

Resolutions that made up Composites at ATL's Annual Conference 2009

Fragmentation and privatisation of education in England

1. COMPOSITE

From resolutions submitted by Brent, Coventry, and Oldham branches.

BRENT BRANCH

That Conference believes that saving state education should be the top priority of the Union. We call for the academies and trust schools programme, which is the process of privatising and part privatising the management of state education, to be halted and reversed.

That Conference asks the Executive to urgently explore the setting up of an umbrella organisation incorporating trade unions, the TUC, Governors and parents' organisations and other relevant education and campaigning organisations such as Anti Academies Alliance to coordinate action to that end.

COVENTRY BRANCH

That Conference believes that the only way to ensure that schools have the freedom they need to excel is to abolish the Department for Children, Schools and Families.

Conference calls upon the Executive Committee to:

- (i) Campaign for the abolishment of the Department for Children, Schools and Families and for all powers retained by the Secretary of State to be devolved to the Welsh Assembly and English Local Authorities.

OLDHAM BRANCH

That conference requests the Executive Committee to; Form an A –Team (Academies Team) because too much duplication of work, research and misinformation is in circulation.

- (i) The A-Team could advise & negotiate on;
 - Effective strategies relating to objecting to Academies
 - The time line and process of consultation
 - Vetting of sponsors
 - Negotiating the best deal for members if and when the Academy/sponsors are selected.
 - Implications and weakness of TUPE
 - Negotiating local recognition agreements & facilities time
- (ii) Establish a dedicated person as a first point of contact for members regarding Academies.
- (iii) A National A-Team consisting of all teaching unions to secure national pay & conditions as a minimum pre requisite for Academies & sponsors.

Teacher training

4. COMPOSITE

From resolutions submitted by Kent and Medway branch and individual members.

KENT AND MEDWAY BRANCH

That Conference asks Executive to press the TDA to ensure that authorisation of a Teacher Training College should include training of mentors and annual checks of the suitability of school training placements. Whilst there are many excellent training providers, there is currently a drop-out rate from PGCE courses due to a negative teaching practice experience as a result of inadequate support from the in-school mentor and college tutor.

INDIVIDUAL MEMBERS

That Conference calls upon the Executive Committee to lobby the government and the TDA to issue guidelines to make clear the expectations of both universities and host schools in ITT school placements.

Union learning project

5. COMPOSITE

From resolutions submitted by Stoke-on-Trent branch and individual members.

STOKE ON TRENT BRANCH

That Conference continue to support the concept of Union Learning by ensuring the funding for local events organised by ATL ULRs (especially in areas where "facilities funding" may be limited by LAs arguing that schools with quasi-independent Academy status are not buying in to LA services or not recognising Union membership).

INDIVIDUAL MEMBERS

That Conference congratulates the Learning and Development team on the effective promotion and integration of Union Learning into the work of ATL and seeks assurance that measures will be taken to ensure that its effectiveness and aid to organising is not diminished should external sources of funding no longer be available.

Trade union support for learning

6. COMPOSITE

From resolutions submitted by Cambridgeshire and Peterborough branch and the Executive Committee.

CAMBRIDGESHIRE AND PETERBOROUGH BRANCH

That Conference welcomes the Executive Committee's efforts to promote aspirational trade unionism; that is, a model of trade unionism which seeks to encourage and support members as they develop their careers. Conference, therefore, further calls upon the Executive Committee to:

- (i) enhance the provision of Edge Hill University so that it is relevant to all of the demographics within ATL
- (ii) celebrate the establishment of AMIE, and the consequent opportunity for ATL membership to become portable with career progression
- (iii) campaign for strengthened member involvement both within the GTC and the IFL.

EXECUTIVE COMMITTEE

That Conference calls on the Executive Committee to identify and support ATL candidates for membership of IfL on an on-going basis.

