

Foreword

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This pamphlet accompanies my speech to the Social Market Foundation. It is about the next steps we must take to raise standards in our schools yet higher. It focuses on those at the heart of raising standards: the talented and dedicated professionals who staff our schools and teach our children. And it signals a new era of trust in our professionals on the part of Government.

No reform in education can work without high quality staff. Standards cannot be raised without the skills and commitment of our teachers. We cannot flourish as a nation without giving each and every child the best possible start in life. And we cannot do that without the help of all those who work in our schools.

Our teachers and school staff are a national asset of priceless value. But as a nation we have not always treated them as such. In the last four years we have begun to put that right. Investment is at record levels, teacher numbers are up and so is pay. Our pupils are benefiting from the best generation of teachers there has been.

Yet many teachers say they feel themselves stretched almost to breaking point. Recruitment and most especially retention remain a real concern. And, as our aspirations for our young people rise, including the need for a more individualised approach to learning, so do the demands we make of teachers.

It is right that we ask more of our schools and teachers. But at the same time we must address the questions of how teachers are enabled to do their vital work. In doing so, we shall return to fundamental issues we began to raise in our first term about how we organize, manage, support and reward our teachers.

2 Teachers want the time and support to do what they do best – teaching pupils. That is why our proposals focus not just on the teacher’s role but on the complementary roles that can and should be played by others in schools – like bursars, teaching assistants, technicians and learning mentors. In effect, we need to see a remodelling of not just the teaching profession but of schools, school staffing, school management and the use of Information and Communications Technology (ICT).

The stakes are high. We may be opposed at every turn by those who fear change. But, at this time of success throughout the education system, and with every expectation of continued success into the future, we have a golden opportunity to secure major improvements in teachers’ self-confidence and status.

This pamphlet sets out my vision for how we can, over the next ten years, ensure a bright future for teachers and teaching. My proposals will make a reality in education of the Prime Minister’s agenda for public service reform. They will help ensure that the teaching profession is seen as a source of national pride.

Teaching should be acknowledged as a top profession. Some go even further, and put it above all others, because teachers have the ability to unlock the potential of the rest of society – including every future member of the other professions. Teaching does remain the single most popular career for our graduates. But action is needed now to ensure that teaching secures and retains its position as a trusted, high quality profession, backed by effective support and reward systems, a profession capable of attracting and retaining the nation’s best and brightest individuals.

On one thing all of us can agree – our teachers and more importantly our children deserve nothing less.



Estelle Morris,
Secretary of State for Education and Skills

1. The Success and the Challenge

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Earlier this year we commissioned an independent study by Price Waterhouse Coopers (PwC) of teacher workloads. The report will be published later this month and, having taken account of initial discussions we shall be having with employers and unions and others, we shall be referring it to the School Teacher's Review Body (STRB) for advice on its recommendations. This pamphlet opens up the debate to a wider audience and sets out our vision of where we want to get to, and how we can begin.

When we came into office in 1997 we set out a bold agenda for school reform with a strong emphasis on the need for radical improvements in literacy and numeracy in primary schools. Thanks to the extraordinary commitment of the teaching profession, we have achieved decisive advances through the literacy and numeracy strategies and smaller infant classes.

We have also secured fundamental reforms in modernising the profession, following up our 1998 Green Paper – Teachers: Meeting the Challenge of Change (Cm 4164). For example, we have successfully introduced a pay system that rewards good teaching as well as good management and that is benefiting over 200,000 teachers. And early inspection evidence confirms that our new performance management arrangements are bedding in.

These early improvements will help make a lasting impact on the cycle of underachievement in this country. The success we have shared with teachers over the past four years stands in stark contrast with the past. And it is not only in outcomes that we have outstripped our predecessors. We have also secured the biggest increase in investment ever seen in our schools. Spending has increased by some £540 per pupil on average. And we have funded a threefold increase both for ICT and school buildings.

- 4 Our education service is now increasingly admired around the world and rightly so. We are far from content to rest on our laurels. It was always important to tackle the basics but we cannot stop there. We must build on the successes achieved through our first term legislation and the 1998 Green Paper. The talents of each individual child must be developed to the full at secondary level. And we must embed a school system that values opportunity for all, and embraces diversity and autonomy as the means to achieve it.

The White Paper published in September 2001 – Schools: Achieving Success (Cm 5230) – set out our vision for putting pupils first and for enabling every school to succeed. It explained how we intend to increase diversity, promote innovation and strip away many of the regulatory burdens that can stifle creativity in school leadership. It contained detailed proposals for secondary schools, building on the work we have already done in primary.

We intend to:

- give successful schools the freedom they need to excel and innovate, including in respect of rewarding teachers
- encourage all schools to build a distinct ethos and to see themselves as a centre of excellence. To achieve this there will be increasing numbers of specialist, Beacon and training schools
- see schools working better with each other, and with further education, higher education and business, including sharing staff where appropriate
- build the curriculum around the needs of each individual, with support for teachers in recognition of the extra demands this will place on them
- intervene where necessary to tackle failure and low standards and to support teachers in tackling and managing poor pupil behaviour
- support good quality continuing professional development, including through our national strategy for CPD.

