



10 DOWNING STREET

THE PRIME MINISTER

15 October 1985

Dear Mrs. Jones.

Thank you so much for your letter of 9 October following up the points which you made at the recent seminar at No. 10 on the future of education. I was grateful to you for your further arguments and for sending me a copy of your Cantor Lecture, which I have read with a good deal of interest. Of necessity, there was little time at the seminar for each participant to give a full explanation of their views and I was grateful therefore for this expansion of your comments. Nevertheless, I still found the seminar extremely useful and I hope you did too.

Yours sincerely
Margaret Thatcher

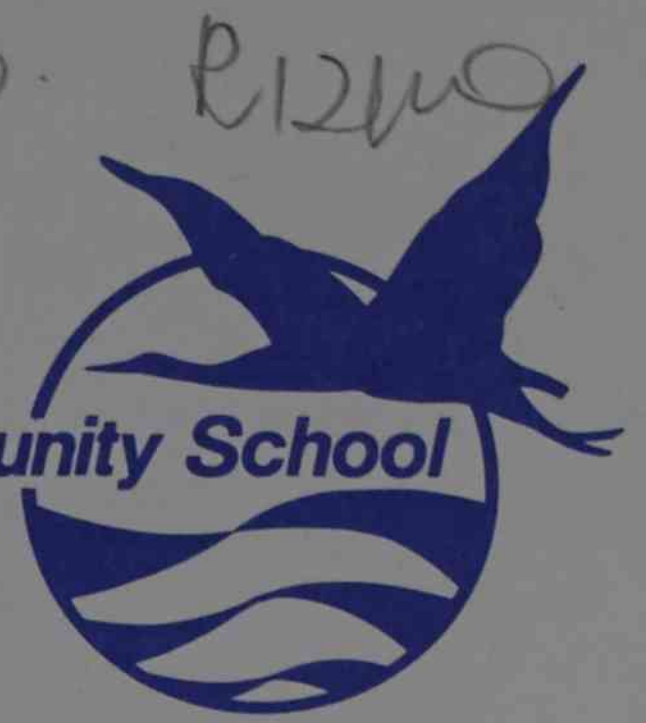
Mrs. Anna Jones.

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Schools Curriculum Award
1984

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Please reply to:

9th October, 1985

The Prime Minister,
10 Downing Street,
Whitehall.

Dear Prime Minister,

Thank you for inviting me to 10 Downing Street for a seminar on Education and for the splendid reception. I thought it might be helpful if I summarised the points I was trying to make in writing.

- (1) Education is a priority for the future prosperity, stability and health of the nation: it therefore must be given priority resourcing if we are to maintain and raise standards, and move forward!
- (2) Many speakers at the seminar seriously underestimate the professionalism and good sense of the teaching profession as a whole. I do not share Mr. McIntosh's view of the current situation and it is not like that where I am (in Hounslow, 10 miles from the centre of London). Nobody, surely, is not positively promoting anti-racist, anti-sexist policies? The question is not whether, but how.
- (3) Resourcing is not of itself sufficient. We need at the same time to change the culture of schools so that they encourage our pupils to develop their initiative, resourcefulness, autonomy, co-operativeness, enterprise and initiative. Both parents and pupils have far more common sense than we give them credit for. Mobilising pupils' energy is vital: our greatest untapped national resource is the energy of young people themselves.
- (4) As far as schools and vocational education are concerned, we need to rationalise the 14-18 provision. The unnecessary divide between the 'academic' and 'vocational', the lack of flexibility between sectors, the tangle of examinations, and the apparent competition between providers is divisive, wasteful of resources, offers young people unbalanced and lopsided learning opportunities, and wastes precious human energy and national resources.

Continued ...

The Prime Minister

9th October, 1985

- (5) To overcome this we need to consider the setting up of a Department of Education and Training which would rationalise this situation, and create greater flexibility of provision for young people and adults. At local level there need to be representative groups (something like Area Manpower Boards extended and reconstituted?) which could respond sensitively to local need.
- (6) This greater flexibility could also extend to Higher Education which needs in future to give more open access to those who, for whatever reason, could not take advantage of it earlier. This more open access, with "modular courses" could extend to adults who needed retraining as well as re-educating. Again the rigid distinction between sectors needs to be overcome.

I enclose a copy of my recent Cantor Lecture which expands some of my views in more detail.

Yours sincerely,

Anne Jones

Mrs. Anne Jones
Head

Enc.

II. TOMORROW'S SCHOOLS: CLOSED OR OPEN?

by

ANNE JONES, BA

Head, Cranford Community School,

delivered to the Society on Monday 11th February 1985,

with Peter Gorb, MA, MBA, a member of the Society's Education for Capability Committee,

in the Chair

THE CHAIRMAN: This is the second lecture in our series 'Educating for Tomorrow'. The three Chairmen are all members of the Education for Capability Committee and so too is Anne Jones. I was privileged to meet her for the first time when as a member of that committee I visited her remarkable school.

She has spent the last six months as a visiting research fellow at the London Business School, working on a book about the management of schools. Her school itself has won not only an Education for Capability Award but also the Schools' Curriculum Award.

The following lecture was then delivered.

AM DEEPLY honoured and delighted to have the opportunity of speaking on behalf of schools in this important series on the future of education. My natural trepidation – nay terror – at the thought of speaking to such a daunting collection of disparate and distinguished experts is somewhat overcome by three factors. First, I feel deeply convinced about what I have to say. This conviction is not born of idealism alone, but of idealism tempered with experience and practice. Indeed some might say: the experience that comes with age and the age that comes from experience! Second, what I have to say is not a way-out set of ideas from a particular individual, but is in tune with the very best of educational thinking from time immemorial, and wholly representative of a growing body of opinion from within and without the education sector – many of whom are represented here today. Third, therefore, I feel there is such a growing corporate body of informed opinion for the views I am about to put forward, that the time is ripe for action rather than words.

It is vital that we as a nation try to find new ways of viewing and using education, without throwing out the very best of our traditions. We do, however, have to do this *now*. No longer can we make vague generalizations about preparing

for a life of change, preparing for a future which will be uncertain and unpredictable. The future is now. In a society which is so economically turbulent, it becomes increasingly important not only to create enough wealth to support ourselves, but also to reassert a framework of *values* and *beliefs* within which we can then cope with life in a flexible way. In seeking to become more economically aware and enterprising, we must however beware of falling into Oscar Wilde's definition of a cynic, that is, a person who knows the price of everything and the value of nothing. My argument is that we need to know both: economic prosperity needs a moral and spiritual underpinning which takes account of the fact that ours is now a pluralistic society, which is pledged to equal opportunities. We need integration not extremism in all that we do: polarization of any kind will divide us as a nation, and will divide our efforts at a time when we need all the strength and courage we can muster.

