

Manifesto NAHT Cymru 2010

NAHT

NAHT is an independent trade union and professional association representing more than 28,000 members in Wales, England, and Northern Ireland. Members hold leadership positions in early years; primary; special and secondary schools; independent schools; sixth form and FE colleges; outdoor education centres; pupil referral units, social services establishments and other educational settings.

Fundamental Principles:

NAHT's vision for the future of education is one:

- Where every child achieves to the absolute best of their ability whilst retaining a love of learning that will stay with them into their adult lives;
- Where every school is valued by its local community and works to support that community by helping young people to become active and caring citizens;
- Where school leaders are trusted to make local decisions in the best interests of their pupils;
- Where teachers have the confidence to be creative and those who aspire to lead are encouraged to develop the necessary skills.

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Undeb llafur a chymdeithas broffesiynol annibynnol yw NAHT sy'n cynrychioli mwy na 28,000 o aelodau yng Nghymru, Lloegr a Gogledd Iwerddon. Mae ei aelodau'n dal swyddi arweinwyr mewn blynyddoedd cynnar; ysgolion cynradd, arbennig ac uwchradd; ysgolion annibynnol; colegau chweched dosbarth ac Addysg Bellach; canolfannau addysg awyr agored; unedau cyfeirio disgyblion; sefydliadau gwasanaethau cymdeithasol a lleoliadau addysgol eraill.

Egwyddorion sylfaenol:

Gweledigaeth NAHT ar gyfer dyfodol addysg yw un lle:

- Mae pob plentyn yn cyflawni hyd eithaf eu gallu gan gynnal cariad at ddysgu a fydd yn aros gyda nhw yn eu bywydau fel oedolion;
- Caiff pob ysgol ei gwerthfawrogi gan ei chymuned leol a lle bydd yn gweithio i gefnogi'r gymuned honno trwy helpu pobl ifanc i ddod yn ddinasyddion gweithgar a gofalgar;
- Ymddiriedir mewn arweinwyr ysgolion i wneud penderfyniadau lleol yn unol â buddiannau gorau eu disgyblion;
- Mae gan athrawon yr hyder i fod yn greadigol a lle caiff y rhai sy'n awyddus eu hannog i ddatblygu'r sgiliau angenrheidiol.

These aspirations drive all the work that NAHT undertakes but for this vision to become a reality, we will need Government and others to work with us.

Priorities for 2010

Education policy is largely devolved and is therefore determined by the Welsh Government and the National Assembly for Wales.

Much of discussion and engagement with Government and politicians of all parties on matters of the most pressing interest to members will therefore be conducted in the Welsh context. These issues include:

- The development and assessment of the Foundation Phase
- 14-19 Learning Pathways and the meaning of choice
- Improving literacy skills
- Breaking the link between poverty and attainment
- Addressing inadequate school buildings
- The organisation and structure of special educational needs provision
- The transformation of school organisation 3-19

Some matters of central importance to the Welsh education system are however determined in Westminster.

Y dyheadau hyn sy'n gyrru'r holl waith y mae NAHT yn ymwneud ag ef, ond er mwyn gwireddu'r weledigaeth hon, mae arnom angen i Lywodraeth ac eraill weithio gyda ni.

Blaenoriaethau am 2010

Mae polisi addysg wedi cael ei ddatganoli i raddau helaeth ac felly'n cael ei benderfynu gan Lywodraeth Cymru a Chynulliad Cenedlaethol Cymru.

Bydd y rhan fwyaf o'r trafod a'r ymwneud â Llywodraeth ac â gwleidyddion o bob plaid ar y prif faterion sydd o ddiddordeb i aelodau felly'n cael ei wneud yng nghyd-destun Cymru. Mae'r materion hyn yn cynnwys:

- Datblygu ac asesu'r Cyfnod Sylfaen
- Llwybrau Dysgu 14-19 ac ystyr dewis
- Gwella sgiliau llythrennedd
- Torri'r cysylltiad rhwng tlodi a chyrhaeddiad
- Ymdrin ag adeiladau ysgol annigonol
- Trefniadaeth a strwythur darpariaeth anghenion addysg arbennig
- Trawsnewid trefniadaeth ysgolion 3-19

Caiff rhai materion o bwysigrwydd canolog i system addysg Cymru fodd bynnag eu penderfynu yn San Steffan.

Funding

The most significant of these is funding.

The £527 per-pupil funding deficit with England and the failure entirely to banish the funding fog is a continuing frustration for school leaders. Members are also aware that enormous pressures will be felt across the public sector over the coming years.

