

CDFU

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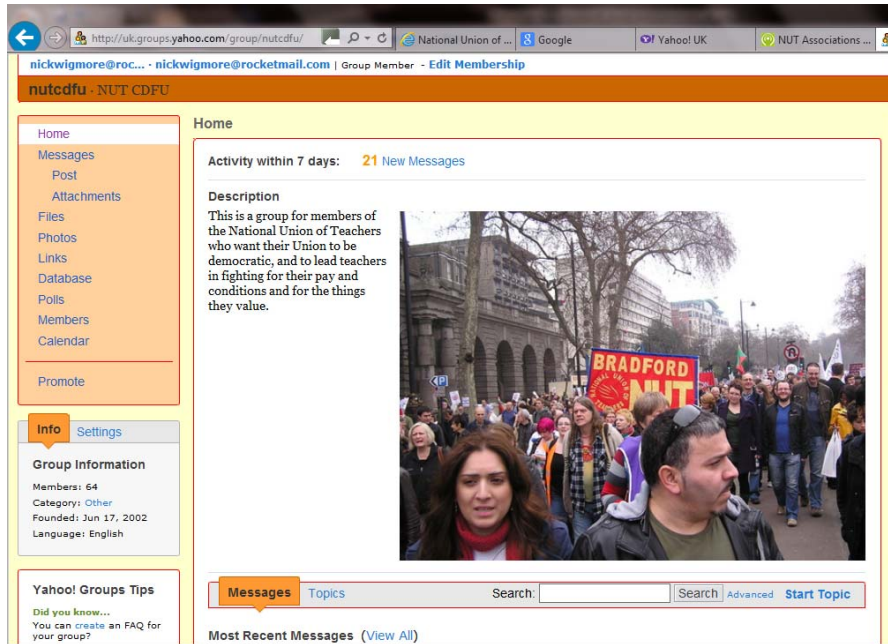
Campaign for a Democratic
and Fighting Union

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Date of next meeting Saturday 14th June (AGM)

Bradford

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Join The CDFU Discussion Group

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Finance, membership and recruitment#

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Please note: CBC voting papers have to be collected by each delegate from the Conference Desk where delegates register at the beginning of conference. This desk is situated on the ground floor just inside the conference venue.

Proud to be NUT



Ian Murch, National Treasurer

NUT Conference Delegates have every reason to be proud of their Union. NUT members have shown that they will not let themselves be ground down and demoralised into submission by a Government that daily shows its contempt for our profession, and its contempt for the children we teach.

On 26th March our members stood up to be counted, and their determination to do this in alleged isolation will have shocked the Government.

Why We Fight

The Union was able to lead so many members to do this first and foremost because they are teachers who care about the education of the children and young people they teach.

They know that:

- bureaucratic workload that weighs teachers down and stops them teaching properly is wrong;
- teachers with Ofsted, performance targets and league tables that drives 40% of teachers out of the classroom within 5 years is wrong;

- driving down the real take home pay of teachers by 15% since the election, leading to a recruitment crisis, is wrong;
- expecting teachers to be in the classroom until they are 68 is just so wrong;
- saying that standards are too low while at the same time encouraging schools to employ unqualified teachers is very, very wrong.

They also know that this direct burden on teachers isn't the only reason there is a crisis in education today.

Fighting Inequality

Spending cuts targeted on the poorest families and on public services in the most disadvantaged areas ensure, not only that inequality of opportunity widens, but that absolute poverty and exclusion from the system are becoming a reality. In my own place of work, Bradford, this takes its most acute form as thousands of children of poorly paid or unemployed migrants are made ineligible for free school meals, which in turn makes the schools they are in ineligible for deprivation funding and pupil premium, even though they have the poorest and most disadvantaged intakes in the country.

Hundreds of thousands of children are to be crammed into portakabins on school playgrounds, because the Government has scrapped its school building programme at the time of greatest need in a generation.

Breaking up the education system under the guise of freeing it from

local authority control, as a prelude to privatising it, leads not only to greater social and economic segregation in most cases, but also to serious educational failure in some, as academy chains and free schools make disadvantage worse rather than better.

The Gove Factor

In Michael Gove we have an ideologue of unbelievable proportions. Far from freeing anyone from control, far from setting teachers free to teach, he has to control every aspect of the education system.

On a daily basis, it seems, he summons his trusty special advisers to tell them about the bright new ideas that he's had about teaching reading, about teaching history, about a new exam system, about almost anything at all. They are duly announced; their opponents are spun against.

You can hear him like a Dalek commander up in Sanctuary Buildings "What do you mean every teacher, every education expert, every country with an education system better than ours thinks they're daft ideas. They are the BLOB. I will defeat them. I am in charge. I am Michael Gove. Obey my commands. Exterminate, exterminate..."

Some of his ideas are so daft that even his own Government has disowned them. His deputy, the unlovable David Laws has seen the election coming and started to disown him. But Gove will continue wreaking havoc to the end, and God help us all if he's still there after the General Election.

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It is this phenomenon of Gove the almost pantomime villain that crystallises opposition, and was a big help in delivering the level of support that we got on 26th March. Another big contributory factor was the NUT forcing the publication of the Government's own workload survey showing teachers working 60 hours a week.

The NUT's Achievements And Challenges

The NUT has been consistently brave enough to stand up to Michael Gove and his bullying. Four times now, members have been on strike against his attempts to denigrate and deprofessionalise teachers during a period when industrial action across the whole economy is at an all-time low. No other Education Secretary has ever had to endure such a campaign.

And we have achieved some gains. The pressure can work. Our strikes in 2011 did reduce the damage being done to our pension scheme, even though not enough.



The strikes in June and October, and the threat of March 26th, did produce a remarkable U-turn on his clearly and often stated plan to scrap all limits on our days and hours of work, to remove PPA time, to reintroduce the requirement to cover for the absences of other teachers.

It was a victory, but only in the sense that some more bad things were not added to the very many bad things already done.

And it wasn't a complete victory. Some of you reading this will be too young to have been teaching when teachers could be routinely asked to collect dinner money, chase up pupil absences, bulk photocopy, administer and collect all kinds of data, administer exams and work experience and cover, collate reports, and a dozen other admin tasks. Well, resisting their return is another major task for September, because Gove did persuade the Review Body to allow schools to re-impose them on teachers.

These are the reasons why a large proportion of our members thought that this was the right time to strike another blow in the campaign, not time to wind it down.

Trying To Combine Forces

In our campaigns against this Government, we have taken joint strike action with many partners – NASUWT, ATL, NAHT, UCU, Unison, GMB, PCS – the list of initials could go on up to more than 20 for the pensions strike.

That alliance was impossible to hold together which is why we sought to create a more lasting relationship with the other big teachers' union. We and the NASUWT put much effort into a joint campaign at many different levels over the last 18 months. Some of that work, especially at school level, needs to continue if we are to protect ourselves against unreasonable demands.