It does seem to me that at the present time Education is at a crossroads. In my opinion, the dilemma is not about going left or right, uphill or downhill, but about whether to go forwards or backwards. Over the last decade or so, there has been discernible progress in educational thinking. More and more people have been

articulating the importance of process rather than content, active rather than passive learning, the development of self-reliance rather than over-dependency, of interdependency and team work rather than individual competitiveness, of the ability to take wise decisions in the context of reality, rather than to receive others' judgements on tablets of stone. The emphasis here is not on the accumulation of information so much as on the development of the wisdom and skill to use knowledge appropriately. Yet every time the education system edges forward to make a real breakthrough on these points, something happens to set it all back: an economic crisis, cuts, industrial action, lack of resources etc. Then Education goes backwards instead of forwards and it takes ages to reach the point of 'breakthrough' again.

The reasons for the 'backwardness' are many and complex. However, some of them we could and should do something about. In my very worst moments, I wonder whether society has some investment in having an education service which does not succeed. Schools can then remain a convenient whipping post for the evils and failures of society. In my worst moments I sometimes think that teachers themselves do not really want to move forward, not for reasons to do with ideology or laziness, but to do with what the French call 'déformation professionnelle' – not knowing how to change the teaching styles which they have learnt over the whole of their professional career. The quantum leap into a new way of working is too difficult. So when teachers complain overtly about Sir Keith or the Government or their Education Officer, or their LEA or their Head who is 'stopping' them from moving forward, it may well be that inwardly and sub-consciously they are heaving a sigh of relief that they do not actually have to change their ways. If Sir Keith did not exist it would be necessary to invent him. If the exam system which we all hate and blame for the sterility of the 14-16 curriculum did not exist, what on earth would we do with what Autolycus calls 'the years between'? It is a natural tendency for individuals, institutions and societies to resist change; it is sometimes ironically the most apparently radical people who are the most resistant to real change.

So if we decide that we do not want to collude any longer with this scenario, in which a great deal of energy is put into rearranging the deck-chairs on the *Titanic* but not actually reordering

the nature of things, in education in general, and in schools in particular, what is it that we might do?

Fundamentally we have to face the fact that schools in their present form are *inappropriate* for the task which has been set for them, or indeed which they set for themselves. The basic assumptions on which schools have been working up till now are no longer appropriate in an age when *academic* achievement, *individual* success and *paid* work as a means of gaining status and self-esteem may need to be supplemented or replaced by a *new ethic*. This new ethic places more stress on co-operation, caring and coping. In it personal confidence and maturity are key factors in equipping people to be flexible and resilient in enjoying a life which will not be all work and no play. Yet the old basic assumptions prevail. If we change our assumptions about what schools are for, then we have also to change the ways we structure and organize our schools, our teaching methods, our ways of assessing what pupils have learnt, the way we select and train our teachers, the way schools are managed and lead. This sounds like a tall order, and I am not suggesting that such changes can be made overnight. But I do have evidence, from my own experience and that of other schools, specially those recognized by the Education for Capability movement and the Society of Education Officers Curriculum Award, that when schools have begun to change their assumptions, their ways of working and their ways of managing the learning process, this has not only been more useful to the pupils, but it has been incredibly motivating to both staff and pupils. Mobilizing the creative energy of both staff and pupils is one of the most exciting and enabling tasks for schools to-day. But to do this successfully does not only mean changing classroom practice, but also the way schools are managed. Unless there is a good enough degree of consonance between the overt aims of the school and the way the system as a whole works, then attempts at classroom level to get the pupils to manage their own learning, to take initiative, work in teams, show enterprise, originality, determination and even rigour, will be cancelled out by the tyranny of the bell, an over-hierarchical management structure, a competitive individualistic single subject approach to learning, and a concentration on learning by rote and working to rule, which entirely nullifies the alleged aims for the pupil. Yet even Her Majesty's Inspectors

who themselves seek examples of classroom practice which challenge the pupils and make them masters of their own learning, somehow seem to expect this to be delivered within a traditional framework. And certainly society at large appears to disapprove of 'untidy' schools where groups of pupils work on projects often off-site in an imaginative problem-solving way, and to approve of schools in which the pupils, be-uniformed, passive and polite, are boxed and packaged into neat classrooms and processed to produce good examination results. Such an approach produces neither good exam results nor good workers, nor well balanced people. But the 'double bind' that is set up by society, by employers, means that schools are constantly pushed back into a conformist traditional mould, instead of being encouraged to take that quantum leap and try something new in style.

In the recent HMI inspection of my school by a team of 29 delightful and highly intelligent HMI, I was constantly caught in a tension between the traditional and the transitional. There was a sense in which they seemed to be counting caterpillar legs, whereas we were trying to produce something quite different, namely butterflies. Furthermore, they caught us at the chrysalis stage, when it was rather difficult to judge what would eventually come out the other end. We found ourselves backtracking in order to produce evidence of caterpillar legs. However, in my view our caterpillar legs were not very convincing because we were in the process of giving them up and moving on to a new way of working. So there was a built-in tension or dissonance between what we were actually trying to do, and what we thought we were expected to have done. The fact that we have not yet succeeded in transforming ourselves, at least only in a patchy uneven way, must have made it very difficult indeed for judgement to be made. What was very impressive, however, was the way HMI observed the practical curriculum, that is, what the pupils were actually getting out of it in a practical way. It is a problem, however, for all school evaluation studies to know what yardsticks to use: inputs and outputs, examination results, socio-economic factors, and so on, none of these criteria can tell you in the here and now to what extent the pupils have developed their own knowledge, skills, values and competences. If you have a 'whole person' approach to education, then the effects come out gradually over time in the atti-

tudes and confidence and competence of the young people as they mature. The traditional criteria for judging school effectiveness are based on assumptions which are no longer appropriate.

To unpack and generalize this point a little further, by a 'whole person' approach to education, I mean education which values equally the head, the hands and the heart. To take away any one of the legs in this three-legged stool is to produce something lopsided, incomplete and not very useful. Yet most schools concentrate on the head (intellectual skills) at the expense of the hands (practical skills), which are somehow assumed to be for the less able, and the heart (affective skills) is largely omitted. Yet if we are preparing our pupils for life, life in the fullest sense of the word, that is at home, at work, at leisure, in the local community and in the world at large, we need all these aspects of learning.

