

Contents

Foreword by Christopher Brookes, The Lifelong Learning Foundation	v
Acknowledgements	viii
<i>one</i> Introduction	i
<i>two</i> Curriculum	5
<i>three</i> Assessment	15
<i>four</i> Pedagogy	25
<i>five</i> Advice and guidance	35
<i>six</i> Information, communication and learning technologies	45
<i>seven</i> School design	55
<i>eight</i> Innovation	65
<i>nine</i> The teaching profession	75
<i>ten</i> Leadership	81
<i>eleven</i> Firm foundations	91
Sources and suggestions	101
Appendix: Participants in the seminar	105
Index	107

Numbers in *italics* refer to figures

A

- absenteeism 60, 77
- accountability 68
- action research 79
- adaptability 81
- adolescents 59, 62, 83
- adult education centres 56
- 'adults other than teachers' (AoTs) 59, 62, 76, 78
- AfL, *see* assessment for learning
- age cohorts 58, 59
- alienation, *see* disaffection
- AoTs, *see* adults other than teachers
- apprenticeships 13, 29-30, 61
- architecture 55
- Arnold, Matthew 6
- assessment
 - amount of 15
 - core subjects 22
 - categoric 18
 - cost of 19, 22
 - effect on curriculum 16
 - ICLTs and 48
 - motivational aspects 24
 - need for reform 15
 - ownership of 19
 - purpose of 20-1
 - quality of 16
 - standards 15-16
 - stress of 15
 - summative 23
 - teachers and 19, 20
- assessment for learning (AfL) 23, 24, 32, 48-9
- assessment specialists 42
- assistant head teachers 83
- Association for Science Education 12
- attitude 6, 28, 39, 82
- authority 34

B

- babies 26
- BBC 53
- BECTA, *see* British Educational and Communication Technology Agency

- behaviour vi, 59, 64
- Bennis, Warren 83, 84, 85
- 'big ideas' 12
- Black, Paul 29, 32, 33
- blaming 68, 72
- Blunkett, David iv
- boredom 9, 10, 13
- 'bricks' 10, 11
- Bridges, William 35, 36
- British Educational and Communication Technology Agency (BECTA) 47, 53
- Brown, Ann 31-2
- budgets 83
- Building Schools for the Future 55
- buildings, constraints of 32, 55-64
- bursars 75

C

- Campaign for Learning 70
- capacity 10, 27, 81-2, 96
- capital 95, 96, 97, 98, 100
- careers 35, 36-41
- casualisation, *see* deprofessionalisation
- charisma 82
- chartered examiners 22, 23
- choice
 - diversity and 92
 - extension of 62
 - in curriculum 63
 - Labour acceptance of 92, 93
 - limited by schools 63
 - parental 6, 57, 58, 83, 92
 - in comprehensive schools 8
 - reversibility of 6
- citizenship 11, 70
- citizenship education 6, 39
- classroom design 56
- Claxton, Guy 29
- coaching 42
- Coffield, Frank, 83
- college of further education 61
- colleges, guidance in 38
- collegiates 58, 61, 97
- Collins, Jim 85, 86
- communication 12, 17, 51, 61

communities 57, 58, 87, 95, 97
 of inquiry 32
 of learning 52, 87-8, 89
 of practice 32, 87-8
community centres 56
community education 56
competences 11
competition 93
comprehensive schools 8
computers, *see* information,
 communication and learning
 technology
Confederation of British Industry (CBI)
 41
confidence, with ICLT 46-8, 53
Connexions 36, 37
continuing professional development
 (CPD) 79
continuity 9
core subjects 22
CPD, *see* continuing professional
 development
creativity 28, 32, 65
criterion referencing 19
critical intelligence 83
critical thinking 40
criticism 72, 90
Cuban, Larry 50
cultural transmission 6
culture 6, 29, 30, 42
 teenage 59
cumulative learning v
Curriculum Online 53
curriculum, *see also* National
 Curriculum
 'basic' content 45
 competence-led 11
 'dumbing down' of 7, 11
 choice in 63
 compulsory 8, 13
 debate about 5, 10
 definition 5
 determination of 5
 development 13
 functions of 5-7
 knowledge in 11
 language for 13, 14
 meaning of 14
 nature of 9-12
 of apprentices 29
 personalisation and 99
 provision 13
 skills in 11