ATL's name

10. COMPOSITE

From resolutions submitted by Dorset and Lancashire branches

DORSET BRANCH

That Conference, in the light of the current diverse and inclusive membership of ATL, calls upon the Executive to accept that the name 'Association of Teachers and Lecturers' is no longer fit for purpose, and therefore to initiate procedures to change the name of ATL to one that is more representative.

LANCASHIRE BRANCH

That Conference, noting the increasing diversity of our membership calls upon the executive committee to explore the appropriateness of our union's name and the cost implications of changing it to a more inclusive title such as ... **EDUCATION A LEARNING UNION** or as a cost saving exercise ... **Association for Teaching and Learning...**

Violence and malicious intrusion

17. COMPOSITE

From resolutions submitted by Avon and North Wales branches.

AVON BRANCH

Avon Branch calls on Executive to look at a Zero tolerance policy to protect all those working in Education and Students.

NORTH WALES BRANCH

That Conference deplores the increasing levels of malicious intrusion into the private lives of staff, and calls upon the law enforcement agencies to take effective action to protect their privacy.

Training in challenging behaviour

18. COMPOSITE

From resolutions submitted by Derbyshire and Oxfordshire branches.

DERBYSHIRE BRANCH

That Conference notes that 1 in 5 teachers leave the profession within the first five years and that one of the main reasons sited is challenging behaviour. Conference calls on Executive to;

- (i) investigate the level of training in challenging behaviour given in initial teacher training
- (ii) campaign across Initial Teacher Training providers (Higher Education Institutions which provide ITT) for minimum levels of training in challenging behaviour, in initial teacher training and support in initial teacher training and NQT and NQT 2nd year.

OXFORDSHIRE BRANCH

That Conference, asks the Executive Committee to press government for increased resources and ring-fenced funding to allow for more early intervention and support for children with violent tendencies and behavioural difficulties.

Small schools

20. COMPOSITE

From resolutions submitted by Derbyshire and Devon branches.

DERBYSHIRE BRANCH

That Conference notes the important role small schools play in community cohesion in rural areas and the many new structures and initiatives being developed to sustain and support small schools such as federations and shared heads. We recognise that sometimes staff in small schools find it hard to deliver models of education designed for larger schools. We call on executive to establish an STG to examine the issues of small schools and consider the solutions being trialled across the country.

DEVON BRANCH

That Conference, given the current large Government borrowing liability and future possible strains on public expenditure, urges the Executive Committee to increase its active support for the preservation of small schools in isolated rural areas.

National pay and conditions for support staff

24. COMPOSITE

From resolutions submitted by Cheshire and North Wales branches.

CHESHIRE BRANCH

That Conference instructs executive to push for a system of pay and conditions for Support Staff that ensures all who are involved in the direct day-to-day teaching of children are treated fairly.

NORTH WALES BRANCH

That Conference, while welcoming the improvement in work/life balance that the Workload Agreement has in principle brought to teachers, deplors the ensuing exploitation experienced by support staff, and looks forward to the establishment of a national Pay and Conditions structure that rewards and develops the professionalism of support staff.

Misuse of support staff

25. COMPOSITE

From resolutions submitted by Berkshire, Bradford, Derbyshire and Wolverhampton branches.

BERKSHIRE BRANCH

That Conference requests Executive to look urgently into the number of unqualified teachers practising in schools and seeks ways of ensuring that only qualified teachers are teaching our children

BRADFORD BRANCH

That Conference is appalled at the misuse of support staff in schools and believes that support staff are there to support and not to lead. Conference asks the Executive Committee to press the government to make sure that management in schools who do not stick to the guidelines as to the use of support staff do so at their peril.

DERBYSHIRE BRANCH

That Conference notes that it is expected that care workers in Social Care settings receive induction training before working on shift, while it is possible for support staff in education settings to start with no training and no induction. Conference asks executive to

- (i) highlight the imbalance in provision
- (ii) campaign for an appropriate induction process for support staff.

