

CHAPTER 1

LEARNING TO TEACH: AN INTRODUCTION

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Introduction

Education is characterised by change. It is a constant kaleidoscope of competing policies and initiatives which means that any education text that wishes to retain and expand its market share needs to be subject to regular updates. The second edition of *Training to Teach* was published in 2012, just as the new teaching standards were applied, and as key policies like Every Child Matters and the Diplomas faded from prominence. Since then, government policy has brought about a number of changes – to schools, to qualifications and examinations, and to teacher training. Currently the sector faces changes to A levels and GCSEs, to other forms of testing such as coursework and controlled assessment, to the ways that progress in schools is measured and managed, to new policies on inclusion, even to the way that schools are funded. The very structure of the sector has changed as the number of different school types and training routes has also multiplied.

This edition includes revisions to all the chapters in the second edition, to bring them in line with current education policies and outlooks. In some cases these revisions

(for example in those chapters on inclusion, assessment and securing a teaching post) have been major. New research and reading have been introduced where further discussions and analysis have been published. In addition, there are six new chapters, designed to target areas of growing concern or emphasis. These are as follows:

- **School-based training.** This chapter discusses the pros and cons of learning to teach 'on the job' in a school setting, through new routes into teaching such as School Direct and Troops to Teachers. In particular it focuses on learning from observation (of self and others) and from the mentoring process (this chapter therefore subsumes the previous edition's chapter on mentoring). It also includes the importance of SMART targets, measures of progress towards targets, and of making progress through reflection.
- **Classroom management.** This chapter, although based in part on the previous chapter on Classroom Management and Behaviour Strategies, focuses more directly on developing a classroom presence and on creating a positive learning environment through utilising key tools, such as the use of voice and awareness of the power of body language.
- **Behaviour strategies in challenging classrooms.** The focus here is on how, as a teacher, you can recognise and support children in crisis and develop the skills to de-escalate inappropriate behaviour in the classroom. This chapter will also help you to recognise and develop your own role as a practitioner in providing the 'classroom experience'.
- **Inclusion.** This chapter expands on the second edition's chapter on English as an Alternative Language by widening its focus to include children with Special Educational Needs, new and current policies on inclusion, and strategies for successfully teaching children with disabilities.
- **Using digital technologies in teaching strategies.** This chapter recognises the significance of new media, including social media, on children and young people, and therefore their impact on education. It therefore includes advice on the use and abuse of social media and specifics on online safeguarding. It also looks at the use of interactive whiteboards and the use of image and voice capture technology.
- **Harnessing creativity in the classroom.** The joy of effective teaching can often be found in the activities and learning tools that children and young people can be encouraged to use in the classroom. This chapter explores the idea of creative approaches to teaching and suggests some ideas and activities that might harness pupils' creative abilities to enhance learning.

Which country?

The UK does not have a single system of education, nor of teacher-training. Scotland, Northern Ireland and Wales each have their own systems. In Scotland, there are undergraduate and postgraduate university routes for primary and secondary. Whilst the

General Teaching Council (GTC) for England has been abolished, the Scottish professional body (GTC Scotland) still flourishes and you must be a member of it before you can teach in Scotland. The Scottish equivalent of the Disclosure and Barring Service (DBS) is the Protection of Vulnerable Groups (PVG) Scheme, which carries out similar checks into previous convictions and cautions. A key part of the training process in Scotland is the first or induction year. The Teacher Induction Scheme guarantees a one-year teaching post in a Scottish local authority, with teachers on a reduced timetable and supported by a mentor. Non-university routes do not exist in Scotland. In Wales there are Graduate Teacher Training (GTP) routes and trainees in Wales can access certain routes in England. There is a General Teaching Council for Wales and a different set of teacher standards to attain. In Northern Ireland the equivalent to the DBS is AccessNI and teachers must be registered with the GTC Northern Ireland. Courses in Initial Teacher Education (ITE) in Northern Ireland are university based.

When it comes to teaching your subject, remember that the National Curriculum only applies in England, so if you intend to teach in any of the other Home Countries, you will need to investigate the position and status of your subject. Also, Ofsted is peculiar to England. In Wales ESTYN is the inspectorate, in Scotland it is Education Scotland, and in Northern Ireland the Education and Training Inspectorate (ETI) is the relevant body.

