FE Teaching and Learning

Skilling for the future; effective leadership

From satisfactory to good or outstanding – why we need excellence in teaching and learning

Tuesday, March 1, 2011

Stephen Sheedy,
Principal Queen Mary's College, Basingstoke

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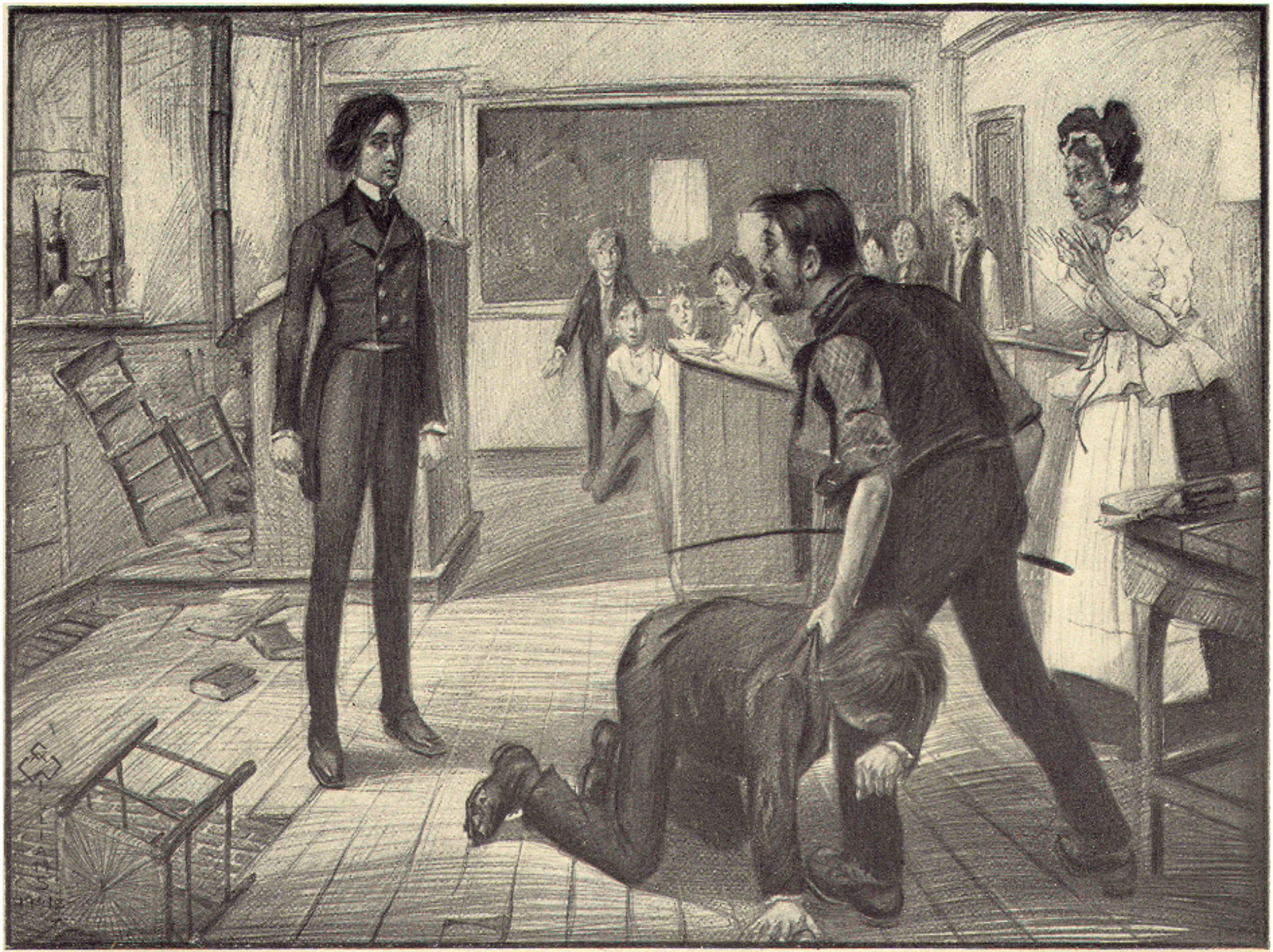

I do not approve of anything that tampers with natural ignorance. Ignorance is like a delicate, exotic fruit. Touch it, and the bloom is gone. The whole theory of modern education is radically unsound. Fortunately, in England, at any rate, education produces no effect whatsoever. If it did it would prove a serious threat to the upper classes, and probably lead to acts of violence in Grosvenor Square.

