

# ***Teaching ICT - the 14-19 reforms***

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This resource looks at the developments of the 14-19 curriculum in England and how they impact on the work of ICT teachers and teacher trainers. It considers the underlying aims of the government led changes and the subsequent implications.

The reforms see a breakdown of the traditional break at the age of 16 between “school” and “*school / college / training / employment / unemployment*” future for pupils. There is a change in the location of learning from age 14 years with many pupils spending regular or block placements of time out-of-school. It has a change in the staffing with college and work-based staff working alongside teachers in the classroom. There are implications for the curriculum with courses and qualifications being awarded for learning that spans the whole age range.

In the accompanying pages, the important aspects of the Diploma in IT and functional skills are described. There is a comprehensive list of references and resources. Explanations for the abbreviations and terms can be found in the Glossary section on the ICT-Tutors website.

These implications of the reforms are discussed in the following sections:

## ***Aims of the 14-19 reforms***

***Changing the location of learning***

***Changing the nature of teaching and learning***

***Changing the accreditation of learning***

***Changing the 14-19 curriculum***

The key websites for gaining up-to-date information are:

<http://www.dcsf.gov.uk/14-19>

<http://www.teachernet.gov.uk/teachingandlearning/14to19>

<http://www.teachernet.gov.uk/14to19briefing>

<http://www.e-skills.com/diploma>

<http://www.futurelab.org.uk/resources/publications-reports-articles/literature-reviews/Literature-Review130>

## ***Aims of the 14-19 Curriculum reforms***

The DCSF is committed to transforming the 14-19 curriculum over the coming decade with a strategy involving:

- curriculum,
- assessment,
- provision and
- resourcing.

This will be done through fostering partnerships between a range of agencies including:

- local authorities,
- the Learning and Skills Council,
- schools,
- colleges and
- work-based learning providers.

Reform of the previous system was needed because pupils could easily choose options that ultimately became dead-ends which offer little in the way of further progression or opportunity and which did not encourage participation in education beyond 16.

The 14-19 Working Group, headed by Mike Tomlinson, set out proposals for a long-term structural reform of 14-19 education and training systems that will be fully inclusive, encouraging all learners "whatever their ability" to achieve their full potential.

The proportion of 16-17 year olds not in employment, education or training (NEET) has steadily increased over the last couple of years. *"Being NEET is a major predictor of later unemployment, low incomes, teenage motherhood, depression and poor physical health."* (DfES, 2005b)

In summary, the 14-19 agenda developed by the government reports is based around:

- a new specialist system;
- built on collaboration;
- a strong focus on teaching and personalised learning;
- excellent leadership teams;
- reform of the school workforce; and
- heavy investment in ICT and school buildings through the Building Schools for the Future programme (DfES, 2004).

The reforms have three main elements (DfES, 2007a):

- raising attainment now;
- designing new curriculum and qualifications; and
- delivering on the ground.

### ***Changing the location of learning under the 14-19 reforms***

The 14-19 reforms were designed to give all young people the opportunity to choose a mix of learning which motivates, interests and challenges them, and which gives them the knowledge, skills and attitude they need to succeed in education, work, and life. They see the breakdown of the traditional route of many young people who stay at school until 16 and then go onto work, training or college. As a result of these reforms some students start regular attendance at college or work placements at 14 whilst others continue in schooling to 18 but with weekly or block placements in commercial and/or further education settings.

Important aspects include:

- Schools into college
- Bringing the vocational expertise into the classroom
- The implications for workforce remodelling
- The implications for initial teacher training
- The role of employers in changing curriculum
- The new apprenticeships
- Young Apprenticeship programme for 14 to 16 year olds

## ***Changing the nature of teaching and learning under the 14-19 reforms***

Andragogy, pedagogy and beyond...

School-based learning, the work of teachers and the development of trainees are driven by the understanding and implementation of pedagogy. In teacher training, it is described as subject knowledge and understanding. The work of Shulman focuses upon pedagogic content knowledge - not just a teacher's knowledge of the curriculum but the teacher's knowledge of how to teach the skills, knowledge, concepts and attitudes of the subject.

Tutors and trainers in further education are driven by andragogy. It is their perception of how adults learn and constructing the right environment for learning. If differences exist then teachers, tutors, trainers and trainees working in the 14-19 context need to understand the differences and similarities.

The following texts describe the nature of the current pedagogy (teaching in schools), andragogy (teaching adults) and then goes on to describe heutagogy - the principle of teaching based upon the concept of truly self-determined learning.

It is suggested that heutagogy is appropriate to the needs of learners in the twenty-first century, particularly in the development of individual capability, individualised learning and independent learning using the internet-based systems including multimedia, virtual learning environments, online assessments and social software.

### ***Changing the accreditation of learning under the 14-19 reforms***

The aims of the 14-19 agenda are to make reforms in three main areas:

- raising attainment now;
- designing new curriculum and qualifications; and
- delivering on the ground.

This section outlines the provision and developments to ensure that appropriate curriculum and qualifications are in place to meet the key stage 4 National Curriculum requirements, ensure the success of the 14-19 provision, and for it to be 'the best anywhere' (DfES, 2007a).

Important aspects of are:

- The National Qualifications Framework
- Section 96 and the national database of accredited qualifications
- The range of qualifications available to schools
- Basic skills courses
- Vendor qualifications
- National Vocational Qualifications (NVQs)

## ***Changing the curriculum under the 14-19 reforms***

The Tomlinson report recommended that GCSEs, A levels and vocational qualifications should evolve over the next decade into a new open diploma system enabling learners to select a mixed pattern of subjects and areas of learning similar to those available through GCE, GCSE and vocational qualifications.

One of the outcomes of his report is the creation of a Specialised Diploma specification. It will provide a clear indication to employers, universities and others as to the range of skills, knowledge and experience of young people.

The Apprenticeships ( see Location of learning|150|3#) would be linked to the diploma system through clear progression routes so that students can more freely and integrate academic and vocational study. Important aspects are:

- Specialised Diploma in IT
- The diploma gateway
- Functional Skills - the new key skills

The following resources are very good starting places for further study of the 14-19 reforms:

Transforming the education system for 14-19 year olds DfES

<http://www.dcsf.gov.uk/14-19>

14-19 phase of learning from Teachernet

<http://www.teachernet.gov.uk/teachingandlearning/14to19>

Diploma in IT from e-Skills <http://www.e-skills.com/diploma>

14-19 and Digital Technologies from Futurelab

<http://www.futurelab.org.uk/resources/publications-reports-articles/literature-reviews/Literature-Review130>