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# **Response to the North Lincolnshire Council Building Schools for the Future Draft Overall Educational Vision**

**December 2005**

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## **1. General**

Aspect applauds the general tenor and content of this document and particularly the clear way in which North Lincolnshire Council's vision for Building Schools for the Future reflects whole-system transformation of secondary education. While a vision is a prerequisite of participation in the programme, North Lincolnshire has certainly incorporated a range of key drivers which Aspect would support.

The few points which we ask to you to consider below are ones of development and emphasis where, ultimately, there are matters of judgement as to the amount of detail which you will decide to include in a vision statement.

## **2. Introduction**

The issue of ICT support for collaborative learning is well covered. However, Aspect always considers that it is important to refer to the range of practicalities entailed with institutional collaboration and to the need to provide positive responses. These include matters of accountability, as well as difficulties of access, where collaboration extends beyond ICT solutions.

### **3 Overall educational vision (section 1.1.2)**

It might be appropriate to give even greater emphasis to the point about shifting provision for young people to 'how to learn' rather than 'what' by indicating that today's secondary phase pupils will be working well beyond 2050. The shift towards a need for skills, as opposed to what will become rapidly out-of-date knowledge, place pressures on the education service with direct implications for a successful Building Schools for the Future programme.

### **3 Overall educational vision (section 1.1.7)**

The Association would wish to see the professional development issues and requirements associated with both collaborative leadership and the leadership of multi-agency integrated service delivery given due prominence.

### **4 Overall educational vision (section 1.1.9)**

With regard to personalised learning, Aspect would point to the significance of alternative models and settings, with a belief that there is a great deal to be discovered from the study of social pedagogical methods and small group work as is popular in parts of Europe.

Building Schools for the Future provides an opportunity to create more flexible learning situations and to create the kind of facilities necessary for successful small group work.

## **Conclusion**

As a trade union and professional association for professionals working in education and children's trusts, the Association's overall concern is the minimal reference to continuing professional development (CPD) in section 1.4. The Association naturally endorse CPD for the entire children's services workforce, but considers that senior professionals in schools and local authorities have distinctive development needs which should be met.

CPD involved with system leadership is crucial, not just for multi-agency integrated children's service delivery, but for all of the major developments that are embraced by the vision.

If you consider that Aspect can be of any further assistance to North Lincolnshire Council, with respect to its visioning or indeed any other points for discussion, we would be pleased to cooperate.