Relearning to Learn

A booklet offering advice to teachers new to teaching children from refugee and asylum-seeking families

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Foreword

This publication has been produced as part of the National Union of Teachers’ Professional Development Programme. The NUT is very grateful to the Department for Education and Skills for funding the production and distribution of the document so that it can be available to the widest possible audience.

During July 2001, the NUT hosted a Symposium: ‘Teaching Refugee Children’. This was attended, in the main, by teachers, advisors and advisory teachers with experience of teaching refugee children. They were asked during the discussion sessions to consider the needs of teachers new to teaching refugee children and to identify good practice. A number of teachers who had little experience of teaching refugee children also attended the Symposium. They were asked to highlight their needs for support and advice.

The content of this booklet is based on the outcomes of the discussions at the Symposium. I commend it to you.

DOUG McAVOY,
General Secretary
Terminology used in the Booklet

The terms ‘asylum-seeker’ and ‘refugee’ have precise meanings in international law. These are:

Asylum-seeker
Someone who has fled from his or her home country in search of safety and has applied for political asylum in another country.

Refugee
A person who has been given full refugee status, according to the provisions of the 1951 UN Convention and the 1967 UN Protocol Relating to the Status of Refugees, after having been judged to have fled from his or her home country or to be unable to return to it ‘owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion’.

Notwithstanding these complexities of international law, in the interest of textual simplicity, the term ‘refugee’ will be used throughout this document. Therefore, the term ‘refugee’ should be understood to mean ‘refugee and asylum-seeking’.

English as an additional language (EAL)
Pupils who are in the process of learning English on entry to school already speak another language or languages. For them, English is an additional language. There are often more than two languages in use in their home backgrounds, making the description ‘English as a second language’ not necessarily an accurate one. Despite the presence of languages other than English in pupils’ home backgrounds, it is not always the case that these pupils are ‘bilingual’. For all of these reasons, the descriptive term ‘EAL’ is used throughout.
“Doesn’t speak my language. Unknown expectations. Help!”

If that’s what the teacher may be thinking, imagine what newly-arrived refugee children are experiencing as they cross the threshold of a classroom in the United Kingdom. In addition to such thoughts, they may well be suffering from trauma – disturbing memories of leaving home and the journey that followed. They may now be confronted with classes without a single familiar face and no-one speaking their own language.

Any pupil joining a school or class other than at the start of a key stage has a ‘fitting in’ experience to go through. For children from refugee families, whenever they start school, the challenge of fitting in is likely to be most acute.

In many ways, the task faced by teachers is the same with regard to all new children. They have to make them feel welcome, provide support, encourage friendships, make sensitive assessments of their current levels of attainment and learning needs, and provide a curriculum that meets those needs. When pupils who are refugees arrive in their classrooms, teachers have to go the extra mile! That can be a lot to expect when those teachers are feeling they have already more than enough pupils to teach and their time and energy are fully stretched. Teachers may well feel trepidation – possibly a sense of inadequacy – when faced with refugee pupils. This may be particularly so where schools and communities have little or no experience of children for whom English is an additional language.

“But how can I keep the child occupied from 9.00 to 3.30?” a teacher facing this situation may well ask colleagues at morning break. This publication is intended to help teachers answer that question.

It is aimed in particular at teachers who have refugee children in their classes for the first time and schools which have had few refugee children on roll. The advice herein is intended to allow all teachers to benefit from the expertise being demonstrated currently by teachers throughout the UK who are already teaching refugee children.
Principles Underpinning Best Practice

Six guiding principles for teachers new to teaching refugee children emerged from the discussions during the Symposium.

- *Individual classroom teachers should not have to cope alone.*
- *A ‘can do’ approach works best.*
- *View refugee children as having to relearn how to learn.*
- *Refugee children are not responsible for their situation.*
- *The host children are central to the ‘solution’.*
- *Teachers new to teaching refugee children may need specific professional development and/or additional resources in their classroom.*

Each of these principles is now explained.

(i) *Individual classroom teachers should not have to cope alone.* If, as the saying goes, it takes a whole village to raise a child, then it takes a whole school community to welcome a refugee child and make him or her feel ‘at home’. Teachers must feel they are able to seek support from their colleagues, LEAs and other agencies when faced with refugee pupils – especially those suffering trauma and speaking little or no English.