Public Service Reform

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The White Paper also set out proposals which will help raise the quality and status of the teaching profession. It acknowledged that the most precious resource we have in education today is the time, and talent, of our qualified teachers. We must make real changes to ensure that teachers can devote themselves to what they do best – teaching. And that they can make the most of their talents and skills and are not diverted from this by non-essential tasks. Delivering the wider standards agenda hinges on securing this radical shift. But where does the profession stand today in terms of its ability to deliver an improved education service?

The starting points are the benchmarks for our modern public services. The Prime Minister, in his speech on public service reform on 16 July 2001, highlighted four key requirements in this respect:

- a framework of national priorities, underpinned by a system of national accountability, inspection and intervention to maintain standards
- devolution to front-line professionals, freeing them to innovate and develop services built around the need of the individual citizen
- greater choice for the consumer
- reforms to ensure that terms and conditions of employment are better suited to the needs of staff and the service, and that staff receive proper recognition for the work they do and better incentives for performance.

Where does teaching stand on these four counts?

National framework

The Government has set out clear national priorities and has supported these with record levels of investment. There are also clear arrangements for national accountability, including, crucially, national testing; inspection by Ofsted; and intervention, both at school and LEA level

- 6** if necessary, to maintain standards, on the principle that intervention should be in inverse proportion to success.

Our literacy and numeracy strategies, and policy on infant class sizes, have been key strands in our new national framework. They have had a transforming effect on teaching in primary schools. They have equipped teachers with the tools to carry forward their front-line task of raising standards of pupil achievement. From 1996 to 2001, the percentage of pupils achieving Level 4 and above in Key Stage 2 tests in English rose from 57% to 75%, and in mathematics from 54% to 71%. The number of unsatisfactory or poor lessons by primary teachers has plummeted from 17% in 1995/96 to 4% in 2000. Our policies have helped primary teachers make the difference. And our White Paper will help secondary school teachers make parallel progress.

This framework has been fundamental in ensuring public confidence in the education service. It has provided clear evidence of success to challenge the claims of cynics and pessimists that standards are falling. And it is a prerequisite of the greater autonomy which we now wish to see characterise our schools, as set out in the White Paper.

Devolution to front-line professionals

We want to free the energies, talents and creativity of heads, governors and teachers to support them to achieve higher standards and to enable them to innovate and move towards earned autonomy. Our schools already have higher levels of autonomy in decision-making than other schools in Europe. But we can go further.

Vital to this is effective, well supported school leadership at all levels in a school. Ofsted report that the quality of leadership and management in schools is improving. We have created the National College for School Leadership to help our current and future school leaders develop the necessary skills, capability and capacity. The College is now consulting on a comprehensive Leadership Development Framework, identifying five key stages in a school leader's career around which it will plan its programmes.

Effective training and professional development for all teachers is essential in helping to raise standards. That is why the literacy and numeracy strategies were supported by significant investment in training and development, as is the case with the Key Stage 3 strategy. In addition, we have pledged £92m over three years to support the first ever national strategy for individual teachers' continuing professional development. We also want to see more schools sharing good practice with each other and collaborating over training.

On funding, we have not only injected record levels of investment, we have also ensured that more of this is under the control of headteachers. The Standards Fund has been reformed to allow almost complete discretion over the use of allocations. We are examining the balance of earmarked as against general funding. We are reforming the local authority finance system so that the funding for schools is separately identified. And we shall be taking a reserve power to intervene, where local authorities make insufficient progress in passing on funding increases intended to support front-line delivery by schools.

We shall also allow more schools to have greater autonomy. This will unlock innovative practice, whether it be over the structure of their governance arrangements, or aspects of the school curriculum, or, indeed, over elements of the national pay and conditions arrangements.

Greater consumer choice

We have achieved significant diversity over the last four years, including through Beacon and specialist schools and Excellence in Cities. Our White Paper sets out a vision for 2005 of an even more diverse network of secondary schools.

This greater diversity is good for pupils and parents and will ensure there is more choice and innovation in the school system. And it will be a diversity based on the principle that every school has to be achieving high standards – the differences will be about how they achieve that, not whether they do so.

Every school will be expected to create or develop its distinct mission and ethos, including a mission to raise standards and extend opportunities for all its pupils. There will be more Beacon and specialist schools.

- 8** The City Academy programme will be expanded. And a wider range of promoters will be able to propose the establishment of new schools to meet local needs. We shall also support greater partnership between schools in the interests of raising standards.

Staff recognition and conditions

Our pay reforms have transformed the reward system for teachers. Teachers now can choose to remain in the classroom, and be rewarded for excellent teaching, or choose the management route to advancement.

