



Centre for Policy Studies



THE POINTMAKER

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CONTENTS

FOREWORD BY LORD GUTHRIE

SUMMARY

1. INTRODUCTION	1
2. TROOPS TO TEACHERS IN THE US	3
3. WHAT T3 CAN DO FOR UK SCHOOLS	6
4. SKILL FORCE: GETTING T3-UK OFF TO A RUNNING START	10
5. T3-UK: HOW IT CAN BE DONE	12
6. A SIMPLE CONCLUSION	16

FOREWORD

Nearly every day we read about problems of knife crime, drugs and violence in our inner cities. Our first reactions are, naturally enough, horror at the crime and sympathy for the victim and his or her family. And then we ask: "what can be done about this?"

And here, in this excellent pamphlet, is a possible answer. One that has been shown to work in the US. One that will cost little or no money. And one that will also provide a challenging and motivating career option for many of our ex-servicemen.

This will not, of course, solve all the problems of the inner city. But it will help. It will provide youths with role models who understand discipline and self-restraint at the time in their lives when they need it most.

And it will be a terrific boost for our Armed Services. As Tom Burkard shows, many retiring servicemen are already looking to work with hard to reach children. The successful charity Skill Force has, for every job, four times more suitable applicants than positions.

In Churchill's words: "Action this day".

Lord Guthrie GCB LVO OBE DL

Chief of the Defence Staff 1997-2001

SUMMARY

- Troops to Teachers (T3) is a US programme whereby **retiring servicemen are retrained as teachers**, mostly for high-poverty, typically violent inner-city schools.
- T3 is **extraordinarily successful** and is popular with Head Teachers, retiring servicemen and the military. Pupils demonstrably benefit from T3.
- Many UK inner-city schools face **similar problems** to those of US inner-city schools.
- A UK Troops to Teachers programme (T3-UK) could be **based on the example of Skill Force** – a successful British charity which already employs ex-servicemen to work closely with schools with hard to reach children (albeit mostly *outside* the main classroom).
- Skill Force averages four or five suitable applicants for every post it advertises. **A new supply of potential teachers is already available.**
- Within UK inner-city schools, ex-servicemen could have a profound effect on discipline and learning. Ex-servicemen are sure of their own moral authority and are **not intimidated**. They have experience in transforming raw recruits into young men and women capable of doing difficult and dangerous jobs.
- T3-UK would **improve discipline** in both primary and secondary schools; would provide greatly-needed **role models** for inner-city children; would be an **attractive career option** for retiring servicemen; would help to improve the perception of the Armed Services; and would involve **little or no additional funding**.
- **T3-UK should be implemented.**

CHAPTER ONE

INTRODUCTION

In 1999 I visited the Detroit Academy, an exemplary charter school which then had 600 pupils between the ages of five and 11. All but one of them were black, as were all but two teachers. When I entered one of the fifth grade classrooms,¹ the pupils all stood up and said “Good afternoon, Mr Burkard”. The teacher, a short middle-age black man with the unmistakable bearing and physique of an ex-soldier, made them do it two more times, until they were perfectly synchronised.

The strange thing about this performance is that the kids were smiling: they were obviously proud of their performance. Yet it came as no surprise to me, as I served in the Royal Pioneer Corps. A modern professional army is composed exclusively of volunteers who cannot be ruled by fear or harsh discipline. Of course, the ultimate sanction of the guard room is always there, but officers and NCOs seldom (if ever) resort to it. Rather, they earn their rank by proving that they know their craft, and that they can inspire their men to work together effectively.

In the US, the modern military ethos has been put to work in inner-city schools such as the Detroit Academy, thanks to the Troops to Teachers (T3) programme. It is one of those rare programmes which has proved such a resounding success as to excite almost universal approbation.

There is no reason why a similar measure could not work in the UK – particularly as the seeds of a similar programme have already been planted.

¹ Children in the fifth grade in the US are typically ten or eleven years old.