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I have been concerned to find out that many of our best trained students who have completed the higher levels of education at university or polytechnic have no desire to join industry. Their preferences are to stay in academic life or to find their way into the civil service. There seems to be a need for more technological bias in science teaching that will lead towards practical applications in industry rather than towards academic studies. Or, to take other examples, why is it that such a high proportion of girls abandon science before leaving school?

James Callaghan, Ruskin College, 1976

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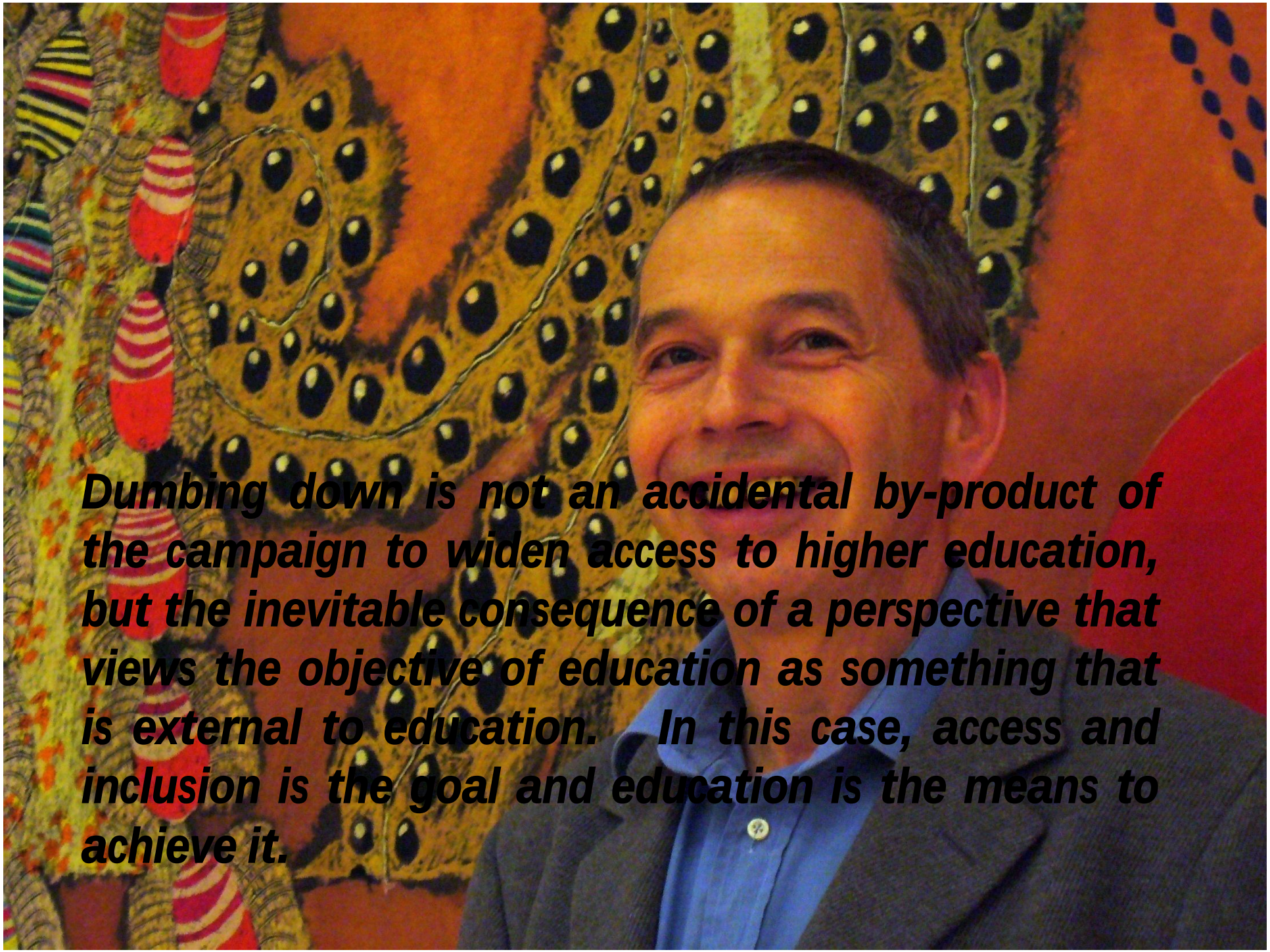

