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Consultation on Proposal for a draft Education  
(Northern Ireland) Order

**RESPONSE BOOKLET**

December 2005

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**Responses will not be accepted after  
TUESDAY, 7 MARCH 2006**

Please note that to ensure that your comments are taken into account you **MUST** fully complete **SECTIONS 1 and 2** if you are making an individual response, or **SECTIONS 1 and 3** if you are responding on behalf of an organisation.

It is important that you write clearly and legibly. We would ask you to use black pen and **BLOCK CAPITALS** at all times.

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**SECTION 1**

Name of Organisation: Craigavon Borough Council

## **PART II – THE CURRICULUM**

### ***General Duty, Statutory requirements relating to curriculum, Duties relating to the curriculum***


**Articles 3 to 13**, together with **Schedule 1**, are revised requirements on Boards of Governors and Principals as to the curriculum and assessment in grant-aided schools. The curriculum must include religious education (this requirement is unchanged), the relevant areas of learning set out in Schedule 1, and must ensure that pupils acquire and develop the specific cross-curricular skills of communication, using mathematics and using ICT and any other skills specified by the Department. The Department of Education will specify the minimum content for each area of learning, and levels of progression for the cross-curricular skills. The Department will also specify the arrangements for assessing pupils in each school year, which will include a requirement for the cross-curricular skills to be assessed using the levels of progression.

**(A)** If you support what these Articles are designed to do, please say why:

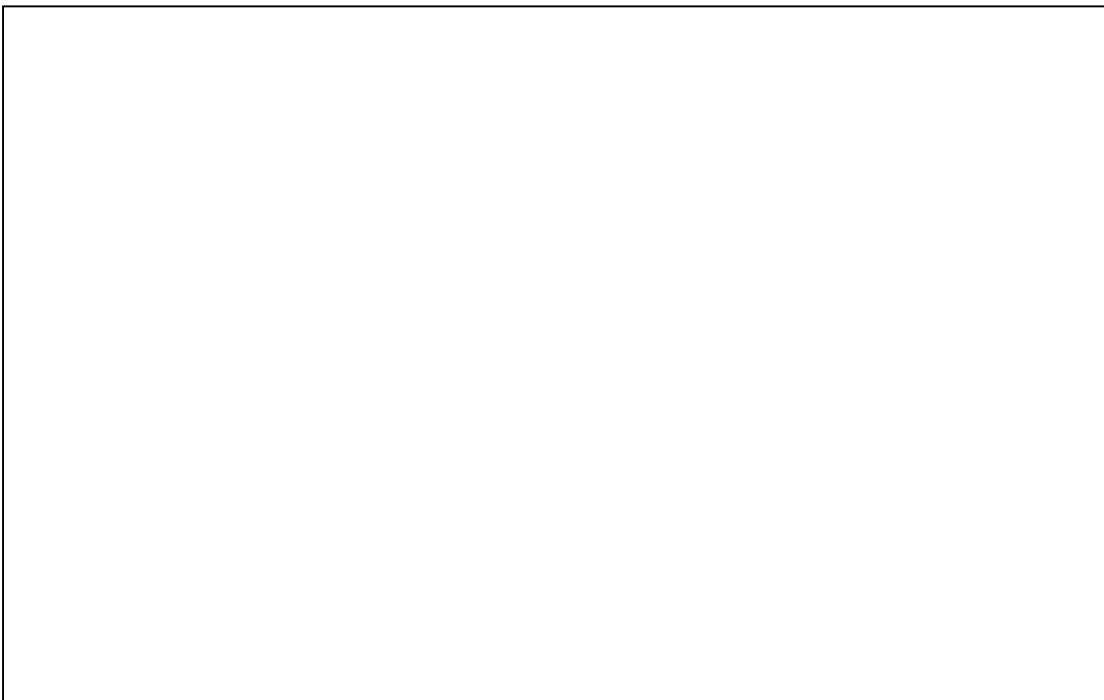
'Craigavon Borough Council approves of many aspects of the review of the NI curriculum and endorses the new emphasis on a range of skills and capabilities and the direction towards more coherence and relevance in the curriculum. It is however important that schools have flexibility in how the curriculum is delivered. Teachers will require significant in-service training in order to deliver the "new" curriculum and resources need to be made available to support this.

