ASCL Association of School and College Leaders

Supporting learners to reach their full potential

Brian Lightman General Secretary –
Association of School and College Leaders

Overview

1. How are we doing?
2. The current context and challenges.
3. The implications of that context for schools and colleges.

Education England – Is it all that bad?

	2001	2010
GCSE A*-C	57%	69%
A Level A*-C	59%	75%
Ofsted schools graded outstanding in last cycle	11% (2005)	19% (2009)
Sec. Schools below floor	1600 (lower 1997 floor)	216 (2010 floor)
Total no of support staff	161600 (2000)	351300 (2010)
Total no of teaching assistants	79000 (2000)	190400 (2010)

Some key factors in that improvement

- Investment in support staff
- Intelligent use of data
- 1:1 tuition
- Extra lessons
- Extended schools initiatives like homework clubs.
- Curriculum development to balance academic and vocational options
- **Carefully targeted guidance and support by multi-disciplinary teams**

Work in progress

- Good progress does not mean the work is complete.
- Gap still far too wide.
- Too many students and families still have far too low aspirations.
- But our service is far from ‘broken’.

- But what does ‘full potential’ mean?

The context

- The economic climate
- Unemployment
- Raising of the participation age
- HE changes
- Curriculum change – E Bacc, NC review, Wolf
- Structural changes to schools – UTCs, Academies, Free Schools
- Changes to school 6th form and college funding
- Development of All Age Careers service
- New legislation in Education bill

The challenge to social mobility the triple whammy!

1. Cutbacks coupled with uncertainty about new All Age Service - EMA / Connexions, Aim Higher.
2. Tuition fees
3. Changes to the curriculum

Policy memory – May 2010 = day zero

"Given the short career life of ministers and the limited life of governments on one hand, and the need for the long-term implementation of educational reform on the other there should be a search for consensus between the political parties on non controversial ground."

(CFBT 2010)

Times university special 28th March 2011

‘As universities unveil their fees, anxiety and confusion about the new system is widespread. And some people from poorer backgrounds are wondering whether to turn their backs on higher education altogether. **But nothing in the plans should deter anyone from taking a degree.’**

Student loan of £40000

Salary	Monthly repayment
£21000	£0
£25000	£30
£40000	£130
£50000	£218
£60000	£293

So what do we need to do???

- We have a moral duty to help students to access the opportunities our generation had.
- We have got to give students the full information and show them the way through.
- That information has got to come from impartial sources.
- Schools and colleges need full information from government.

The need to support learners with highest quality guidance

- Aspirations
- A coherent approach to support and guidance.
- Clarity of routes
- Information about opportunities
- Face to face contact with a careers professional
- Online advice
- Telephone support

What is missing from the curriculum debate

- A debate about the fundamental purpose of education
- Skills full stop but especially employability skills.
- Careers education - An integral part of the curriculum
- A balance of ‘academic’ and applied learning

Questions schools will need to consider.

- What is our overall vision and policy about advice and guidance?
- How are we going to support our students to have high aspirations in this context?
- How does this fit into the new era?
- What is the place of careers education going to be?
- Who is going to provide our impartial guidance?
- How is it going to be funded / afforded?
- Can we afford not to provide it?

Some keys to supporting all learners and not just some:

- A coherent approach within schools
- A coherent approach across the education service
- System leadership
- Messages to school and college leaders.
- Messages to the careers profession
- Investment and clarity about new service.

Contact details: Brian Lightman

brian.lightman@ascl.org.uk

http://twitter.com/brianlightman

www.ascl.org.uk

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