It has therefore come to be my view that all pupils, whatever their ability, should have a common curriculum to the age of 16. In this curriculum, there would not be, as there often has been in the English system, a divide between the intelligent and the less able. It is as important for intelligent people as for less able people to take for example craft, design, technology, not just because these subjects are practical, useful and relevant to working life and home life in a direct way, but because they help with the teaching of design and problem-solving skills. It is important for all pupils, whatever their ability, to continue with the expressive arts - by which I mean drama, dance, music, art and creative writing - not because these are 'useful' as a basis for leisure pursuits (though they are, particularly in an era of unemployment), but because they are the subjects which most obviously and dramatically increase the pupils' personal confidence in themselves, their voices, their movement, their own feelings and judgement, their articulateness and their creativity. These are 'first order' of importance subjects for all, not Cinderella subjects. But equally, less intelligent pupils should not be prevented from continuing with science till the age of 16, partly because science and technology are so important to an understanding of our society to-day and partly because the 'méthode scientifique' of hypothesizing, exploring, testing and evaluating is such a useful tool for thinking and problem-solving. A modular approach to the teaching of such subjects gives pupils a chance to work to the limit of their ability

and at their own speed. What is important even then is that the students conduct their experiments for real, if possible, and in the context of the actual world. In other words the methods are as important as the subject content. And so, if we take the curriculum as a whole, the same kind of argument applies. The secondary curriculum should extend and develop in all pupils of whatever ability a whole range of skills: creative, practical, physical, social, aesthetic, expressive, intellectual, moral and personal. These skills can develop across the whole curriculum, a kind of weft against which the knowledge provides a woof. These skills are as important for the academically inclined as for the less academically inclined.

Therefore I would define the core curriculum for all till 16 as needing to include experience in the following:

- Communication and languages
- Numeracy and spatial reasoning
- Technology and the sciences
- The expressive arts
- Environmental and economic studies
- Social and political studies
- Moral and spiritual development
- Vocational and recreational studies
- Interpersonal skills and skills for living

It is up to schools to decide for themselves and among themselves about the exact division and balances, and the subject labels. What is important, however, is that we realize both the inter-relatedness of all subjects and also their relatedness to the world outside school. Economic literacy, computer literacy, technological literacy are fundamental learning experiences for every pupil.

But whatever the official curriculum of the school, and however all-embracing it is, the main question to ask is, what effect does it have on the pupils? Are they engaged actively in the learning process, or are they blackboard fodder; are they learning to think, to make connections between the knowledge they have and its practical application; do they realize what skills they have learnt, do they see how these might be useful to them in other contexts? In the words of the immortal song, 'it ain't what you do, it's the way that you do it'.

If we interpret the curriculum in this way, then the splits and arguments between vocational and general education – a skills-based approach and a 'pure' education – begin to recede into the

distance. A well delivered entitlement curriculum for all is a better preparation for examination success, for work and for life than a narrow, skills-based prevocational approach. It is the person's sense of self-esteem, confidence, pride in achievement, however small, which will motivate him or her to want to go on learning. We therefore must pay more attention in schools not only to an entitlement curriculum but also to an empowering curriculum, one which begins to give people more feeling of mastery over their own learning and eventually over their own lives.

So, in my view, it is therefore a terrible mistake to think of preparation for work in a narrow, skills-based sense. It is quite obvious from my discussions with employers that they look more at the whole person, and his or her potential for growth, than at the exam qualifications; that they value, as we do in schools, the ability to work hard, to be enterprising, to be practical, to be able to work in a team, to be able to co-operate, to be reliable and trustworthy, to be honest, to be able to contribute to ideas, to be flexible, adaptable and resilient. The examination system, upon which the future of so many of our young people depends, tells you very little about these qualities; the ability to pass examinations is no guarantee of any of them. Yet the pressure on schools to concentrate on exam results is enormous. It is this pressure which is probably more detrimental than anything else to the development of the qualities of capability which I have outlined above. No wonder the 16+ is called a terminal examination: it is enough to put you off learning for ever. The fact that 16 is no longer a terminal point but only a first and possibly unnecessary milestone in a lifetime of learning and training is another much overlooked point. I do to some extent share the concern of John Mann, expressed last week, that all the energy being put into the new 16+ may well be misplaced. This will certainly be the case if they turn out to be in the old 'academic' fact-learning style. It may be the case if 18+ turns out to be in effect the actual school leaving age in future. In this respect I should like to say that, as Chairman of a Manpower Board, and a supporter of the New Training Initiative for young people and for adults, I would be sad if a two-year Youth Training Scheme, which appears to be on the cards, did not link up with school and colleges more than the present one does. We need a bridge between

school and work, not a chasm. I wonder whether the answer might not be a properly funded CPVE at age 16, with *more* work experience, going on to a full YTS at 17.

But to return to my point about examinations. It is clear that examinations do count, and indeed they can be useful: how useful they are depends on their nature. However, many people would agree that both Higher Education and the exam system in its present form exert an unduly stultifying effect on the curriculum of the 14-16 year olds. It is an extremely hard slog, and not all that rewarding to be a 16-year-old: to do really well means giving up most of one's leisure time to studying. Not many adults, out all day at work, choose to spend their evenings this way. The same applies to 16-year-olds.

But teachers, employers and parents too often appear to regard passing examinations as the main purpose of the curriculum 14-16. That is because, in spite of changing circumstances, basic assumptions have not really changed. The puritan work ethic still has us in its grip, even though there is not really enough work to be ethical or puritanical about. And in spite of this fact, schools still work on the assumption that the examination system at least motivates the pupils to work hard. The pupils, particularly the less academic, are very quick these days to work out the very tenuous connection between exam success and successful employment. The Youth Training Scheme, with its tremendous record of motivating and building the confidence of young people, many of whom did not pass many school exams, is also helping to destroy the old myth, namely: that if you work hard, you will pass your examinations and get a job. The real way to motivate young people at this powerful and creative stage of their development, is to value them, to challenge them, to give them opportunities to try out new things, take risks, be adventurous, exercise their initiative, work together and take responsibility for themselves and for others. Put into this situation they are extremely mature, responsive and responsible. Yet the present way in which schools are organized gives little opportunity for these wonderful qualities to be developed. The custodial rôle of the school too often takes over from its creative role. The carrot and stick approach positively encourages a kind of hoop-jumping mentality, play-safe behaviour. It fails to call upon those qualities of enterprise, spontaneous endeavour,

resourcefulness and ingenuity for which we as a nation are now calling. Therefore, if society is at all serious about this clarion cry it must accompany it with a request for schools to change the ways in which they manage their pupils' learning. Schools try to please society. Therefore society needs to be asking schools to change their *modus operandi*, and needs to praise and legitimize any attempts by schools to move forward.

It is not surprising when pupils who have been spoon-fed all their lives, taught to be passive and obedient, turn out not to be very enterprising when they leave school. It has never surprised me to find that it is some of my most challenging and disruptive pupils who have become the most successful entrepreneurs and business people. What schools need to do is to harness this energy rather than try to suppress it. To suppress such energy causes stress and strain both literally and psychologically. To use it creates more energy and more sense of fulfilment for both pupils and staff.