Their leadership decided that the current talks were a reason to withdraw at the last minute from this strike. We had already agreed

to keep in step with them twice before by postponing the threat of further strike action when the Government offered talks. But it was clear to us that if we did not continue to put pressure on the Government, the talks were just window dressing. So far, no single concrete offer to reduce any of the pressure on teachers has been made. So far, Mr Gove hasn't even turned up at them, sending only civil servants.

It would have been good to be joined by colleagues from other unions. But we won't be bitter. We will welcome them again. The members of the NASUWT haven't changed from when they were on strike with us 6 months ago, nor, for that matter, have those members of ATL who struck twice with us in 2011.

The leaders of the NASUWT hope that talks with the Government will produce the results that we want. We hope that too. We and they both knew really that without the threat of further action and increasing public pressure on the Government that wasn't going to happen. The real difference was in our respective assessments of the willingness of our members to act.

Alone Or Together?

Our intelligence gathering told us that on this occasion nearly as many of our members would support our strike call on our own as had previously supported our strike with the NASUWT. This was borne out on the day. To not have struck, after the earlier delays, and in the knowledge that it would not be possible to postpone the strike again for any less than 3 months, and maybe even 6 if we wanted to stay in step with NASUWT, would have looked to our members as well as to the Government as

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though we were too weak to continue to resist.

A union campaign as necessarily broad as ours is never going to get all of the results that it wants quickly.

Our target is the whole future of how the education system is run. Very big things are being done by this Government – to the structure of education, and to the way that teachers are employed and treated and they are nowhere near finished. We have to alter these outcomes. This means not just altering Conservative thinking, but that of other parties who may think it easier just to continue with what the Conservatives have set in motion – especially if it saves money and it pleases the Daily Mail and the rest of the Tory media in the run-up to the General Election.

Where Next?

When we can motivate and mobilise our members to strike again, we need to do so because it is a vital part of our campaign. The best time to do this depends both on their readiness and on what other forces we can bring into play. As well as the outcome of the “Talks”, and the threat to remove the pay scales completely, there are factors such as the continuing erosion of pay across the public sector which may yet form the basis for broader action this year.

We also have to protect ourselves by saying NO in our schools to unreasonable workload, pay, appraisal, capability and sickness management policies and their outcomes.

We have to seek to influence the policies with which the parties

other than the Tories approach the General Election on both education and employment issues. The succession from Stephen Twigg to Tristram Hunt has not been good news in that respect, but we have a range of approaches to the Labour Party that we can and must deploy; the most important of which is trying to put MPs and candidates (but shadow ministers in particular) in front of ordinary teachers to hear what they have to say about Ofsted, testing and the Academy/Free Schools “system”, as well as about their terms of employment.



We also must develop the work that we have already started of turning outwards to parents and the wider public to show that our cause is also theirs. Our Stand Up For Education Campaign, which has already brought more people out on to the streets campaigning than any previous similar initiative, shows promising signs of being the beginning of developing our own coalition. We need to aim to build it into public meetings, demonstrations and local campaigning organisations.

It is a big job for the human as well as the financial capacity of our Union to take on all of these responsibilities, and will be particularly hard for lay activists facing all of the pressures arising

from academisation, threats to facilities time and endless growth of casework. So we also have to reorganise the Union to relieve some of these pressures on activists and local officers, so that our main focus can be on organising and campaigning.

Leadership and the CDFU

The CDFU has worked for 25 years now to try to make the NUT a democratic and fighting union. We did it very largely in opposition to the leadership when we had to. But it was never our intention to be permanent oppositionists or people who saw our main role as critics of whatever leadership the Union has.

While maintaining the CDFU's capacity to be a focus of independent thought and intervention, it has been right for CDFU members to take leadership positions, and currently I believe that it is right to support Christine and Kevin to continue in their roles as General Secretary and Deputy General Secretary of the Union. They have demonstrated their independence of Government and of all political parties, their hard work, their fighting spirit, and their respect for the lay structure of the Union.

There will be contested elections, but we should all behave as though we have the same common objectives of advancing the interests of teachers and of fighting for an education system and a society that puts overcoming social and economic equality as one of its highest objectives.

Why the Masters of the Universe Fear Teachers

Mary Compton, editor of Teacher Solidarity and a past president of the National Union of Teachers



According to the UK Daily Mail a major cause of poverty is 'lazy, illiterate teachers, cynical heads who have given up and pupils who treat them with contempt.' Teachers, says UK education secretary Gove, are 'the enemies of promise.' This teacher-bashing is not confined to the UK of course – it's global. The cover of the World Bank report 'Making Schools Work' (left) says it all. So why the venom against teachers? One reason is that the global denigration of teachers is an attack on public education itself and a useful way of promoting privatisation. But I think there is another reason. The elites and the oligarchs who control our world are afraid of us. We have always been important agents in the reproduction of society's values, responsible for disciplining children and preparing them for a life of work and

obedience to society's norms. But there are other possibilities. We can and do help children to think critically about the world they live in and the social relations, which lead to the poverty and oppression, which so many of them witness and suffer. Moreover, our unique position embedded in our local communities means that teachers are frequently found in the leadership of social movements which seek to change the way the world is organised. This is as true in the global South – in Tunisia, Mexico or Nigeria as it is in Chicago, London or Athens. So we are a threat to the elites who are betting the farm on the replacement of teachers by technology, which can control every aspect of a child's learning and thought. This dystopian vision sees virtual teachers even popping up in a child's bedroom as she gets ready for her day. Every second of her life is controlled by the machine. And just in case her real teacher should think she's got any role in this universe, she will be judged, evaluated and condemned either into submission or until the game does not seem worth the candle and she quits, to be replaced by an upwardly mobile

corporate amateur, or by an unqualified contract staffer. But the Masters of the Universe are right to be afraid. Because in the end teaching and learning at its best is a reciprocal human relationship and one which goes back to the dawn of time. No amount of denigration and no app or operating system, no matter how ingenious or profitable can destroy that human relationship, nor the desire of people to relate with one another and to learn together. And the great danger of that process for the elites, is that we can help one another see that another world is indeed possible, that the gross inequality, which sees the 85 richest individuals owning as much wealth as the poorest 3.5 billion, is not god-given or inevitable. So if you're suffering from crude and cruel evaluations and offended by the constant denigration, don't lose heart. It's not your fault – it's because the elites who run our world are frightened.

See more at:
<http://www.teachersolidarity.com/blog/why-the-masters-of-the-universe-fear-teachers#sthash.Uuq6DQsa.dpuf>



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Driving out the Disabled



Nick Wigmore, National Executive for Greater Manchester, on the impact of exclusion.