Skill Force is a British charity which originated in the Army in 2000.² It has 40 teams of retired officers and NCOs working with hard to reach pupils in co-operation with secondary schools. The kind of activities – life skills, first aid, orienteering, camping – are not new, but the unique ability of ex-soldiers to motivate young people has changed the lives of many of the children. Independent evaluations report that exclusions have been reduced by 80%.³

At a time of rising youth violence, a full-scale T3 programme to train ex-servicemen and servicewomen⁴ as teachers to work in a full teaching role *inside* schools is needed. Such a programme would involve little or no additional funding; would benefit teachers (who are often defenceless in the face of classroom chaos); would benefit ex-servicemen (many of whom often do not find second careers which match their skills); and, most importantly, would benefit the many children in our increasingly violent and unsafe schools who lack suitable male role models.

² All information in this report on Skill Force has been derived from publicly available sources. Skill Force does not endorse or qualify any of the recommendations made in this report.

³ K Lowden and J Quinn, *Evaluation of the Scottish Skill Force Initiative*, SCRE Centre, University of Glasgow, 2004.

⁴ 9% of regular Armed Service personnel are women. While for ease of reference the term “servicemen” is used in this report, the analysis and recommendations made apply equally to servicewomen.

CHAPTER TWO

TROOPS TO TEACHERS IN THE US

When the US was reducing the size of its armed forces in the aftermath of the first Gulf War, it was faced with the problem of providing new careers for redundant soldiers, sailors and airmen. Many of them grew up in the sort of rough urban areas where schools use metal detectors to check pupils for weapons, and where corridors are patrolled by armed police. Under the Troops to Teachers programme, they were paid to retrain as teachers. Then they went back into such schools to show their students that there was a better life outside of street gangs and crack dens.

The programme has proved an outstanding success – even though the military is no longer concerned with shedding personnel, ex-troops have proved to be excellent teachers:⁵

A 2005 national study surveyed 2,103 Troops to Teachers (T3) program completers and their school administrators using 21 research-based instructional practices and four effective classroom management strategies associated with increased student achievement to determine whether T3s were more effective in the classroom than traditionally prepared teachers with comparable years of teaching experience. 61% returned completed surveys. Principals overwhelmingly (more than 90%) reported that T3s are

⁵ From the synopsis of W A Owings et al, *Teacher Quality and Troops to Teachers: A National Study With Implications for Principals*, National Association of Secondary School Principals, 2006. Available at <http://bul.sagepub.com/cgi/content/abstract/90/2/102>

more effective in classroom instruction and classroom management/student discipline – and have a more positive impact on student achievement – than traditionally prepared teachers. Moreover, T3s teach in high-poverty schools, teach high-demand subjects (special education, math, science), plan to remain in teaching, and increase the teaching pool’s diversity.

Altogether, about 16,000 service personnel have qualified as teachers since the programme’s inception in 1994; currently, the rate is about 1,500 a year.⁶ Despite the drop in pay from senior NCO to teacher,⁷ retention is very high: 88% of those who qualified in 2002 were still teaching three years later. By contrast, traditionally prepared teachers have an attrition rate of almost 50% after five years.⁸ The contrast is even more striking given that the attrition rate in high poverty schools is 55% higher than in low poverty schools.⁹

Retention rates are high: 88% of those who qualified in 2002 were still teaching three years later while traditionally prepared teachers have an attrition rate of almost 50% after five years.

Most T3 teachers are male (82%), and many come from racial minorities (37%). Of traditionally trained teachers, only 18% are male and 16% minority. Almost half of T3 teachers work in high schools, and they are far more likely to teach in hard-to-fill posts, such as science, maths and special education.

Troops to teachers works on two levels. Those who have a degree can train as fully-certified teachers; and those with a minimum of one year of college can become vocational teachers. All candidates receive a minimum stipend of \$5,000 to cover expenses. Eligibility requirements, in terms of military service, are complex – but in general, a minimum of ten years of service is required. Although T3 is now funded through the Department of Education, administration remains in the hands of the Department of Defense.