Craigavon Borough Council endorses the new area of learning for life and work and believe that it should help prepare children to become well rounded, responsible and fully integrated citizens of the future. Council supports the introduction of Citizenship and believe that Religious Education has a very significant contribution to make to the promotion of this element of learning.

**(B)** If you do not support all or part of what these Articles are designed to do, please say what your objections are and give your reasons:



**(C)** If you have made comments in (B), or for some other reason think that these Articles need to be changed, please state below what changes should be made:



## **PART II – THE CURRICULUM**

### ***Access to Courses for Older Pupils***

**Articles 18 to 22** are new requirements on schools to provide access to a wider range of courses known as the Entitlement Framework. The number of courses to which schools must provide access for pupils in Key Stage 4 and for those over compulsory school age will be specified by the Department. At least one third of these courses must be general and at least one third applied. The Department will issue lists of general and applied courses and these will be revised as necessary. The Department will be able to modify or disapply these requirements as they apply to individual schools or categories of schools.

Boards of Governors will have a new power to enter into arrangements with other schools, FE colleges and other providers approved by the Department to provide that access. In making such arrangements, Boards of Governors may include specified terms and conditions, and must take account of guidance issued by the Department. Correspondingly, FE colleges will be able to provide secondary education under arrangements entered into with schools.


**(A)** If you support what these Articles are designed to do, please say why:

'In principle, the Articles are welcomed by Council.

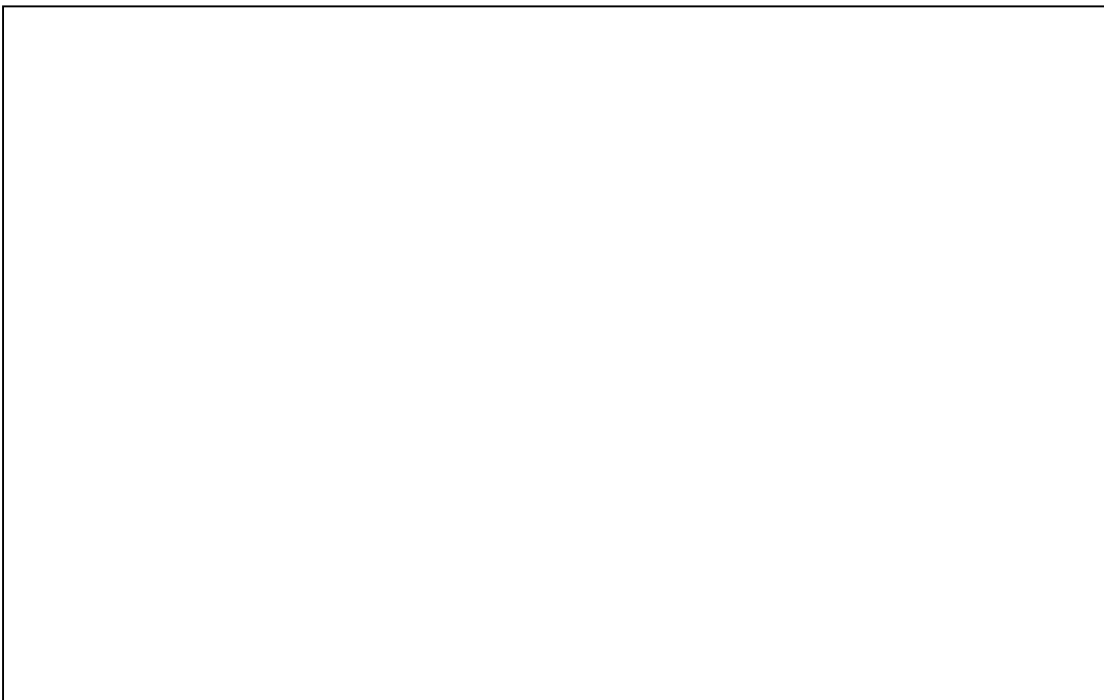
The nature of the proposals will inevitably result in extending the collaborative arrangements with other schools and institutions. These arrangements will widen access and they also have the potential to increase efficiency of course delivery by creating more viable groupings in some subject areas.