Starting salaries for good graduates in London are now at £20,000. Thanks to the threshold system and other pay improvements, good experienced teachers have received an extra 25% in pay since 1997 (17% in real terms). We have established a new upper pay spine for teachers with a maximum of £31,128. The maximum pay for the advanced skills teacher grade we have introduced is £44,571. Our school leaders can now earn up to £78,783. We have also enabled schools to pay retention and recruitment allowances of up to £5,000.

Performance management arrangements are bedding in, and providing opportunities for professional dialogues about expectations of teachers and about the support they need. There is much more to do. We must see better use of the potential within the new pay structures and levels to ensure that the right staff are receiving the right rewards. That means using pay flexibilities more than heads have been used to doing. And it means agreeing challenging objectives and ensuring that the school's performance management arrangements are sufficiently robust to allow headteachers to acknowledge and reward genuine excellence when they see it.

With the support of central and local Government, headteachers also have more to do to help teachers gain more time for core teaching tasks and receive better professional support. The independent study by PwC of teacher workloads should assist the further consideration of this issue.

A deeper professionalism

So, on all four of the public service reform measures, the teaching profession has a good story to tell. But we need to go further. The

profession must renew itself and restate its claim to pre-eminence. We are a long way from helping teaching to measure up to and surpass our ideals for what a profession can be, as discussed in section 3 below. Teaching has too often wanted to progress at its own pace, regardless of broader socio-economic changes in the world. Even if we had not taken the initiative on reform, and even if we did not face the recruitment and retention issues discussed below, it would always have been right for teaching constantly to shift to meet changing circumstances and demands.

Teaching must remodel itself to keep up to date. Teaching is the profession on which all others depend, in that success in later life so often depends on a good start at school.

We need to challenge the cynics who argue that reform is impossible; that nothing can ever change; that the challenges are too great. These arguments have dogged the public sector for too long. No matter how well intentioned some opposition to reform may have been, it has sometimes ended up damaging the cause it was intended to serve. In education it is those who offer cynicism in the guise of experience who can drive young teachers to look for other careers. We shall always try to combat cynicism wherever it threatens progress on standards. But we want to go forward in a constructive spirit of partnership with all those who have the best interests of pupils and teachers at heart. We also want to see teachers themselves increasingly setting the reform agenda.

Recruitment and Retention

We are doing better than any government has in a long time at recruiting teachers and trainees. The figures published recently for recruitment to initial teacher training are up again, as last year. Our recruitment initiatives, including golden hellos and training bursaries, are having an impact.

In schools, teacher numbers are at their highest since 1984. We have 11,000 more teachers than in 1997. We also have 44,000 more education support staff. Average primary classes and pupil-teacher ratios continue to fall. And secondary class sizes are stabilising while pupil-teacher ratios are falling. These figures are irrefutable.

10 Nonetheless, teaching is such a large profession that it constantly faces difficulties over recruitment and retention. We cannot deliver on standards unless we can tackle these difficulties. And recent success in recruitment is not keeping pace with the creation of new teaching posts.

We cannot go on as we are. There are two main reasons for concern – demand pressures and supply constraints.

Demand pressures

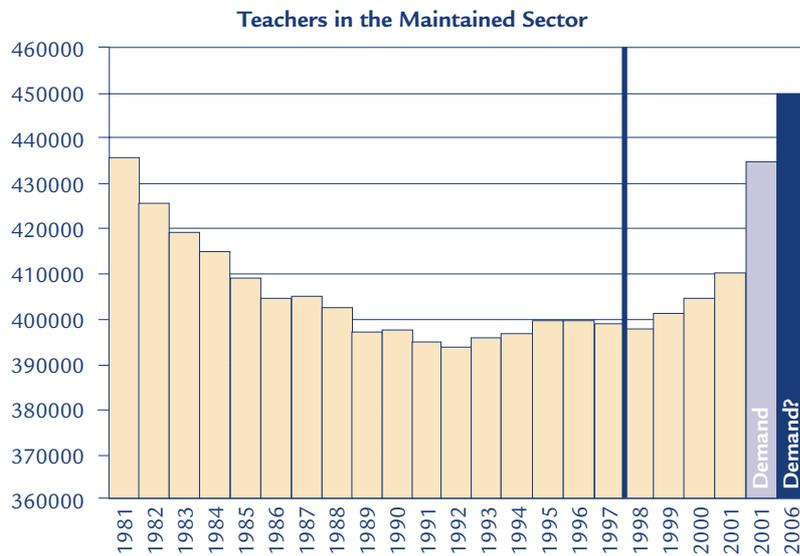
Teacher numbers currently stand at 410,000. This is the nation's single largest graduate profession. The demand for teachers has been rising sharply. There are three main reasons for this.

Firstly, the extra investment we have made, and will continue to make, in schools has, perhaps understandably, led to the creation of new posts. It is a key argument of this pamphlet that we need fundamentally to rethink this response to extra resources. We want to support headteachers in their front-line role here. Many are already recognising that higher standards for pupils can be achieved in a range of ways, including by using more support staff and better ICT to release more of the time of existing teachers for their core teaching tasks.