⁶ Calculated from figures in “Troops-to-Teachers Attracts Men, Blacks”, *Education Week*, 8 March 2006. See http://www.edweek.org/ew/articles/2006/03/08/26fed-2.h25.html?qs=Troops_to_Teachers

⁷ Commissioned officers also participate in T3, and would probably suffer even more drastic cuts in pay.

⁸ www.all4ed.org/files/archive/publications/TeacherAttrition.pdf

⁹ See “What we’ve learned: teacher retention has become a national crisis” in *No Dream Denied: a Pledge to America’s Children*, National Commission on Teaching and America’s Future, 2003.

One weakness of the programme is that applicants must certify under the provisions of the state in which they wish to teach. This can cause problems. An assessment of T3 carried out by the Office of Management and Budget in 2007 found that:¹⁰

Operationally, this program has succeeded in getting individuals into the classroom. However, it does not overcome design flaws in many States' alternative certification programs, which are not sufficiently streamlined... Program participants are dependent on State certification systems to obtain certification; many of these State certification systems require participants to meet burdensome requirements even when they are participating in alternative certification programs.

Otherwise, it is difficult to find adverse comment. T3 clearly works – and is popular with the military and educational establishments, with ex-servicemen and with children.

¹⁰ See www.whitehouse.gov/omb/expectmore/detail/10001030.2003.html

CHAPTER THREE

WHAT T3 COULD DO FOR UK SCHOOLS

DISCIPLINE

Many schools in Britain's cities suffer from a similar malaise to that which affects inner-city schools in the US. *The Daily Telegraph* has reported:¹¹

Last year, 221 teachers were injured following a serious assault, requiring at least three days off work, according to statistics published by the Department for Education and Skills. The number of attacks has soared by 21% in the last five years, prompting calls for a fresh crackdown on pupils who are out-of-control. Sarah Teather, Liberal Democrat education spokesman, who obtained the figures following a Parliamentary question, said children and their parents must be prosecuted for assaulting teachers. "These chilling figures reveal the shocking levels of violence in schools," she said. "Every few years a particularly tragic case makes the news, but the hidden story is that a teacher in England falls victim to a serious assault every single working day..." The figures showed there were 1,128 reported injuries between 1999 and 2005-6. Over the same six-year period there was a 21% increase in injuries from violent attacks.

¹¹ "One teacher attacked every day", *The Daily Telegraph*, 2 February 2007.

These figures, alarming as they are, probably understate the problem. Covering the 2006 conference of the Association of Teachers and Lecturers, *The Guardian* reported that:¹²

Schools were today accused of covering up assaults on teachers to avoid negative publicity.

Teachers said they were under pressure to keep incidents quiet lest parents came to see schools as violent places.

Another teaching union website makes the same claim:¹³

NASUWT seeks to challenge the scandalous under-reporting of assaults...

“Teachers said they were under pressure to keep incidents quiet” – The Guardian

“The hidden story is that a teacher in England falls victim to a serious assault every single working day” – The Daily Telegraph

Yet violent assaults on teachers are only one facet of the problem. School bullies maintain relentless pressure on teachers, as this reports reveals:¹⁴

A joint internet survey the NASUWT, one of the country’s biggest teaching unions, and the Teacher Support Network, a charity, found that one in 10 had been bullied on websites such as YouTube, MySpace and RateMyTeachers. Nearly half had been harassed by email and almost 40% had received silent phone calls.

Of course, teachers aren’t the only victims of the discipline crisis. Children are no longer safe in most of our state schools, as *The Daily Telegraph* reports:¹⁵

A mere 37% of 10-year-olds [in England] said they felt very safe in the classroom, compared to 72% in the top-ranked country Norway.

Within these schools, ex-servicemen could have a profound effect on discipline and learning. This is not merely because ex-servicemen are sure of their own moral authority. They are not intimidated by adrenaline-fuelled adolescents: they have, unlike most teachers, been there before. Their job is to inspire and train raw recruits, and transform them into young men and women capable of doing difficult and dangerous jobs.