To return to *Competence and Competition*, the report from which my distinguished co-Cantor lecturer John Cassels quoted so effectively last week: when I looked at the recommendations I became both depressed and elated. I read the fourth commandment with some caution. It says that 'at least 85 per cent of all 16-year-olds should achieve acceptable standards in a core of subjects which includes the Three Rs'. I should be extremely concerned, if, whatever its original intentions, this were to be interpreted too narrowly. As I have already said, it is my view, born out by experience and the research of others, that to concentrate narrowly on the basic skills, does not of itself produce good workers. Basic literacy – in which I would include computer literacy and economic literacy – is a useful but not of itself sufficient requisite of a good employee, or a good education. The kind of curriculum which prepares young people for life as well as for work is more likely to prepare them better for work.

However, if we look at recommendation 10, you will see that it has tremendous implications for the way that schools are organized. The tenth commandment states that for Britain to remain competitive as a nation, British companies need to develop amongst their employees the ability to learn and the habit of learning, plus the ability to behave in a self-reliant way. More specifically, employees need to be able to:

use acquired knowledge and skills in changed circumstances;

perform multi-task operations;
 cross occupational boundaries and work in
 multi-occupational teams;
 act in, and manage, an integrated system with
 an understanding of its wider purpose;
 diagnose relevant problems and opportunities,
 and take action to bring about results.

Now if we agree that these are qualities needed in the labour force to-day, and work back to the way that schools manage pupils' learning, I think we have to agree that we would not have started from here. Unless we are simply using schools as a way of keeping the labour force off the work market by prolonging active youth, then it does not make sense to me to try to keep young people locked up in schools in adolescent ghettos until they are virtually eighteen, and then to spend the next few years trying to undo the things we have done that we ought not to have done. If I really wanted my work force to have these qualities, then I would be bound to build into the whole of the school curriculum learning experiences which offered opportunities for developing these qualities. I would also award credits, records of achievements to people who actually demonstrated these qualities. If we are serious about competence and competition, confidence and capability, then our school system needs to reflect the same demands as the work system; if we do not do this then we are simply 'filling in' the years between, baby-minding and baby-making. True, by and large, this keeps young people off the streets and out of the workforce, thus reducing unemployment: but if that is all we are trying to do in schools, I personally would rather not bother. There must surely be a greater correspondence between the demands of school life and the demands of work life, not to mention the demands of life in general.

It is tempting to be seduced by the rhetoric of preparation for working life in several ways. First, I think we have to be careful about colluding with the assumption that the purpose of life is paid work. To hold this assumption in an age when most people will either not be at work, nor work full-time for a substantial part of their lives, is to condemn ourselves to feelings of eternal damnation and guilt. I recently gave a party at which there were five men of outstanding ability in their early fifties who had recently lost their jobs or retired very early. This could or should be an opportunity, not a matter of commiseration, and pity. Further, young people have worked

this out far more quickly than we have. Many young people reject the work ethic in its old form, and not out of laziness, stupidity or bolshiness. They recognize that, paradoxically, fewer and fewer people are working harder and harder, and more and more people are doing less and less. Further, they recognize the increasing cultural divides between those who live to work, those who work to live, those who work to avoid living, and those who live to avoid work. The puritan work ethic with its attendant guilt, recrimination and lack of esteem for those who do not work, is being replaced for some people by an idyllic non-work ethic which rejects the materialistic acquisitive thrust of a rat-race society. Both polarities have their snags, and all I am really trying to say here is that we need to readjust our values about work. A shorter working life for all produces wonderful opportunities at last for us to make a reality of education as a life-long experience, a reality of education for leisure, a reality of adult training and retraining. What I call the 'redistribution of work' has important implications, not only for adult and continuing education but also for schools themselves. If young people are to grow up with a developmental rather than a judgemental attitude towards themselves and others in society, then schools themselves will have to become less judgemental and more developmental. Teachers already know the motivating effect of recognizing potential for growth and the demoralizing effect of measuring failure. But the system as a whole still works negatively rather than positively. Criterion-referencing and records of achievement should help towards this.

So much for basic assumptions about work. What about structures and the organization of pupils learning in schools? In some ways primary schools give more freedom than do secondary schools for pupils to manage their own learning. At the very time when young people are becoming fully potent, sexually, physically and intellectually, we seem to want to render them impotent. The motives for this are no doubt deep, primitive, complex and probably unconscious. If we really want our young people to manage their own learning, to fulfil the tenth commandment of competence and competition, is the best way of achieving this to put our pupils into classrooms with 30 places, in which single subjects are taught for set amounts of time? Teachers know already that this is not the case. In some cases,

and particularly with the introduction of the new pre-vocational curriculum, teachers themselves are beginning to work in cross-disciplinary teams on cross-modular assignments. When the teachers have learnt to do this, then the pupils will do so too. This is the great strength of the new CPVE, that it builds in ways of working which offer young people experience more appropriate for the lives they will lead after school. But such imaginative and realistic ways of working do not fit in with the rest of the school timetable system, nor indeed with the custodial rôle of the teacher. Perhaps we need to consider restructuring the school day in order to encourage these kinds of developments, instead of the other way round.

Such a restructuring might also make more possible the extension of learning to places other than classrooms: projects, assignments, investigations, pieces of research, these need to be carried out in real life contexts if humanly possible. Visits, outings, school journeys, outward bound courses, work experience, voluntary service, these all offer important opportunities for extending pupils' knowledge experience and skill. They should not be considered as 'nuisances' which disrupt the normal routine of classroom life, but rather as central to the whole learning process. But while in schools we wait for the time to be ripe for such development to be the norm rather than the exception, we may in fact be overtaken by events. There is no doubt in my mind that the development of open learning systems on a national scale will eventually totally transform the nature of schools as institutions. I envisage a time, and I am not expert enough to say when this will be, when pupils may do much of their learning from their homebase. Hopefully this would increase the importance of the home and the family, since parents, too (and adults in general), would have more opportunities to be at home and to learn from home with their children. The rôle of the school then changes fundamentally and necessarily from being custodial and controlling to being supportive and developmental. The school becomes a community centre where people of all ages go for mutual support, a sense of *communitas* to overcome what might otherwise develop into *anomie*, and for guidance and support from teachers. In this scenario I see teachers being more important than ever, but with a different rôle from that of the traditional teacher, and one which emphasizes skills which

teachers have, but do not always put first, fundamentally counselling, guidance and facilitating skills. The onus of the management of learning is on the learner, not on the teacher. Those of us who have or who know young children who have their own computers will readily recognize that they already outstrip us in the confidence and competence with which they master their machines: in our society we generally underestimate the competence of the young.