However, the collaborative arrangements have the potential to dilute the school ethos and raise an extensive list of challenging issues ( health & safety, transport, timetabling, pastoral care, curriculum cohesion, quality control, behaviour management etc) which cannot be ignored especially if some education is to take place in further education colleges.

**(B)** If you do not support all or part of what these Articles are designed to do, please say what your objections are and give your reasons:



**(C)** If you have made comments in (B), or for some other reason think that these Articles need to be changed, please state below what changes should be made:



## **PART II – THE CURRICULUM**

### ***Miscellaneous and Supplementary***

**Article 23** re-enacts without amendment Article 29 of the Education Reform (NI) Order 1989, which requires each Education and Library Board to provide curriculum advice and support for all grant-aided schools in its area in accordance with a scheme prepared by the Board and approved by the Department of Education.

**(A)** If you support what this Article is designed to do, please say why:

**(B)** If you do not support all or part of what this Article is designed to do, please say what your objections are and give your reasons:

**(C)** If you have made comments in (B), or for some other reason think that this Article needs to be changed, please state below what changes should be made:

This article will not be applicable once the Review of Public Administration is implemented.

## PART II – THE CURRICULUM

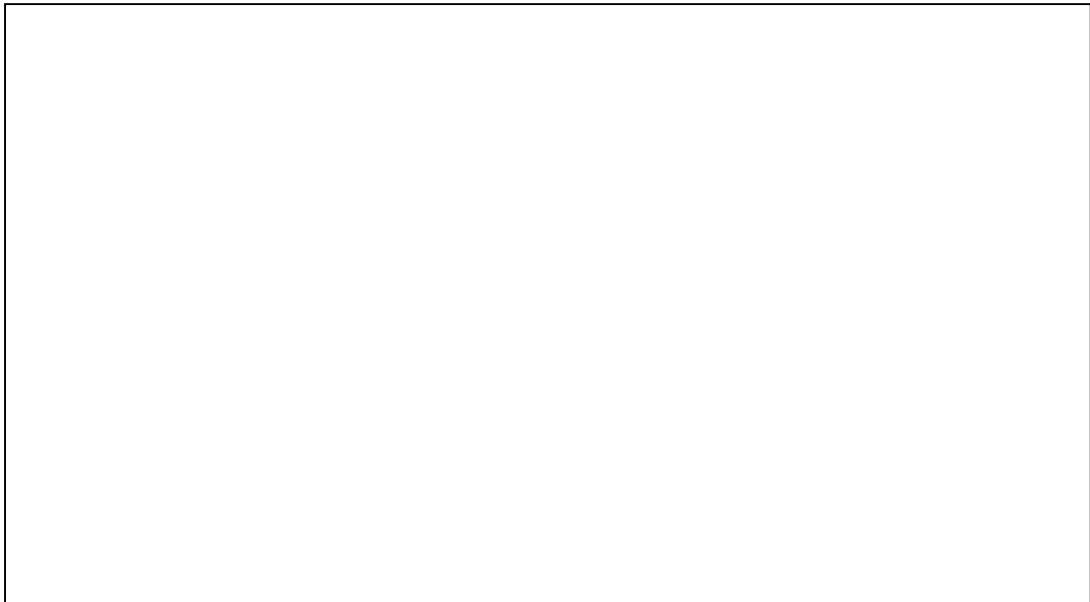
### *Miscellaneous and Supplementary*

**Article 25** re-enacts Article 33 of the Education Reform (NI) Order 1989, with amendments to enable curriculum appeals tribunals to consider complaints against Boards of Governors in carrying out their functions under Articles 18-22.