In the context of the National Assembly for Wales, NAHT Cymru is developing a funding policy which will:

- address the infrastructure of the current 22 local authority model;
- reassert the importance of LMS (local management of schools) and ensure school-level control and flexibility over funding;
- emphasise that every child in Wales should expect equal treatment in terms of funding;
- ensure that policies that are identified as government priorities (at all levels) receive priority funding
- argue that secondary schools with sixth form provision should be more directly engaged by government in the determination and allocation of post-16 funding allocations;
- address long-term problems in the funding of special educational needs, and special education schools in particular

Ariannu

Y pwysicaf o'r rhain yw ariannu.

Mae'r diffyg ariannol o £527 y disgybl o gymharu â'r hyn a werir yn Lloegr a'r methiant llwyr i gael gwared ar y niwl ariannu'n rhwystredigaeth barhaus i arweinwyr ysgolion. Mae aelodau'n gwybod hefyd y bydd pwysau anferthol yn cael eu teimlo trwy'r holl sector cyhoeddus dros y blynyddoedd nesaf..

Yng nghyd-destun Cynulliad Cenedlaethol Cymru, mae NAHT Cymru'n datblygu polisi ariannu a fydd yn:

- Edrych ar seilwaith y model presennol o 22 o awdurdodau lleol;
- Ailddatgan pwysigrwydd rheolaeth leol o ysgolion a sicrhau rheolaeth ar lefel ysgol a hyblygrwydd ynghylch ariannu;
- Pwysleisio y dylai pob plentyn yng Nghymru ddisgwyl triniaeth gyfartal o safbwynt ariannu;
- Sicrhau bod polisiau sy'n cael eu nodi fel blaenoriaethau llywodraeth (ar bob lefel) yn derbyn blaenoriaeth cyllid;
- Dadlau y dylai ysgolion uwchradd gyda darpariaeth chweched dosbarth gael llais mwy uniongyrchol yn y llywodraeth wrth benderfynu a dyrannu dyraniadau ariannu ôl-16;
- Mynd i'r afael â phroblemau hirdymor mewn ariannu anghenion addysg arbennig, ac ysgolion anghenion arbennig yn enwedig.

NAHT Cymru is however also campaigning for a change in the way that the Welsh Block Grant, the mechanism which determines the level of funding available to the National Assembly is determined.

The Holtham Commission report (July 2009) claimed that Wales was losing up to £300 million a year as a result of the Barnett formula allocation of funding; later in the same month a House of Lords Select Committee found that the formula was 'arbitrary and unfair'.

There is consensus amongst the political parties in Wales that the Barnett Formula is no longer adequate.

We call upon the next UK Government to:

- tackle the inequities of the Barnett funding formula as a matter of urgency

Leadership and Management

The terms and conditions of school leaders and teachers also remain the responsibility of the UK Government.

Recent years have seen a pronounced increase in legislation and guidance which has steadily undermined the autonomy and authority of school leaders. In addition, workplace reform and an ever-increasing litany of schemes,

Mae NAHT Cymru fodd bynnag yn ymgyrchu hefyd am newid yn y ffordd y mae Grant Bloc Cymru, y mecanwaith sy'n penderfynu lefel y cyllid sydd ar gael i'r Cynulliad Cenedlaethol, yn cael ei benderfynu.

Roedd adroddiad Comisiwn Holtham (Gorffennaf 2009) yn hawlio bod Cymru'n colli hyd at £300 miliwn y flwyddyn o ganlyniad i ddyraniad cyllid yn ôl fformiwla Barnett; yn ddiweddarach yn yr un mis daeth Pwyllgor Dethol yn Nhŷ'r Arglwyddi i'r casgliad fod y fformiwla'n 'fymrwyl ac yn annheg'.

Mae consensws ymhlith y pleidiau gwleidyddol yng Nghymru nad yw Fformiwla Barnett yn ddigonol bellach.

Galwn ar Lywodraeth nesaf y Deyrnas Unedig:

- I fynd i'r afael ar frys ag annhegwch Fformiwla Barnett.

Arweiniad a Rheolaeth ac Hyfforddiant

Mae telerau ac amodau arweinwyr ac athrawon ysgolion hefyd yn dal i fod yn gyfrifoldeb Llywodraeth y Deyrnas Unedig.