Dumbing down is not an accidental by-product of the campaign to widen access to higher education, but the inevitable consequence of a perspective that views the objective of education as something that is external to education. In this case, access and inclusion is the goal and education is the means to achieve it.

The Labour Government set an ambition for 50% participation. Some of us have long questioned whether this was sensible as well as affordable…

I am much more interested in knowing what outcome we achieve in terms of highly skilled and capable people. But, in any event, the debate about numbers is an artificial one. We should not be setting targets, or ceilings for that matter.

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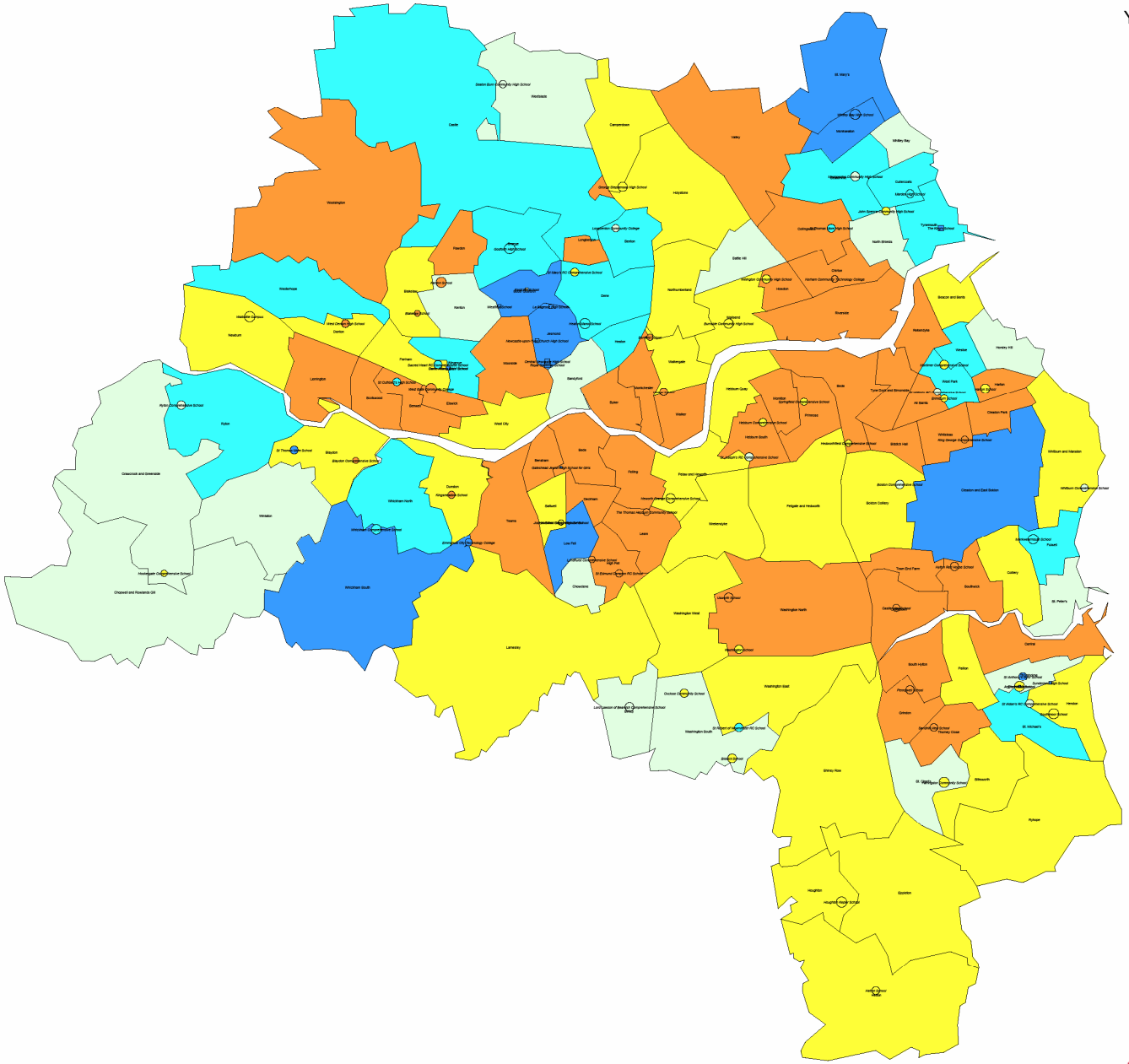
Young participation by electoral wards (1998) with secondary schools: Tyne and Wear