If ever ‘teachers coping behind closed classroom doors’ was seen as a mark of professionalism, no such approach should be expected or accepted with regard to refugee pupils. Teachers should be able to expect the full implementation of the strategies and practices identified in the following sections.
‘Refugees and Asylum Seekers: The Role of LEAs’, by Gordon Mott, identified key areas where LEAs should provide advice to schools and teachers – these are listed at the back of this booklet (see List 1).

LEAs which have relatively few refugee children in their schools are least likely to have advice and support structures in place. There are now a number of LEAs which are advanced in terms of experience and providing advice on teaching refugee children from which ‘inexperienced’ LEAs can seek help.

Similarly, OFSTED has identified best practice at school level and this is summarised in List 2.

Foremost amongst the other agencies from which advice and information can be sought is the Refugee Council (020 7820 3000; www.refugeecouncil.org.uk) and the Welsh Refugee Council (02920 666250). Not only do the Councils provide advice themselves but they can also put teachers in touch with a range of other organisations able to meet particular requests and needs.

(ii) A ‘can do’ approach works best. Initially, it may well seem to teachers and other pupils that difficulties caused by post traumatic stress and/or not speaking English are the most obvious consequences of having new refugee children in a class. However, focusing on such obstacles – seeing refugee children as a problem – will neither help to integrate newcomers nor promote their learning.

Teachers know, as research has shown, that self-esteem and learning are linked. Self-esteem is boosted by a combination of achievement and a sense of worth and being valued. A focus on what refugee children can do – as with all children – will help them learn more quickly and allow other children and staff to recognise more readily the contribution which refugee children and their families can make to the class, school and community.

(iii) View refugee children as having to relearn how to learn. It goes without saying that being traumatised and not speaking English does not imply lack of knowledge, experience or ability. Refugee children have experienced as much ‘life’ and have been learning – informally and formally – for as many years as their new peers. They may have learned different things – in response to cultural variations,
different expectations, or out of necessity – but they will have accumulated a combination and range of experiences, talents and abilities similar to their new peers. They are not starting all over again as if they were ‘blank sheets’.

Refugee children however, are having to take account of new and unfamiliar cultural norms; respond to different learning ‘cues’; make friends and work with new people; accept new routines in a strange environment; and communicate in a new language. Anyone facing such changes in their circumstances would not forget what they already knew. Their informal learning would continue naturally but in their new formal setting (ie, school) they may well find they had to relearn how to learn.

Recognising this rather than adopting a ‘deficit model’ of refugee children will hasten that relearning.

Making that relearning process as quick as possible places considerable demands on teachers. Flexibility and creativity with regard to both the curriculum and teaching strategies are likely to be required.

The requirements of the National Curriculum and, at Key Stages 1 and 2, the Literacy and Numeracy Strategies, have led to what has become known as the shortage of ‘time to teach’. The consequence has been that many teachers have adopted tight routines and teacher-centred approaches in the classroom. This has made flexible responses to the arrival of refugee children more difficult.

Refugee children, especially those who speak little or no English, will need teachers to interpret the curriculum to make it as accessible as possible. Providing a separate curriculum would only accentuate the ‘differentness’ of refugee children and prevent them benefiting from working with other pupils. Teachers will recognise that the relearning process – and especially the acquisition of English – will be most rapid if new pupils engage and work with other children in the class. Experience and research with other pupils for whom English is an additional language bears this out.

Since July 2000, pupils from overseas whose first language is not English and who are admitted to a school in England for the first time on or after the start of Year 5 or Year 10 should not be counted on school rolls when the information is being collated for, respectively, the primary, end of Year 6, and secondary (GCSE) performance tables.
This exemption by the DfES is intended to remove any disincentive to schools to welcome refugee children. It does not mean that refugee children are exempted from the National Curriculum.

In Wales there are no performance tables.

Teachers should concentrate, therefore, on making more accessible the National Curriculum which applies to their school. Teachers do this all the time, of course, especially for pupils who are struggling to understand. The positive outcome of teachers needing to look even more closely at accessibility in response to the arrival of refugees is that pupils from the host community will be likely to benefit as well.

Making the National Curriculum more accessible – by starting from pupils’ current levels of understanding and designing achievable learning steps for them – requires all the professional expertise and pedagogical skills of teachers. The practical suggestions later in this booklet are intended to help teachers make the curriculum more accessible.