Implicit in what I have just said is the assumption that in the future schools should develop into community schools, where people of any age go for learning, pleasure or leisure, training or retraining whenever the need arises. Those of us who already work in community schools, know how invigorating and exciting it is when such developments really begin to take off. There are many reasons why I support the idea of community schools; not simply because of the waste of expensive plant if schools are kept locked up after four and in the holidays; not just because I do not think it helps young people to become adult to lock them up in adolescent ghettos; not just because I believe in human potential for growth and therefore that everybody is capable of learning all their lives; but because I also believe that it enriches human life and human endeavour for people to have opportunities to share with each other, to learn from each other, to give as well as to receive. It is heartwarming as well as heartrending to see a mature young person helping an older person to learn; to see pensioners sharing their skills or their sense of history with a group of eager young students; to see an Asian group sharing their celebration of Diwali with a British group; to see 800 people of various ages, colours, creeds and abilities dancing together. Yet all this and more is common practice in those schools which have opened up to the community. In a pluralistic society the community school offers a focus for the sharing of human endeavour and enterprise, pleasure and pain, learning and enjoyment.

If we accept that there is virtue in this model, how do we set about putting it into practice? First we have to give a different emphasis to the training and inservice training of teachers. By virtue of their background and experience teachers may not themselves have had sufficient of the kinds of flexible risk-taking, uncertain experiences with which we are now saying that people should be able to cope. The very predict-

ability of the school day and the school year brings its own inertia – though the pupils mercifully usually shake us out of any sense of complacency. But I do believe that there is no hope at all of getting teachers to allow pupils to manage their own learning, unless teachers themselves are given greater trust, responsibility and flexibility in the way that they work. It is for this reason that I have given so much emphasis in my own school to a staff development programme and a leadership style which attempts to both 'free up' and empower the staff; there is evidence that this is beginning to work both for the staff themselves and gradually for the pupils too. We do not expect to make this shift in style overnight. Each of us develops at our own rate, and a lot depends on where we started from. But I am convinced that the key to mobilizing the energy and power of the pupils lies in first doing the same for the staff. The same applies to parent power and community power. The process takes for ever, and at Cranford, in spite of our mutually agreed policies and statements of intent, we do not reckon to have got more than 20 per cent down this path. But we can see the changes coming, both in our own attitudes and feelings towards each other and in the way the pupils and adult students are beginning to respond.

As far as management styles go, it does seem to me to be vital that school leaders should look carefully to see whether their way of doing things supports or cancels out their overt aims. There is a fine balance to be kept in any leader's repertoire, between pulling, pushing and just waiting. The real skill is knowing when to do which. What does seem clear to me both from my readings in the literature of management, and from the experiences of others, including myself, is that a primarily autocratic or a primarily bureaucratic approach is not the most fruitful at this stage to the development of schools. Neither is an anarchic, *laissez-faire* style of leadership and management. The mode which I find most fruitful at the moment is one which emphasizes teamwork, partnership, tasks and trust, professionalism and creativity. What is clear to me is that the 1944 Education Act has it all wrong and now needs to be rewritten. To make the Head responsible for the internal management of the school is to lock the Head into the middle of the organization and to diminish opportunities for working with the reality of life outside school. With the increase in the numbers of Deputies (I

have three and am about to have four) it seems to me that team management replaces the Head as one-person band. This makes it easier for the Head to work on the boundary of the school, to see that the school is an open rather than a closed system. It is a vital part of the Head's task to enable people and things to come into the school or go out from school so that the experiences of the pupils are realistically enriched; equally, to help staff and pupils relate what goes on inside school to what goes on outside.

In this scenario a crucial skill of leadership is the ability to manage integration and differentiation, to acknowledge and recognize rather than deny the differences between people as well as using them creatively to formulate a set of overarching goals which give a framework, a meaning, a sense of community to what is otherwise a potentially meaningless society. The Head does not do this alone, but through a team of people, through developing a capacity to receive and to respond to the message of the people on whose behalf he or she works, by developing a capacity to articulate this corporate response.

Schools are not closed systems, or else they would close or be closed; my plea, however, is that schools need to work towards being more open than they normally are. Schools need to be open to new ideas, open to parents, employers, members of the local community; open to new experiences, risks and uncertainties; open to constructive comment from their members and neighbours; open to anybody who wants to go on learning; open at times which suit the public at large; open and honest in word, thought and deed. My thesis is that unless schools open up, unless schools begin to adapt the model upon which they traditionally work, they will cease to be useful or relevant and may well have to close.

I speak these words knowing that I have the backing of my professional Association, the Secondary Heads Association, whose paper, *A View from the Bridge*, touches on many of the points I have made. Many of us would like to change the way schools work, and what we need, as Headteachers and teachers, is your support and public approval. If society in general, the Royal Society of Arts in particular, would help to make legitimate more kinds of trends and developments such as those I have outlined, then it would give schools the courage to change their ways, to become less closed, and through becoming more open, to stay open.

DISCUSSION

DR. JAMES HEMMING, FBPS: I was at a conference of commercial and industrial people recently and they were describing what they wanted in personal terms from employees: versatility, flexibility, enterprise, co-operative capacity, ability to communicate, the ability to get on with others. All these desired qualities came pouring out from these people who are in key positions, running the industry of the country. But, so long as that wretched examination is there with its alternative prescriptions, the developmental factors will be neglected in favour of the 'pour-it-all-in, pour-it-all-out' system. How can we stop this new sixteen-plus examination setting solid and destroying everything we are trying to do? Has the speaker any ideas about how we can get through to parents that, if they want their children to be successful, they must look to developmental principles and not remain hypnotized by examination results?

THE LECTURER: I don't know how to stop the sixteen-plus from 'setting solid'. It has taken ten or fifteen years even to reach a decision about GCSE, by which time what we were asking for originally is all changed. One course of action would be for important employers' organizations to say more loudly that they do not want any of this and to say what they *do* want. I should like to see, on a local basis, schools and employers sitting down and working out together what they do want, a kind of local profile system.

Meanwhile the machine grinds on. Even though teachers say that exams are a nuisance, I think that they are colluding with the way in which the sixteen-plus is written.

As for parents, I am pleased to report that if teachers talk to their parents properly, if they do communicate and involve and consult them when making decisions, then parents don't usually disagree or argue. In one sense, they don't argue half *enough* in my opinion. But to illustrate the consultation process, three years ago we decided not to offer 'O' Level repeats in the Lower Sixth and we stood up rather nervously at the fifth-year Parents' Evening saying that there will be no 'O' Level repeats next year. Sixth-formers can come to evening classes, or to a flexi-study class, but they cannot actually just repeat their 'O' Levels and fail them again as nationally most pupils do. Our parents had confidence in what we said. Our numbers in the sixth form increased dramatically, which was extremely encouraging; in the event, the exam results on the new pre-vocational courses were very pleasing and the numbers in the sixth form have remained high.

I think schools in general do not make sufficient effort to involve the parents. They are as afraid of real parent power as they are of real pupil power. I think I am fairly unusual in attempting to discuss any curriculum proposals with parents — in practice with the small group of committed parents who come to the discussion;

unusual also in taking curriculum proposals to the School Council for discussion. I did get into trouble with some of my staff colleagues over that because they thought it was a risky thing to do. However, in my view it is very important for pupils to have some part in this, not to have their way, but to make some contribution, to understand what is happening to them. Teachers are often afraid to let go their control. The more power is shared, the more the people who work with you are empowered; in a curious way, the more total power there is. What the Head has then is influence, something much more important. People respect the Head and still want to know what she or he thinks, but in fact everybody's energy has been harnessed. That is one of the principles on which I work. When I said empowering curriculum I meant empowering pupils and, eventually, I hope, parents and the community.