customisation 62, 63, *see also*
 personalisation

D

decision making 37
Department for Education and Skills
 (DfES) 1, 15, 46, 52, 65
 as learning organisation 98
 changes in approach of 98
 policies 99
Department for Education and Skills,
 segmentation of 57
deprofessionalisation 75-6
deputy head teachers 83, 85
DfES, *see* Department for Education
 and Skills
directive mode of intervention 98
directories 42
disaffection 72, 82, 83
disapplication 8, 9
disengagement 36, 60, 61, 63, 72, 82
dispositions 6, 28, 82
diversity 92, 93
dropouts 9, 51, 82
Drucker, Peter 65, 83

E

educational research 25
'edutainment' 50
e-learning team 53
e-mail 46
employment 35-41, *see also* work
 enabling mode of intervention 98
enterprise 12
entitlement 8-10, 18
entitlement curriculum 8
entrepreneurship 12
equality 93
e-teaching 53
Every child matters 57
evidence-based approaches 89
examination boards 15, 16
examinations
 distorting effects of 23
 emphasis on 81
 excessive use of 15
 generic skills and 99
 quality of 16
 as measure of school effectiveness 82
 use of results 21, 81
examiners 22
excellence 93

experience, areas of 10
 extended school, *see* school, extended

F

facilities 58
 failing 68
 families 95
 federations 58, 61, 97
 feedback 21, 31, 98
 computer-generated 49
 fields 10
 filing 77
 'five I's' 29
 flexi-schooling 71
 flexi-working 71
 formative assessment 23
 funding 98

G

games 48
 Gardner, Howard 10, 12, 42
 generic skills, *see* skills, generic
 golden handcuffs 77
 good practice 72
 governors
 accountability to 83
 radicalism and 70
 preferences for 'level four' head teachers 86
 transfer of responsibility to 92
 grades 18, 22, 23
 graduate-as-learner 40
 grammar schools 8, 83, 92
 grant-maintained schools 92
 Guidance Accreditation Board 41
 Guidance Council 41

H

half-way houses 61
 Handy, Charles 35, 36
 Hawthorne effects 72-3
 head teachers
 BECTA support for 47
 charismatic 82
 ICLT and 51
 investment in technician support 50
 leadership qualities 82-90
 network learning and 89
 relations with government 68
 relations with the community 58
 training 53

Health and Safety at Work Act 41
 heritage 5, 6, 7, 8, 9, 10, 14
 hierarchy 87
 high culture 6
 higher education v
 Hirst, Paul 10
 Holt, John 27, 31
 home schooling 70-1, 78
 Horne, Matthew 76
 Horton, Richard 76
 human capital 95

I

IAG, *see* information, advice and guidance
 ICLT, *see* information, communication and learning technology
 ICT Test Beds project 69
 ICT, *see* information and communication technology
 Illich, Ivan 41-2
 imitation 29, 34
 incentives, for teachers 20, 77-8
 individualised support 93
 industrial revolution, legacy in schools 69
 informal processes 42
 information and communication technology (ICT) 45, 75, *see also* information, communication and learning technology
 information, advice and guidance (IAG) 36, 37, 38, 41, 42
 information, communication and learning technology (ICLT) 45-54, 69, 87, *see also* information and communication technology
 infrastructure 52
 initiatives 66, 71
 innovation 65-74
 as expression of high 'capacity' 96
 definition of 65
 government support for 67
 incremental 66, 69, 72
 in schools 97
 lateral 73
 methodological 66
 organisational 66
 radical 66
 risk taking and 68
 input-process-output model 94
 inspectors 82
 instrumental attitude 18

integrated humanities 11
intellectual capital 11, 95, 96, 97, 98,
100
Internet 45, 46, 48, 49, 50, 53
invention 12

