



Department of
Education

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INVESTOR IN PEOPLE

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entitled to succeed



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.

SECTION 1 (To be completed by all respondents)

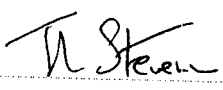
Name: J. S. STEVENSON - SECRETARY
Name of Organisation (if applicable): SOUTH EASTERN SECONDARY HEADS ASSOCIATION
Address: C/O SULLIVAN UPPER SCHOOL
Town/City: HOLYWOOD
Postcode: BT18 9EP

Consultation on Proposal for a draft Education (NI) Order

SECTION 2 (To be completed if you are making an individual response)

Name: _____
Address: _____
Town/City: _____
Postcode: _____
Signature: _____ Date: _____

SECTION 3 (To be completed if you are responding on behalf of an organisation)

Name: J.S STEVENSON
Position in Organisation: SECRETARY
Name of Organisation: SOUTH EASTERN SECONDARY HEADS ASSOCIATION
Address of Organisation: C/O SEEDS, HQ DUNDONALD
Postcode: BT16 2HS
Signature:  Date: 03-03-06

**PLEASE ensure that you have completed SECTIONS 1 and 2,
or SECTIONS 1 and 3 before continuing.**

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

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:

- WE WELCOME THE FLEXIBILITY PROVIDED BY SCHOOLS IN THE KS3 CURRICULUM

- (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:

- WE HAVE CONCERNS ABOUT THE PROVISION OF ADEQUATE SUPPORT, RESOURCES AND FUNDING TO MEET THE DEMANDS OF THE NEW CURRICULUM
- WE HAVE CONCERNS ABOUT THE MOVE FROM A PRESCRIPTIVE REGIME TO ONE WITH A GREATER EMPHASIS ON SKILLS DEVELOPMENT IN TERMS OF THE ABILITY AND EXPERTISE OF THE EXISTING TEACHING FORCE TO COPE
- THE CROSS-CURRICULAR EMPHASIS IS VERY PROBLEMATIC IN TERMS OF SCHOOLS BEING ABLE TO TRACK, MONITOR AND TO AVOID DUPLICATION
- THE USE OF 'LEVELS OF PROGRESSION' FOR ALL SUBJECTS IS ILL-ADVISED AS THEY HAVE NOT BEEN USEFUL IN THE PAST.

- (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:

- PROVIDE FUNDING
- PROVIDE SUPPORT
- PHASE-IN IMPLEMENTATION

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 IDEOLOGY / THEORY / PHILOSOPHY WHICH ADDRESSES THE NEED TO PROVIDE ADEQUATE ACCESS TO A RANGE OF DIFFERENT COURSES IS WELCOMED

- (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:

- PRACTICALLY AND LOGISTICALLY THE DELIVERY OF THE FULL ENTITLEMENT FRAMEWORK IS CURRENTLY IMPOSSIBLE IN TERMS OF RESOURCES, FUNDING, TRANSPORT, TIMETABLING, SUPERVISION, GEOGRAPHY, etc etc
- THE RELATIONSHIP BETWEEN SCHOOLS AND FE COLLEGES IS PROBLEMATIC AND WE HAVE CONCERNS ABOUT THE ABILITY OF FE TO PROVIDE APPROPRIATE COURSES AND TO BE RESPONSIVE TO PUPIL NEEDS AT KS 4
- WE HAVE CONCERNS ABOUT THE POWER ASSURED BY D.E. TO DEFINE AND DESIGNATE WHAT ARE 'APPLIED' AND 'GENERAL' COURSES AND TO SPECIFY THE NUMBER
- THE DEMAND FOR WORK EXPERIENCE PLACES CANNOT BE MET.

- (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:

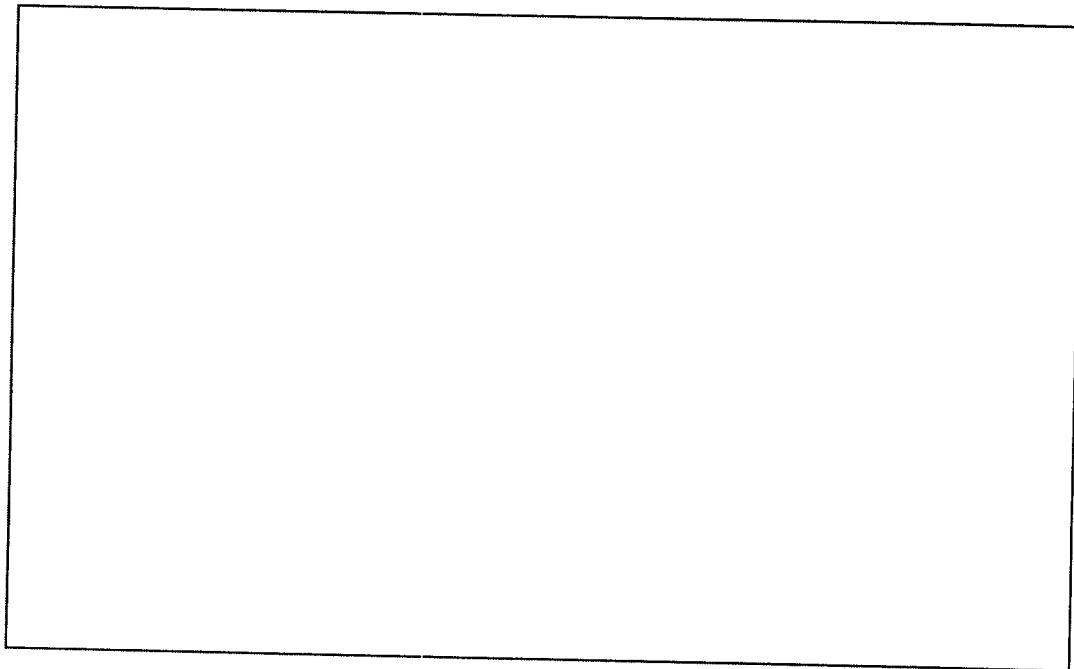
THIS WHOLE AREA NEEDS TO BE RETHOUGHT TO MAKE IT WORKABLE AND SUSTAINABLE

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:



- (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:

WE HAVE CONCERNS THAT THIS ARTICLE WILL PRODUCE
A PROLIFERATION OF COMPLAINTS INCLUDING THOSE WITH
RESPECT TO CURRICULAR PROVISION WHICH WILL CAUSE
AN INCREASE IN BUREAUCRACY AND WITH WHICH SCHOOLS
WILL BE UNABLE TO COPE

- (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:

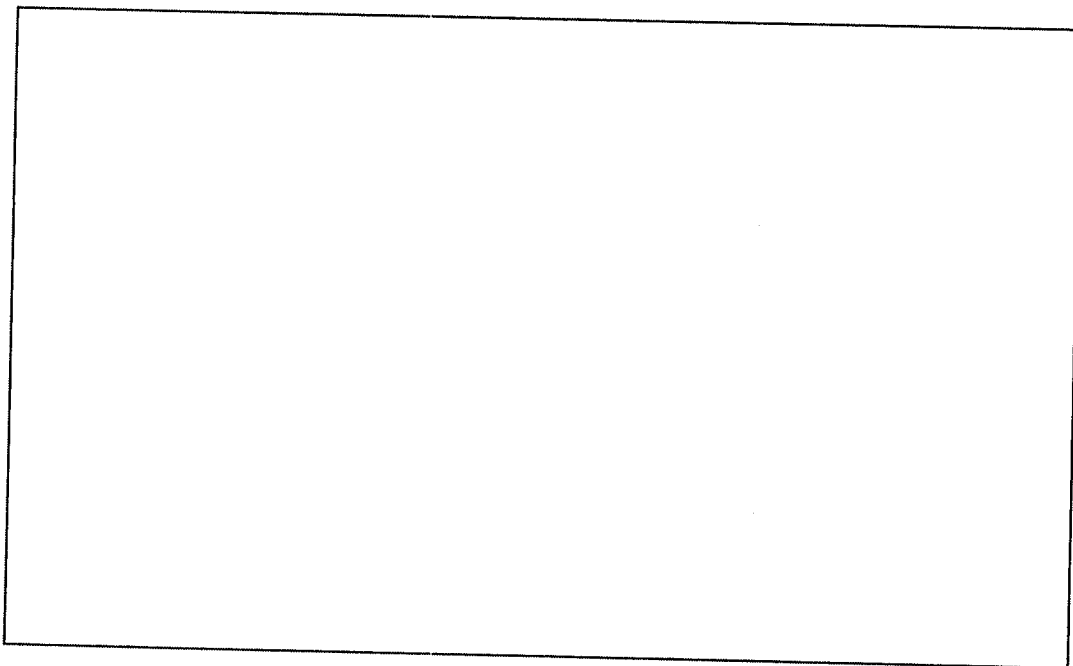
PART III – MISCELLANEOUS AND SUPPLEMENTARY