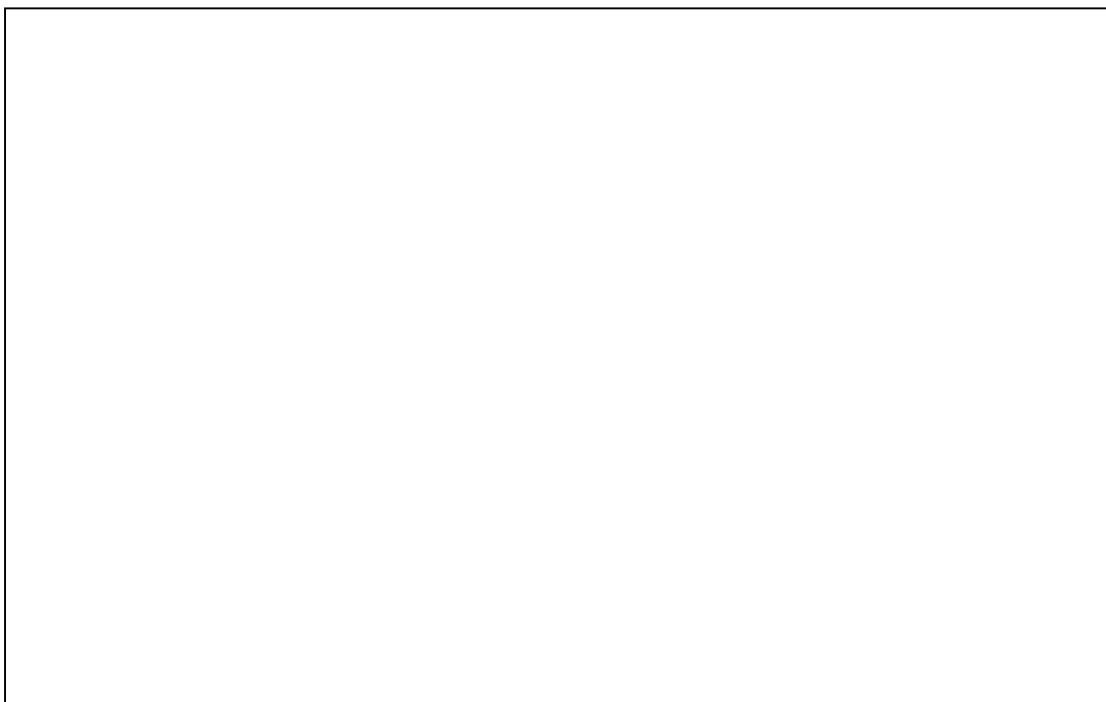
**(A)** If you support what this Article is designed to do, please say why:

'Although this is a re-enactment of previous legislation with amendments, we foresee a significant increase in disputes. It is essential that stronger legal advice and support mechanisms are put in place.'

**(B)** If you do not support all or part of what this Article is designed to do, please say what your objections are and give your reasons:



**(C)** If you have made comments in (B), or for some other reason think that this Article needs to be changed, please state below what changes should be made:



## **PART III – MISCELLANEOUS AND SUPPLEMENTARY**

### ***Admissions***

**Articles 27 to 29** provide for all post-primary schools to use similar arrangements for admitting pupils. All grant-aided schools must have admissions criteria, and where schools receive more applications than they have places, they will use their admissions criteria to determine who shall be admitted. All post-primary schools will draw up their admissions criteria from a menu of criteria specified in regulations made by the Department. Schools will be prohibited from using any form of academic selection based on the ability or aptitude of the child. The regulations may specify criteria which may, or may not, be used, and may also specify the order in which criteria must be used. The Department is required to consult post-primary schools and other bodies before making such regulations.

The Department will also make regulations about the admission to post-primary schools of pupils with exceptional circumstances. The regulations will specify the meaning of exceptional circumstances and provide for a body to be established to consider such admissions. Pupils with exceptional circumstances who are admitted to a school will be regarded as additional to the admissions number for the school.