DR. GORDON MILLER: This absurdity that Dr. Hemming has just mentioned is that we always seem to think we are in an either/or situation, whether it is in higher or any other kind of education. The answer is that we must use examination *and* other criteria too. Recently, I read a study of engineering education which addressed itself to what employers want of engineering graduates and what they thought engineering faculties were trying to produce. Some employers say they are not getting the right kind of engineers. What they want are flexible people, receptive to new ideas. They say they do not want academic engineers. But they then say, first of all we must have a good *engineer*. Then they want those other things on top.

There is no conflict between examinations and those extra things that we need. This is what the RSA's Education for Capability scheme is all about. It is nice to be flexible and receptive to new ideas, but if there is not some *capability* there, something that the school leaver or graduate has *demonstrated* that he has learned, I don't feel that the outcome of education is much use to the student or the employer. We must have both and with vigour.

THE LECTURER: The biggest thing that could be done by higher education would be to change its criteria to include evidence of practical achievement in ways other than 'A' Level subjects, evidence of work experience, and evidence of a wider curriculum. It is trying to meet the demands of higher education which narrows the curriculum. At Cranford we have extended our sixth-form curriculum by including a compulsory common core element for all; social and life skills, expressive arts, general studies, work experience and residential experience. We find that this is not only enriching in itself but helps to maximize entry to university, because, if universities deign to give an inter-

view, they are rather impressed by the kind of person they find in front of them. They do in any case look more closely at the application form which has evidence of things other than academic achievement. I think one can put on pressure from below, but it needs a thrust from higher education itself.

DR. MILLER: I am told that in Switzerland 95 per cent of school leavers have a marketable skill. They have a piece of paper they can show to say they have been examined and that they know *how to do* this or that, that they are *capable* and they are employable straight away. It does not stop them having other qualifications. In Germany it is something like 80 per cent, but in this country something like 30 per cent.

SIR RICHARD O'BRIEN: May I offer my congratulations to Anne Jones on her talk? I have been to her school and am full of admiration for what she is doing. I find it very convincing except in one particular – that, as she would readily agree, it is going to depend upon the quality of the teacher. However you share power, somebody has to do the sharing and the people who have to do this are the teachers. She is proposing a very sophisticated approach in managerial terms. A great deal of freedom is going to be allowed, but on the other hand we must preserve structure, we have to have standards.

Something similar has been said about the organization of industry, but very little progress has been made. Why? The malevolence of employers and managers? No. Of course they defend their best interests, but these concepts are very difficult to bring about. I have seen, in situations other than industry, reformers operating in closed societies similar to those of schools and I found the reforms failed because of the failure of the people in charge, supervisors or middle managers, to grasp what was intended and have the confidence to put it into effect. A very high degree of confidence is needed to operate in the way Anne Jones is asking. How is she going to change the teaching profession? A little in-service training is not enough. I think a certain kind of person is attracted to teaching because there are certain kinds of expectation.

THE LECTURER: This is precisely the point I was trying to make to HMI last week. I was working on the hypothesis that to get my staff to move forward in a deep rather than a superficial way, to get them to become more flexible, open, enabling and facilitating, to be able to teach adults as well as pupils in the context of a multicultural society, my first task was to build their self-confidence, the second to offer them learning experiences which encouraged them to take risks, try out new things, improve their interpersonal, listening and interviewing skills, increase their sensitivity and their sense of their own power. We therefore provided a series of experimental learning workshops, and real

life experiences (including peer group assessment) towards this end. I see this as an essential pre-requisite of pupil development. The process of course takes time, and in a mixed ability staff people develop at different rates, according to the point from which they began. It is important not to de-skill people by making them feel inadequate, so staff have to be encouraged to move at their own pace.

But I cannot think of one member of staff, however apparently stuck in his or her ways, who has not developed to quite an extent. You do, however, have to respect people's professionalism. In other words you do not tell them that they have been getting it wrong all their working lives. You have to build on the skills they possess and get them to develop laterally.

The other skill that I do not think HMI sufficiently appreciated was the skill of managing changes without causing instability: of having a school in which the relationships and attitudes between staff and pupils were excellent and where there was no pupil misbehaviour, despite the fact that we were moving forward at a considerable pace. To maintain stability in the day-to-day running of a system which is changing fundamentally takes considerable skill.

It is easy to allow the forces of inertia to push you back to 'play safe' behaviour. In the meanwhile I find the Certificate of Pre-Vocational Education very helpful in getting the teachers to adapt and work in teams themselves. I have been exceedingly lucky in that I have managed to appoint the whole of my senior management team – and 50 per cent of my staff. One or two people have retired but many have got promotion. This demonstrates that we have been selecting people who are clearly adaptable and open in their approach and also are themselves good learners. Motivating the staff has helped to regenerate them.

MR. ROBIN GUTHRIE (Joseph Rowntree Memorial Trust and the Education for Capability Committee): Underlying all this discussion is the assumption that we know what a school is. Anne Jones's description of a school was stimulating; but it seemed to envisage a whole phalanx of deputies under the Head. The phrase 'community school' worries me because community is there used as an adjective to describe a school; yet in my experience, working with a New Town Development Corporation where the education authority had to build eight new secondary schools over fifteen years, when I asked them early in this period what they thought a school was, there was no coherent answer.

It seems to me an important question to ask, particularly if funds in the first place are coming from sources other than education but the land remains in the ownership of the education authority. Teachers, and above all the Head, are vested with enormous responsibility for the management of plant and for the supervision of people of all ages and intentions. I think that is a mistaken idea of a school and that we need to break down

these various functions into much smaller units, related physically but not necessarily under the same authority, before we can possibly change the rôle of the teacher, and above all the head teacher with this phalanx of deputies between him or her and what actually happens.

THE LECTURER: That is what the book I am writing is about to a large extent; that is, about getting Heads not to try to run their schools single-handed. Colleagues I meet all over the country often feel particularly stressed and immobilized, particularly if they have got it into their heads that they are supposed to be doing everything themselves. Although they do share responsibility, they are still taking the full burden individually and feeling a sense of failure when they do not know everything that is going on, when they do not have everything under their control. It is a bit of a joke between my Director and myself that I often do not know what is happening in my own school. It is very important that I do not because otherwise this would become a major activity in itself and stop things from happening. It is important of course that somebody knows what is happening, but I do not think it has to be me. I did suffer from guilt for a long time, but I am beginning to get over it.