¹² “Assaults on teachers ‘being hushed up’” *The Guardian*, 12 April 2006.

¹³ See www.nasuwt.org.uk/templates/internal.asp?nodeid=72879&arc=0

¹⁴ “One teacher attacked every day”, *The Daily Telegraph*, 2 February 2002.

¹⁵ “English 10-year-olds don’t feel safe at school”, *The Daily Telegraph*, 3 December 3, 2007.

ROLE MODELS

Recruiting more men into teaching may or may not be desirable in itself, as recent UK studies have found that there is little if any difference in performance of boys (or girls) taught by men at either the primary or secondary level.¹⁶ What counts is the type of person who becomes a teacher.

Children from low-income homes can find it difficult to identify with middle-class teachers, regardless of their sex. The evidence from the US – including the study of T3 quoted above – demonstrates the importance of male teachers with whom such children can identify.¹⁷ Although T3 teachers often come from middle-class homes – indeed, some of them are commissioned officers – they are perceived as having made it in a macho profession. Even though the individual soldier may not actually be proficient in combat, unarmed or otherwise (soldiers from the logistic and support corps are often devoid of any of the martial virtues), it is the image that counts. Whether we like it or not, children from more deprived neighbourhoods often respond to raw physical power.

SUBJECT-ORIENTED TEACHING

Enter “soldier-centered (or centred) teaching” in Google and you will not get a match. Unsurprisingly, the Army is not keen on letting recruits “investigate” hand grenades; nor does the RAF take a “learner-centred” approach to aircraft maintenance; and nor does the Navy’s submarine school “personalise” instruction to suit each midshipman’s “learning style”.

Paradoxically, military instructors have far more freedom to do as they see fit than teachers do: any officer, no matter how exalted, must ask for permission to observe a class being taught by a lance corporal.

This is not to say that the military takes a rigid approach to tasks, but it does insist that you have a thorough mastery of any subject before using your initiative. Paradoxically, military instructors have far more freedom to do as they see fit than teachers do: any officer, no matter how exalted, must ask for permission to observe a class being taught by a lance corporal. Once you have been thoroughly trained in military methods of instruction and in the skills you must impart to your men, you are given the authority you need to do the job.

In the US T3 programme, these attitudes appear to have survived conventional teacher training. If you have been doing something for 20 years, and you know it works, you are not going to change your approach just

¹⁶ See www.news.bbc.co.uk/1/hi/education/4230120.stm and www.ingentaconnect.com/content/routledg/csed/2003/00000003/00000003/art00006

¹⁷ See www.answers.google.com/answers/threadview?id=98733

because you are now told that “the learning belongs to the child”. Rather than confusing children by presenting them with vague, open-ended learning objectives, you teach an orderly syllabus where knowledge and skills are well-defined and developed in a logical progression. Rather than ‘differentiating’ lessons for mixed-ability classes, you ensure that all pupils meet the same learning objectives. Rather than attempting to boost pupils’ self-esteem with indiscriminate praise, you build their confidence with honest achievement. Rather than blaming social or economic factors when a pupil fails to meet a learning objective, you break the lesson down into smaller steps.

BREAKING DOWN THE BARRIERS

Relatively few civilians in Britain understand the modern military ethos. Many still think that discipline in the armed forces rests upon coercion and brutality, with a rigid class divide between officers and men.

Nothing could be further from the truth. One of the main objectives of basic military training is to control young men’s aggressive impulses – a precondition for any kind of co-operative endeavour. Since commissioned officers must train as privates before going to Sandhurst, they tend to be much closer to their subordinates than is usually the case in civilian organisations. Once off the parade square, officers and NCOs in a given unit normally address each other by their first names.