As I escort my 9 year old son on to the school bus shortly after 8am each day, I have the routine pleasure of saying good morning to two young boys who sit directly behind the bus driver. They are positioned perfectly for greeting fellow pupils and their parents who are no doubt equally bewitched by their charming smiles and cheeky grins. These two boys are 5 years old, and are almost two full terms into what will be many years of schooling. And many years of transportation. They are collected from home each morning at 7:35am, and arrive at their special school just after 9am. The return journey is equally long, but after a tiring day of active learning and fun they tend to snooze much of the 90 minutes home. Their daily commute to school is marginally longer than someone travelling from Doncaster to London by train, indeed, each day these two young boys spend over three hours travelling to school and back not through choice, but because they are disabled. They are driven

out of their community and away from their family and friends, passing through three towns and past the gates of at least 15 perfectly good mainstream primary schools.

The NUT continues to support the principle of inclusion for all special education needs and disabled pupils, and we must hope that sufficient pressure is placed on the DfE, local authorities, schools and academies to ensure that all pupils are given equal opportunities in education regardless of disability or special education needs.

The government, however, appear ever more determined to remove pupils with SEND from maintained schools and place them into special provision; indeed the revised SEN Code of Practice has removed the Inclusive Schooling Guidance which has previously outlined local authorities' responsibilities in developing inclusive education practices, while mention of inclusion in the SENCoP is limited to a few paragraphs across almost 150 pages. Michael Gove's stated aim to "remove the bias towards inclusion" (if such a bias ever existed) has become a reality, while even the Equality & Human Rights Commission (EHRC) have recently stated that not all disabled pupils should have a right to an inclusive education.

Such overt discrimination would never be accepted if applied to race, religion, or gender, yet discrimination on grounds of disability appears to be accepted so long as it is 'reasonable' discrimination - what's worse is that the very institutions once established to protect our

collective rights are now endorsing the language of social exclusion.

As a result it's increasingly important for teachers to understand and articulate what we mean by, and what we wish to achieve through, inclusion. There remain many schools which are clearly committed to proper inclusion for all, however inclusion is commonly viewed simply in terms of educational outcomes, capacity and resources, focusing on excuses to exclude rather than opportunities to include. The decision to exclude a child from mainstream education is very often a financial decision in which the needs of the pupil are secondary. It is also likely that further cuts to SEN support services, alongside new legislation contained in the Children and Families Bill, will lead to increased referrals to special schools, most of which are stretched way beyond capacity.

We must instead view the issue of inclusion from the perspective of SEND pupils for whom inclusion is much more than a question of costs and crude educational outcomes. For these pupils inclusion means not being driven out of their own community; it means going to school with their brothers and sisters; being given the opportunity to play with and getting to know friends on their street. Being recognised in the park and being invited to a birthday party is in itself a significant achievement for some pupils and their families, and no less valuable than targets and attainment levels set by the DfE.

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It's therefore essential that we continue to campaign for properly resourced SEN services in local authorities, and for well funded SEN training and CPD for teachers. We must also commit to achieving inclusion wherever and however possible, breaking down the

barriers between mainstream and special school provision, giving every child in our local community equal and fair opportunities to learn, play and achieve their potential. Sadly we are a long way off achieving meaningful inclusion for many SEND pupils for whom

equality is a relative rather than an absolute term, and for whom inclusion is increasingly unlikely as the political tide turns in favour of a segregated and exclusive education system.

East Midlands Primary Charter Conference

Louise Regan



The Primary Charter was launched in London in 2013 and the aim of the charter is to set out an alternative to the current primary school curriculum and monitoring and assessment regime. The charter focuses on what we would like to see rather than talking about what we don't like in the current system.

The conference was an opportunity for primary practitioners to get together, to talk, to share ideas and to hear from some great providers.

There were sessions during the day on forest schools, assessment and testing, gender stereotypes and much more.

The aim of the conference was to get teachers involved with the charter and to start discussions about where we go next.

Comments from teachers who attended the conference included: *"A great opportunity to meet other local NUT members and also discuss the key emerging issues that are nationally occurring."*

"What a brilliant day. Thank you so much! I will be leaving today

refreshed and inspired. See you at the next one!"

"Such a great opportunity to stop - and spend some time thinking and planning a way forward to provide the best learning opportunities for pupils."

We are now looking to set up regular discussion forums in conjunction with others to continue to develop the sharing of ideas and good practice.

The primary charter booklet will be launched at conference and we should ensure that this is widely circulated by associations and divisions in order that similar conferences can take place across England and Wales.

Changing Our Priorities – Organising and Collective Action

Dave Mingay, Luton NUT



Nearly every association and Division has a Secretary. It is the most important role as they do

the majority of the casework and so have the most contact with members. However is casework really the most important role of a Union? Trade Unions are about members standing together in unity, uniting around a common cause and March 26th was a classic example of what a Trade Union is about as are the Stand Up for Education Stalls we have been running. However there will be many NUT members who didn't participate in the Strike or the

Stand Up for Education stalls but will be the first one's on the phone to the Local Secretary because they require individualised support. For many (I would dare to say the majority) of Union members we have become a glorified insurance company and this is what we market ourselves as. This is why companies like EDAPT can come into the market place as to many teachers there is little difference between what they do and what we do.

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This individualised service and insurance style service is one reason why we have low rep density in many schools, Teachers don't want to raise their head above the parapet and just ring up the local secretary instead. If we want to "survive" as a Union in the face of growing cuts to facilities time we should organise! To be clear by organise I don't mean strike, we do excellent organising in the run up to strikes but in between we do very little (London aside). We need to rebuild our organisation from the bottom up, take a step back and realise what

the Union looks like to members. Do we want to be an insurance company or do we want to be a Union that builds unity in workplaces and the community. The "Stand up for Education" stalls are a good start but these were done in the run up to the strike. And the weekend after the strike? No stalls! We employ some excellent organisers in the Union and they do a fantastic job, but do we want to rely on paid employees to organise or do we want to self-organise? There is room for both but many people rely heavily on paid organisers to

do the organising while the Association does the individualised casework. It is something we can and should do ourselves. We need to change our priorities, less of the individualised, insurance based activities and more organising, collective work. We are a Union, and an association is the sum total of its members, an association is not the Association Secretary. Many Unions are guilty of this; let's make the NUT proud to be different, proud to have organising at the heart of its lay led structure.

The Women's TUC Conference

Dawn Taylor, Stockport NUT Secretary



The teaching profession is dominated by women. Out of the 365,000 teachers in England, 74% are female. With far more women than men working in schools you would expect to see a greater proportion becoming heads, but a higher percentage of men than women make it to senior leadership level. According to figures from the Department of Education, in 2012 4% of women in schools were Headteachers

compared to 6% of men. And the tale continues when it comes to pay, with 23% of men working in schools sitting in the top pay bracket compared to 19% of women.