WOLVERHAMPTON BRANCH

That the Executive Committee should seek to impress upon the TDA the fact that there appears to be a widespread practice whereby TAs and HLTAs are being mis-managed in the delivery of Science lessons to KS3/4 in the absence of qualified teachers. In particular:

- (i) that most TAs and HLTAs are not qualified to present-day degree level in the specific subject
- (ii) that no risk assessments are carried out for the delivery of Practical lessons
- (iii) that the 31 Teaching Standards as applied to aspiring HLTAs are not considered by School Managers when requiring TAs/HLTAs to carry out science tasks in the classroom without a qualified teacher in attendance. Therefore we ask the Executive Committee to require Government to legislate to allow TAs/HLTAs to teach in the Sciences only upon completion of a subject specific qualification.

Workload

43. COMPOSITE

From resolutions submitted by Inner London, Oxfordshire, Wiltshire and Wirral branches.

INNER LONDON BRANCH

That Conference expresses concern that:

- (i) six years after its inception, the National Agreement – Raising Standards and Tackling Workload – has still to be implemented effectively in many establishments;
- (ii) in many incidences PPA time is over-prescribed, members are expected to attend more than one after-hours meeting a week and that management time has not been implemented for all those entitled to it.
- (iii) many establishments have not put in place measures to ensure that members will only cover in exceptional circumstances from September 2009.

Conference calls upon the Executive committee to continue to raise these concerns at National level and to produce clear guidance for members as to how to make sure that their establishment conforms to all aspects of the agreement.

OXFORDSHIRE BRANCH

That Conference, calls on the Executive Committee to continually remind the national Social Partnership that its original objective of achieving adequate workload reduction in the process of raising standards is far from complete and should remain a priority for early action.

WILTSHIRE BRANCH

That Conference, noting the increasing levels of stress-related illness in the profession, and the latest results of the Teachers Working Hours Survey which

show that teachers working hours are increasing again, calls on the Executive to actively promote:

- (i) The greater use of staff well-being programmes in schools and colleges
- (ii) The principle that all schools and colleges should have a designated member of the leadership team who is responsible for staff well-being issues and programmes.

WIRRAL BRANCH

According to ATL Interactive (September 2006): The ATL executive committee agreed to prepare guidance and best practice on the terms and conditions of members working in schools. Wirral Branch implores conference to mandate executive to negotiate a better work/life balance for those working in the education sector.

Every person matters

45. COMPOSITE

From resolutions submitted by Hertfordshire and Norfolk branches.

HERTFORDSHIRE BRANCH

That Conference, believing that the Every Child Matters agenda has drawn attention to the importance of the partnership between parents or guardians and their children's schools for both the well being and the education of children, recommends that the Executive Committee sets up a Strategic Task Group to investigate the issue of the roles, rights and responsibilities of parents/guardians, students and schools with a view to putting any concerns on the agenda within the Social Partnership.

NORFOLK BRANCH

That Conference, recognising that Every Child Matters, calls upon the Executive Committee to press Government and employers to consider an Every Person Matters agenda.

Tests and benchmark culture

55. COMPOSITE

From resolutions submitted by Bradford, Cheshire, Coventry, Hertfordshire, and Inner London branches and the Executive Committee.

BRADFORD BRANCH

That Conference, believing we are still teaching in a benchmark culture, asks the Executive Committee to intensify the campaign to fight for the right of every child to achieve their own success at their natural rate of learning and never to be subject to individual targeting or categorised as failures.

CHESHIRE BRANCH

That Conference believes that the current testing regime in our schools is in direct conflict with the tenets of "Every Child Matters"

COVENTRY BRANCH

That Conference believes that education should get back to basics.

HERTFORDSHIRE BRANCH

That Conference, believing that any reductions in members' workload brought about by the introduction of Planning, Preparation and Assessment Time are increasingly being eroded by the demands for more data analysis, detailed lesson planning and assessment with their associated bureaucracy, urges the Executive Committee to investigate these issues with a view to addressing them within the Social Partnership as a matter of urgency.

INNER LONDON BRANCH

That Conference notes the scrapping of KS3 SATs and congratulates the Union on its consistent and forthright opposition to these tests, which has brought this about.