A British T3 programme could also help to reduce the anti-military myths which are often prevalent among those with little first-hand experience of the army.¹⁸ This would be to the mutual benefit of soldier and civilian. T3 could also relieve the chronic recruiting problems faced by our armed forces. Now, relatively few young men and women even consider a career in the forces, and many of those who do have no idea of what military life is like. Knowing (and probably respecting) someone who has had a successful military career would ease some of the difficulties faced by the armed forces in finding suitable recruits.

One of the great ironies is that our education system is built upon coercion, whereas the armed forces rely upon co-operation. Children are compelled by law to attend school – yet every soldier is a volunteer. Educators micro-manage one scheme after another, leaving teachers with little room for manoeuvre. The military devolves decision-making to the lowest practicable level. The National Curriculum pretends that pupils can master complex skills, even if they are almost illiterate; in the Army, basic skills are thoroughly taught at an early stage, allowing junior NCOs to perform independently in difficult and demanding situations. And they could not do this were it not for the fact that every private has learnt his craft, and learnt the importance of working together. In Iraq and Afghanistan, their lives depend upon it.

¹⁸ The problems at the notorious Deepcut Barracks, where four young soldiers died of gunshot wounds between 1995 and 2002, should not be considered as typical.

CHAPTER FOUR

SKILL FORCE – GETTING T3-UK OFF TO A RUNNING START

The UK already has an embryonic T3 programme in operation. Skill Force, an independent charity which started life in 2000 in the Ministry of Defence, has 250 instructors (about 90% of them ex-service personnel) who are working with 7,000 14 to 16 year olds, many of whom are considered hard to reach. Small groups of recently retired military instructors run the courses.

Although their teams work closely with the schools, most of their activities take place outside school. Typically, pupils are withdrawn for four periods each week, and receive training in subjects such as map-reading and orienteering, life skills, first aid, and sport. They also work towards ASDAN awards, which are equivalent to GCSEs.¹⁹

The success of this programme has been verified by two studies, the last one conducted by the University of Glasgow in 2004.²⁰ The Skill Force pilot in Scotland began in 2002 in five North Lanarkshire schools. Very quickly, the schools began to appreciate the benefits. Pupils' academic achievements

¹⁹ See www.asdan.co.uk for more details.

²⁰ K Lowden and J Quinn, *Evaluation of the Scottish Skill Force Initiative*, SCRE Centre, University of Glasgow, 2004.

improved markedly, and their behaviour in and out of school improved. The Glasgow study noted that:²¹

Headteachers and their staff also highlighted the positive impact of the Skill Force initiative on the wider life of the school, including: the instructors becoming more widely involved in supporting the work of the school and sharing skills with teachers; improvements in the participants' behaviour resulting in less stress and disruption for teachers and other pupils; and an increased and improved profile of the school because of the achievements of the participants.

One of the key ingredients of the Skill Force programme is the selection of achievable goals for participating pupils, and the formal recognition of their achievement in award ceremonies. The report states that:²²

The level of parental attendance at these ceremonies was often a pleasant surprise for teachers, but reflected the high levels of pride experienced by the participants themselves...The vast majority of young people (96%) and their parents valued the initiative and believed that it has had a major impact on their life and their opportunities.

The positive effect of the military methods of instruction was explicitly recognised by the Glasgow team:²³

...the teaching approaches and resources that the initiative could deploy were seen as more effective than those usually available in school. As one focus group participant stated, "Education should be more like Skill Force".

In addition to the original North Lanarkshire pilot, Skill Force now operates in Edinburgh, Falkirk, Moray, South Lanarkshire and Stirling. In England and Wales, it operates in another 26 LEAs; altogether, it has 250 instructors working with 7,000 pupils. It operates in special schools and pupil referral units as well as high schools, and it is just beginning to work in primary schools. The Skill Force team, originated and led by Peter Cross, is the obvious candidate to play a leading role in developing T3 in the UK.

²¹ Ibid.

²² Ibid.

²³ Ibid.