The best-paid occupations are dominated by men – and often no-go zones for part-time workers – underlining the devastating occupational segregation that continues to scar.

With such a high proportion of women working in school, we're right to talk about what kind of jobs women are doing and how we are financially rewarded. We live in an era of increasing inequalities of wealth and resources and continue to witness a frightening backlash against women's rights gained to date.

As Frances O'Grady opened the Women's TUC Conference in March she focussed on the current inequalities amongst women workers. In her address, she

outlined the three key areas of focus:

- To boost women's incomes;
- to tackle the low pay epidemic that disproportionately hits women;
- increase collective bargaining and stronger unions - winning for women.

In the current austerity drive, when economic decisions have had a particular impact on women, it is important the needs, interests and experiences of women are duly informing collective decisions. The trade unions are stepping up to ensure that they do reflect the breadth of the society that comprises them. Because people make decisions based on their own experiences and if those who make the decisions come from a narrow part of society, the majority and breadth of views will be overlooked. Moreover, evidence shows a direct link between better

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outcomes and more women's involvement; in short it is clear that failing to involve women in shaping and building our unions is not just unfair, it is huge waste of talent and potential. Whatever the organisation, it will make better decisions with a fairer balance of women and men, avoiding narrow perspectives.

The Women's TUC Conference made an impact because we saw trade unionists claiming the right to influence the direction of travel as our own, gathering at the forefront of today's most heated disputes, demanding access to affordable childcare, amplifying voices of victims of sexual harassment, and seeking global

equity in education. We challenged the taboo of Female Genital Mutilation and forced labour, questioned the representation of women in the arts to make the motions relevant and expressive of multiple realities, identities, and lives. The varying perspectives on living in today's society by the diverse range of unions made for a vibrant and elucidating experience.

We need to look to the women in our Union who show a real interest, and who should be actively encouraged to make the leap to elected office. There is a huge network of women involved in local networks, but this is not used to recruit to the executive.

For example, while women make up 76% of the membership, there is only 38% representation on National Executive. For an aspiring member of the executive the Women's TUC Conference is a hugely valuable first step in that journey.

We need to work together to raise awareness of the issues and to demand change so that future generations of women will not be consigned to the periphery of power. It's only by getting out there, getting organised and standing together in solidarity that we will make a difference to women.

The stick and carrot; Ofsted isn't eradicating homophobia in schools



Annette Pryce, LGBT Executive member

A senior Ofsted inspector and former head teacher said homophobic bullying needs to be tackled in schools to prevent academic underachievement. She was speaking at Stonewall's fifth Education for All Conference. Nada Trikić, Ofsted's National Adviser for Equalities said: 'If a school is inadequate on equalities and the respect agenda, Ofsted has found it's very likely to be inadequate overall. There's a strong link

between academic achievement and self-worth, which is one of the reasons it's so important to tackle homophobic bullying.

Well this is nice, it's about 20 years too late, but it's nice none the less. If Ofsted expect the LGBT community, especially those within the education system, to jump up and down with glee, their expectations are far too high.

In an education system overburdened with bureaucracy, data and targets, teachers are consumed by the requirements of the system with the expectation to show progress rather than challenge homophobic comments and embrace diversity; expectations are definitely too high. In adopting the 'do this or you will fail' approach, Ofsted are using the stick method of forcing teachers to do what they should do instinctively.

It has been a long road to ensuring that those who oversee education

understand and have an awareness of LGBT issues and homophobic bullying; it is disappointing that it took so long. In some ways we still have a long way to go. I make no apologies for the fact that I'm not prepared to pat them on the back for finally getting their heads out of the sand, showing LGBT teenagers that they are worthy of protection. They're a tad late to the party. Still only 4% of schools have an equality objective with sexual orientation and challenging homophobia embedded within it.

While I recognise that some schools who refuse to challenge homophobia need a good kick up the behind, OFSTED isn't the most effective way to go about it. A statutory SRE programme that requires schools to teach students effectively about relationships, regardless of sexual orientation, encouraging, supporting and promoting diversity throughout the

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curriculum would go a long way to entrenching diversity in schools.

Teachers recognise that half of their behaviour problems would disappear into thin air if the underlying issues in their class could be eradicated through tolerance, celebration, respect and understanding. Students would not then truant or drop out; they would be happy, contented human beings instead of the scared, worried young people who feel alone... and then I wake up as I realise we don't live in that world, not yet anyway. With a general election coming up, and Gove and Wilshaw locking horns, the carrot method isn't at the top of their to do list.

It's a perpetuated myth that if a school is suddenly dealing with or tackling homophobic bullying that somehow it has a bigger problem

than other schools. It's not a knee jerk reaction to tackle homophobia in a school, it's a necessity.

Homophobia exists in an environment where you have a large number of teenagers with peer, family and media influences as well as fluctuating hormones and a predisposition to 'bully or be bullied'. This exists in any school, regardless of area; it's all a matter of degrees and manifestations. It affects all students, not just the LGBT ones.

The extent to which schools can minimise or even stamp out this kind of behaviour is down to how proactively, how vigorously and how consistently it is challenged by all stakeholders, especially the teachers, but including the young people themselves. If you can't get them to a point where they as

individuals feel indignant about homophobic and trans-phobic bullying then it's still achievable but more of an uphill battle. They are after all, little humans too.

So OFSTED isn't achieving the results they aimed for, while they are making schools wake up to the fact that they have a duty of care, why did it take THAT organisation to do it? Do schools need to be punished by OFSTED for not challenging homophobia? Maybe in some circumstances, but not all. Do some schools only put measures in place when they are due an inspection? Probably. More importantly, a significant number need to feel ashamed of themselves for not acting in the best interests of their pupils all this time.

Social media and the NUT

Ivan Wels, CDFU Secretary



Social media – Facebook, Twitter, e-lists, and so on – have become a new factor in our lives over the past 5 years or so. On a whole spectrum we now have governments such as Turkey, China, Egypt, Syria and others banning sites because they are seen as subversive. Without them we would not necessarily know what is happening in those

countries. Quite rightly we should join campaigns against such censorship and state bans.

At the other extreme we have 'trolling' where personal abuse is peddled by some disturbed people who get a kick out of that sort of thing – such as the case of Caroline Criado-Perez who was targeted because she ran a campaign to have more women featured on banknotes. The case involved name-calling such as 'slag', 'whore' and threatened violence, death threats and rape. Two people were jailed for it and quite rightly so. Caroline Criado-Perez went through the extremes of mental anguish and paranoia over an extended period of time.

Most schools and local authorities have protocols about social media

– some of which are sane and sensible but some are unnecessarily punitive. For example we must defend members who on their private Facebook page have been accused of 'bringing the school into disrepute' by posting photos of themselves at a drunken party. We say that this is to do with their social life and has no impact upon the running of the school.