J

Jackson, Philip 28
job vacancies 41

K

key processes 12
key skills, *see* skills, key
key stage tests 18
key stories 12
knowledge
 acquisition 27, 82
 assessment of 17
 bodies of 11
 forms of 10
 importance of 6
 in National Curriculum 11
 in schools and apprenticeships 30
 lateral transfer of 52, 73
 learning and 27
 local 98
 sharing of 97
 skills and 11
 transmission 7
 work-related 61
knowledge economy 12, 25, 28, 34, 35,
37, 66, 91, 97, 98
knowledge society 28

L

labour market 37, 41
language acquisition 26
languages, modern foreign 8, 9
lateral thinking 40
Lave, Jean 29
leadership
 as rescuing institutions 82
 characteristics of effective 81-90
 charismatic 82
 distinguished from management 83-4
 distributed 87, 99
 educational outcomes and 82
 for innovation 47
 for knowledge acquisition 82
 for learning 89
 for learning capacity 81-2

'level five' 85-7, 89-90
literature on 81, 84
policy and 81, 82, 84
political 90, 94
promotion of 81
school effectiveness/improvement and
81, 84
transformational 85
 use of organisational capital by 95-6
 willingness to challenge of 82-4
league tables 19, 21, 68, 83, 93
Learndirect 53
learning
 capacity 26, 27, 51, 81
 definition 27
 distributed 87
 graduate 40
 informal 9-10, 70
 natural 31
 network-to-network 89
 NLCs and 88-9
 on-the-job 25, 61
 personalised 63, 76
 school-to-school 89
 school-wide 89
 situated 29
 student 40
 vocabulary 29
 work-related 39
Learning age, The iv
learning and skills councils 41
learning communities 52, 87-9
learning styles 63
learning support assistants 76
learning how to learn, *see also* meta-
 learning
 achievement in 100
 acquisition of 40
 'assessment for learning' and 23, 33
 as entitlement 18
 as generic skill 12
 as preparation for work 13
 description of 27-8
 enhancing learning capacity 27
 ICLT and 47, 48-9
 important for later learning 2
 leadership and 85
 policy and 99
 teaching 33
 vulnerability of 17-18
learning webs/networks 42
leaving age 6, 7, 22, 58-9, 60
lecturers 26
legislation 98

lessons 30, 33, 51
 leverage 32
 Lifelong Learning Foundation v
 literacy 8, 45
 literature 7, 8
 local education authorities (LEAs) 41,
 53, 83
 low achievers 24

M

Major, John 92
 malpractice 19
 managed learning environments (MLEs)
 52
 management 83-5, 94
 management courses 83
 marking 22
 marks 23
 material capital 95, 96
 Meighan, Ronald 71
 memorisation 27
 mentoring 13, 25, 42, 88
 mentors
 'adults other than teachers' as 59, 60,
 62, 75,
 for on-the-job learning 25
 importance for lifelong learning 2
 learners as 31, 59
 meta-cognition 28
 meta-curriculum 28
 meta-learning 27, 29, 32, 33, 37, *see also*
 learning to learn
 Miliband, David 55, 73
 ministers
 as source of ideas 73
 attitudes to change 19, 20, 66, 67, 91
 effect on social capital 96
 home education and 71
 innovation and 65, 68
 response to ICLT 45, 47, 51
 mistakes 60
 MLEs, *see* managed learning
 environments
 mnemonics 28
 mobile telephones 46, 48, 66
 moderation 22
 Morris, Estelle 75, 76
 Morris, Henry 56
 motivation
 agreement important for 72
 as goal of lifelong learning 70
 'assessment for learning' and 23, 24
 changing perceptions of vi, 7

effect of projects on 32
 factors reducing 17-18, 21
 heritage and 7, 8, 14
 ICLTs and 47, 48
 'level five' leaders and 90
 preservation of 34, 81
 school years as important for 1
 teachers and 9, 10
 tests and 21-4
 multiple intelligences 10
 music festivals 32