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:



- (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:

WE FIND IT UNACCEPTABLE THAT CURRENT REGULATIONS WITH RESPECT TO ADMISSION ARE TO BE SWEEP AWAY BEFORE ANY ADEQUATE OR APPROPRIATE ALTERNATIVE SYSTEM IS PUT IN PLACE

- (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:

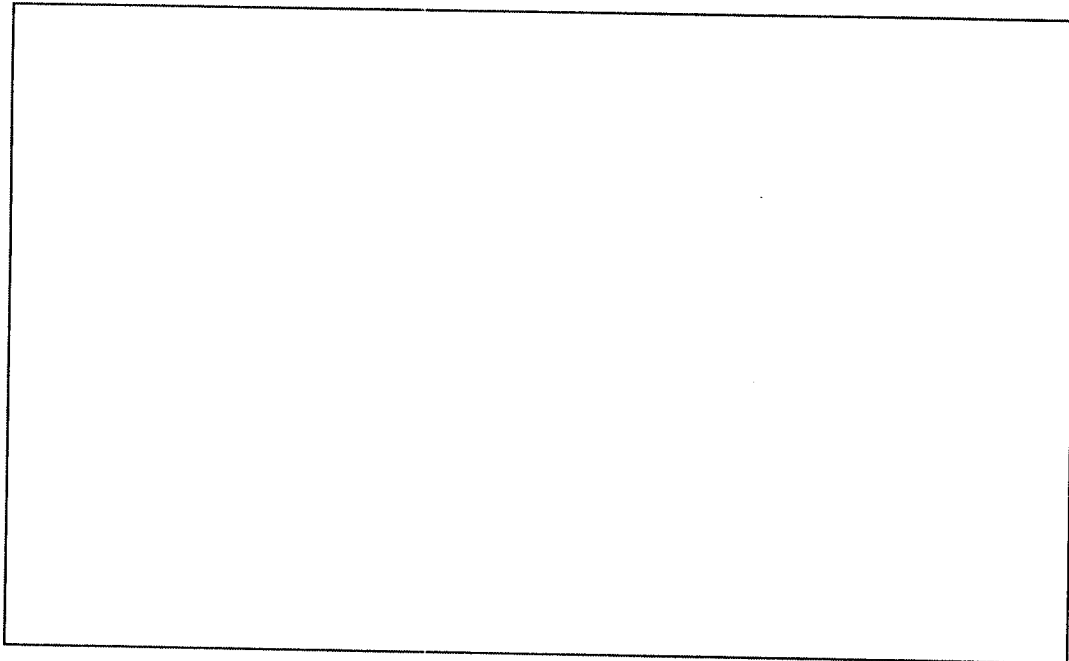
PROVISION TO CHANGE THE CURRENT SYSTEM SHOULD NOT BE MADE UNTIL THE DETAILS OF THE NEW ADMISSIONS SYSTEM HAVE BEEN AGREED

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:



- (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:

WE CANNOT SUPPORT WHAT IS AN UNACCEPTABLE REDUCTION IN THE ABILITY OF SCHOOLS TO COPE AND RESPOND TO AN INCREASED LEVEL OF CHALLENGING AND DISRUPTIVE BEHAVIOUR IN OUR SCHOOLS. THIS ARTICLE REDUCES THE AUTHORITY OF SCHOOLS AND HEADTEACHERS. THE MAXIMUM PERIOD OF SUSPENSION MUST BE SET AT A LEVEL TO ALLOW SCHOOLS TIME TO COPE.

APPEALS AGAINST SUSPENSION WILL INTRODUCE EXTRA

GOVERNMENT POLICY IN GB SEEMS TO BE GIVING SCHOOLS MORE CONTROL - IN NI WE SEEM TO BE GETTING LESS.