**(A)** If you support what these Articles are designed to do, please say why:

'Craigavon Borough Council supports the removal of the transfer test. It has been too blunt an instrument to determine a child's abilities and aptitudes and one which has deepened social divisions. The principle of informed parental choice is one which potentially offers an equitable and child focussed approach to finding the most appropriate educational pathway. Craigavon Borough Council recognises the need for an educational system that is flexible and adaptable keeping options open for as long as possible, and not determining a child's future at age 11.

**(B)** If you do not support all or part of what these Articles are designed to do, please say what your objections are and give your reasons:

'Craigavon Borough Council is concerned that little cognisance seems to have been taken of a tried and tested two tier of Post- Primary Education in the Craigavon area where selection is delayed until age 14 and when a young person's aptitude and ability are well developed and recorded. Council rejects the ending of academic selection as proposed and requests that the Minister orders an investigation into the Dickson plan in Craigavon with a view to the feasibility of applying it throughout NI.

Proper consideration of the issue of Admissions Criteria is limited by the lack of clarity in the proposed legislation.

**(C)** If you have made comments in (B), or for some other reason think that these Articles need to be changed, please state below what changes should be made:

'Craigavon Borough Council believes that pupils should attend the school best suited to their needs and is opposed to any system of education which would advantage those families who can afford either to pay or to locate close to so called popular schools.

## **PART III – MISCELLANEOUS AND SUPPLEMENTARY**

### ***Suspension and expulsion of pupils from grant-aided schools***

**Articles 30 to 33** require the Department to prepare a common scheme for the suspension and expulsion of pupils in all grant-aided schools, which must be followed by Education and Library Boards and Boards of Governors.

Education and Library Boards will become the expelling authority for all grant-aided schools in their area. Regulations made by the Department will provide arrangements for the consideration of appeals against suspensions and for a tribunal to be set up to consider appeals against expulsions. The education of a suspended pupil will be the responsibility of the school and, in circumstances determined by the Department, the Education and Library Board can provide assistance to the school in providing that education.

**(A)** If you support what these Articles are designed to do, please say why:

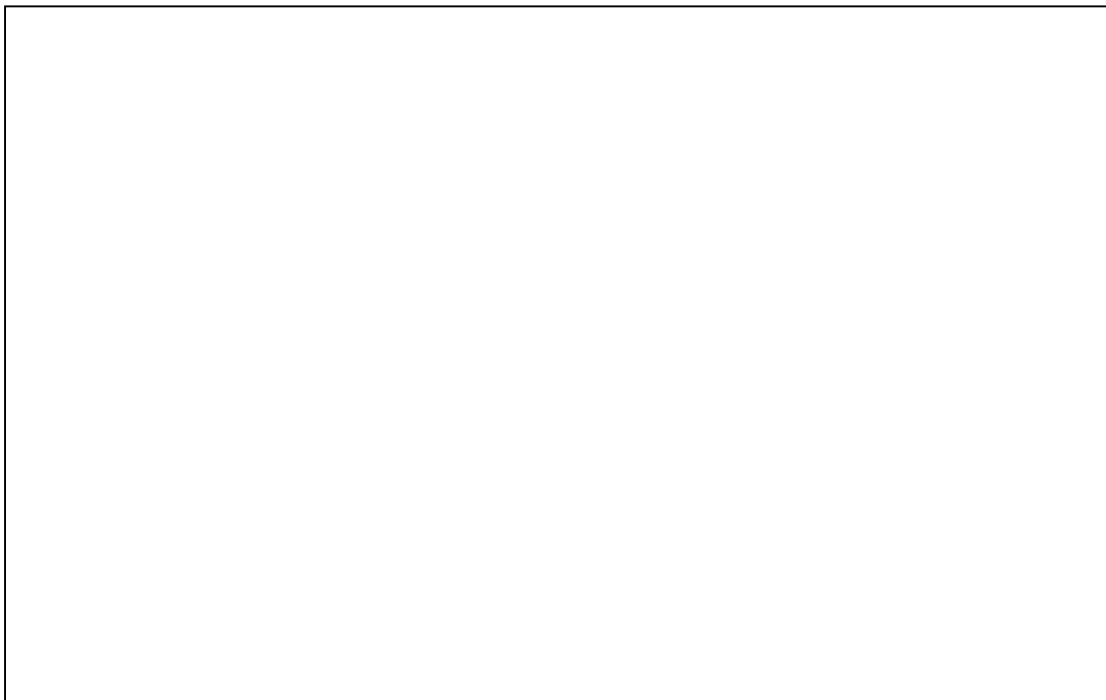
'Craigavon Borough Council welcomes the proposal to have a single scheme and one single expelling authority as this should lead to greater consistency and equity of treatment for all the pupils across all schools.