HEFCE

School 5AC GCSE
- <27%
- 27% to 38%
- 38% to 48%
- 48% to 60%
- >60%

Young participation
- <16%
- 16% to 24%
- 24% to 32%
- 32% to 43%
- >43%



POLAR series / September 2002 / Mark Corver / www.hefce.ac.uk/polar / Copyright (c) 2002 Higher Education Funding Council for England.
Map shows proportion of children from each area who left school between 1995-1997 and entered HE at degree-level within 4 years.
Data: Higher Education Statistics Agency, Department for Education and Skills, Office for National Statistics, WWW.mapit.mcmcr.com. Approximate ward boundaries from 1991 ED aggregation.
Boundaries derived from data provided with support of ESRC/JISC copyright EDI-LINE consortium. Analysis partially supported by ESRC studentship R00429934069 / Mark Corver.

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Young participation by electoral wards (1998) with secondary schools: Surrey

HEFCE

School 5AC GCSE
- <27%
- 27% to 38%
- 38% to 48%
- 48% to 60%
- >60%

Young participation
- <16%
- 16% to 24%
- 24% to 32%
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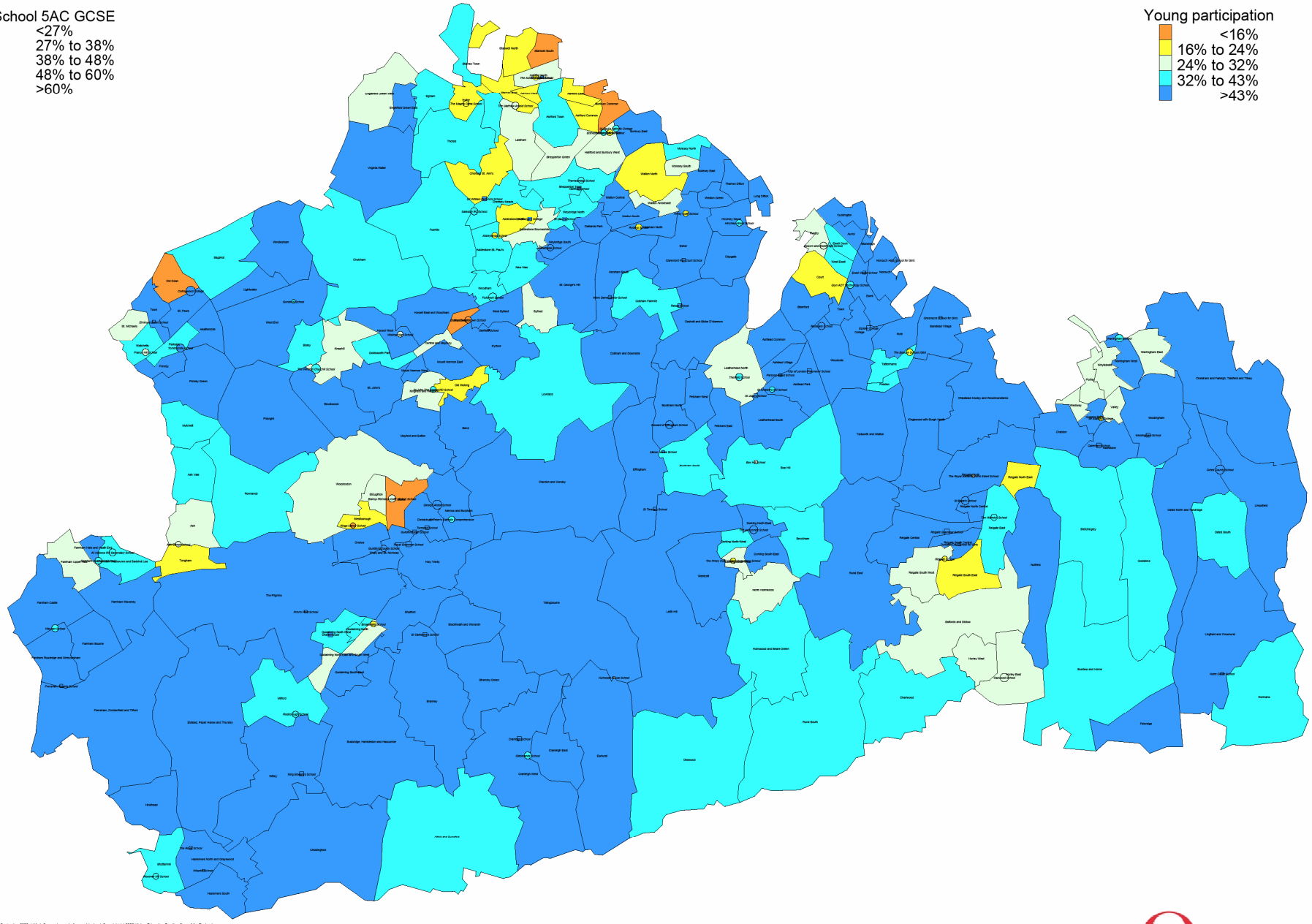

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Map shows proportion of children from each area who left school between 1995-1997 and entered HE by age 21 (degree/HND/equivalent within 4 years).
Data: Higher Education Statistics Agency (HESA) / Department for Education and Skills (DfES). Wards based on approximate ward boundaries from 1991 ED aggregation.
Boundaries derived from data provided with support of ESRC/JISC copyright EDI-LINE consortium. Analysis partially supported by ESRC studentship R00429934069 / Mark Corver.

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Some Figures from 2010

	Liverpool	Hampshire
No. of schools and colleges:	34	35
No. of 16-18 year-olds:	10,012	38,341
No. at end of A/AS or equivalent:	2,959	12,867
Percentage at end level 3:	29.5%	33.6%
Average No. per school at end of A/AS:	87	368
Average point score per student:	695	799