Despite these differences most of the content of this book will be relevant to most teacher training routes, in particular those chapters on professionalism, classroom behaviour and learning, digital technologies, inclusion, assessment, child protection, differentiation and creativity.

Which route?

If you decide that you really want to teach, you probably already have a good idea of the age range in which you want to specialise. Training is specific to an age range, although broadly speaking you will train to teach in primary education (4-11 years old), secondary education (11-18 or 19 years old) or the post-compulsory or Further Education sector (19+). The country in which you wish to train will also have a significant bearing on the training you receive, and perhaps more importantly, on the costs of such training. If you normally live and decide to train in Wales, for example, you may gain financial support from a Welsh Government Fee Grant, a Learning Grant, or from Tuition Fee Support. In England, various designated shortage subjects may receive tax free bursaries as an incentive to students to teach a particular subject. In Scotland, the situation for Scottish residents is different again. A quick web search will let you know what is currently available.

The two usual points of entry to a teaching qualification are at undergraduate or postgraduate level. You will need at least two 'A' levels in appropriate subjects (depending on the training institution) as well as a Grade C or better (there is talk of raising this to Grade B) in English and mathematics at GCSE. For primary teaching you will also require a GCSE pass in a science subject. This is because primary teachers

(and also some Key Stage 3 teachers, for which a similar requirement may be in place) are required to teach across the breadth of the curriculum. Undergraduate training courses are usually three or four years of full-time study and will lead to a degree in Education.

Postgraduate entrants will already have a degree in an appropriate subject. (Some subjects are difficult to align with the school curriculum so think carefully about specialising in law or psychology, for example, before applying to teach business education or mathematics.) One of the most popular routes into teaching is the one year Postgraduate Certificate in Education (PGCE), which will also include some work at Master's level.

You may also, of course, already be teaching as an 'unqualified teacher' in the independent sector, in which case you can opt for an 'Assessment Only' route, where a portfolio evidencing your knowledge, skills and progress may be presented. If you are an overseas trained teacher (OTT) there may also be shorter routes available to qualified teacher status (QTS).

Entry onto all teacher training courses is now also dependent on your passing the professional skills tests in English and mathematics. Without doing so, a training provider will not be allowed to accept you onto a course of study.

Your decision to teach shows that you have already recognised that the rewards of teaching far outweigh the hard work and effort that go into training and into becoming an effective classroom practitioner. More than that, though, you have also accepted that you are about to set out on a lifelong journey of learning and discovery.

You will have recognised that, as individuals, we never stop learning, but that as children and young people we need to be equipped with the skills and competencies to enable learning to take place. You will be entering one of the most hard-working, dedicated and rewarding professions.

Up to 35,000 people train to be teachers each year, spread over higher education institutions (HEIs) such as universities and teacher training colleges, employment-based routes, 'SCiTTs' (School-based Initial Teacher Training), Teach First (currently based in challenging schools), GTPs (Graduate Teacher Programmes) and RTPs (Registered Teacher Programmes). Other routes are available through training schools, or by recruiting candidates with previous experience in industry or the armed forces. Intending teachers can choose the route that is most appropriate to their own needs, circumstances and experience.

Each route involves different levels of funding and support, from academic or practice-based personnel. Each receives more or less emphasis (and funding support) depending on the political colour of the government in office, or the specific leanings of the current Education Minister. All will equip the student or trainee teacher with generic skills and capabilities that are transferable into all classrooms. Some will need skills that are more attuned to primary, or those with special needs, or examination biased teaching; others will operate in the private sector, as subject specialists in secondary education, as peripatetic support, and even as consultants. The issues of assessment, subject knowledge, classroom management and behaviour, preparation, pedagogy, differentiation, innovation and creativity in the classroom are all – along with numerous others – central to the operation of the successful teacher. For a

qualified teacher, depending on the circumstances, each of these will be more or less central or peripheral, but all will be present.

This book is designed to be of use to anyone either contemplating teaching or who has already joined a teacher training course. It will also be of value to those on post-compulsory (16+) courses who are aiming for QTLS (Qualified Teacher, Learning and Skills), which, from 2011, as outlined in the Wolf Report (DfE, 2011), will also allow them to teach in schools. It is designed and written to give you an overview of requirements for good practice, and to point you towards specific further reading, reflection, study and practice. Appropriate reference is made to underpinning theory, and features are used to link this to practical applications in the classroom and to the important areas of professional studies – the core classroom knowledge and skills that are at the heart of all teacher training courses.