- (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:

THE BOARDS OF GOVERNORS OF SCHOOLS SHOULD HAVE THE RIGHT OF APPEAL AGAINST A DENIAL OF A SUSPENSION OR EXPULSION WILL INTRODUCE ADDITIONAL BUREAUCRATIC AND TIME FACTORS WHICH CAN BE DANGEROUS BECAUSE SCHOOLS ARE ACTING IN THE BEST INTERESTS OF THE HEALTH AND SAFETY OF THE MAJORITY OF PUPILS - THEREFORE THIS RIGHT OF APPEAL SHOULD BE RECONSIDERED

PART III – MISCELLANEOUS AND SUPPLEMENTARY

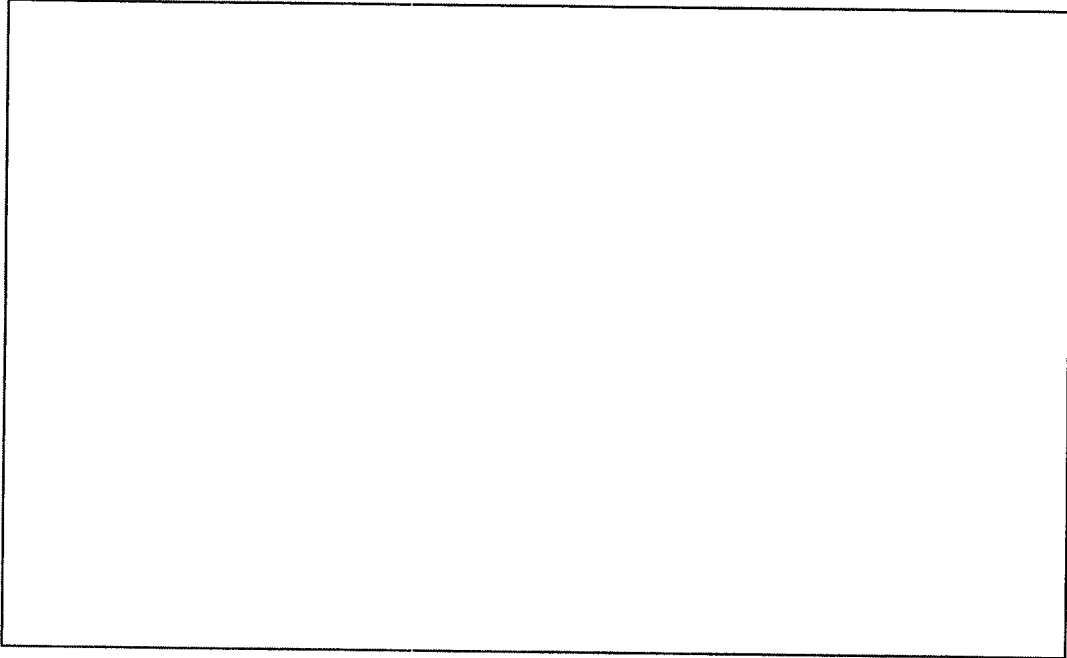
General Teaching Council for Northern Ireland

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.

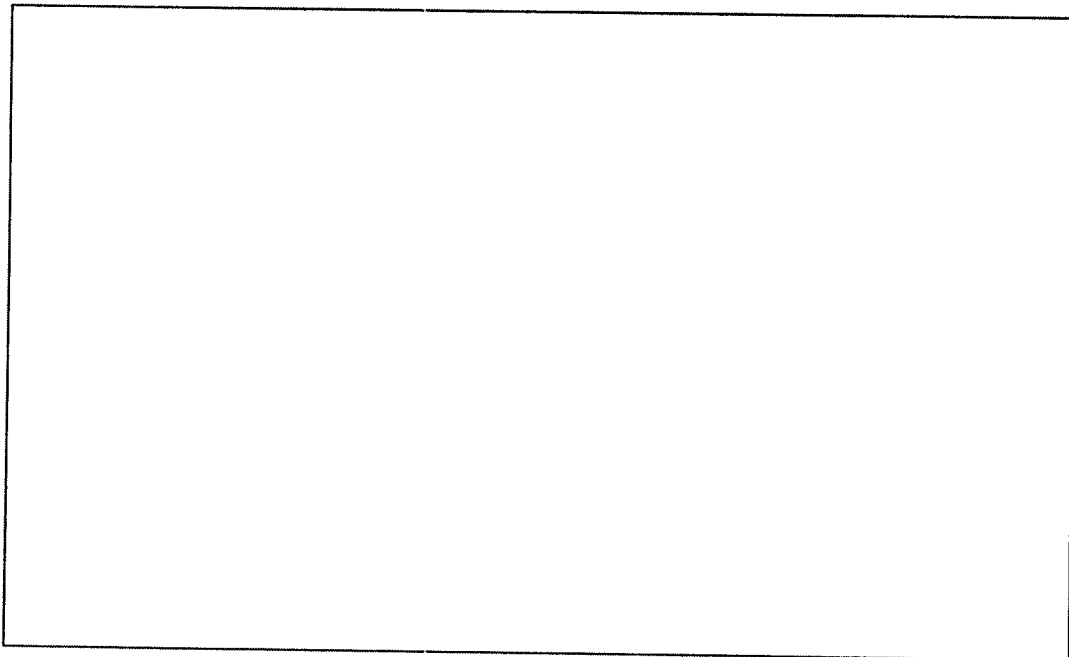
(A) If you support what these Articles are designed to do, please say why:

WE SUPPORT THE RIGHT OF GTCNI TO REMOVE
TEACHERS FROM THE REGISTER FOR REASONS OF
MISCONDUCT

(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:

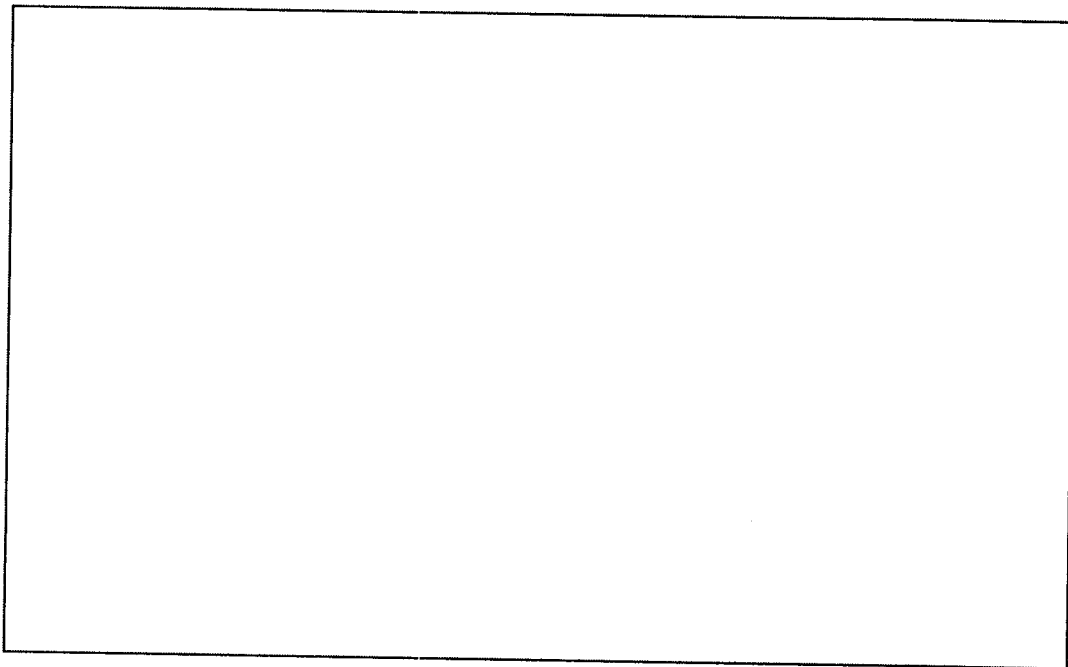


PART III – MISCELLANEOUS AND SUPPLEMENTARY

Institutions of further education

Articles 37 and 38 enable the Department for Employment and Learning to make an order to amend the membership of the governing bodies of institutions of further education; and provide for members of those governing bodies to be paid for their service as members.

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



- (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:

WE QUESTION THE JUSTIFICATION FOR ENABLING
PAYMENT TO GOVERNORS OF F.E. COLLEGES BUT
NOT FOR 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