Secondly, professional development activities, though a key contributor to raising standards, are tending to draw teachers away from classrooms. There is increasing reliance on supply teachers. And yet, despite efforts to increase standards in this area, Ofsted point to the correlation between a dependence on supply cover and lower achievement. We need to reflect with schools on the impact that CPD is currently having on the pupil day, and consider alternative models with them which could ease the demand for supply teachers.

Thirdly, raising standards needs more teacher time to be focused on teaching, including lesson preparation and assessment. The imperative to raise standards has changed the way teachers teach. Tasks such as setting targets for children, and monitoring and assessing individual pupil progress, are taking more time. Again, unless headteachers, with the kind of support set out in this pamphlet, can free up teacher time, we shall face unsustainable demands for extra teacher numbers over and above the 10,000 extra teachers we have pledged.

The graph below illustrates the current dilemma. It shows how teacher numbers (full-time equivalents) have risen sharply under this Government, even though the economy is strong and there is a tight graduate recruitment market. But the two columns for 2001 quantify the current problem and future challenge. The first column for 2001 shows the number of permanent teachers actually in post. The second shows the demand from schools – a gap currently explained by supply teachers and by vacancies. And the final column, for 2006, is an estimate of the further increase in demand if recent trends continue.

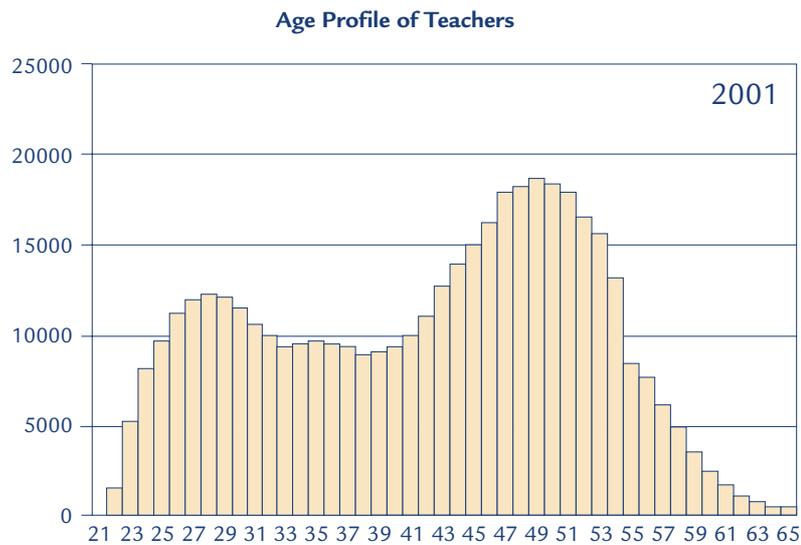


The gap between supply and demand threatens to grow unless the education service, acting together, is able to achieve the remodelling of the profession argued for in this pamphlet.

Supply constraints

Teacher numbers are buoyant but they are not keeping pace with the increasing demand for teachers. Nor could they. There are five key reasons for this.

- 12** Firstly, the profession faces difficulties because of its age profile. Over 45% of serving teachers will be 60 at some point in the next 15 years. This is illustrated below.



Secondly, there are already too many teachers teaching subjects for which they were not trained. At the time of the last secondary school staffing and curriculum survey (1996/97) the subject mismatch was estimated as 18%. This is another indicator of the difficulty of finding enough teachers with the right experience and subject knowledge to be fully effective in our classrooms.

Thirdly, the poor behaviour of a few children can have a damaging effect on the profession's ability to attract and retain teachers. We want to intervene early to prevent problems arising and make sure that teachers are supported in the classroom. Our White Paper sets out our plans for addressing pupil behaviour as a major part of our secondary school transformation strategy.

Fourthly, the sheer size of the teaching force makes huge demands on the labour market. It is fundamental to high standards that all qualified teachers should be graduates, yet graduates remain a minority within the labour market. We want to expand the number of graduates – our aim is

that, by 2010, 50% of young people will benefit from higher education before they are 30. But at present we are looking to recruit the equivalent of some 10% of all new graduates to teacher training. And in mathematics the position is particularly acute, as we need to recruit the equivalent of some 40% of new mathematics graduates.

Fifthly, teaching has to compete with many more high profile careers than was the case, say, 30 years ago, when many of our current teachers entered the profession, and before it was rightly restricted to graduates. And the teacher morale and workload issues which are the focus for much of this pamphlet have a negative impact not only on the desire of some serving teachers to remain in teaching but also in deterring others from joining the profession.

Therefore, despite recent increases in recruitment, the supply and demand analysis above must give us pause for thought. We need to question hard whether we shall be able to continue to recruit ever more teachers in sufficient numbers to make the current structure and growth in teacher numbers sustainable in the long term.

We will continue to do all we can to improve both recruitment and retention, but we believe that conventional recruitment and retention measures alone will not be enough to tackle these issues. We need to see the broader action, argued for in this pamphlet, to remodel teaching.

