

## 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: *MISS S. R. RAINEY*

Position in Organisation: *CHAIRMAN*

Name of Organisation: *WOMEN'S FORUM NORTHERN IRELAND*

Address of Organisation: *40 47 MARTINEZ AVENUE*

Postcode: *BELFAST BT5 5LY*

Signature: *S. Rosemary Rainey* Date: *18/2/06*

**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:

THE ARTICLES ARE BROADLY SUPPORTED AS THEY INCLUDE THE PROVISION FOR R.E. & THE AREAS OF LEARNING IN SCHEDULE 1. THE REVISED CURRICULUM ARRANGEMENTS HAVE A GOOD LEVEL OF SUPPORT AMONG TEACHERS, PARENTS & EMPLOYERS.

- (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:

ARTICLE 3 (5) . WHILE WE DO NOT OBJECT TO ANY AMENDMENT BY THE DEPARTMENT, IT IS OUR VIEW THAT THIS MUST NOT BE DONE WITHOUT ADEQUATE & PRIOR CONSULTATION WITH STAKEHOLDERS & ESPECIALLY THE CHURCHES. THIS MUST THEREFORE BE ADDED TO THE WORDING.

ARTICLE 4 . CONTAINS NO REFERENCE TO THE PACE & LEVEL OF LEARNING WHICH MATCHES CHILDREN'S AGE, ABILITY & APTITUDE. THIS, WE FEEL, IS AN OVERSIGHT & SHOULD BE INCLUDED IN THE 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:

ARTICLE 6 (4) } IT IS OUR VIEW THAT  
 " 7 (2) } IT IS NECESSARY TO  
 INSERT THE WORDS "FOLLOWING CONSULTATION" AFTER EACH OF THESE, IF THERE IS TO BE A REAL PARTNERSHIP IN EDUCATION, NOT MERELY A NOMINAL ONE.

WE WELCOME THE NEED TO LEGISLATE FOR MINIMUM CONTENT.

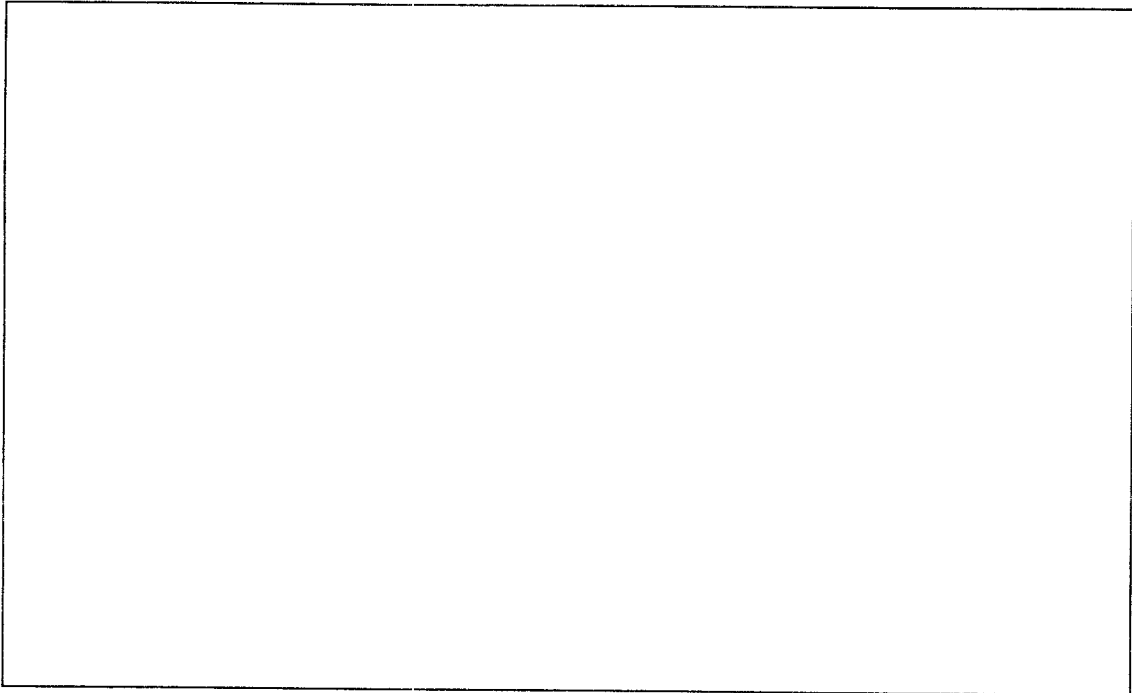
ARTICLE 9 . DUE CONSIDERATION SHOULD BE GIVEN TO THE ASSESSMENT OF R.E.