Article 30 does not provide for the membership of the expelling authority. It is expected that membership will have to provide for all interested parties.

**(B)** If you do not support all or part of what these Articles are designed to do, please say what your objections are and give your reasons:

'Craigavon Borough Council does not believe that the proposals for a formal right of appeal against suspension is practical. There are resource implications and timescales which may create a bureaucratic nightmare and not support the quick return of pupils to school. Such proposals also appear to undermine the authority of Principals of schools.

**(C)** If you have made comments in (B), or for some other reason think that these Articles need to be changed, please state below what changes should be made:



## **PART III – MISCELLANEOUS AND SUPPLEMENTARY**


### ***General Teaching Council for Northern Ireland***

**Articles 34 to 36** will enable the General Teaching Council to approve the qualifications of persons for registration as teachers; to remove from the register any person found guilty of serious professional misconduct; and to determine the terms and conditions of service of the Registrar.

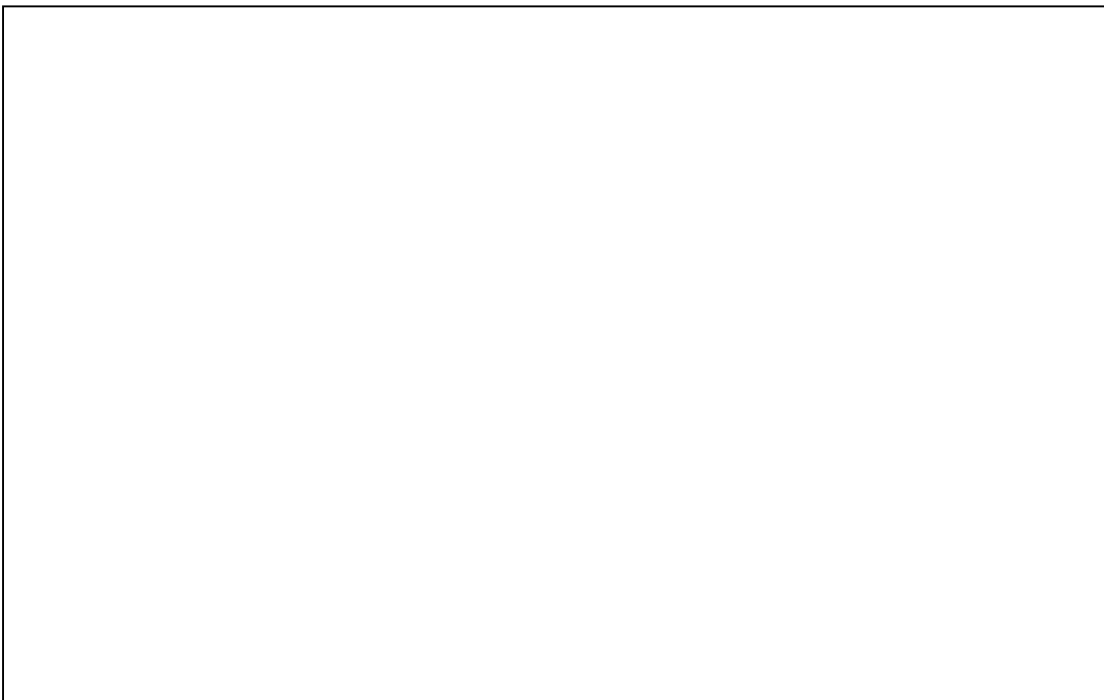
**(A)** If you support what these Articles are designed to do, please say why:

'Craigavon Borough Council supports the proposals and believes that they can lead to effective arrangements for the propoer registration of all teachers.