Recently some NUT members and officers have faced a 'trial-by-Facebook' which involved personal vindictive accusations (proved to have no foundation) followed by dozens of threads from friends and family stating "that's shocking", "MPs have been jailed for this" or even simply "I agree with that". The response to

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this sort of campaign is difficult. If any comment is made the whole discussion becomes a feeding frenzy and instead of bringing more light to the situation simply adds more heat and gives credence to the discussion. If no response is made the accusation is then made that "they have no answer". Either way you lose out. It is known that some moderators of NUT Facebook sites have taken measures to sort out some of this personal abuse and vilification realising that this can lead to childish, tit-for-tat exchanges which lead nowhere, inflame a

difficult situation and prevent any sort of resolution.

Answers to this issue are difficult but a discussion should be initiated to work out some sort of protocols taking into account the effect of social media. It is true that good use can be made of Facebook, texting and so on. An example would be organising flash-mobs to keep a local school from being forcibly closed. Without social media this would not have such an instant response. On the other hand personalised, vindictive campaigns can have a corrosive, demoralising effect and

work against the best interests of mobilising people. It can also induce unbelievable levels of stress and worry.

All these factors should be taken into account but the bottom line is – this is a new sphere which needs some protocols and the discussion needs to start now. There are no quick-fix answers but it must be embedded in the normal, day-to-day practice of NUT processes. It is not a simplistic question of 'free speech' but of personal and professional protection. Let the discussion begin.

The Notts NUT Women's Network

Louise Regan on organising and building the Notts Women's Network.



The Notts NUT women's network was set up in January 2012. The purpose of the Network from the start was to organise events and activities that involved more women in the union.

We produce a regular newsletter for women members which addresses issues which affect women, give information about local events but also look at the wider educational issues and how these will have an impact on

women members. Recently we have looked at how the pay and pension issues are likely to impact on members.

We have a Facebook page to share ideas and events and we have a twitter account. We try to use social media regularly to keep women updated about what is happening locally and nationally and to share ideas.

During the past two years we have had events with speakers including Ros Mc Neill, Christine Blower, Louise Raw and Sheena Wheatley. These events are always well attended and women report that they enjoy having social events where they can talk to other women but also enjoy the discussion and debate created by our key note speakers.

Recently we have looked at other ways of engaging and involving women members. Our latest event was a film showing of 'Made in Dagenham' at our local cinema with a pre filming discussion event

with national vice president Max Hyde.

We also attend events organised by women locally and encourage NUT women to become involved - in the last year we have attended events on Reclaim the Night, No to Page 3 and International Women's Day. Finally we try and organise stalls around key events for example we had an Equal Pay Day event in Nottingham and set up a stall and leafleted the public to raise awareness.

76% of the NUT membership are women. The Women's Networks are a good way of engaging with women members and involving them in activities that they are interested in. If you haven't got a women's network set one up and join the growing number across the country.

Finally our next event is a NUTea Party which will be a social event and an opportunity to discuss the current situation in education and the union's campaigns.

Meeting the Challenge of the New SEN Legislation



Richard Rieser Joint Equalities Officer Hackney Association

The new framework will adversely impact on all teachers and children and reverse current practice of inclusion.

Countering the bias to Inclusive Education was the stated Manifesto commitment of the Tories, personally written by David Cameron and adopted by the Coalition. This ideological stance combined with the wider commitment to privatisation and 'choice' in the accelerated introduction of free schools and academies has provided a toxic background to the framing of the Children and Families Act, Part 3. This will be implemented in all English local authorities school, Early Years settings and FE colleges from September 2014.

There have been some potentially positive moves:

i. There must be a local offer for those with SEN and disability, produced by local authorities and subject to consultation with parents and young people with SEN/ disability.

ii. The provision is from 0-25. Education Health and Care Plans (EHC) cover this period.

iii. Health Service has to provide what is required to meet the needs of those with SEN.

iv. There will be an EHC Plan to replace a statement - there will be a 3 year transition from

September 2014, but no effective means of enforcing the non-educational health and social care.

v. Further Education and Post Schools provision will be part of same legal framework, though Higher Education is excluded.

However, there are far more potentially negative impacts on children and teachers:

i. The School Action/School Action stage is being replaced by one SEN school-based stage.

ii. All teachers, not the SENCO, will be responsible for the progress of these children, including recording and meeting with parents. This has major workload implications.

iii. The Individual Education Plan is going and there will be no agreed format for recoding interventions

iv. The presumption of inclusion is significantly weakened by more caveats which schools can use to object to admitting a pupil with SEN.

v. Children without an EHC plan/Statement can be placed in a special academy or special free school and have none of the current legal protections of children with a statement - this will lead to dumping as parents can be misled by managements who don't want their children.

vi. It will be much harder to get an EHC plan than getting a statement. This has been made more difficult by new school funding arrangements- funding consists of AWPU, school top-up funding for special needs to £10,000. The school will have to demonstrate it is spending £10,000 on the individual pupil before many local authorities will

give an assessment for an EHC Plan and access to the Higher Needs Budget, even though this will be unlawful. The Higher Needs Budget funds all individual Special Needs expenditure, above £10,000 per pupil/student and covers Early Years, schools including special and residential special schools, colleges, special colleges and other provision. The local authority holds this budget.

vii. Families and young people will be able to have personal budgets for services, which will cause many issues in schools.

viii. The legislation is not as specific and parents have lost some of their current legal protections.

Schools are also under a duty to provide auxiliary aids and services to disabled pupils/students as a reasonable adjustment. This is an anticipatory adjustment which means it needs to be in place before the pupil arrives and certainly from when they are in the school. Schools need to keep funds for these adjustments. This is at odds with the graduated approach being suggested for the school stage.

Support Motion 30 and the updating amendment from Hackney which gives the NUT policy on the above and instructs the Executive to initiate urgent policy discussions with the Opposition and other interested parties in the voluntary sector, trade unions and parents' organizations, to develop a strategy of damage limitation and to ensure alternative mechanisms are developed to enable all children and young people with SEN to have their needs met and

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to maximise the development of inclusive practice throughout the education system. This is backed

up by an action and campaign strategy to defend current

provision and to fight for a more inclusive 'local offer'.

Conference Fringe Meeting, Monday 21st April 2014 in Brighton Centre, 12.45

'Meeting the Challenge of the New SEN/ Disability Framework: Protecting the Entitlement of Disabled Children, those with SEN and their Teachers.' Lunch provided.