## 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:



- (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:

ARTICLE 14 (3)(b) SEEMS TO LIMIT  
DEVELOPMENT WORK OR EXPERIMENTS  
TO NICCEA. IN OUR VIEW,  
IT SHOULD READ "NICCEA AND/OR  
OTHER EDUCATIONAL AGENCIES" TO  
EMBRACE THE RANGE OF PROVIDERS  
IN THE MARKET PLACE.

## 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:

- (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:

DUE CONSIDERATION MUST BE GIVEN TO CHILDREN WITH SPECIAL EDUCATIONAL NEEDS. IN OUR VIEW, THE LEGISLATION SHOULD ENSURE THAT THE APPROPRIATE PROVISION IS MADE FOR VALIDATED & EFFICIENT EDUCATION WHICH MATCHES THEIR SPECIFIC NEEDS.

- (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:

WHILE WE SUPPORT WHAT THIS ARTICLE IS DESIGNED TO DO, IT IS OUR VIEW THAT THE C.A.S.S. SERVICE WOULD BE MORE APPROPRIATELY RENAMED IN LEGISLATION AS "SCHOOL DEVELOPMENT & SUPPORT SERVICE" TO REFLECT ITS FULL RÔLE IN A WHOLE SCHOOL APPROACH TO SCHOOL IMPROVEMENT.

- (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:

SECTION (2)(c) OF ARTICLE 23 .  
THIS "PROVISION OF TRAINING" SHOULD, IN  
OUR VIEW, BE EXTENDED TO INCLUDE  
CLASSROOM ASSISTANTS & ANCILLARY STAFF.  
THIS SHOULD BE INCLUDED IN FUTURE  
LEGISLATION & THE NECESSARY  
ADDITIONAL RESOURCES PROVIDED .