CHAPTER FIVE

T3-UK: HOW IT CAN BE DONE

RECRUITING EX-SOLDIERS FOR T3

There is clearly considerable potential for the immediate development of T3-UK activities: Skill Force averages four or five suitable applicants for every post it advertises. A new supply of potential teachers is already available.

Most Skill Force instructors are recruited either in the process of ‘resettlement’ (pending discharge) or shortly thereafter. However, many soldiers retire in their 30s, so there is a large pool of civilians with prior service – and as previously mentioned, many of them will be in jobs in which their talents and experience are wasted.

EXPANSION OF EXISTING SKILL FORCE PROGRAMME

The first phase of a T3-UK initiative would involve expansion of the present Skill Force programme. This can be achieved relatively quickly, and it would serve to allay the reservations that some teachers might have about the involvement of ex-soldiers in schools. There is scope for geographic expansion: in England,²⁴ Skill Force has programmes running in 26 local authorities (out of a total of 150) and in about 5% of all secondary schools. A schedule of modest incentives for schools could be used to accelerate take-

²⁴ The devolved assemblies in Cardiff and Edinburgh would have responsibility for introducing T3 in Wales and Scotland.

up – but only insofar as the existing infrastructure at Skill Force is able to cope in terms of training and monitoring new teams.

It should be recognised that T3-UK would need to be carefully focussed: England has about 22,000 state schools, and only 7,000 officers and senior NCOs retire each year. Extrapolating from US figures (where 3% of senior ranks and reservists join T3), only about 200 to 300 servicemen and women per year might be expected to qualify as teachers.²⁵ Ensuring that the right people are sent to the schools which need them most will be central to the programme.

T3 FOR SERVICEMEN WITH BA OR EQUIVALENT

This phase of the programme could begin almost immediately, as it largely duplicates T3 in America. Ex-servicemen who have degrees – for the most part, commissioned officers – can be offered incentives to qualify as teachers through existing graduate programmes. In addition to grants, they could be given partial credit for military service in determining their seniority; along with their military pensions, their total remuneration would be equivalent to a skilled senior teacher. This phase will require little in terms of planning, administration and infrastructure.

T3 FOR SERVICEMEN WITHOUT DEGREES

Unlike their US colleagues, 40% of whom have at least a BA, relatively few British NCOs are university educated. Yet according to Skill Force, 70% of retiring NCOs are eager to improve their educational qualifications.

There are a number of possibilities to consider – a good case could be made for something akin to the post-war GI Bill, which enabled 2,200,000 ex-soldiers to attend university.²⁶ Alternatively, enlisted personnel could be paid to study to degree level while they are on active service (as is currently the case in the US military). If the Government wishes to see more diversity in higher education, it would make more sense to encourage motivated servicemen and veterans to attend university than it does to dragoon recalcitrant teenagers into student life.

However, there are many other possible options for getting ex-service personnel into teaching. A good case can be made for making a clear progression from non-graduate qualifications for teaching assistants to full Qualified Teacher Status (QTS) for graduates.²⁷

²⁵ US data on retiring servicemen from www.ncei.com. The UK estimate of potential recruits for T3-UK does not include TAs or junior NCOs and should therefore be considered as cautious.

²⁶ S Mettler, *Soldiers to citizens : the GI bill and the making of the greatest generation*, OUP, 2005.

²⁷ Despite current policy, not all teachers need to be graduates. The reform of teacher training is a subject which will be studied separately in a future CPS paper.

BASIC SKILLS INSTRUCTORS

An attractive option for T3 is the teaching of basic literacy and numeracy skills. At first, this might seem a bit counter-intuitive, especially to anyone who has ever tried to decipher some of the more inventive spellings in a guard report. The Army, after all, tends to attract recruits who have not done well school.

However, at the Promethean Trust,²⁸ we have discovered that this is exactly the kind of person who makes the best remedial literacy tutor. They instinctively understand that learning to read and spell takes a lot of over-learning. They appreciate the value of highly-structured teaching materials. They are willing to persevere long past the point where a conventionally-trained teacher gets bored and gives up. And these tutors consistently succeed where specialists have failed. As a bonus, their own spelling invariably improves significantly.