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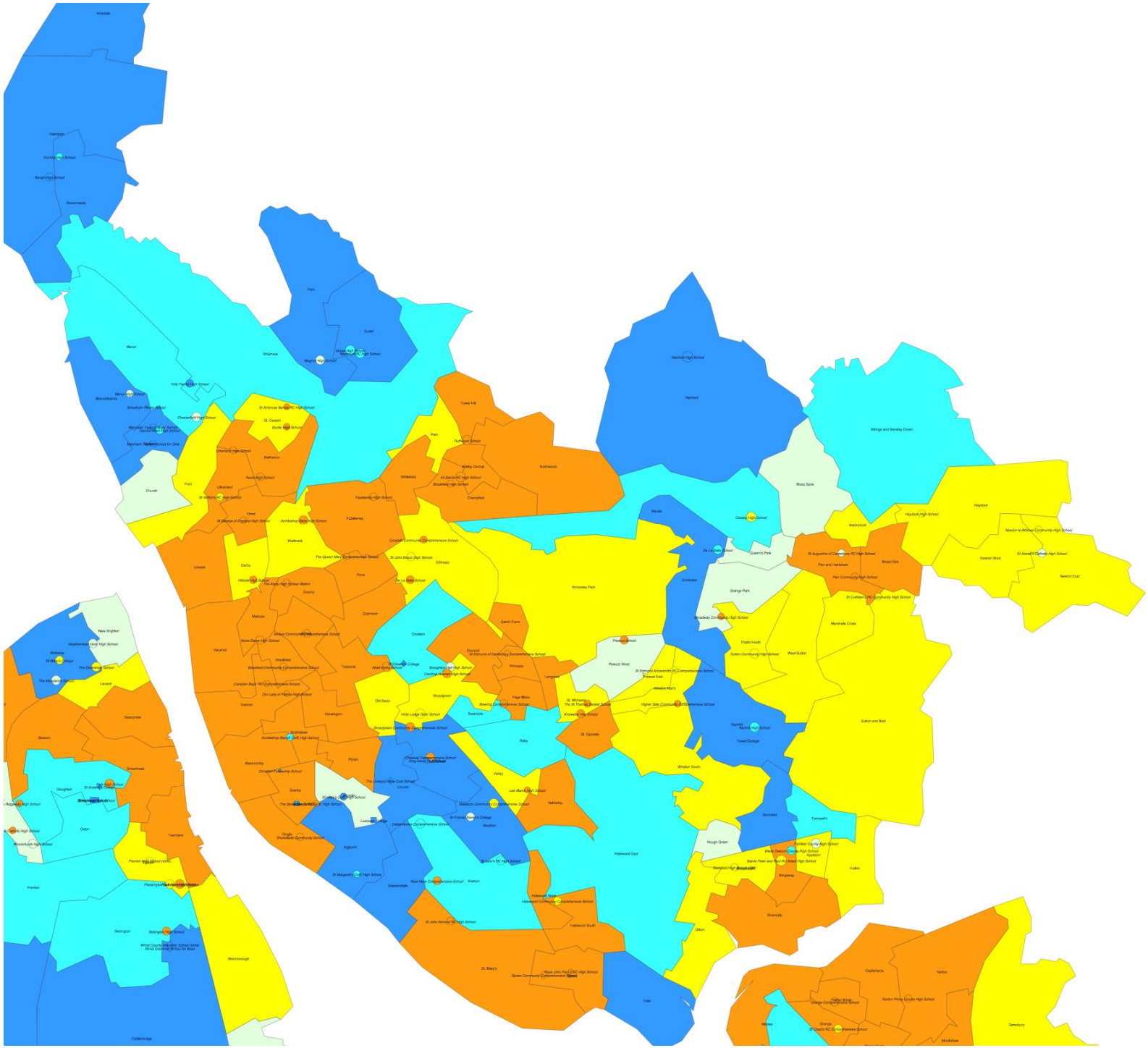