We have to develop a less dependent culture in schools, so that people other than the Head are acknowledged to be leaders, to have power, to be able to manage themselves and others. My idea of a school is something much more flexible. At Cranford we are gradually developing a federal system. On this system there is a lower school, a middle school, upper school, youth club, sports centre, adult learning unit, crèche, play group, welfare centre, old people's club and all sorts of other clubs and societies. All are run by different people who are responsible for the team and line management of those parts. I try not to organize anything at all. I see it as my job to bring these parts together and make sure that there is both integration and differentiation; that all parts are well enough differentiated so that people's different needs are met yet fit together as a whole. My concept of the rôle of the Head is very different from the traditional one.

MR. NORMAN EVANS (Policy Studies Institute): You have demonstrated to us an unusually high level of management skills. One of the key factors is responsibility, and unless people are given the opportunity of using that, they are not going to learn anything. Society does not give us sufficient support because we are not actually too sure that we really want responsible individuals running around in society. How far are we prepared to take the risks of giving young people and children the opportunity to make mistakes? Do we need legislative changes?

THE LECTURER: It would be helpful to have a new Education Act, but I do not think it is Acts of Parliament which make people feel able to use their authority. I know that sometimes people in my team worry about the risks. People worry about whether legally they should keep the children on-site during the lunch hour because something might happen. I try to treat the pupils as young adults, with an assumption that they will behave in a responsible way. They don't always, but by and large they do, and I think it is attitudes which are important.

Making all schools community schools overnight, with people allowed to come and go as they like, would probably make the teaching profession feel very insecure. Such development has to come more gradually.

MR. MAURICE PLASKOW (Royal College of Art, Design Education Unit): Anne Jones has been offering us a radical political prospectus and a lot of her vocabulary was essentially political in terms of empowering people. What is going on in society is almost the opposite; certain powerful pressures are making society more closed in many ways. Society is giving less power to individuals and is not proclaiming the values of making people independent and responsible. I wonder whether Anne Jones is conscious of being a political radical, and whether she thinks the general scene with which everybody so far has agreed has a chance of real success whatever kind of government we have?

THE LECTURER: Yes and no. I sat down on a Friday evening in a slight daze after the inspection, and watched Mrs. Thatcher being interviewed on television. Much was said about people using their initiative and enterprise, with the implication that if only the nation would work harder we could become a nation of information technology shopkeepers instead of a nation of corner shopkeepers. If we would all set up our own businesses, we would all do well. Much rhetoric about initiative and enterprise comes from the Conservative Party and yet it is not actually developed in practice by the education system. That is the basic challenge I am trying to make. Is there a conspiracy to keep schools down? Perhaps we do not want people to grow up too quickly otherwise they might have to go to work earlier? I say that slightly tongue-in-cheek. I am apolitical.

MR. JOHN MANN: I agree that the prospectus put forward is a radical one to cure what appear to be radical diseases. What puzzles me is how it compares with the practice of other countries. We do not hear that other countries, whether in Europe or North America or the Far East, are suffering from the same kind of malaise as seems to exist here. I am very unclear about whether the school systems that they have developed embody the sort of virtues that are being presented to us as a solution to our problems. My impression is that schools

in other societies may be *more* controlled, some may be more closely directed. Why is it that a set of solutions thought to be appropriate in this country has not been adopted in other countries whose experience seems to be rather different? It also puzzles me that we are unique in having an elaborate examination system.

My next problem is related to the same question. The Department of Education and Science has over the last two or three years devoted a great deal of energy to assessing the relative standards of performance of different local education authorities. The conclusion they have reached, no doubt gratifying to them and to the Treasury, is that the financial inputs do not really make any difference to the output. The dominant factor, as far as they have been able to ascertain, is that the social class of local authorities is the overwhelming determinant of standards as measured by examination results. I am not quite sure how far one should go along that road. One might conclude that the whole apparatus is irrelevant, that children will do well or ill according to their social class almost regardless of what the schools do and certainly regardless of whether there is an examination system at the end of the road or not.

The third thing I find puzzling is the question of the work ethic. There may be less work to be done but for a lot of people work provides a lot of satisfactions. It provides a sense of purpose, a sense of companionship, and neutral ground where one can get away from one's relations. One has to be wary about advancing too far towards the vision of a workless society without having thought through what kind of activity (and it may well be that the activities of the community school would fill the gap) would be left if work disappeared totally.

One of the most inspiring and encouraging books that I have read in the last three or four years is *Communication and Social Skills* by Carol Lorac and Michael Weiss, in which they describe how, in a number of schools mainly in the North-East, they were able to watch what happened when teachers of many subjects, ranging from physical education to history, mostly working with relatively low performers in the fifth years of secondary schools, were able to achieve quite astonishing results when they and the youngsters worked together on some practical project. Those youngsters developed not only their practical skills but also their power of communication and their social abilities. The evidence is that this can be transferred to other schools, but quite clearly the material resources and the creative imagination required of the teachers concerned are both very considerable. At the moment do we have sufficient material resources to embark on that kind of educational programme?

THE LECTURER: Your last point is exactly what I was talking about. If I take the example of the young teachers in my own school running the expressive arts course, that costs absolutely nothing in terms of

material resources because there is hardly any equipment needed, but it does take a lot of energy. But those teachers are excited about what they are doing and it is having the effect that you are talking about, which the previous exam syllabus did not. The criteria measuring school effectiveness are generally too narrow and quite inappropriate for measuring what people have really learned. Only to measure what they have learned to remember and write down is to deny all the other elements of learning.

As for European schools, there are people in the audience who can answer that question better than I.

DR. EDWARD DE BONO: The point of the previous speaker is an important one on how changes are effected. Is it a motivation style, a leadership style, which Anne Jones expresses very well? You can set an example and show how things can be done. Then there is the other approach, which sometimes I find more practical, moving out from structure to other things. Two years ago I was invited by the Bulgarian Government to set up a pilot project there on one of my pet themes, the teaching of thinking. Three weeks ago they sent me the test results, which were very interesting. They did the standard IQ tests, creativity and everything else, and found a lot of independence in the thinking of the pupils. If you went to Bulgaria and said we are going to change your school system to make your pupils more independent in thinking, you would not stand a chance of getting anything done, but if you give a structure through which people can work, then in a non-threatening way these things start to emerge.

The same thing happened in Venezuela. At the invitation of the government five years ago we set up a programme on thinking skills that has spread right across the country. In a sampling survey they found 70 per cent of schools were doing it. The effect in Venezuela, apart from whatever thinking skills they have learned, was on confidence. The Catholic hierarchy in Dublin were very interested because they had had reports back from Venezuela that for a long time they had been trying to get poorer children to have some confidence, because poverty is as much a psychological matter as an economic one, and they learnt that confidence was increasing. There was a meeting in Maracaibo to set up a clinic, and three hours into the discussion nothing much was happening. Suddenly a ten-year-old boy, sitting at the back of the room simply because his mother did not have a baby sitter with whom to leave the boy, said, 'After discussing this for three hours you have not got anywhere. What you should be doing is this, this and this'. And he got them organized. That was a ten-year-old boy, and in a Latin culture youngsters are not supposed to say anything.