Speakers: Max Hyde, President

Jonathan and Lucy Bartley and Samuel, Parents for Inclusion and CSIE

Christine Gravell, IPSEA- Independent Parental Special Education Advice

Richard Rieser, Hackney NUT Joint Equalities Officer and World of Inclusion

Chair: Susie Burrows, President, Hackney Teachers Association

Neither Ofsted nor the free market will deliver a better education system



Steve White

Secretary Waltham Forest NUT

Many teachers welcomed the recent spat in February, between Michael Gove and Ofsted, as a sign of disarray. However, what is needed to improve education is neither Ofsted nor the free market.

The row with David Laws came a week after Chief Inspector of Education Sir Michael Wilshaw voiced his anger at Mr. Gove, following media reports that two right-wing think tanks were drawing up plans to reform or even replace Ofsted. Lib Dem Schools Minister David Laws accused his boss, Mr Gove, of removing the Labour peer Baroness Morgan, head of Ofsted, for political reasons.

It is certainly quite probable that Gove would like to see a free

market in education, which is completely free of regulation and control by Ofsted in the long run. Some evidence of this can be seen in his policy of allowing unqualified teachers to teach in free schools. He would probably like this vision to be reality as soon as possible but for now he needs Ofsted to turn LA schools into academies. The problem he has now is that his long-term free market ideal is still some way off because there are still too many LA schools, especially in the Primary sector. So until more schools are academies, regulated entirely by market forces, he needs Ofsted. His problem now is that Ofsted are not giving him the results that he wants and they are failing some of his pet projects - the academies and free schools.

Recently there have been many academies failed by Ofsted (up to 10 schools in the E-Act chain alone) and several free schools. Add to that the Daily Mail's online story (9/3/14) 'GCSE shame of flagship academies' revealing six of the Coalition's schools are among the worst in the country, and you have a picture that threatens Gove's academy program. The former has called

into question the honesty of Gove's position in not allowing whole Academy chains to be inspected in the same way that LA schools are. In a Guardian article, Tristram Hunt, Shadow Education Secretary, accused Michael Gove of "allowing school standards to slip by refusing to allow audits of academy chains by Ofsted." Gove had resisted calls by Labour to inspect the management of academy chains as it already does with local authorities. The Liberal Democrat education minister David Laws broke with his coalition partners to argue for the same policy. This led to our own Kevin Courtney, stating: "While the secretary of state is quick to criticize the so-called failure of local authorities in running schools, by failing to support Ofsted inspections of chains he is apparently content to allow failing academy chains to continue to run schools."

Gove can only resist this pressure for so long and at the time of writing it is becoming more and more obvious that this pressure will increase with every new academy that fails Ofsted. The idea that turning failing schools into academies and they will be

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turned round is coming under fire from many quarters. Gove's claims on academies are false, hence his need to control Ofsted; choosing someone else to run it as well as resisting calls for them to inspect whole academy chains are clear examples.

So Ofsted are necessary until all schools are academies and part of the free market. When this happens exam results, testing and the use of appraisal policies to remove failing teachers will be key in the centralised control and regulation of our schools. Less and less state money will be put in and the profit motive will rule. The American model and Edu-business lies at the heart of this process. However, this is not inevitable; it is worth remembering that Ofsted are not our friends even if they are proving that Gove's academies are no better and in many cases worse than LA schools.

A colleague recently explained to me how her lesson plan for a

recent appraisal had been criticised by her Head Teacher for lacking enough detail. I asked her to show the plan and it was 7 pages long. At the same school, another member of staff spent 12 hours planning a lesson to be appraised. This madness is a result of Ofsted, terrorising schools with categories of "inadequate" or "requires improvement". It is they that have made our lives a misery and turned the job from a joy to an insecure nightmare for many, especially older teachers. Many teachers are so worried about lessons being graded as an "Ofsted 4" that they collapse into being nervous wrecks; a recent member of mine was told he was suffering all the symptoms of post-traumatic stress disorder.

Ofsted is not an ally, yet it appears to be uncovering Gove's hypocrisy at the moment. Wilshaw's speech to the ASCL Conference on 21 March makes some points that many teachers will agree with,

however he does not make a convincing argument that Ofsted is an agency that teachers should trust or alter our previous conclusions about them:

"Ofsted, as long as I am Chief Inspector, will be proud of its independence, reporting without fear or favour, no matter what the type of school."

He told ASCL heads, "Good heads do not spend inordinate amounts of time and resources on game-playing and 'Mocksteds'. They do not plan endlessly for what may never happen. They concentrate on the basics – the culture of the school, behaviour, and, most importantly, the quality of teaching in the classroom."

The motions that attack Ofsted should be supported at this year's Easter Conference. Teachers then need to collectively fight for an entirely different inspection system, one that supports all teachers and all children.

'Inspect the Inspectors' Lobby - Nottingham



by Ivan Wels

On January 30th SUFEC (Stand Up For Education Coalition – a broad group of teacher, anti-academy and other activists in Nottingham) decided to lobby the local Ofsted office and carry out a 'no notice' inspection. This was after Ofsted had arbitrarily put six Nottingham

City schools into special measures before Christmas. Our daughter's school was one of them and had been classed at the previous inspection as having some outstanding features. That was all brushed aside and it was now suddenly deemed to be failing on all counts. It is not a coincidence that the school is still a community school and not an academy.

It was a cold, rainy mid-week afternoon at 3.00pm and we expected just a few of us, maybe three or four to turn up but thought it would be a good thing to do anyway for press coverage. In the end 12 people turned up

and we occupied the lobby of the office for about an hour. After making it clear that we were not going to leave until we saw somebody they sent down the 'Manager of Complaints'. She said that we had to make an appointment. We informed her that Ofsted itself did not do that and since this was a 'no notice inspection' we wanted to see why Ofsted had suddenly put these schools into the worst category. Sheena Wheatley, Susi Artis and Tom Unterrainer, City NUT officers, did an excellent job of grilling her for answers for half an hour. Eventually we left after the

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promise of an appointment the following week.

It showed yet again that, even though this event did not look promising to begin with and was

just a vague idea, in the end it was a major success for all those who participated, thanks to the groundswell of feeling about the way that education is going. It also

got good press coverage. It shows yet again that it is worth following your instinct and seeing where it leads.

Focus on the positive

Sue McMahon, Calderdale NUT Divisional Secretary.

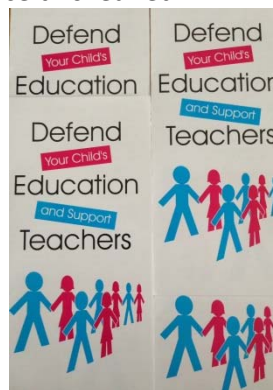


Before our first strike in October we actively engaged with parents, supporting them in opposition to closing children's centres. We have been working with parents in Calderdale, involving them in our campaign to 'Stand Up For Education.'

Calderdale NUT gave them a voice and aided their work in opposition to any closures or cuts, holding

events that caught the media's attention.