If we could achieve such changes, working in partnership across the education service, the effect on recruitment and retention levels would be both healthy and profound. In our 1998 Green Paper, we concentrated on pay but recognised there were wider issues:

“As many teachers, heads and school governors would accept, the present arrangements reflect a different era. We need a new vision of a profession which offers better rewards and support in return for higher standards. Our aim is to strengthen school leadership, provide incentives for excellence, engender a strong culture of professional development, offer better support to teachers to focus on teaching in the classroom, and improve the image, morale and status of the profession.”

Our vision for how we would address these issues is set out in the next section.

14 2. Looking to the Future of Teachers and Teaching

We have made progress on raising standards on our schools, but we still need to see radical change across our education system – for pupils, classrooms, teachers and schools – if we are to make further significant progress on standards. We can only do this by putting the learning needs of the individual pupil at the centre of everything we do. Every child is special and should be able to develop their skills and ability to achieve their full potential. But this will mean we increasingly move away from the old model of the classroom towards an education system characterised by flexibility and innovation in all areas.

Our vision for the future is one in which:

- our pupils are achieving higher standards than ever before, supported by a wide range of teachers and other adults, and by world-class ICT giving them direct access to world-class teachers
- the classroom of the future is the home of more flexible ways of teaching and learning, in support of higher levels of attainment by pupils
- the teacher of the future has more status and more responsibility, and a better work/life balance, in support of higher standards of teaching and learning
- the school of the future has a headteacher committed to leading the change to new, more flexible, ways of working, in support of high quality provision.

This is not just a vision about how staff are deployed in our schools, or which types of staff we have. It is fundamentally about the quality of education we are offering to our children. It is about how we deliver the more individual learning approaches signalled in the White Paper.

In more practical terms, what will our schools look like in ten years?

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Classrooms will be:

- rich in the number of trained adults available to support learning to new high standards. Pupils will benefit in the classroom through the help of teachers, teaching assistants and ICT technicians. And learning mentors will also help ensure they achieve their potential
- at the cutting edge in the use and availability of ICT, stretching and challenging the ablest and the most disaffected pupil alike, and supporting on-line learning.

Teachers will be:

- spending more of their time on teaching, lesson preparation, assessing individual pupil progress and updating their professional skills
- supported by a range of other adults employed in schools – teaching assistants, administrative assistants, technical support, instructors and learning mentors – so their time is focused on teaching
- supported by high quality facilities and modern ICT, maximising flexibility and innovation in teaching and learning
- ensuring that their training and development opportunities play the same role in improving their professional practice as happens with doctors.

Teaching assistants will be:

- supervising classes that are undertaking work set by a teacher, or working with small groups of pupils on reading practice
- supervising lunchtime activities and invigilating tests
- giving pastoral and other individual support to pupils, and
- covering for teacher absence.

16 Headteachers will be:

- using their resources imaginatively and organizing and managing staff and the use of staff time in efficient and effective ways
- using their powers to reward staff, with particular rewards for the most able
- supported by more trained bursars to free them up to lead and manage
- confident that they will attract and retain sufficient numbers of good teachers each year to deliver the standards agenda.

How will this help teachers to focus on their core tasks of lesson preparation, teaching and assessing pupils' work?

We believe that the developments below will all contribute to a long overdue remodelling of teacher time:

- more effective deployment of teaching assistants, with schools fundamentally altering their staffing balance, so that many more support staff are taking burdens away from teachers
- more flexible use of teaching staff drawn from beyond the school boundaries. An important feature of teaching in the school of the future is that some schools will wish to explore with others – for example with further education colleges, Universities, industry and business – loans and exchanges of trained staff where this will help deliver high quality provision
- more effective use of bursarial and other administrative staff. We need to liberate teachers by stripping away those tasks which could more sensibly be undertaken by administrators. This is right for teachers and would also be more efficient for schools. It is also crucial in freeing up headteachers so they have more time for leadership and management

- more integrated use of ICT. Some schools are making a success of on-line teaching and learning while others have only begun to explore its potential. ICT is helping to revolutionise learning and in some cases it is even supplying part of the teaching as well
- more creative timetabling, to secure non-contact time without needing supply cover
- more flexible approaches to class timings and class sizes, beyond Key Stage 1. We see a range of flexible models to complement the traditional 40 minute period for 30 pupils. For example, teachers leading seminars and giving lectures to older secondary school pupils; one to one teaching; larger classes led by a single teacher, supported by assistants as appropriate; pupils engaged in self-directed learning, supported by teaching assistants and ICT. This would free up other teachers so they could prepare high quality lessons as well as focus on more individualised learning approaches with pupils
- more explicit attempts to remove needless bureaucracy within the school and ensure that every paper-based task required of teachers and headteachers is absolutely necessary and related to standards.