**(B)** If you do not support all or part of what these Articles are designed to do, please say what your objections are and give your reasons:



**(C)** If you have made comments in (B), or for some other reason think that these Articles need to be changed, please state below what changes should be made:



## PART III – MISCELLANEOUS AND SUPPLEMENTARY


### *Miscellaneous*

**Article 39** removes the existing requirements to carry out baseline assessments of pupils in their first year of compulsory education as a result of the new requirement to assess pupils in each school year (Article 9).

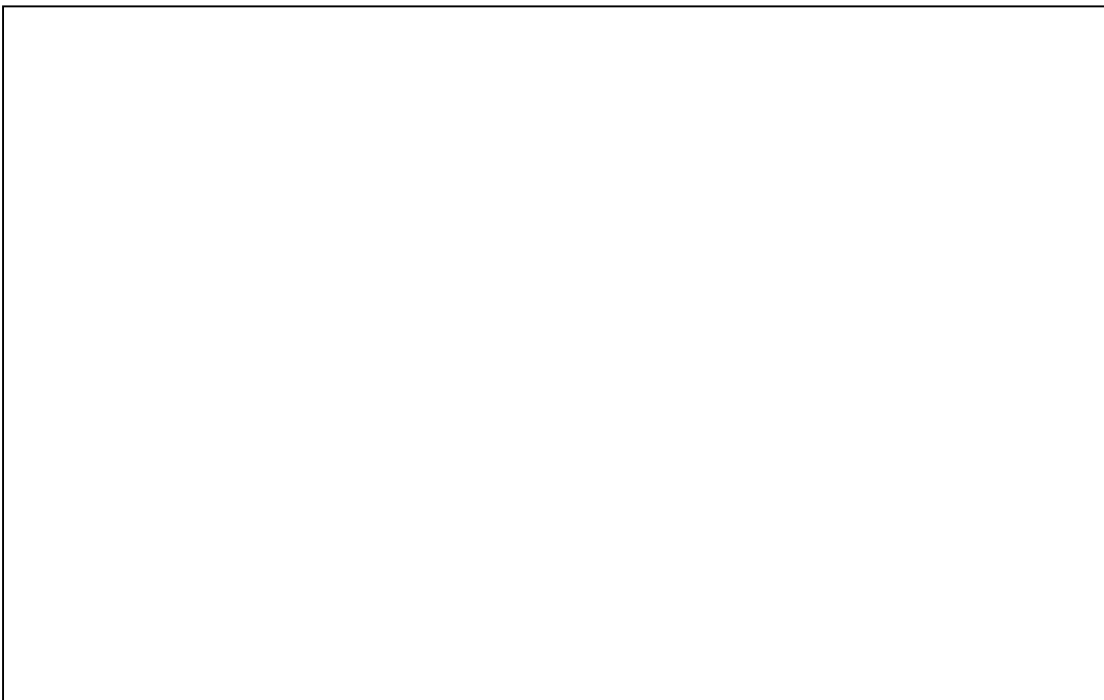
**(A)** If you support what this Article is designed to do, please say why:

'Craigavon Borough Council supports the new arrangements under Article 39 and believes that these are consistent with the objectives of the revised curriculum.

**(B)** If you do not support all or part of what this Article is designed to do, please say what your objections are and give your reasons:



**(C)** If you have made comments in (B), or for some other reason think that this Article needs to be changed, please state below what changes should be made:



## PART III – MISCELLANEOUS AND SUPPLEMENTARY

### *Miscellaneous*

**Article 40** removes the existing requirement on Boards of Governors of schools to hold an annual parents' meeting.

**(A)** If you support what this Article is designed to do, please say why:

'Craigavon Borough Council welcomes the abolition of this requirement as this did not lead to any meaningful outcomes.