Features

The specific standards required by government change from time to time, but the underlying knowledge and skills that a set of standards represents do not. The new Part One Standards, as revised in 2011 and applied from September 2012, are the current required standards that must be reached for those aiming for QTS. The 2012 Standards for Qualified Teachers refer to teaching and responsibilities under eight headings:

- Set high expectations which inspire, motivate and challenge pupils
- Promote good progress and outcomes by pupils
- Demonstrate good subject and curriculum knowledge
- Plan and teach well structured lessons
- Adapt teaching to respond to the strengths and needs of all pupils
- Make accurate and productive use of assessment
- Manage behaviour effectively to ensure a good and safe learning environment
- Fulfil wider professional responsibilities.

Part Two Standards refer to 'personal and professional conduct' under three headings:

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

The current Standards are detailed in Appendix II, and specific links are made to them at the start of each chapter. Each chapter is written with one or more of the specific areas of

knowledge or expertise linked to the Standards in mind. As well as these specific references, the chapter content will also often cover elements of other Standards. Teaching is a holistic activity, and it is difficult to completely separate the skills and knowledge required to, for example, maintain a positive and productive classroom, into separate micro-managed features. Trainee teachers will find it a useful and instructive learning exercise to link this chapter content to whichever standards, requirements and expectations are in place.

You will find that some concepts, ideas and policies are so important that they are mentioned in many different contexts. This means that, although a concept or policy might have a chapter to itself, it will also be mentioned in other places as relevant. Child protection issues, for example, although they have a chapter of their own, are also mentioned in several other places. This just serves to underline their importance.

Each of the boxed features you will find in every chapter has a specific function or purpose. At the end of a chapter, there is a bullet-pointed summary to help you remember and apply what you have learned. The group exercise is an idea for an activity or discussion that can take place during university- or college-based learning sessions, or can be adapted for use if you are on a non-HEI-based training route. The individual reflection is a prompt for you to think about your own practice and progress, and how you can improve. There is a short list of focused, key reading – in general reduced to particular articles, webpages or chapters of books to make it manageable, but a full list of references is also provided. The ‘application to teaching’ is a suggestion for a lesson plan or technique that will help you underpin the particular standard or standards that are the focus of the chapter in either a primary or a secondary context. In each chapter there are also several ‘thoughts’. These are tips, ideas or thought-provokers to encourage thought and reflection on your part.

In addition to the text here, there is a companion website, available at no charge, to accompany the book. The website (<http://www.uk.sagepub.com/denby/>) contains additional material to help you understand and apply the concepts, knowledge and skills explained in the text. On the site are direct links to some of the reading – in particular to journal articles and other Sage publications – along with presentations on some of the key points explained in the chapters. You may add to these presentations and adapt them for your own use, both as aids to learning and to teaching. The reading will help to provide depth to your professional studies and, in addition, support assignment writing where this is a part of your course.

How do I qualify to be a teacher?

At present, you need to achieve the standards required to gain Qualified Teacher Status, with the current standards being those published in September 2012. This is the accreditation that will enable you to teach in state-maintained and special schools in England and Wales. The requirements in Northern Ireland and Scotland are slightly different, so if that is where you intend to train you will need to check those requirements. You will not need the QTS qualification if you wish to teach in the

independent sector – you will, however, still need the knowledge and skills explored in this book. Your initial teacher training (ITT) provider will recommend you for QTS. The General Teaching Council for England (GTCE) is responsible for its award and management. To gain accreditation you must follow a course of initial teacher training and meet all of the standards as set out by the government body responsible. These standards are a set of statements that specify, in a formal way, the knowledge, understanding, skills and experiences that you must demonstrate. They provide the first stage in a continuum of teacher development from trainee to qualified teacher status (on successful completion of the induction year) through to excellent and advanced skills teachers. Teacher training standards can be grouped under three headings:

- **Professional values and practice.** Regarding the attitudes and commitment expected of anyone qualifying to be a teacher. Fairness, honesty, integrity and mutual respect will feature highly.
- **Knowledge and understanding.** Regarding the required and expected levels of subject knowledge from the teacher, along with expectations of what pupils should achieve.
- **Teaching.** These relate to the skill set needed to deliver effective lessons, such as managing a class, assessment and monitoring progress. Teaching standards in Wales are similar but cover some issues specific to Wales. In addition, in order to teach in England, you must pass the QTS skills tests in numeracy, literacy and information and communications technology (ICT).