18 **So where will these developments have taken us over the next five to ten years?**

We see a position where:

- our pupils are attaining higher standards than ever before, supported by a wide range of teachers, teaching assistants, ICT technicians and learning mentors, and by world-class ICT giving them direct access to world-class teachers
- our best teachers have a status and a role which makes them more like consultant doctors than either junior doctors or nurses, responsible for the most difficult teaching tasks and also for the organization of other teachers and teaching assistants
- our headteachers are respected members and leaders of their communities, driving forward change in their schools to match the pace of change in the wider world
- our schools are of world class standard.

And where:

- more children say “I have a good teacher”. More parents say “my child is well taught”.
- more pupils want to be teachers. More parents endorse that. More of our most talented new graduates make it their first choice of career.
- more teachers say “I enjoy my job.” Fewer teachers are leaving the profession for the wrong reasons. More are coming back for the right ones.
- more of each teacher’s time is spent on what matters for pupils to learn. Teachers feel confident they know what works well and why. They believe they have an improved work/life balance.

3. Professionalism and Trust – The Way Ahead

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Gone are the days when doctors and teachers could say, with a straight face, “trust me, I’m a professional”. So we need to be clear about what does constitute professionalism for the modern world. And what will provide the basis for a fruitful and new era of trust between Government and the teaching profession. This is an area ripe for debate and we welcome views from all round the education system and from others, including parents and business people.

We would look for six characteristics to be present in a modern profession. There should be:

- A. high standards at key levels of the profession, including entry and leadership, set nationally and regulated by a strong professional body.
- B. a body of knowledge about what works best and why, with regular training and development opportunities so that members of the profession are always up to date.
- C. efficient organization and management of complementary staff to support best professional practice.
- D. effective use of leading edge technology to support best professional practice.
- E. incentives and rewards for excellence, including through pay structures; and
- F. a relentless focus on what is in the best interests of those who use the service – in education, pupils and parents – backed by clear and effective arrangements for accountability and for measuring performance and outcomes.

- 20** In this section we discuss how action under the six headings will bolster teaching as a profession for the next generation and will help foster partnership between teachers and Government based on trust.

Standards and regulation

We have established high standards at a range of points in the profession:

- entry, where Qualified Teacher Status (QTS) remains a high hurdle for those who wish to be teachers in our schools
- threshold, to allow our best experienced teachers to advance to the upper pay spine
- advanced skills teacher, allowing entry to this senior teaching grade which is already doing so much to promote good practice to other teachers
- headship, where the standards form part of the National Professional Qualification for Headteachers for those who aspire to this role.

We have also set high standards for Fast Track teachers, who will develop rapidly into the leaders of tomorrow's teaching profession.

The standards we have set, in many cases with the help of the Teacher Training Agency, and always in consultation with the profession, have helped to ensure high quality. Indeed, the QTS standards, which are currently being further revised, have helped secure unprecedented improvements in the quality of our initial teacher training, ensuring that new teachers are properly equipped. Moreover, all the standards we have set have brought extra clarity in terms of status and roles, and are acting as benchmarks for those wishing to advance and improve their performance.

Standards are essential but professions also need effective regulation. We believe that this is best done by a strong professional body. The General Teaching Council has a core role to play in terms of regulation. The White Paper confirms a strong role for the General Teaching

Council, not least in working with us to redefine with the profession what it means to be a teacher in the future.

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Leadership

Headteachers will have a critical role to play in carrying forward the vision of a remodelled teaching profession. In the school of the future, headteachers and governing bodies will remain responsible for deciding who teaches at the school. We must be clear that anyone teaching at the school either must have QTS, or be someone operating within a framework set by someone with QTS.

Some headteachers are already forging ahead in developing and adopting new ways of working. We shall know we have succeeded in creating a new culture in our schools if heads are driving reform, with local and central Government as partners. The changes already underway show that we have headteachers who are imaginative and at the cutting edge in creating the schools of the future – heads who are a credit to the education system and who could thrive in any walk of life. More of our heads will need to take a lead from these pioneers.

The extra resources we have made available to schools will increasingly enable heads to shift their attention from day-to-day firefighting to the development of management strategies tailored to local circumstance. The National College for School Leadership is helping by offering programmes, development opportunities, expertise and more accessible leadership learning using new technology. The General Teaching Council should be able to help with practical advice to teachers and senior managers.

Knowledge and professional development

High quality professional development has significant benefits in terms of improved professional performance. With teachers, it can have a direct impact on their own motivation and on improved pupil attainment.

Few would question the high degree of commitment that doctors show to their own learning, updating of knowledge and professional development. We need to ensure that teachers can be supported in making the same commitment.

- 22** Our national strategy for continuing professional development will help here, as will the General Teaching Council's professional development framework. But we recognize that much depends on the ability to free teachers to undertake CPD outside of pupil time, to minimize the disruptive effects on pupils' learning.

Organizing and managing support staff

The number of support staff in our schools has grown rapidly over recent years. We now have people working in a range of roles, for example

Role	Numbers – 1997	Numbers – 2001
Teaching assistants	61,262	95,815
Technicians	12,747	15,046
Clerical staff	35,082	41,285
Bursars	4,100	5,035
TOTAL	113,191	157,181

2,000 Learning Mentors in secondary schools are also helping many pupils overcome individual problems which are barriers to their learning, while reducing pressures on teachers' time.