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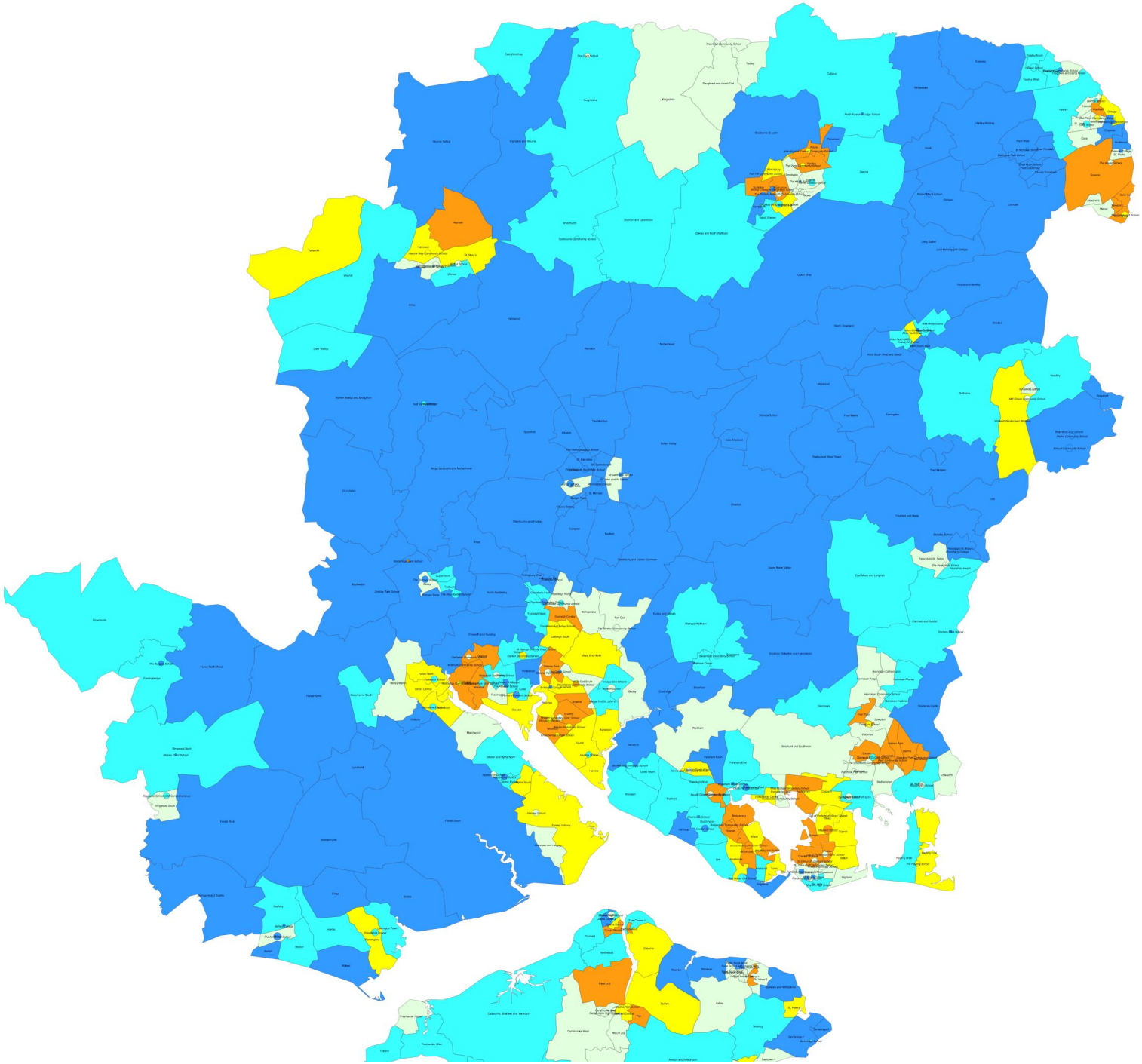

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For many individuals and for the country there may be more to be gained from vocational education in FE – which is in many respects, the area where we will tackle some of our key deficits as a country in intermediate skills.

Apprenticeships rather than degree courses?

Towards part time rather than full time study?

