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

RESPONSE BOOKLET

December 2005

**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: EXTERN

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.

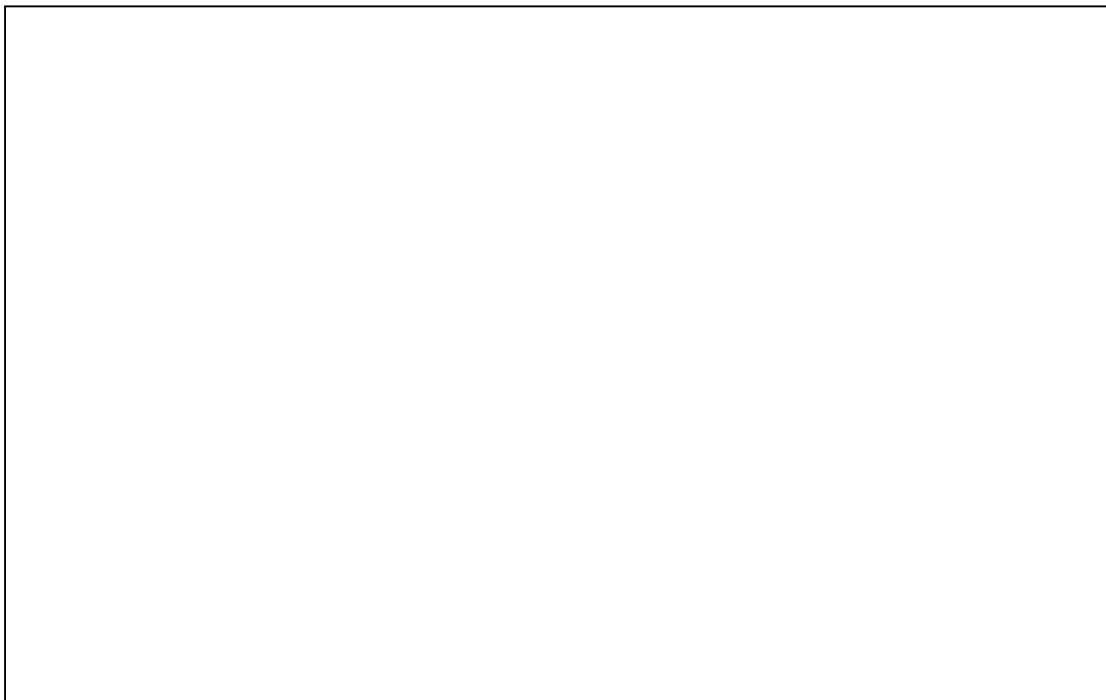
(A) If you support what these Articles are designed to do, please say why:

'Extern works with children who are not well served by the current educational provision. Because of the effects of family discord,poverty,deprivation and challenging behaviours they cannot respond to a rigid curriculum and concomittant classroom demands.These proposals hold out a possibility that the teachers can use their professional skills to work interactively with the child to create and adapt a pathway of learning.This should take into account what the child brings with them in all resects. We would hope that schools will be able to be able to keep all children engaged in their learning and we will not have to resort to EOTAS and Alternative education as a way of patching together an ill funded and unstrategic response to crises in the lives the most vulnerable pupils.

(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:

'Assessment does not seem very clear and yet so much depends upon it. We need to assess what we value in the way of skills, understanding and processes so that there is a progression and every stage is a part of the next . Nobody should learn and be tested without future purpose and without their engagement

(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

Special Cases

Articles 14 to 17 re-enact without amendment Articles 14 to 17 of the Education Reform (NI) Order 1989, which make clear the special cases when the statutory curriculum can be modified or disapplied.

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

"These articles are to be welcomed in that they give a flexibility which many teachers have sought in the last decade. Disapplication has proved valuable in allowing pupils to learn at their own pace and in their own way.

(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:

'It would be helpful in Article 4 to add "other educational agencies" in that Extern has partnerships with Boards, schools and health agencies to provide linked but alternative education programmes to pupils excluded or in danger of being so. The piloting of Learning for Life and Work by our Pathways project is an example of joint work with BELB to develop and experiment.

Throughout this draft it would enhance the feeling of partnership if "after consultation" was added wherever it says "the Dept may " as it does not exist in a vacuum. For example, in article 15 key educational partners would surely be consulted.

(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:

'In Articles 16 and 17 it would be helpful if it was made explicit that pupils with statements of special educational needs should be entitled to the same curriculum entitlement as their peers depending on their age, ability, aptitude and particular circumstance.

