

CBI : First steps – a new approach for our schools. Key quotations

Aims of education

*** *'Narrowly-defined targets like these, based only on exam results, subtly inhibit the overall education of young people. It discourages teachers from developing them into the accomplished adults needed in our society and economy, and it reduces the incentive to focus on those at the extremes of the distribution.'* p24

Equity

*** *'We have a conveyor belt education system that tolerates a long tail of low performance and fails to stretch the able'* p17

*** *Low achievers are 'either taught to the test while developing no real mastery of the subject being studied or left to fester in study of subjects where they do least harm to the school's overall results and league table positions.'* p22

*** *'...over-prescribing the curriculum...means tailored support for the less able is not easily delivered.'* p52

Central determination of curriculum and teaching

*** *'OECD research clearly shows that where schools have greater autonomy over what is taught and how students are assessed, students perform better.'* p45

Curriculum and teaching

*** *'In primary schools, this is about delivering a rigorous core curriculum that also avoids a return to rote learning. This will require teaching quality improvement, but also a curriculum that allows skilled teachers to blend core achievement with an experiential-based approach that engages young people.'* p9

*** *Years of micro-management has led to a climate of fear among too many teachers, which limits their effectiveness. For too long, teachers – particularly in England – have been constrained by an overly prescriptive curriculum.'* as well as narrow accountability measures, repeated political interference and constant criticism from politicians and the media. p47

*** *'At primary, we need to improve teaching and curriculum flexibility to effectively deliver core learning in ways which engage young people.'* p51

*** *'The curriculum has encouraged teachers to focus narrowly, with memorisation and recall being valued over understanding and enquiry, and transmission of information over the pursuit of knowledge in its fullest sense.'* p52

Professionalism

*** *'Teachers are the key – we need to end the culture of micro-management and treat them as professionals, within a clear framework that expects high performance'* p45

*** *'Over half of school leaders describe teacher morale as poor or worse. Teacher often do not feel they are sufficiently in control of what happens in the classroom. This has to change.'* p47

Policy

*** *a 'patchwork of reforms has confused schools, and encouraged micro-management and a tick-box approach that has alienated teachers. Too often, what is right for the young person may not be what underpins the school's league table position.'* p7