The final report of the workload study from Price Waterhouse Coopers will be published shortly. But we know a lot from the interim report produced in August. It confirmed the extent to which teacher workloads have been rising, not least because we are expecting our teachers to be clerical officers and administrators for too much of their time.

Headteachers, working in partnership with local and central Government, can help liberate teachers from tasks they do not need to be doing and help them concentrate on their central role – driving up pupil levels of achievement. Drawing on the work that PwC and others are doing, and further pathfinder work that we shall be supporting, headteachers need to be deploying a range of strategies to help teachers, as set out in section 2.

The remodelling of teaching implied by these changes will seem timely to some, challenging to others. It will mean we are seeing greater diversity over who is teaching in our schools, subject to standards being maintained. And indeed this remodelling is crucial if we are to make progress on standards, because the current models in most schools rob teachers of time they need to spend on preparing high quality lessons.

Will this mean that the teacher's role is being usurped? Far from it. In our hospitals and GP practices, we have seen how nurses have grown into roles which were once the strict preserve of doctors. And we are clear that this development has helped doctors, just as it could teachers, to concentrate their energies on more difficult matters, to the benefit of those in their care.

This is the type of development we want to see in schools. This will help teachers and can only help to raise standards. By giving teachers the ability to deploy other teachers and teaching assistants we can increase the impact of our ablest teachers whilst also improving the image and status of teaching as a thoroughly modern profession. That in turn will help teaching attract and retain increasing numbers of the nation's brightest and best individuals.

Information and Communications Technology

We are transforming the state of ICT in our schools. Over the last three years, the number of primary schools connected to the Internet has increased from 17% to 96%, an extraordinary achievement. And connection levels for secondary schools are now at 99%, up from 83% in 1998.

We have also achieved striking increases in the ratio of computers to pupils. This now stands at 1:12 in primary schools compared to 1:18 just three years ago. And in secondary schools the figure is currently 1:7, compared to 1:9 in 1998. But we need to start measuring the success of ICT in terms of how it contributes to more effective teaching and learning.

24 The adventurous use of ICT could be truly revolutionary for teaching and learning. Other education reforms have often been evolutionary in their impact on the classroom. ICT could prove to be for teaching what the great scientific discoveries – antibiotics, DNA – have been for medicine. It could be one of the special turning points in the history and development of our education system that include the 1944 Education Act and free access to education.

ICT is not only helping learning it is helping to fuel the demand for it. And in some cases it is even supplying the teaching as well. ICT has extraordinary potential, which we need to harness and develop sensibly. It can help:

- children to progress at their own pace
- leave behind the debate about how to group pupils
- solve the problem that where you live may determine what subjects you can learn and who you can learn from
- help teachers with data analysis, while also performing those tasks to much higher levels of sophistication
- link schools and teachers with parents, at work or at home, through the internet
- link pupils to the world experts on any particular subject
- enfranchise everyone, on the basis that access to knowledge is access to power.

It is up to all of us to ensure that we are:

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- quick to maximise the potential of ICT;
- determined to use ICT only where it can best make a difference;
- rigorous in refusing to allow a digital divide to grow, probably linked to wealth. We must not perpetuate the problems that social class has caused in previous generations, and which we should be intent on banishing.

If we can get these things right, ICT can only be an enormous boon to teachers and teaching.

Rewarding excellence

It is part of the leadership role they play that headteachers need to be identifying talent early and developing and promoting our best young teachers more rapidly. We have ensured that double pay increments can be paid to the best teachers which will also help speed their progress towards the pay threshold.

Rigorous performance management arrangements have a central part to play in any modern profession. As argued earlier, it is important that these operate in a way that allows headteachers to recognise and reward excellence. Headteachers will often be faced with tough decisions, distinguishing between those teachers who are doing a perfectly satisfactory job, and those who are making the sort of contribution that merits additional performance pay. They will also continue to face instances where they conclude that they need to dismiss a teacher who cannot be brought up to the standards of the job.

Focus on pupils and parents as the basis of trust

In terms of the greater focus on demonstrating school success to pupils and parents, there are many achievements to build on.

26 Firstly, we do now have an accountable profession. Performance tables, the inspection system, performance management, examination and assessment arrangements, procedures for tackling school weaknesses, all contribute to the effective accountability of teachers and headteachers. Moreover, they are helping provide the evidence that demonstrates the real successes of the profession and generates public and Governmental trust in our schools.

Secondly, we are now seeing more teaching that is based on clear evidence of what works. We need to know that best practice is being identified, prized and mainstreamed as a matter of course. The Government has led the way through its literacy and numeracy strategies and through its Key Stage 3 strategy, but have done so building on pioneering work in schools.

Thirdly, we are seeing schools reach out and make effective links to parents and communities, and also offer additional services to pupils, parents and others in the community. We want to extend this work.