Primary or secondary?

Compulsory schooling in England and Wales is divided into four key stages, sandwiched between pre-school learning and post-16 education. You will train to teach at least two key stages. At present, the stages are:

- Age 0–3: Pre-school
- Age 3–5: Early Years Foundation Stage (EYFS)
- Age 5–7: Years 1 and 2; Key Stage 1
- Age 7–11: Years 3, 4, 5, 6; Key Stage 2
- Age 11–14: Years 7, 8, 9; Key Stage 3
- Age 14–16: Years 10 and 11; Key Stage 4
- Age 16–19: Post-16: Years 12 and 13; VIth form or post-compulsory education; Key Stage 5

The role and importance of your subject specialism are greater at secondary level than at primary. At primary your 'specialism' is the core curriculum.

To teach primary at Key Stage 1 or 2 you will train to teach all the national curriculum subjects – the core made up of English, mathematics and science, plus the designated

foundation subjects. You will be expected to have a good knowledge of all subjects. (The only exception to this 'general' rule is modern foreign languages. Because every Key Stage 2 pupil in England is entitled to study a foreign language it is possible to train as a primary teacher specialising in languages.) The teaching and learning emphasis is therefore on a range of subjects, but to a level appropriate for children of this age group.

At secondary (Key Stage 3, 4 and post-16) you will be expected to be a subject specialist, in a national curriculum subject or an accepted non-national curriculum subject (such as economics, psychology or business education) in which you have an appropriate and relevant degree. In some subjects, such as mathematics and physics, where there are shortages of teachers, you can undertake an enhancement course to improve your subject knowledge to the required level. Details of all courses, requirements and training routes can be found on the appropriate Department for Education website, where the links to current routes are housed.

A thought

If you are teaching secondary, go and watch a primary teacher at work. You will be amazed at their energy, ingenuity and enthusiasm. Of course, the opposite case holds if you are training at primary level!

Application to secondary teaching

When introducing yourself to a new class it is essential that you learn names. Children and young people respond much more readily when spoken to by name. You could make this part of a game or exercise, supply labels, or make learners state their name before answering a question. A seating plan will also help you to remember.

The reflective practitioner

You are entering a profession where lifelong learning is an expectation. Innovation and experimentation will always be a part of your working life. This is just one reason why the skills you will gain in the classroom and through your study should be augmented by further professional development. You will find that you go through a number of stages on your way to becoming a confident classroom practitioner.

Fuller (1969) suggests a three-stage model of teacher training. Initially, the trainee has a concern about 'self' – how am I doing? How will I cope? What will the kids think of me? Secondly, a concern about tasks is developed – how are my lesson plans? Have I prepared enough material? What about my marking? Finally, the focus turns to the learners, first as a class, then as individual learners – how well is so-and-so doing? What extra materials might help? How can I explain this more clearly? Each stage of this development requires you to reflect on your progress, i.e. to think about the journey, where you are, where you want to be, and what is going to take you to the next stage. As one who delivers education, you are a practitioner; as one who considers how they can improve and move forward, how they can learn from their own and others' experience, you are reflective. Your goal is therefore to become a reflective practitioner.

The student teachers in Buitink's (2008) study of 'what and how trainee teachers learnt' realised there was a range of issues on which to reflect. They approached thinking about their teaching based on a combination of different factors, such as dealing with pupil behaviour, variation within the lesson, pupil motivation, responding to the context, paying attention to pupil development and backgrounds, their own role as teachers and their necessary instructional skills. The pupils' learning process also became increasingly important (2008: 123). Stephen Lerman (2013: 52) provides a comprehensive description of reflective practice as:

Developing the skills of sharpening attention to what is going on in the classroom, noticing and recording significant events and 'working' on them in order to learn as much as possible about children's learning and the role of the teacher.