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:

"The idea of collaboration between education providers to widen the opportunity for pupils to study from a fuller menu of subjects has a lot to recommend it. Currently schools struggle with timetabling their subjects and many pupils have to make hard choices. However the opportunity to experience other schools might add a welcome cross community element to this order which is not mentioned at all .

Education for diversity needs professional development to the point that teachers can interact constructively with all young people on the sensitive issues. We are about a Shared Future so these articles could be educating pupils for sharing but also for the reality of living in a divided society.

It will be interesting to see how pupils make informed choices and what is the real range.

(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:

'The figures of subjects to be attained as an aspiration through collaboration would be better emerging organically ,over perhaps three years ,with encouragement and resources. We would then be able to monitor educational gain and develop accordingly.How were these numbers arrived at or is it a way of providing for the odd dichotomies of academic ,vocational.

(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:

'Attention should be paid to the entitlement of those without advocates,the underachievers and the children who are Looked After.

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:

Extern would support the concept of curriculum advice and support. It has been an important element in school development and has provided cohesion across our segmented educational system. However nothing can stand still.

(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:

In view of the new vision outlined in the in the proposed order and the fact that it hinges on the vast changes in the curriculum it seems very odd that the language and approach in this article would not have changed in keeping with advances in educational thinking, management practice and the new relationship there will have to be between schools.

As voluntary body 1989 seems a world away with regard to these things and the Cass service must need a fresh approach.

(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:

One element could be to add the professional development of classroom assistants.. As a group they slip between every stool in the system They are vital if children with needs and at risk are to be kept in in mainstream schooling and progressing.

PART II – THE CURRICULUM

Miscellaneous and Supplementary

Article 24 re-enacts, with minor amendments resulting from the changes in Part II, Article 31 of the Education Reform (NI) Order 1989, which allows the Department to make regulations requiring Education and Library Boards, Boards of Governors or Principals to make available certain information relating to their schools whilst protecting the privacy of certain individuals.

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

'Agreed. Silos are out but privacy needs protection. We are into collaboration and co working so we cannot hold information that needs to be shared for the benefit of a young person and which could contribute to a creative response to their situation or future plans.

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:

'Extern would support the overdue demise of academic selection at 11. It serves no useful purpose educationally and has always been a dubious way of sorting children who do not develop to order. The common curriculum was not designed for a selective system and the revised curriculum which is driving the changes in this order should really be working in learning centres based on the 0-6;7-14;14-19 provision to fit into the natural flow of the learning patterns of young people. We need to remember that society has changed. Years ago at 14 people left school. From now on at 14 they will be making key decisions about how to progress their 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:

'We are being constrained by buildings and a lack of will power and imagination. The Dixon Plan has existed and prospered for decades. We should be looking at centres for learning with community provisions that would provide for children through their learning stages. These could link with others to provide extended learning or complementary education to help those who because of their situations were not able to access fully the quality education on offer,

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:

'A common scheme is to be welcomed and as these pupils are often from the most disadvantaged and unsupported backgrounds the process needs to be fair and just. The education provision for them must be on a par with what they were previously receiving.

(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:

'Extern would see it as important that a school should remain in control of suspensions and expulsions and be responsible for its own actions and judgements within the parameters of a consistent and clear scheme. For the Boards to be the expelling authority would be complex and detrimental to this very difficult area.

There seems to be ambiguity about the position of a child with a disability that should be clarified

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:

'Extern would support this.

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:

"This is now unnecessary

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:

<p>'This has not been a success and should go.</p>
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PART III – MISCELLANEOUS AND SUPPLEMENTARY

Supplementary provisions

Article 42 is concerned with the content and approval of orders and regulations made under the Order.

Article 43 and Schedules 2 and 3 amend or repeal a number of provisions which are minor in nature or are required as a result of the changes made by other parts of the Order. The amendments resulting from the introduction of the Entitlement Framework include provisions to:

- make clear that a pupil who may attend another school for part of his education can be registered at only one school;
- clarify the roles and responsibilities of Boards of Governors and Principals under the Education Orders where a pupil is registered at one school and attends another for part of his education; and
- ensure that information is made available about courses being provided in FE colleges and that information about a pupil's attainments in an FE college is made available to the school at which he is registered.

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

'For the ambitious and admirable collaborations to work effectively these three points must be understood to give clear guidelines and confidence to all the parties.'