(iv) Refugee children are not responsible for their situation. Stereotypical representations or media-fuelled simplifications about refugees do not help to generate understanding and empathy amongst the adults and children of the host community. Each new refugee child is an individual with a unique story to tell.

Refugee children are not likely to have had much if any say about ending up in a school in the UK. They certainly do not deserve to be blamed for the extra demands and new challenges to teachers and other pupils that their arrival may excite.

Children from refugee families are likely to become the norm in most schools and classrooms as increasing numbers of people will opt to escape fear, life-threatening situations or poverty and seek safer or better lives.

Education provides the key to new and hopefully better lives for refugees. That refugee children flourish and achieve to their full potential is not only in their interest but also vital to the host community. Many schools and teachers are succeeding in
providing a haven of peace, stability and opportunity for refugee children. Teachers play a fundamental and positive part in the lives of refugee families and especially their children.

(v) *The host children are central to the ‘solution’.* As has been said, refugee children are not a ‘problem’ but they do require a special response from teachers and other pupils if they are to thrive and continue their learning as quickly as possible.

It is readily recognised that from teachers they need additional care and attention as well as extra support. But their peers can contribute hugely. What better opportunity could there be for the host children to demonstrate their knowledge and skills as well as their understanding of the cultural norms and expectations of the local community and the wider society?

Participants at the Symposium gave strong support to the establishment of ‘buddy’ systems whereby newcomers are allocated individual guides from amongst other pupils. Discussion about the roles and responsibilities associated with being a buddy is essential and enables as many children to become buddies as possible.

Being a buddy must not be thrust upon children without preparation and guidance. Nor must the responsibility of being a buddy be allowed to become stale or routine. The more that being a buddy is an opportunity open to many children not just a chosen few, the more successful it is likely to be. Perhaps the ‘honour’ of being a buddy should rotate or different children should be chosen for different activities or times of the day.

High status, clear expectations and proper recognition are likely to make buddy systems successful. They require adult monitoring and back-up with teachers and all support staff and break time supervisors involved.

Buddying can only be part of the successful induction of refugee children. All children must be encouraged to contribute to the creation of a supportive and welcoming environment. The arrival of new children provides opportunities for children of all ages to learn about empathy, sharing and caring, respect and kindness. Teaching against racism and stereotyping can help to develop positive attitudes.
The vast majority of children have experienced, to varying degrees, loss or being frightened, lonely or an ‘outsider’. Those experiences which children have in common can provide the basis for classroom discussion about how people’s circumstances change, often not by their own choice, and how their thinking and feelings change as a result. Recognising what they have in common rather than focusing on differences will help children to understand and relate better to refugee children.

(vi) Teachers new to teaching refugee children may need specific professional development and/or additional resources in their classrooms. Few initial teacher training courses focus on the special issues associated with inducting and teaching refugee children. However long they have been teaching, teachers new to teaching refugee children should not be expected (nor should they expect themselves) just to cope with the new demands on their teaching skills.

The participants at the Symposium identified the professional development opportunities that may be needed by teachers with such children in their classes for the first time. List 3 identifies these – it can be used by teachers themselves, headteachers, providers of professional development and policy-makers as a checklist to ensure that appropriate support is made available.

It is recognised good practice that a senior member of staff should be designated as having responsibility for refugee pupils. Those staff should act as consultants to class teachers teaching refugee children and be the focal point for links with specialist support and other agencies.

The teaching materials and resources in many classrooms may not be sufficient or suitable to meet the needs of refugee children. Improvisation is a strength amongst teachers but they should not be expected to continually ‘reinvent the wheel’. Many schools, LEAs and other agencies have developed teaching materials and other resources to help teach refugee children and meet their learning needs. List 4 suggests examples of suitable resources and teaching materials.

“But what do I do from 9.00 to 3.30?”
Refugee-friendly classrooms

These practical suggestions made by participants at the Symposium are intended to help teachers to create refugee-friendly classrooms. Some are obviously more applicable to younger children whilst others require greater maturity; but most will be of benefit to children of all ages. The suggestions are not differentiated by curriculum subject. Only teachers can decide which are manageable in their teaching situation and suit their teaching style. Teachers must judge how to make them appropriate to the ages of their pupils and the subjects they teach.