As we grew in numbers we grew in strength. Our parents wanted to be involved; they wanted the best for their child and were happy to have an input in helping us produce this leaflet.



The parent-friendly leaflet which has been used by many associations, got our simple message across to the public.

We had support from our local Labour MP Linda Riordan, and from some Councillors.

What has this achieved? Positive media coverage, such as the strike rally held in Leeds during October which was addressed by a Calderdale parent, Charlotte Brady.

It became the norm to inform the public and seek their support in our campaigns. 35 teachers and parents assisted with leafleting on Saturday 22 March, in Halifax and Hebden Bridge, we only received positive comments.

Our focus has been on engagement, and encouraging parents to become active in our community. Two of our parents are now standing in the local Calderdale elections this May.

Harnessing the parent voice has added another dimension to our campaigning; it's meant a longer working week, but it has been a refreshing change from the mountain of increasing capability casework.



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Education Here and There

Guest Article by Dianne Khan, parent, teacher and creator of Save Our Schools NZ



Many teachers here in New Zealand left England because of education reforms we felt were ruining teaching and learning, starting with SATs back in the late 90s and getting progressively more worrying as time went by. We ran away with the circus, so to speak, and came to the land of Hobbits, safe in the knowledge that here education was holistic, primary school testing was in-class-only, and the curriculum was progressive and world class. It wasn't all roses and harmony, but it was good.

Then, to be honest, most of us paid little attention to Blighty, preferring to focus on the relatively sane system we were in. Most people remained blissfully unaware of the full horror of global reforms there or anywhere. Those who did watch from afar were somewhat agog as England's education system became ever more bizarre. But we felt safe, so it was of only moderate interest. Then three years ago there was an election and, as similar reforms began to be imposed here, heads began slowly coming out of the sand – mine included – and looked at what is happening worldwide.

What did we see? England was now obsessed with testing. SATs had become more widespread and schools' reputations were suddenly based on league tables that looked only at results. The press were all over it – stories of this or that school failing, lazy teachers, kids being let down. Suddenly teacher bashing was the order of the day, especially in certain newspapers. And what was the solution to this supposedly terrible situation? Reforms.

I know now the well-worn modus operandi of the reformers: create a crisis, lay blame, offer solutions to fake crisis, accuse those who question the merit of said solutions, lay more blame, instil the idea resisters are only in it for themselves, forge ahead with reforms.

So what do we now see when we look back to England? We see schools forcibly turned into Academies and Free Schools. We see parents disenfranchised. We see England plummet down the PISA rankings. We hear from family and friends that students are far more stressed. Students and parents fighting to stop their schools being Academised, and ignored. We hear that OFSTED inspections have been reduced to the bizarre. We see teacher suicide rates rocketing. And we see Gove.

It's hard to put into words our bewilderment when we hear Gove arguing for rote learning of poems, tinkering with the curriculum in the oddest of ways, starting ridiculous arguments about the merit of including the odd Blackadder clip in History

lessons, all as if he has a clue what teaching is or how students learn. And then he launches into the Wham rap. Gove. You have got your hands full there.

Then there is the underhand selling off of schools. Education taken out of the hands of Local Education Authorities who have been deemed (via the modus operandi outlined above) to be failing in order to justify them being handed over to private enterprises. Not-for-profit, cries Gove and co. But who is checking how the funding is spent? And if the Academies have the students' best interests at heart, then why is there almost daily a new report of financial mismanagement? TES reporting that £80 Million has been 'creamed off' by consultants, eager for the education pound. Yes. We get the message loud and clear: Schools might be officially not-for-profit, but that's not the same as for the students. In fact, far from it.

As we watch, we wonder, is it all at least worth it for the students? Are things better for them? Are they learning more, doing better? Do they enjoy school? Well some will be. But then plenty are doing well and are happy in state schools, too. The more worrying thing is the number of Academies found to be failing, many put into special measures already. Staff resigning, high turnover, Heads leaving under clouds every which way you look. E-Act criticised with umpteen schools below standard. Harris Academy accused of manhandling a students. Bedford, Downham, IES Breckland, Downhills, the list of failings goes

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on. How can this possibly be providing a good and stable environment for learning?

Then there's the money. £500 million spent building free schools that cater for a teeny fraction of students? Come on, who is profiting from this? Again, it's not the students. Or the teachers, many of whom are on far less attractive contracts than those in state schools. And even those teachers still in state schools are being knee-capped. Pensions frozen. Performance pay. All on top of increasing workload and more bureaucracy.

We look at what's happening and ask when did teachers become the enemy?

But we see you are fighting back, and that England's teachers are not afraid to strike when necessary. Striking is something quite foreign to Kiwis. For many it's not just a last resort, it's not an option, full stop. So while some here might read news of the strikes with a sage nod, others are amazed, some bemused, and a fair few appalled. But we also see the support you have from parents, who speak out for you and tell the world they are on your side, that they understand why you are striking and support what you are doing. That causes us to think... if parents are on-side despite the inconvenience of a strike, then

just how very bad have things got over there?

If parents are aware teachers are not the enemy, just who is saying we are?

So, we watch from afar and conclude that things in England's education system are bad and getting worse. Not because of teachers, but because of reforms undertaken to benefit those in power, businesses, the 1%. And we wonder where the students are in all of that? So we send you our support. We understand. And from New Zealand, we say kiakaha – stay strong.

Conference Business Committee

The Mundane but Vital! By Gill Goodswen

CBC is made up of 8 Executive members (proposed by the Executive) and 8 members elected by conference 4 every year each serving a term of 2 years. They are charged with ordering the business of conference within the rules set out in the NUT Rule Book and the Standing Orders of Conference. Their task is to ensure that Motions and Amendments are allocated to the agenda in a way that ensures debate at conference runs smoothly and is ordered in such a way that robust policy is formed by the supreme ruling body of our union – National Conference.

CBC meets twice during the year to order and suggest composites of the original motions as submitted by Divisions and Associations, and to agree, suggest composites and order the amendments. They agree the order and timings of the sections of the agenda and place speakers when requested by the NEC. Meetings are also held between the officers of the committee after Divisions and Associations have prioritised motions and to agree Movers and Seconders of Original motions. CBC also meets during conference, when required, to decide where and when suspension of standing orders should be debated. If these are agreed by conference, CBC decides where these Priority motions from the Executive or Emergency motions from the floor of conference are placed on the agenda and to order any amendments submitted.

This year, for the first time, the voting papers for CBC have to be collected by each delegate from the Conference Desk where delegates register at the beginning of conference. This desk is situated on the ground floor just inside the conference venue. The aim is to ensure that delegates don't forget their forms as previously they were sent out with the voting cards. This rule change was not debated at conference but was included in the Annual Report of the Executive. The CBC voting paper is attached to the Equality Monitoring Form and they should be collected, filled in and posted into the boxes at the rear of the conference hall by the end of the Monday Afternoon session of conference. Results are announced by The President at the beginning of the final session of conference on Tuesday morning.