GROUP EXERCISE

Consider Fuller's three stages of trainee teacher development. Talk about these with a qualified teacher in post and see if they agree with the stages. Discuss the intermediate stages that might also take place and how you could manage them.

Application to primary teaching

Look at the factors that Buitink's trainees thought might have a significant effect on their teaching. What other factors do you think you could add, that would be of particular importance in the primary and early years setting? Plan a lesson to take at least some of these factors into account.

Reading and writing

In order to progress and reflect, you must read extensively. While each chapter will introduce you to some key texts, you will need to find others for yourself. Should you find an area particularly useful or interesting, use your library service to find out more about it. A good starting point is often the list of references that the writer of a chapter, article or book has cited. As with any 'social science', education has its different theorists who may not agree with one another. You will need to consider what each one is saying and how it applies to your own set of circumstances before making your own judgement as to which theorist you feel is correct. In time you will develop your own theories and methods that are particular to your needs and those of your learners'.

You will be expected to write at a reasonably high level. On many teacher training routes you will not only have the opportunity but also be positively encouraged to write at Master's level. You will find this (and subsequent professional development) easier if you are used to reading widely.

Some things of which you should be aware!

There are several features which single out education and training from other professions and you will encounter many of these within the pages of this book. Three key areas are particularly apposite to education: external factors; change as the norm; and the use of specialised terminology and acronyms.

External factors

Unlike other professions where the professional can often take the lofty position that s/he is the expert, in education everyone is an expert. All have been to school and therefore all will have an opinion on some aspect or other of education. You must learn to take this in your stride and not be put off by the many times a parent, governor or friend will tell you that 'this is how it should be done', or 'this is what really works', or the even more traditional 'in my day ...'. Ignore them. You are doing the best possible job for these young people, in this situation, here and now.

Your effectiveness will also increase or decrease in relation to the circumstances in which you are teaching. Social and economic circumstances, for example, may have a huge effect on a child's ability to learn and their ultimate attainment. Research (Blanden and Machin, 2007) suggests that social class is still the most powerful influence on educational attainment, even to degree level: 44 per cent of the richest fifth of the population have degrees, compared with just 10 per cent of the poorest fifth. The authors of this Sutton Trust report state that both attainment and behaviour are

affected by social class, and movement from one class to another has slowed to a standstill since 1970. Two other hypotheses are suggested by Hout (2006, 2007). These are Maximally Maintained Inequality (MMI) and Effectively Maintained Inequality (EMI) (see also Lucas, 2001, 2009) which argue that inequality in education will remain. Boliver (2011: 230) explains why:

... those from more advantaged socioeconomic backgrounds are better placed to take up the new educational opportunities that expansion affords (MMI) and to secure for themselves qualitatively better kinds of education at any given level (EMI).

These arguments say that, effectively, the better-off will secure places at better institutions so that even if, quantitatively, it looks like more people are attending, say, university (this study was based on the tertiary sector), qualitatively, the most sought after places at the most prestigious institutions will still be populated by those from better-off socio-economic groups. Boliver used empirical data from the past forty years of UK education to prove this has been the case in the past and remains so today.

A thought

How important do you think social and economic circumstances are to educational attainment? What other external factors do you think might be important? How might you mitigate their effects?

Change as the norm

There is never a moment when there is not some change being proposed, implemented, monitored, measured or assessed. As this book was being written, a whole basket of changes was being proposed. These included:

- a new National Curriculum, in place from September 2014, with further changes in 2015, 2016 and 2017
- new English, mathematics and science tests for Years 2 and 6 from 2016
- suggestions that larger class sizes do not affect progress and may be used to make education budgets more 'efficient'
- a push for more academies to be formed, outside local authority control, and for more 'Free Schools' to be established

- the establishment of a different way to measure the progress of pupils in secondary school (Progress 8)
- financial capability introduced as a National Curriculum subject area
- the raising of the school leaving age incrementally from 16 to 18 years old
- a possible move to a two-year PGCE as standard, along with the removal of the controversial policy that allows some schools to employ unqualified teachers
- an emphasis on the teaching of reading through a system of synthetic phonics
- resit opportunities for candidates at GCSE and GCE limited
- modular examination courses reconstituted to rely on a final examination
- a reduction in the role of coursework or controlled assessment in examinations, in many subjects, its complete removal
- the application of a new SEND (Special Educational Needs and Disabilities) Code of Practice.