The suggestions are grouped under four headings.

1. Ask for help and support.
2. Provide induction.
3. Create a climate in which refugee children feel welcome and valued.
4. Make the curriculum more accessible.

1. Ask for help and support

Through the senior teacher with responsibility for refugee children, or their headteacher, teachers should be able to:

- find out about the availability of interpreters – so there is not a reliance on other children as translators – for support, in making early assessments and talking to refugee children about their recent ‘history’;
- determine whether mother-tongue teachers or support assistants are available;
- identify the possibilities for refugee pupils to further develop their first language through links with supplementary schools, libraries, cultural centres or activities such as writing to friends/relatives ‘back home’, where appropriate;
- enquire what specialist resources and support the LEA can provide;
• arrange an early meeting with the education welfare officer to agree a rapid response system for when refugee children are absent, and get support for children with regard to uniform, school meals and, where needed, transport;

• clarify the level of in-school support which will be available for refugee children and draw up a timetable for small group and/or individual support with a clear agreement about when it is most appropriate for that to be within or out of the classroom;

• contact other relevant agencies;

• find out about local organisations and facilities which could be helpful to new children and their families – particularly after-school and holiday projects; and

• obtain any booklets, cassettes, videos, in the appropriate languages about education and other services that children can take home to their parents – The Refugee Council will provide these free of charge.

2. **Provide Induction**

Refugee children will benefit if teachers:

• respect their right to a silent period (sometimes lasting several months);

• give them opportunities to talk, sensitively and not initially in front of an audience of other children, about their family history and their recent circumstances;

• find out about any religious or dietary requirements they may have and arrange for them to be accommodated;

• ensure that their names are pronounced and spelt properly by all staff including non-teaching staff;

• ensure they know the names of other pupils and other adults that they will meet, particularly ‘dinner’ and break time staff;

• arrange for introductions to any other same-language pupils and families;
establish a ‘buddy’ system which has status, is supervised and monitored, involves a range of children, not just the usual helpful pupils, and is the focus of classroom work and discussion;

teach ‘survival’ school and classroom terminology including toilet, book, desk, playtime, etc. and other important words;

display key vocabulary for particular subjects in both English and, where possible, the child’s first language;

familiarise children with the layout of the school, playground, rules, expectations and routines;

make eye contact during registration;

check on their well-being after break times;

arrange for the education welfare officer or refugee liaison officer to make visits home to involve parents or guardians of refugee children to as great an extent as possible;

emphasise to parents or carers the importance of maintaining the children’s first language;

encourage older, or more familiar, refugee children to provide support and comfort to newcomers;

involve other pupils in making a book, or photographic record, or perhaps a video about the school that children can take home to show their families; and

ensure they have ‘tools’ for homework – pencils, colours etc. and other necessary items.

3. **Create a ‘climate’ in which refugee children feel welcome and valued**

Teachers can do this by:

- being sensitive to religious observances and dietary needs;
- re-emphasising the school’s equal opportunities, anti-racist and inclusion values and encouraging discussion about refugees, empathy, diversity, mutual respect, etc;

- seeing refugee children as resources for learning;

- encouraging use of home languages where appropriate, eg, all pupils could learn greetings and goodbyes;

- using bilingual signs around the school and displays of representative cultural items;

- obtaining or involving pupils in creating bi-lingual dictionaries, storybooks and other resources;

- identifying and giving praise to children’s strengths and successes; and

- using correct and precise language in clear ‘easy to hear’ sentences.

4. **Make the curriculum more accessible**

This includes:

- making purposes and ‘targets’ as clear as possible;

- grouping refugee children with positive role models for behaviour and as language models;

- using drama, puppets, art, mime and pictorially-based tasks – including photographs, charts, flow diagrams, story-boards, maps;

- encouraging pupils to bring in toys, artefacts, photographs so they can all share their ‘stories’;

- generating discussion about pupils’ common experiences of change, moving home, being frightened and loss;

- exploring with pupils visual, non-verbal methods of communication e.g., body language, facial expressions;
• ensuring that achievements in subjects which are less language-based, e.g., mathematics, science and PE, are recognised;

• prioritising interactive activities which encourage collaboration between pupils and help to speed up English language acquisition, for example, information gap activities and barrier games;

• emphasising listening and speaking skills;

• using bilingual dictionaries and electronic translators;

• using dolls, artefacts, toys, food and other ‘everyday’ items as teaching aides;

• maximising use of ICT including on-line translation sites;

• using cards, draughts, chess, backgammon, dominoes, noughts and crosses and board games, which may already be familiar, perhaps in different forms, as learning resources and to encourage interaction with peers;

• using tickets, shopping lists, bills, ‘everyday’ documents, newspapers, magazines;

• playing music and singing songs;

• using pictures for labelling, matching, sorting, classifying;

• using books with a strong visual content;

• making available a wide variety of mathematical apparatus; and

• providing audio visual support; taped stories; language master.