Campaign for a Fighting and Democratic Union

Conference Business Committee Election

We are pleased with the changes to Conference and proud of CBC's involvement in making Conference more democratic, more open and more reflective of the membership.

If elected to the Conference Business Committee we will seek to ensure that our conference:

- ✓ Continues to be as open and democratic as possible;
- ✓ Fully considers motions and amendments that have been properly submitted by Associations, and where Officers have ruled out of order sections of motions and amendments this must be transparent and open to appeal.
- ✓ Seeks to maximise debate in Conference.



Jane Bassett

Jane is an English teacher in Hackney, a school rep and a local officer. Jane has been a member of CBC for 8 years.



Gerald Clark

Gerald has been a conference delegate since Gateshead in 2005. He was active in the Young Teachers Advisory Committee and has been a local officer ever since.



Gill Goodswen

Gill was a member of CBC for 8 years until she was elected as a National Officer, and was National President in 2010-2011.

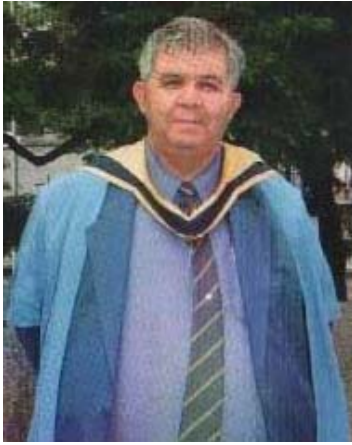


Sue McMahon

Sue has been Divisional Secretary of Calderdale NUT since 1995 and an active participant in Conference since 1993.

VOTE: BASSETT, CLARK, GOODSWEN &McMAHON

Bill Pateman – an appreciation



Bill Pateman, an active member of the CDFU of long standing and a good friend to many of us, has very sadly died, rather unexpectedly, at the age of 76.

Bill taught in Essex, Havering and Waltham Forest, before moving to Barking and Dagenham, where he worked for many years until his retirement. He has been an Officer of the Association for as long as I can remember, acting as Treasurer or President, an experienced casework officer, negotiator and organiser. He was President at the time of his death. He served as a Governor of three schools in Barking and Dagenham and chaired school appeals panels in Havering.

He played an active Union role, too, in London, as a former Treasurer of the Regional Council, delegate to SERTUC and the Greater London Association of Trades Councils.

Bill was a regular, well-known and liked Conference delegate, where his “points of order” were much appreciated. He enjoyed the CDFU and was a willing volunteer. He and Rosemary took trips to various seaside resorts, visiting hotels to negotiate a deal for the CDFU booking. On many Saturday mornings, Bill would squeeze into my little mini(!) to drive somewhere up North to a CDFU meeting, a stop for breakfast on the way, then back in the evening. During those drives our

long chats revealed much of Bill's very interesting and varied life story.

He was born in 1937, to a British father and American/Chinese mother, in Tien Jin in China. His father apparently worked at the Royal Palace and, later, as a customs officer. The family were interned during the war and his father died a few years afterwards. Bill attended a school for children of “mixed parentage” until the communist revolution, when his school was closed and he spent his days riding around on buses, about which he became something of an expert. At the age of 15, he was repatriated to Britain by the Foreign Office. As his mother declined to come, he was put in the care of a Catholic priest on the ship and, docking at Tilbury, was first sent to a Catholic children's home and then a foster family in Chelmsford.

After completing his schooling at Chelmsford grammar school, Bill was called up for national service. He became a sergeant in the army pay corps and was attached for a while to the parachute regiment, where he completed the required jumps! He worked as a postman for a year, then trained as a teacher at Strawberry Hill College, where, as NUT rep, he recruited a certain Bernard Regan to the Union! He was also very athletic, a cross country runner and football referee. Later in life, he studied with the Open University and became an OU tutor.

To Dominic Byrne and the Barking & Dagenham Association, Bill was an adviser, supporter and close friend. He was generous, kind, considerate and welcoming and will be sadly missed. He leaves a wife, Rosemary, and two children, Adrian and Angela.

Sue Kortlandt

With grateful thanks to Dominic and Rosemary for their help in writing this.

CDFU is the Campaign for a Democratic and Fighting Union

It is an organisation of activists within the NUT. We act collectively in the interests of NUT members to try and ensure that the Union is both democratic and effective in fighting on behalf of teachers and Education.

We do this in a number of ways:

- ✓ We publish a regular bulletin with articles designed to inform, assist, and influence the Union's work
- ✓ We meet on a regular basis in different venues around the country to debate issues and plan activity
- ✓ We promote and assist candidates seeking election to Union office if we think they will work towards developing a stronger Union
- ✓ We organise fringe meetings at Annual Conference featuring informed speakers and providing a forum for debate and discussion
- ✓ We produce a free daily 'Bulletin' for all conference delegates
- ✓ We share ideas and materials that help local activists to provide better support for NUT members
- ✓ We operate an internet forum to allow on-line discussion and the dissemination of ideas and materials <http://uk.groups.yahoo.com/group/nutcdfu/>
- ✓ We liaise with other groups operating within the Union to seek agreement on shared approaches whenever we can
- ✓ We provide a friendly and inclusive environment for debate and collective activity

We do not:

- Provide a forum for the promotion of political parties or groups
 - Impose a particular point of view on our members
 - Hector, harass or bully those who don't share the majority view
- Membership of the CDFU is open to NUT members who agree with the aims and objects of the CDFU, and who pay the subscription. Voting membership runs for the year from Annual Conference and includes subscription to all CDFU Bulletins and circulars. Non-members may subscribe to bulletins and circulars on the payment of the appropriate fee but will have no voting rights.
 - Officers of the CDFU (Chair, Secretary, Treasurer, Membership Secretary and Bulletin Editor) are elected at the Annual General Meeting. A members meeting is held at least once a term, in different regions where possible, which all members may attend and vote.
 - A regular bulletin is sent to all members and subscribers providing relevant information and advice.
 - The CDFU sees the development of regional activities and organisations as an important part of its work to support members in the collective pursuit of its aims.

Thank you to those who have updated their CDFU membership details!

***Full membership is £36 per year/£3 per month
£18 per year***

Subscription (Bulletin only)

If you wish to set up a standing order with your bank please use the following details:

Sort Code: **08-60-01**

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For the credit of ***Campaign for a Democratic and Fighting Union***

Cheques are payable to 'CDFU' and should be posted to **Hazel Danson, CDFU, Cradin Barn, 190A Helme Lane, Meltham, Holmfirth HD 9 5RL**