N

National College for School Leadership
 47, 81
 National Curriculum 8, 9, 11, 92
 assessment of 17
 curriculum development and 13
 review of 39
 scepticism about 12
 National Information Advice and
 Guidance Board 41
 National Qualifications Framework 37
 national roll-out 73
 natural learning 14
 neighbourhood learning centre 57
 networked learning communities
 (NLCs) 88-9
 networks 51, 88-9, 93, 95, 96, 97, 98
 New Opportunities Fund (NOF) 46
 norm referencing 19
 numeracy 45

O

observation 29
 occupational qualifications 38
 OfSTED 68, 82, 83, 93
 Opening Minds project 11, 63, 70
 Open University 54, 69
 organisational capital 95-8

P

para-professionals, *see* support staff
 parents
 ambitions of 82
 as source of careers guidance 37
 beneficial effects on education 57
 choice 6, 57, 58, 83, 92
 effect of choice of school 57, 58
 home teaching and 70
 ICLT and 52

radicalism and 70
right to know children's achievement
21
school attitudes towards 58
security expectations of 56
parent-teacher relationships 52
part-time schooling 71
pathfinder project 69
Patten, John 19
pay 19, 76, 83
pedagogical counsellor 42
pedagogy
change in 47
function of 27
personalisation in 63
versus 'natural' teaching 25
peer pressure 37
peer-matching communications
network 42
performance
of schools 19, 20, 21, 24, 82, 93
of teachers 19, 20
on tests 99
performance-related pay 76, 83
personal advisers 36-7
personal data assistants (PDAs) 46
personal excellence 93
personal, social and health education
(PSHE) 6, 39
personalisation 2-3, 63-4, 76, 91, 92, 93,
99
photocopying 77
planning 37, 71
plays 32
policies
adjustments to 91
DiES 99
drivers of 100
effect on trust 93
for excellence 93-4
leaders and 81, 82, 84
learning to learn and 99
New Labour 94
short-term nature of 82, 84
top-down 93
policy makers 51, 52, 60, 84, 94, 98
political participation 97
portfolio working 35, 37
post-16 retention 38
preparation 5, 6, 14
problem solving 12, 17, 28, 88
professional development 61
progression 5, 9, 12, 14, 35

projects 2, 31, 32, 33, 34, 40, 51, 60-4,
99
external 70-71, 72
importance of co-creation 72-3
internal 69-70, 72
student voice in 72
promotion 78
psychological boundaries 59
public opinion 60
Putnam, Robert 75, 99

Q

qualifications
A-level 9, 15, 19, 22
AS-levels 15
CSE 18
GCSE 15, 18, 19, 22-3, 46
GNVQ 22-3
occupational 38
O-levels 18
Qualifications and Curriculum
Authority 21
questions 32-3

R

reading 8
record keeping 77
reference service 42
regulation 98
Reich, Robert 35, 36
relationships 31, 32, 88, 95
research 12, 28, 79
resource allocation 98
revolution 67, 68
Royal Society of Arts (RSA) 11, 70
RSA, *see* Royal Society of Arts

S

school education 1, 2
school halls 56
School Leadership for Information and
Communication Technology
(SLICT) 47
schools
administration of 58
alternative terms for 57
as artificial institutions 78
as communities 85
as learning organisations 89
capital-rich 97, 98
comprehensive 92