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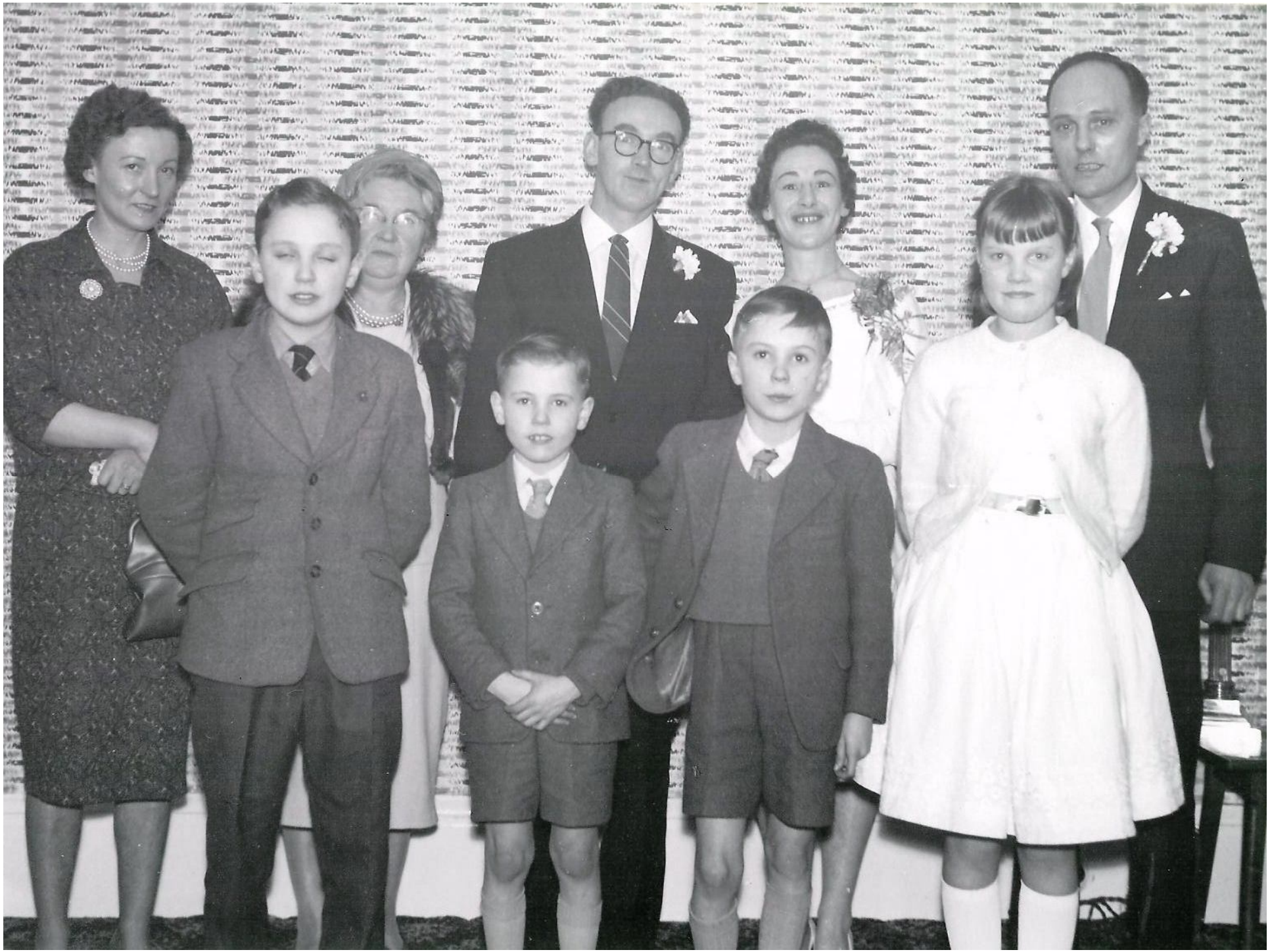

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School Leaving Age in England

My mother and father left school at 14, one in Scotland and one in England.

When I started at primary school, the school leaving age was 15 and the 11-15 year-olds were taught in an upper room in the primary school until a new secondary modern school was completed.

When I passed the 11 plus, there were grammar schools, secondary modern schools, technical schools and a 13 plus examination to give some a second chance, but the school leaving age was still 15.

We took "O" levels and "A" levels (same age as I am and designed for matriculation).

At the secondary modern school, the students mostly left without qualification until CSE arrived in 1965.

Principal Queen Mary's College, Basingstoke

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