There is no doubt that Governments over the last 30 years have not always rushed to express their confidence in teachers. But we are leaving those days behind and entering a new and positive era.

It is important to trust our professionals to get on with the job. That does not mean leaving professionals to go their own way, without scrutiny – we shall always need the constant focus on effective teaching and learning, and the accountability measures described above. But what it does mean is that we shall increasingly want to see professionals at the core, to join us in shaping the patterns for the schools of the future.

The efforts of teachers over recent years, especially in relation to the challenges we have posed in literacy and numeracy, give us confidence that we do indeed have excellent professionals at the core. Teachers have earned the trust of all of us and we give it willingly.

4. Resources

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To realise the vision for the future of teachers and teaching set out in this pamphlet, it is clear that resources have a significant part to play. Schools are already making spending decisions over the deployment of unprecedented sums. Over the last three years, we have increased our spending on schools by more than £6 billion or 30% (plus a 250% increase in capital). Our existing spending plans will mean further increases of £3 billion over the next two years: in 2002-03 there are planned increases for schools of £1.6 billion; and in 2003-04 there will be a further increase of £1.4 billion on top of that, taking revenue spending on schools to £28 billion per annum.

We shall continue to ensure that the necessary resources are there, so that we are making real progress in making teacher workloads more appropriate and more manageable. We recognise that change on the scale described in this pamphlet needs to be effective. We have already pledged extra resources, including:

- at least 10,000 extra teachers
- at least 20,000 more support staff
- at least 1,000 trained bursars
- laptops for teachers
- our continuing professional development strategy, which is supported by £92m over three years.

We recognised the importance of resources when we implemented our threshold pay scheme, which has given an extra £2,000 per annum to every successful teacher, consolidated in their salaries. And we shall recognise it again in realising our vision for a modern school workforce.

Within the current Spending Review, which concludes in summer 2002, the Government will examine how particular STRB recommendations could be funded up to 2005-06. We do not rule out further investment,

28 and delivery of an effective workload package will be the Department's top schools priority.

We need a national and constructive debate on the best use of resources. And that debate must take account of the PwC evidence highlighting the variation in how resources are used and workload is managed at local level.

How teachers and school leaders manage their schools is a critical issue. The Government accepts that teachers need more time during the working week to plan, train, think and prepare. And that managers need more time too for their responsibilities in leading schools effectively. In carrying forward the debate on how to address these issues, we do need to look at the arguments for contractual changes to underpin this and the counter-arguments that this could in some ways militate against headteachers' flexible deployment of the school workforce.

Supporting schools and teachers with the right level of resources is of course critical. But we should be clear that this is not just an issue of tackling teachers workloads, important though that is. It is a much bigger issue, a "something for something" change, whereby we use these resource levels to support the transformation of schools and teaching in the way we have outlined in this pamphlet. We shall take forward this transformation with vigour, working enthusiastically with those who share our cast-iron commitment to raising standards and who share our vision of creating a trusted, high-quality teaching profession. And we shall not be diverted from our task by the opponents of change.

5. Immediate Next Steps

There are three immediate steps which the Government intends to take.

Firstly, we shall consider the final PwC report, take soundings from the employers and teacher representatives, and refer it to the STRB. We shall look to the STRB for prudent, effective proposals in the Spring, which may well have a bearing on teachers' contracts.

Secondly, we shall, later this month, publish a Bill in support of our September White Paper. Much of this will be concerned with our policies for transforming secondary education. But, critically, it will also create room for more flexibilities on staff and pay.

Thirdly, we shall be announcing shortly our intentions in terms of pathfinder projects, as foreshadowed by the White Paper. These projects, which we plan to begin next year, will help demonstrate how every school can make substantial progress towards the vision set out here for the school, the classroom and the teacher of the future – how every school can build on the work of those who have quietly been pioneering change in recent years.

30 We believe that our partners in the education service will also wish to look at what immediate steps they can take to support the vision we have set out. For example:

- headteachers could look afresh at how effectively teacher time is being used in their schools and at what quick progress can be achieved in this area, including through their next resource decisions
- Local Education Authorities could consider what strategic help they could offer to headteachers locally, in support of the LEA role to raise standards
- The National College for School Leadership will wish to see whether it could develop national advice, working with the profession and the Department, and also reflect this in its headship programmes
- The General Teaching Council will be offering advice on how senior managers and teachers might make the most of all the resources available to them
- The Teacher Training Agency will wish to look at the implications of these developments for the recruitment and training of high quality entrants to the profession.

We would prefer to work in partnership with the teacher and headteacher unions in addressing these issues. This is an opportunity for us to join forces and show leadership in an area which offers so many potential benefits for teachers, in helping them focus on teaching and raising standards, and so much hope for pupils and parents for the same reason.

We shall not realise the vision overnight. This is a long term plan for the future of teaching. It will take more than one Parliament to complete, but we can make huge progress in the remainder of this Parliament. Crucially, with the help of everyone in the education service, and many beyond it, we must make continual and rapid progress, starting now.