Mae'r blynyddoedd diwethaf wedi gweld cynnydd trawiadol mewn deddfwriaeth a chanllawiau sy'n raddol wedi tanseilio ymreolaeth ac awdurdod arweinwyr ysgolion. Yn ogystal, mae diwygio gweithleoedd a llwyth sy'n cynyddu'n barhaus o gynlluniau, mentrau a pheilotau wedi arwain at lwythi gwaith

initiatives and pilots have resulted in unmanageable workloads and a crisis in school leader recruitment in many areas.

Staffing and Training

Assessments of school leader performance frequently focus on the achievements of pupils, a factor largely dependent on the quality of the staff and the curriculum they are able to deliver. Teachers need support both in and outside the classroom to deal with large class sizes, special educational needs, administrative tasks etc; just as support staff need equivalent levels of support and guidance and clear career structures.

The best education systems in the world are characterised by one factor above all others – a high level of training and development opportunities for teachers and leaders. In order to achieve world-class status for the Welsh education system, we must ensure that our teachers and leaders are able easily to access affordable training and development that represents best practice from the rest of the United Kingdom and internationally.

NAHT calls on the UK Government to take immediate action to provide school leaders with:

- Easy and affordable access to the best UK and international training and development opportunities;
- Clearly defined procedures with clear roles and responsibilities;

amhosibl ac argyfwng mewn recriwtio arweinwyr ysgolion mewn llawer o ardaloedd.

Staffio ac Hyfforddiant

Mae asesiadau o berfformiad arweinwyr ysgol yn canolbwyntio'n aml ar lwyddiannau disgyblion, ffactor sy'n ddibynnol i raddau helaeth ar ansawdd y staff a'r cwricwlwm y maent yn gallu ei gyflwyno. Mae ar athrawon angen cefnogaeth y tu mewn a'r tu allan i'r ystafell ddosbarth i fynd i'r afael â meintiau dosbarthiadau mawr, anghenion addysg arbennig, tasgau gweinyddol etc; yn union fel mae ar staff cymorth angen lefelau tebyg o gefnogaeth ac arweiniad a strwythurau eglur i'w gyrfaoedd.

Yr hyn sydd yn nodweddi systemau addysg gorau'r byd uwchlaw unrhyw ffactor arall yw'r cyfleoedd hyfforddi a datblygiad proffesiynol sydd ar gael i athrawon ac arweinyddion ysgol. Er mwyn sicrhau system addysg i Gymru cystal â'r gorau yn y byd, rhaid galluogi athrawon ac arweinyddion ysgol i fanteisio ar gyfleoedd hyfforddi a datblygu proffesiynol sydd yn fforddiadwy ac yn cynrychioli'r arfer orau o weddill y DU ac yn rhyngwladol.

Mae NAHT yn galw ar Lywodraeth y Deyrnas Unedig i gymryd camau ar unwaith i ddarparu'r canlynol i arweinwyr ysgolion:

- Mynediad rhwydd a fforddiadwy i'r cyfleoedd hyfforddi a datblygu gorau yn y DU ac yn rhyngwladol;

- Time for professional development;
- Improved work/life balance.

NAHT calls on all parties to ensure that their education policies provide for:

- School-determined staffing structures that enable the school to be managed effectively and the curriculum delivered;
- Professionally qualified, well-motivated staff;
- Improved performance management systems;
- Trust in the profession.

Conclusion

We trust that any government, regardless of its political affinities, will quickly draw upon the expertise of the largest association of education leaders in Europe to ensure that policy change is informed by deep knowledge and positive thinking across the complete range of the educational world.

- Gweithdrefnau wedi eu diffinio'n eglur gyda swyddogaethau a chyfrifoldebau clir;
- Amser ar gyfer datblygu proffesiynol;
- Gwell cydbwysedd gwaith/bywyd.

Mae NAHT yn galw ar bob plaid i sicrhau bod eu polisiau addysg yn darparu ar gyfer:

- Strwythurau staff wedi eu penderfynu gan ysgolion sy'n galluogi'r ysgol i gael ei rheoli'n effeithiol ac i'r cwricwlwm gael ei gyflwyno;
- Staff ymroddedig wedi eu cymhwyso'n broffesiynol;
- Gwell systemau rheoli perfformiad;
- Ymddiriedaeth yn y proffesiwn.

Casgliad

Gobeithiwn y bydd unrhyw lywodraeth, waeth beth fo'i theyrngarwch gwleidyddol, yn manteisio'n ddi-oed ar arbenigedd y gymdeithas fwyaf o arweinyddion addysg yn Ewrop er mwyn sicrhau bod newid mewn polisi'n cael ei arwain gan feddwl cadarnhaol ac adnabyddiaeth ddofn o'r byd addysg yn ei gyfanrwydd.