Those who have not done well at school can often be the best tutors for struggling children. They appreciate the value of highly-structured teaching materials. They are willing to persevere long past the point where a conventionally-trained teacher gets bored and gives up. And they consistently succeed where specialists have failed.

Ex-soldiers have the additional advantage of having been trained to use a structured approach to teaching, yet they also understand the need to adapt and alter training to suit the learner and the circumstances.

They could learn their craft under the tutelage of a new college funded by the Department for Children, Schools and Families but, as in the US, administered by the Ministry of Defence. It would be staffed by teachers and academics who have demonstrated their understanding of structured approaches to basic skills and who have proved this by their performance in the classroom.

Fortunately, teaching basic skills is technically simple if one has access to structured teaching materials. The initial classroom training period would probably be measured in weeks, rather than months (much of that would be familiarisation with the constraints and duties imposed upon teachers). After a further period of practice teaching, candidates could be granted a probationary licence.

²⁸ www.prometheantrust.org

SELLING T3-UK TO SCHOOLS

One of the advantages of the Skill Force programme is that in LEAs where it has a presence, head teachers will readily see the advantages of a forces background. And the schools where the need is greatest – pupil referral units and inner-city comprehensives – will need little persuasion. They often have problems filling teaching vacancies, and can suffer from the combination of high levels of illiteracy and violence.

At one Norwich comprehensive, 60% of the intake is already three or more years behind in reading, and a substantial number are illiterate – to the point of not being able to read a word, or even write their names. Unsurprisingly, the school is on the brink of total breakdown. The behaviour management course to which many of its teachers were sent taught them to “catch the child in the act of being good”. They did not say what you should do while you were waiting for this magic moment.

By contrast, Skill Force instructors do not have to wait around for a fleeting glimpse of non-destructive behaviour. They understand that nearly all of their pupils – irrespective of the quality of their parenting, or the degree of economic and social deprivation they have suffered – respond rationally to their situation. When adults demand that they stay in ‘prison’ for seven hours each day, going through the charade of ‘accessing’ the National Curriculum, they relieve their boredom in the only ways open to them. But given the chance to prove that they can achieve meaningful goals, the vast majority of them are only too eager to prove their worth.

PAY

Pay will not be a problem either in terms of attracting retiring servicemen or in terms of disrupting existing teacher pay scales.

Currently, basic teacher pay is between £20,000 and £34,000 (unqualified teachers earn between £15,000 and £23,000). Teachers can increase this basic salary (up to around £53,000) by qualifying as an ‘advanced skills teacher’ and also earn further money by taking on additional responsibilities and duties in the school. Pay in London schools is higher.

Retiring servicemen will get pensions of roughly £10,000, depending upon seniority and rank. Skill force pay £24,000, a level which attracts even commissioned officers. So for a retiring NCO, payment as an unqualified teacher would be adequate if a partial credit was awarded for service in the armed forces in determining seniority.

CHAPTER SIX

A SIMPLE CONCLUSION

Troops to Teachers should be developed and implemented in the UK, using the experience and resources of Skill Force.

For ex-servicemen, it would offer a rewarding new career option.

For the Armed Forces, it would increase their prestige and expand the pool of potential recruits.

For teachers, it would help to restore discipline in both the school and the classroom.

For children, it would provide role models and a sense of legitimate authority at the time in their lives when it is needed most.

For parents, it would alleviate some of their all too justifiable fears.

And for the ordinary citizen, it would offer something all too rare: hope.



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The Centre for Policy Studies was founded by Sir Keith Joseph and Margaret Thatcher in 1974 and is one of Britain's best-known and most respected centre-right policy research centres. Its Chairman is Lord Blackwell, a former Head of the Prime Minister's Policy Unit with extensive business experience. Its Director is Jill Kirby, a writer and policy analyst best known for her influential and prominent work on family, tax and welfare issues

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