There are different routes and different styles and I certainly agree with what Anne Jones is doing to show that these things can be possible – example, motivation, leadership. On the other hand it is sometimes too

much to ask of people who do not have the quality of leadership. One has to provide means as well.

THE LECTURER: I agree.

MR. J. S. CASSELS (NEDO): When pupils move out into the world they find intense competition for jobs. Employers are not only interested in what they can do but also in whether they can do it better than the next person. We live in a society which is based on the idea of competition, free enterprise, one team trying to defeat another. Also, pupils are often motivated, or would like to be motivated, by competition against each other. How do you see those facts about human nature and the way society is organized in relation to the vision of learning in school which you have put forward?

THE LECTURER: I don't think anything that anyone ever does will overcome the natural competition between people. We have competition in our school in various ways. For example, we have a system of merits and records of achievement. If in the lower school you get twelve merit marks, given for doing a good piece of academic work or making a contribution to the life of the school or doing something original or doing something out of school which we have heard about, this is testified by an adult and the pupil comes to see me. This is a system for recognizing and encouraging endeavour, enterprise and, if you like, competition. Of course children are competitive, but those of us who have been brought up in a totally individualistically competitive way – where it is all right if you are top, but if you are not it is very depressing – know that we do not want to put that kind of bottom label on 50 per cent of our pupils.

MR. F. C. HAYES: I want to return to the question of empowering individuals. Although I see that it could be misread as a radical political approach, I think it has much more in common with the demands which are being made increasingly by people who are still at work. Whatever may be said politically about a system which does not encourage self-reliance and the ability to cope with unfamiliar situations, more and more workplaces require them for successful performance. I don't think there is any great disparity between what Anne Jones has tried to do in her school on educational grounds and what is being asked for on purely economic grounds in successful companies. How do we reward people in this country for individual success? The criteria in the three countries that we studied for *Competence and Competition* (a report of which I was part author) are very clear. In America you are rewarded for being Number One in anything, in Germany for your attention to quality, in Japan for striving for perfection. What are you rewarded for in this country?

THE CHAIRMAN: 'Empowering' has been a key word throughout the evening, as has been the 'rôle' of the teachers. Anne Jones wrote in the *Guardian* a month or two ago: 'Teachers have it in their power to develop teaching methods and learning strategies which harness the pupils' energy, involve them actively in negotiating and managing their own learning, empowering them to use the skills they have acquired in other contexts, help them to make connections between school and life and to want to go on learning all their lives.' I am sure everyone here feels that they have participated this evening in continuing to learn.



DEPARTMENT OF EDUCATION AND SCIENCE

ELIZABETH HOUSE YORK ROAD LONDON SE1 7PH

TELEPHONE 01-934 9000

FROM THE SECRETARY OF STATE

CP copy requested 9/12
We must do in copy of the letter. MSA 9/12

5 December 1985

Dear Nancy
not enclosed

I enclose a copy of a letter addressed to the Prime Minister from Mrs Anne Jones, one of the representatives of the education service who attended the recent education seminar at No 10. Mrs Jones is Head of Cranford Community School in Hounslow, an area which has chosen not to participate in the TVEI.

The copy attached was originally sent to Mr Brittan, and was forwarded to this Department for official reply by the Home Office. From enquiries I have made, it would appear that you have no record of receiving the original letter; no copy has been sent to any of the Ministers here.

We do not propose to reply ourselves. I attach a draft which might issue from No 10 over the signature of a Private Secretary; or you might choose simply to acknowledge the points made by Mrs Jones.

Yours ever,

I M HUGHES
 Private Secretary

MARK ADDISON
~~The~~ Private Secretary
 No 10 Downing Street
 Whitehall
 LONDON SW1

DRAFT LETTER TO MRS JONES

The Prime Minister was grateful for your letter of 9 October, in which you expanded on some of the points you raised at the recent education seminar. I am sorry that your letter has not been acknowledged before; we cannot trace receipt of the original but have seen the copy you sent to Mr Brittan. Mrs Thatcher has asked me to offer the following comments:

i. the Government is fully seized of the importance of education for Britain's future. Very substantial resources continue to be made available to the education service. Indeed, more money is now being spent ~~on our nation's school children~~ ^{per pupil} than ever before - 16% more per pupil in real terms than in 1979. But of course what counts is how these resources are used. If local authorities take advantage of falling school rolls and the general scope that exists for efficiency savings in the education service, then more can be directed to policies of educational benefit;

ii. the Government believes that all children, whatever their sex or ethnic origin, must be given an equal opportunity to achieve the best of which they are capable. This means that schools must both foster amongst their pupils understanding and respect for others, and work to remove whatever specific obstacles hamper the achievement of certain groups. But, as you suggest, more needs to be done to identify the most effective approaches;

iii. it is essential that schools should capitalise on the enthusiasm and energy of pupils, by increasing the relevance of what they are taught; indeed, this was a major theme of the White Paper 'Better Schools';

iv. there is one way of cutting the Gordian knot of the academic/vocational divide - the GCSE, with its practical content and its increased relevance; and the TVEI is another;

v. the Departments of State most closely concerned with education and training have to work together efficiently and without duplication, and there are clear arrangements to ensure that this happens. The Prime Minister sees no case at the present time for changing the Departmental structure;

vi. the Government's recent Green Paper on Higher Education recognises both the importance of providing opportunities for education throughout life generally, and specifically, the need for provision to facilitate access to higher education for older students who could not take advantage of it earlier. The contribution of access courses, of modular provision, and of the possibilities of credit transfer are specifically recognised in the Green Paper.

I hope that you find these comments helpful.

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I hope that you find these comments helpful.



File JA

10 DOWNING STREET

From the Private Secretary

11 December 1985

The Prime Minister has asked me to thank you for your letter of 9 October, in which you expanded on some of the points you raised at the recent Education Seminar. I am very sorry that your letter has not been acknowledged before, but we have no trace here of ever having received it; in the end we saw the copy you sent Mr Brittan.

The Prime Minister was very grateful to you for the helpful summary you provided, and for the contribution you made at the Seminar.

(Mark Addison)

Mrs. Anne Jones.

aa

CF 905 - Educ. Seminar



Schools Curriculum Award
1984

Cranford Community School
Hounslow



Head: Mrs. Anne Jones BA

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Please reply to:

17th December, 1985

Mark Addison,
10 Downing Street,
London.

Miss

Dear *Mark Addison*

Thank you very much for your note. In fact the Prime Minister did reply to me personally and immediately, and I was very appreciative of her comments.

? *return file.*

With Christmas greetings.

Yours sincerely,

Anne Jones

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