Islamophobic behaviour and attitudes;
5. Ensure that local authorities have plans for the education of children identified under EMAG as needing extra support;
6. Campaign vigorously against the establishment of Academies and Trust schools and other forms of school reorganisation that increase the segregation of pupils on a religious or ethnic basis;
7. Support initiatives that bring together pupils of different ethnic backgrounds and religious beliefs who are effectively segregated by the schools system;
8. Establish a working group to formulate funding proposals on meeting the needs of under-achieving pupils;
9. Encourage local associations to affiliate to Unite Against Fascism and ensure that our Union is involved actively in their work at all levels;
10. Commission research into the incidence and causes of school exclusion, including its impact on black students, and promote educational alternatives to exclusion;
11. Monitor the treatment of minority ethnic teachers, in terms of pay, promotion and progress, and where necessary, authorise action.

INTERNATIONAL SECTION

War

Conference instructed the Executive to:

1. Write to representatives of the Iraqi Federation of Trade Unions (IFTU) and the Federation of Workers Councils in Iraq (FWCI) offering to assist them so far as within our means, and

inviting them to send speakers to future meetings of the Executive with a view to organising a speaking tour of Divisions and Associations;

2. Explore and forge contact with Iranian teacher organisations with a view to establishing practical solidarity;
3. produce professional advice for members on their obligations under the 1996 Education Act and the Union's own Code of Professional Ethics;
4. Seek to work with a range of organisations, including the Palestine Solidarity Campaign (PSC), to produce appropriate material on peace and militarisation. In addition the Union should work with a range of organisations to produce appropriate materials dealing with the Middle East. Further, the Union agrees to purchase and circulate to divisions the most recent trades union education pack produced by the PSC in conjunction with Unison, Unite and the Public and Commercial Services Union (PCS);
5. Convene a summit of teachers, educationalists, campaigners, including the Stop the War Coalition, and other appropriate bodies to consider the issue of military recruitment in schools, to assist in the development of appropriate advice, consistent with the legal and moral responsibilities of teachers and schools.
6. Campaign for outreach to young people by military organisations to be de-linked from recruitment activities;
7. Campaign for young people to have the right: not to attend promotional events organised by the military; to hear from a speaker promoting alternative points of view; to have education for peace embedded in the curriculum along with education about the military.
8. Defend the rights of teachers not to take part in activities promoting military recruitment, or which they feel present a partisan view of war and life in the military.
9. Publicise the positive benefits of twinning and educational visits to Palestine, and to encourage more schools and teachers to take part.

EDUCATION: SPECIAL EDUCATIONAL NEEDS SECTION

Inclusive Education

Conference instructed the Executive to develop and launch a high profile campaign in the following three areas:

1. Behaviour and Inclusion

Conference instructed the Executive to campaign for additional ongoing Government political and financial support to develop systematic whole school approaches, which have already demonstrated their effectiveness in reducing disaffection and exclusions. These measures to include the following in all schools:

- i. An extension of mentoring programmes;
- ii. An expansion of methods to develop pupil emotional literacy;
- iii. Positive and differentiated whole school behaviour policies;
- iv. Stimulating and meaningful curriculum programmes;
- v. Counselling and greater access to CAMHS (Child and Adolescent Mental Health Services);
- vi. Access to a national training programme for all in-service staff on effective practice and strategies for dealing with difficult behaviour;
- vii. Mandatory competencies and training for all trainee teachers on behaviour and inclusion;
- viii. Access to a behaviour and inclusion support team in every local authority, staffed with sufficient specialist teachers to be able to offer effective support.

2. Conditions of Service

Conference instructed the Executive to campaign to achieve the following:

- a) To improve conditions where there are designated disabled pupils. Such designated disabled pupils being a new concept and comprising those pupils with significant support, learning or behavioural needs at 'School Action Plus' or 'Statement of SEN' level or the local equivalent;
- b) Class sizes to also be reduced by 5 pupils where designated disabled pupils are present;
- c) Trained teaching assistants in every class where there are designated disabled children;
- d) Sufficient planning time in the school day for class teacher, teaching assistants and support teachers to plan and review work in each class which contain designated disabled pupils;
- e) Every disabled pupil to be taught under the planning, direction and assessment of qualified teachers;
- f) All SENCOs to be qualified teachers with the relevant experience and qualifications and remunerated at an appropriate senior level, with at least a day non-class teaching time per week for the first 15 or less designated disabled pupils in their school and an additional day per week for every additional 15 designated disabled pupils.

3. The Statutory Duty to Promote Disability Equality

Conference instructed the Executive to campaign for or implement:

- A. An additional professional training day for all schools to be taken in the next two years for staff development and Disability Equality Scheme (DES) development;
- B. A major increase in the recruitment, retention and promotion of disabled teachers;
- C. The development of curriculum materials for all Key Stages and subjects that promote positive attitudes to disabled people;
- D. The setting up of a coordinating unit for Disability Equality at Headquarters to support schools in the development of their DES and to share best practice;
- E. A series of articles in the Teacher to highlight the elements of a DES;
- F. The commissioning of research to back up the aims of the campaign;
- G. Holding of ongoing and regular training courses on implementing the statutory duty.

Conference instructs the Executive to launch the above campaign for implementing the duty enthusiastically, both among members and in the media, so as to give it the high profile it merits. This should include:

- I. Ensuring all members are given adequate information;
- II. Linking up with parents, disability and community organisations, and with other relevant trade unions;
- III. Ongoing Union Learn courses;
- IV. Giving appropriate support and publicity to demonstrations and other activities which seek to further the implementation of the duty;
- V. Sanctioning industrial action where appropriate - for example, in pursuit of adequate resourcing, or against discrimination.

- END -