‘Real Teaching’

The arrival of refugee children is likely to add to the range of needs that teachers have to meet. Where those pupils speak little or no English, it is bound to be difficult for teachers to at all times involve them fully, occupy them purposefully, and take forward their learning. Teachers can only do as much as they can.
If anyone still needs convincing that the complexities of teaching and learning are totally misrepresented by the idea that teachers merely ‘deliver’ the curriculum, the arrival of refugee children will do that! They need real teaching – calling upon all the strategies and pedagogical knowledge and understanding that teachers have.

All classes contain pupils with a wide range of abilities, attitudes, interests, cultural backgrounds, and learning needs. Refugee children may extend that range but the task for teachers remains fundamentally the same. Participants at the Symposium emphasised that good practice in teaching refugee children is no different from ‘good teaching’. Refugee children demand, and deserve, the best of teachers!
Local education authorities should provide advice on good practice in:

(i) the generation and promulgation of a policy statement which acts as a benchmark about intentions and entitlement, especially where these issues are relatively new;

(ii) an assurance that, while many other interests are involved, the Local Authority itself is ensuring the coherence of its own services;

(iii) ensuring up-to-date information is provided to and received from schools so that an accurate picture can be maintained;

(iv) establishing a steering group/working party which is able to make sure that the complex issues are concurrently addressed and responses related to each other;

(v) the provision of advice to schools on good practice in a number of areas but notably:

- induction;
- educational psychology support;
- role of the Education Welfare Service;
- the possible identification of a nominated teacher and governor in each school specifically to act as a reference point for matters pertaining to refugees and asylum seekers;
- the provision of EAL;
- support for mother tongues;
- a directory of available resources and materials;
- information about relevant voluntary agencies;
- information in relation to translation and interpreting how it might be accessed, likely costs and who is expected to meet them; and
- key contact points within the LEA/Council.

Through their Headteachers and/or the senior members of staff with responsibility for refugee children, teachers with refugee children should have access to these kinds of support.
LIST 2:
OFSTED’s identification of good practice at school level as presented by Arthur Ivatts – HMI with responsibility for refugee children – to the NUT’s ‘Symposium: Teaching Refugee Children’ on 18 July 2001

Good practice existed where the following were in place.

(i) The response to refugee pupils was rooted within schools’ equal opportunities and race equality policies.

(ii) There was unhindered access and appropriate welcome to children and parents.

(iii) There was a designated member of staff at senior level with responsibility for refugee children.

(iv) Support and training for class teachers, especially in regard to EAL, was provided.

(v) There was a positive influence on pupil progress by bilingual support assistants/teachers.

(vi) Rapid collection of additional and appropriate materials and resources was undertaken.

(vii) ‘Magic hand’ action – thinking laterally and imaginatively with regard to uniforms, transport, and/or costs of equipment/trips – was taken.

(viii) There was recognition and respect of pupils.

(ix) Translators and interpreter services were used as far as possible.

(x) There was close attention to pastoral issues, close home/school links were developed and a buddy/mentoring system was put in place.

( Teachers should be able to expect this supportive ‘context’ to be established to complement their work in the classroom.)
LIST 3: Professional development priorities for teachers new to teaching refugee children

During the Symposium ‘Teaching Refugee Children’, on which the advice in this document is based, teachers and advisers with experience of working with refugee children identified the kinds of professional development which were likely, in all or part, to be most needed by teachers new to teaching refugee children.