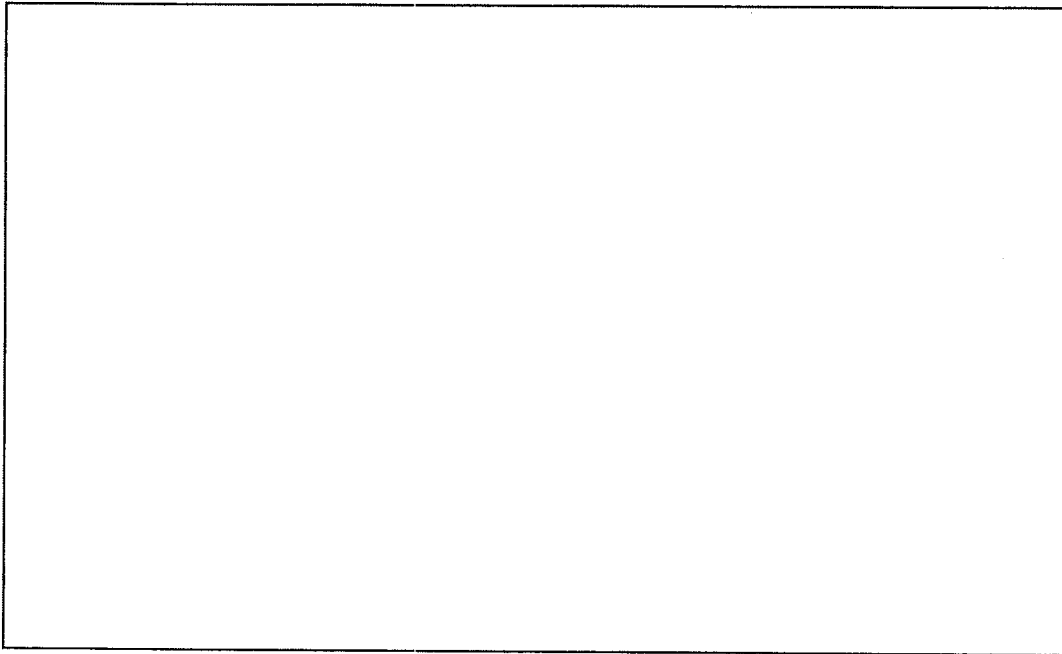
Miscellaneous

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).

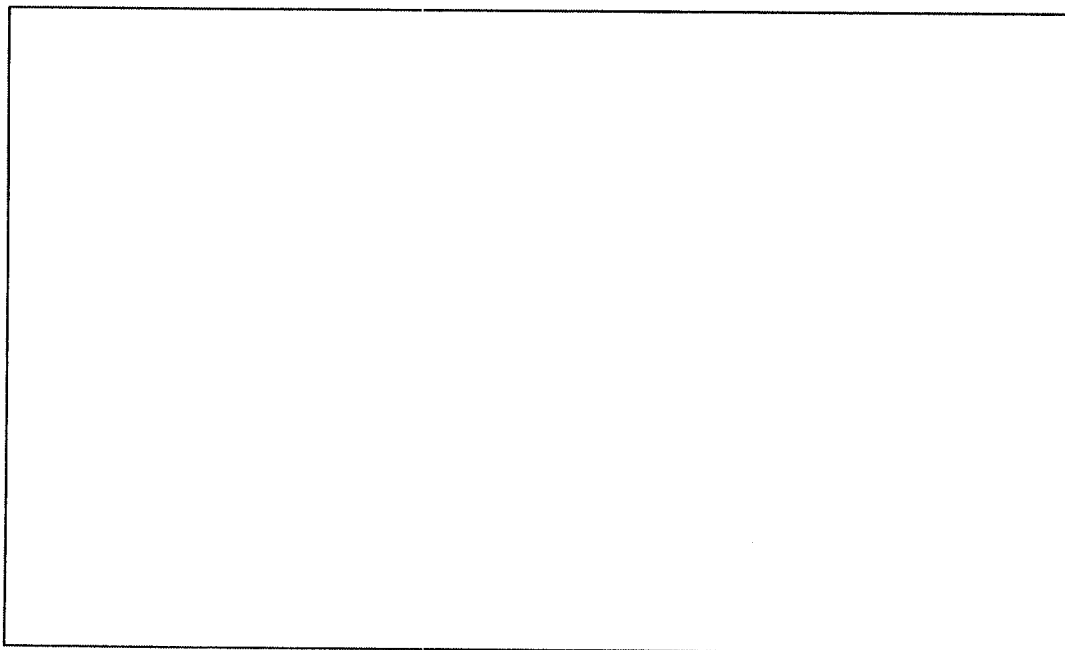
(A) If you support what this Article is designed to do, please say why:

WE SUPPORT THIS ARTICLE ON THE GROUNDS THAT
IT IS INAPPROPRIATE TO SUBJECT SUCH YOUNG
CHILDREN TO SUCH TESTING.

(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:

WE UNHESITANTLY SUPPORT THIS ARTICLE AS
THE ANNUAL PARENTS MEETING IS UNNECESSARY
GIVEN THE RANGE AND SCOPE OF PARENTAL
COMMUNICATIONS OCCURRING IN SCHOOLS ALREADY