contrasted with apprenticeship 30
 design 55-64
 extended 33-4
 facilities 58
 failing 82
 growth potential of 97
 ICLT-rich 51
 organisation 51
 organisation of day 34
 performance 19, 20, 21, 24, 82, 93
 post-industrial purpose 79
 primary 58, 82
 secondary 82
 specialist 62, 71, 92
 standards in 92
 structure of day 32
 transformation of 67, 84, 85, 96, 98
 underuse of 55
 withdrawal of children from 70
 year-group structure 58-9, 63
 schooling, outcomes of 100
 Secondary Heads Association 22
 self-esteem 18
 Sergiovanni, Thomas 85
 Shakespeare, William 7, 8
 simulations 28
 situated learning, *see* learning, situated
 skill exchange 42
 skills
 acquisition 7
 entrepreneurial 39
 evaluation 17, 28, 37, 49
 forecasts 41
 generic 2, 12, 17, 28, 31, 40, 49, 60,
 64, 99, 100
 in National Curriculum 11
 information, communication and
 learning technology 40, 46
 interpersonal 40
 key 11, 17
 knowledge and 11
 levels 41
 literacy 40
 numeracy 40
 reading 8
 research 49
 self-diagnosis 37
 self-management 37
 transferable 6
 work-related 61
 SLICT, *see* School Leadership for
 Information and Communication
 Technology

small and medium-sized enterprises
 (SMEs) 61
 social capital 91, 95-100
 social cohesion 91, 97, 98
 Social Exclusion Unit 36
 social reproduction 6
 socialisation 6
 soft skills, *see* skills, generic
 software 52
 spell checks 49
 standardisation 63
 standards 15-16, 92, 93
 standards agenda 91
 status 77, 78, 87
 Steiner, George 54
 stress 15, 19
 student-as-learner 40
 student-curriculum broker 42
 students
 as project co-creators 72
 aspirations of 82
 university 40
 suggestions 72
 summative assessment, *see* assessment,
 summative
 support staff 76, 77
 Sutton Centre (Nottingham) 57
 system excellence 93

T

targets 19, 20, 68, 84, 93
 teacher training 62
 teachers,
 analogy with doctors 76
 appraisal of 83
 as brokers 79
 as learners 34, 89
 assessment of 19, 20
 assumptions of 33
 consent 70
 contribution to leadership 87
 curriculum change and 13-14
 deprofessionalisation of 75-6
 discourse of 28-9
 incentives for 20, 77-8
 intellectual capital of 95
 learning from failure 68
 new technology and 46-50, 52
 non-teaching tasks 75
 part-career 78
 pay 19
 priorities 82
 'professional' 42

qualities needed by 40
questions of 32-3
role of 9, 10, 27, 49, 62, 75
senior 83, 84
skills of 11, 23, 77
training 53
views of assessment 19
teaching assistants 75, 76, 77
 higher level 77
teaching
 as art or science 25
 as telling 27
 home 70
 improvement of 25
 of 'learning how to learn' 33
 pedagogy versus natural 25
 using Internet 53
teamwork 12, 40, 61, 77, 79
technical support (technicians) 50, 75
technology 45-50
teenagers, *see* adolescents
testing 92
tests 18, 68, 81, 82, 94, 99
 computer marking of 22
 quality of 16
texting 46
thinking skills 28, 32
'three R's' 29
'three T's' 68
Tomlinson Working Group vi, 20, 38,
 40
top-down initiatives 52, 73, 75
Towards a skills revolution 41
training 41, 53, 95
transformation 67, 81, 84, 85, 96, 98
transition management 37
trust 73, 75, 84, 93-4, 95, 98
tutors 26

U

understanding
 assessment of 17
 in National Curriculum 11
unemployment 36, 61
university admission policies 16-17

V

values 6
village colleges 56
vision 86
vocational courses 40
vocational education 13

vocational options 37
vocational subjects 23, 37, 38
vocational/academic distinction 38
vocationalism 11
voluntary bodies 69
voluntary processes 42

W

Wagner, Etienne 29
Warnock, Mary 12
Watson, Thomas 68
Wenger, Etienne 87
Wiliam, Dean 29, 32, 33
Woodhead, Chris 27, 92
work 13, 25, 34, 61 *see also* employment
work-related learning 13
work-related learning, *see* learning,
 work-related