INDIVIDUAL REFLECTION

Which of the changes described here is likely to have the most effect on your teaching? Think about how you can alter your teaching to take this into account.

Recent changes in education include new teaching routes and sets of standards, along with new GCSE and AS and A level courses written to new subject criteria. Some subjects (like modern foreign languages and mathematics) may find that they have a more secure place in the curriculum; others (such as media studies and psychology) that they are no longer in favour. Coursework and its manifestation as Controlled Assessment will play a much reduced role in examinations. All the changes and innovations are aimed at the long-term vision of improving schools and producing a step-change in the way parents and families are supported to deal with the new challenges faced by young people in the twenty-first century.

Specifically with regard to educational attainment targets, 90 per cent of children are expected to develop well across all areas of the Early Years Foundation Stage profile by age 5, 90 per cent of children should reach or exceed expected levels in English and mathematics by age 11, 90 per cent should achieve the equivalent of five higher level GCSEs by age 19 (with 70 per cent achieving at least two A' levels or equivalent) while every young person will have the skills for adult life and further study.

In 1972 the school leaving age was raised to 16. In 2013 it rose to 17, and by 2015 it will be 18. Young people aged 16–18 will not have to stay in school necessarily, but will have to be in some form of training. The policy was one of the last Labour

government's and was adopted by the incoming Liberal/Conservative coalition government. At the time it was announced 11 per cent of 16–18 year olds were NEETs (Not in Employment, Education or Training), and the policy is, at least in part, to counter this trend. (There are novel ways to police such leaving ages: in Canada, for example, under-18 year olds are denied a driving licence unless they can prove they are in education or training.)

Terminology

'Children and young people' is now the preferred nomenclature for pupils or any young person in an educational setting. In this book, to save using the entire 'children and young people' phrase at every turn, we tend to use it sometimes, but at other times refer to 'pupils', 'children', 'young people', 'students', or even 'learners'. You can presume that these terms are interchangeable. Trainee teachers are generally referred to as 'trainees', although the book addresses the reader directly whenever possible. Teachers are also referred to as 'practitioners'.

You will find that education is rife with 'TLAs' – no, not teaching and learning assistants (although they are, of course, TLAs), but Three Letter Acronyms. Examples include AQA, HMI, CPD, QTS, QCA, ICT and ZPD, along with other codes such as 'Key Stage 3', 'Key Stage 4' and 'Early Years'. If someone uses one of these, whether it is at a meeting, on your placement or during taught sessions, they will be doing so in the expectation that everyone in the audience recognises and understands that acronym. However this is seldom the case. If you 'don't know what an acronym stands for, don't be afraid to ask. Often you will find that you are one of many who did not know, as new terms are coined almost on a daily basis. There is a list of some of the terms in most widespread use in Appendix I at the back of the book, along with space for you to add others as they are invented.

And the reason you are taking up teaching?

You will remember what it was all about when Shawn (sic), Kylii (sic) or Leeza (sic) (for it will be they) come up to you on the last day of term and say 'Thanks, Sir', 'Thanks, Miss'; when you have sweated over a trip, through the minefield of health and safety, travel sickness and the emotional trauma of being more than five miles from home, and the last kid off the bus, in the dark, says 'That was great, Miss, I've never seen anything like that before, can we go again?'; when the examination results are published and your quiet pleasure is greater in the D grade that your 'failing' student achieved rather than the A grade that your top student gained. As teachers, we each have the potential to have a huge influence on the lives and outlooks of all those we teach. If we have been effective, we will loom large in their memories; if we've

been fair, we'll be remembered with respect; if we've been kind, or humorous, we'll be remembered with affection. Pupils will come up to you years later and say 'Hi Sir, remember me?'

Summary

- Qualified Teacher Status (QTS) is the accreditation that enables you to teach in state-maintained and special schools in England and Wales.
- To achieve QTS, you must show that you are competent and professional in line with current teaching standards.
- You will train in primary or secondary, and across at least two key stages.
- You will aim to become a reflective practitioner and a lifelong learner.
- You are entering a profession where, in spite of numerous external factors, you will have the power to change young people's lives.

Key reading

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