Further, Conference urges ATL to mount an even stronger campaign to abolish KS2 tests and league tables by working as far as possible with the other education unions.

EXECUTIVE COMMITTEE

That Conference welcomes the abolition of KS3 tests, but deplores the decisions by most secondary schools to impose the tests on pupils and staff in 2009. Conference endorses the advice of the Executive Committee on appropriate assessment policy in secondary schools.

Curriculum three-11

56. COMPOSITE

From resolutions submitted by Cambridgeshire and Peterborough, Leeds and Wigan branches and individual members.

CAMBRIDGESHIRE AND PETERBOROUGH BRANCH

That Conference, welcomes Jim Rose's independent review of the primary curriculum in England and calls upon the Executive Committee to lobby the Government to recognise that the current curriculum's focus on reading, writing and mathematics does not meet the needs of a significant minority of learners and therefore focus on the first core aspect of the review 'creating a broad and balanced inclusive curriculum that has the flexibility to meet the strengths and needs of every pupil.'

LEEDS BRANCH

That Conference believes that:-

Homework in the primary school is a waste of children's and teachers' time – time which could be spent much more profitably on effective learning both in and out of the classroom, and calls upon Executive to continue to press DCFS to abolish formal homework for all children in primary schools.

WIGAN BRANCH

That Conference:

- (i) deplores the downward pressure of the National Curriculum and its associated assessment agenda, forcing our youngest and most vulnerable children to be tested against developmentally inappropriate targets, causing them to be labelled failures before they have commenced statutory education

and

- (ii) requests that the Executive Committee lobby the Government to designate the Foundation Stage and KS1 as a time for active learning and development through play.

INDIVIDUAL MEMBERS

That Conference, recognising the introduction of a minimum 4 hours of PE per week in Primary Schools, urges the Executive Committee to investigate the effects of "curriculum squeezing" in Primary School education.

Continuing professional development and new professionalism

58. COMPOSITE

From resolutions submitted by Kent and Medway and Stoke-on-Trent branches.

KENT AND MEDWAY BRANCH

That Conference asks Executive to press the government to follow the example of many other countries by providing a sabbatical year after 20 (or 25) years of service. Many long-serving teachers have been accused of incompetence or have required long-term sick leave. A sabbatical would refresh their professional approaches and themselves, allowing more effective teaching and learning.

STOKE ON TRENT BRANCH

That Conference believes ATL policy on CPD should be widened to include an acceptance staff would be more motivated to actively engage in developing professionally when in-service training takes place in appropriately stimulating environments.

Post-14 education

59. COMPOSITE

From resolutions submitted by Bradford and Wiltshire branches.

BRADFORD BRANCH

That Conference believes that the structure of the education system and the curriculum taught post 14 is not fit for purpose and is failing not just a great number of our young people but the country as well. Conference asks the Executive Committee to press the government to hold a government enquiry into the needs of the nation in the next 30 years regarding the education of its young people.

Conference:

- (i) is alarmed that the numbers of NEETS (those not in employment, education or training) is continuing to rise when the demand for unskilled labour is set to fall rapidly in the next ten years.
- (ii) is worried by the lack of relevant vocational education that is delivered when compared with our neighbours and major competitors in the world economy.
- (iii) is not convinced that Vocational Diplomas are the answer for many young people seeking employment at an early age.
- (iv) would wish to see an expansion of the Apprenticeship scheme that allows pupils to follow that route from the age of 14 with a nationally recognised route of qualifications from level one to level five.
- (v) strongly urges the Executive committee to press the government for the re introduction of technical schools specialising in vocational education as an

optional choice for young people rather than the continued expansion of stand alone academies that are outside the parameters of the local authority.

- (vi) would wish to see an expansion of local FE and HE sites so that education is taken to the people rather than having the people learning at a distance or having to travel great distances.

WILTSHIRE BRANCH

That Conference, calls on the Government to reconsider its decision to raise to 18 the age at which young people can leave compulsory education or training.