- Communication skills (in a broad sense but especially including non-verbal communication skills, working with an interpreter and understanding the wider issues).
- Awareness of and discussion around inclusion policies of school, LEA, etc.
- Ongoing support from a designated (senior) teacher in their school who has responsibility for refugee children.
- Teacher awareness – information regarding individual children (especially language, culture, parental background, religious and pastoral needs) as well as information about where refugees have come from and what they may have experienced.
- Anti-racist training with emphasis on how successful induction and education of refugee children is integral to the whole school’s policies on anti-racism and multi-cultural education.
- An introduction to teaching English as an additional language.
- Information about sources of support and other agencies working with refugee families.
- Strategies for ensuring access to the whole curriculum.
- The management and deployment of classroom assistants.
LIST 4:
Recommended examples of books, teaching materials and resources

Many of these examples will include references to other resources.

**Save the Children** (Tel: 020 7703 5400 or www.savethechildren.org.uk)

In *Safe Hands: A Resource and Training Pack* (including video) to Support Work with Young Refugee Children – Cost: £20.00 plus p&p – Early Years/Primary

A *Fight to Belong (True Story)* and Teacher’s Pack – Key Stage 2 and Year 7  (A successful community campaign in support of a family faced with deportation.)

**Trentham Books** (Tel: 01782 745567 or www.trentham-books.co.uk)

*In the Midst of the Whirlwind: A Manual for Helping Refugee Children* – Cost: £12.99 – Primary school teachers (Dealing with trauma, bereavement and emotional issues.)

*Enriching Literacy – text, talk and tales in today’s classroom* – Teacher resource  (Practical classroom activities plus texts and books.)

*Supporting Refugee Children in 21st Century* (ISBN 185 856 185 X)

**Refugee Council** (Tel: 020 7820 3000 or www.refugeecouncil.org.uk)
(Wales: 02920 666250)

*Refugee Council Information Service* (Subscription)

*Kosovan Journeys* – Cost: £9.00 – Key Stages 2/3  (The experiences of two Kosovan families through their eyes.)

*A Resource Book for Primary Schools: Refugees by Jill Rutter:* – Cost: £4.50 – Primary (will need adapting for younger children)

**SEMAP** (Tel: 0121 659 4479 or e-mail: jonecollin@aol.com)

*Refugees and Asylum Seekers: SEMAP* – Cost: £5.00 – All Key Stages

*Safe* (provisional title): SEMAP and Birmingham EMAS – All Key Stages (Practical steps to create the climate and learning conditions and activities to support refugee children).

**Hackney LEA - EMAS** (Tel: 020 8356 7357/Fax: 020 8356 7359)

*Challenging Children: EMAS Nord Anglia/Hackney* – Secondary (Strategies for including EAL pupils in the classroom.)

*Good Practice in Admissions and Induction: EMAS Hackney* (Tel: 020 8356 7357) – Cost: £12.00 – Primary and secondary
**Wolverhampton LEA - EMAG** (Tel: 01902 555 915/Fax: 01902 555 966)

*Meeting the Needs of Newly Arrived Pupils – Teacher Resource*

**National Foundation for Educational Research** (EMIE Unit – 01753 423156)

*Refugees and Asylum Seekers: The Role of LEAs – Cost: £4.00 – Teacher/Education Officer Resource*

**Thomas Coram Research Unit:** [http://www.hull.ac.uk/children’s 5 to 16 programme/Conference/Candappa pdf](http://www.hull.ac.uk/children’s 5 to 16 programme/Conference/Candappa pdf)


*When Jessie Came Across the Sea*: [Walker Books](Cost: £5.99 – Age group: 7-9 (A Jewish girl emigrates to America at the end of the 19th Century.))

*Any Good Photo/Picture Dictionary*: [Oxford Children’s Picture Dictionary](Cost: £9.00)

3 CD Roms (3 levels, from beginners). **Eurotalk Interactive** (Tel: 020 7371 7711 or www.eurotalk.co.uk) – Age Group: Secondary and Adult – Cost: £30 – (Excellent for absolute beginners in English to have instructions in other languages, including Albanian, Chinese, Turkish, etc.)
How The NUT Helps You
Qualified teachers from overseas, those working part time or supply and teaching in primary, secondary or special schools, or in the Leadership group throughout England and Wales should read these indispensable brochures. To order please ring 020 7380 4844 (24 hours).

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According to the judges of the 2001 TUC Awards, the NUT website, www.teachers.org.uk is “as good as any on the web”. It is first with the news from those making it: carries essential information, guidance and advice.

Meeting Your Needs And Aspirations
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