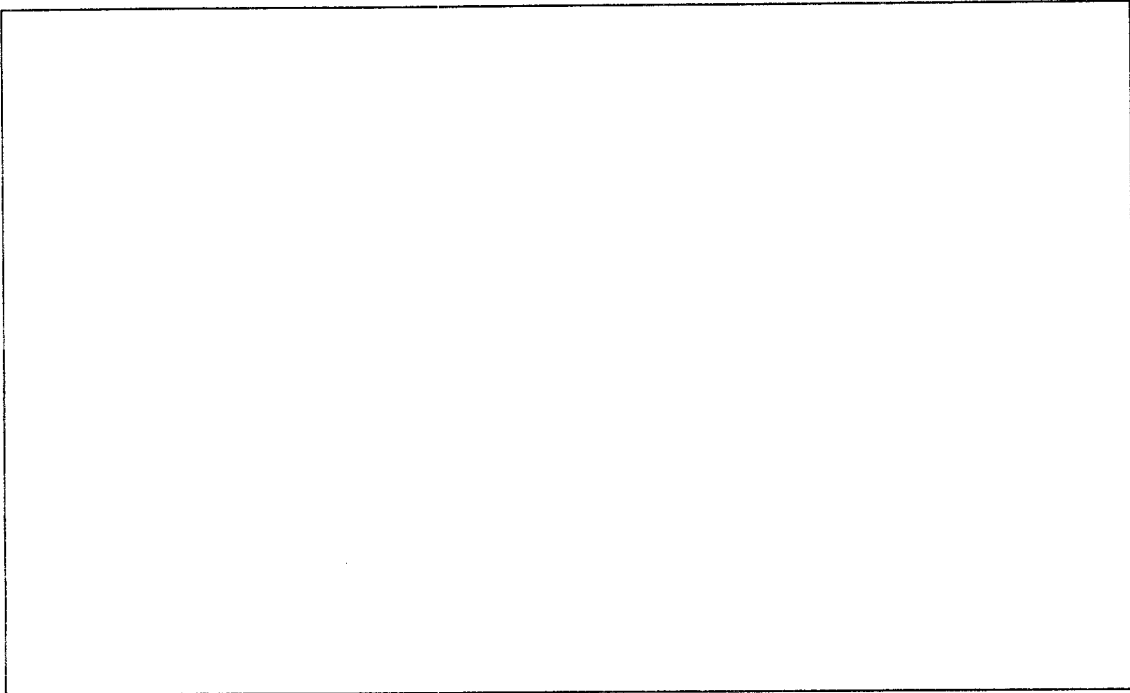
## PART II – THE CURRICULUM

### *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.

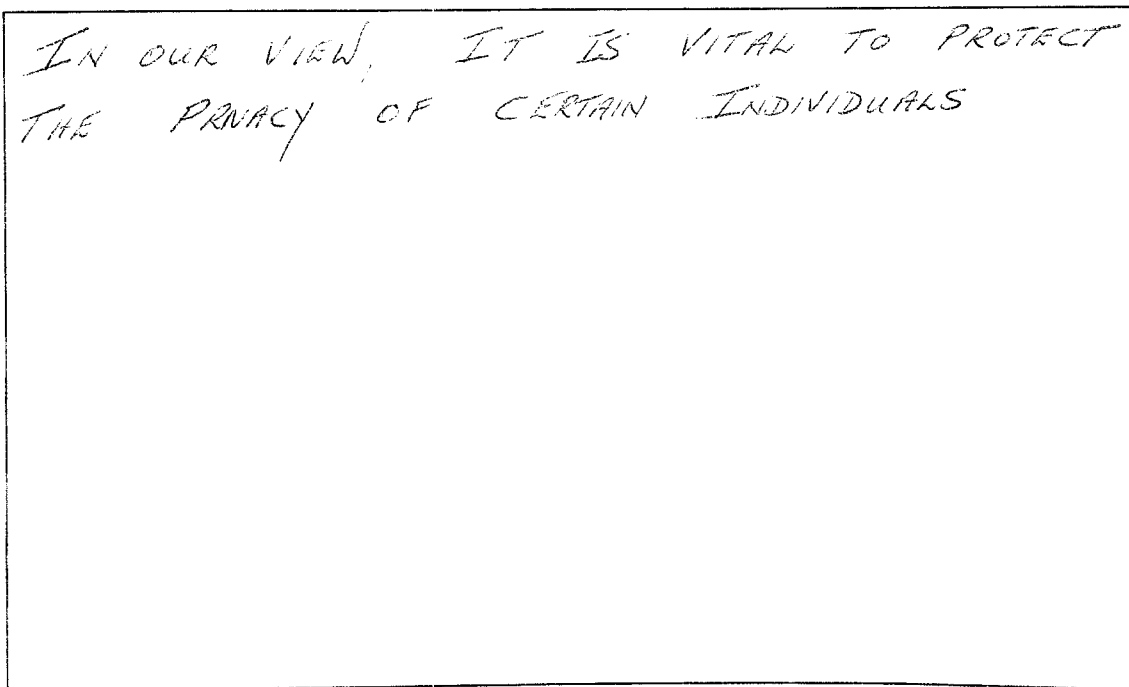
**(A)** If you support what this Article is designed to do, please say why:

- (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:

*IN OUR VIEW, IT IS VITAL TO PROTECT  
THE PRIVACY OF CERTAIN INDIVIDUALS*



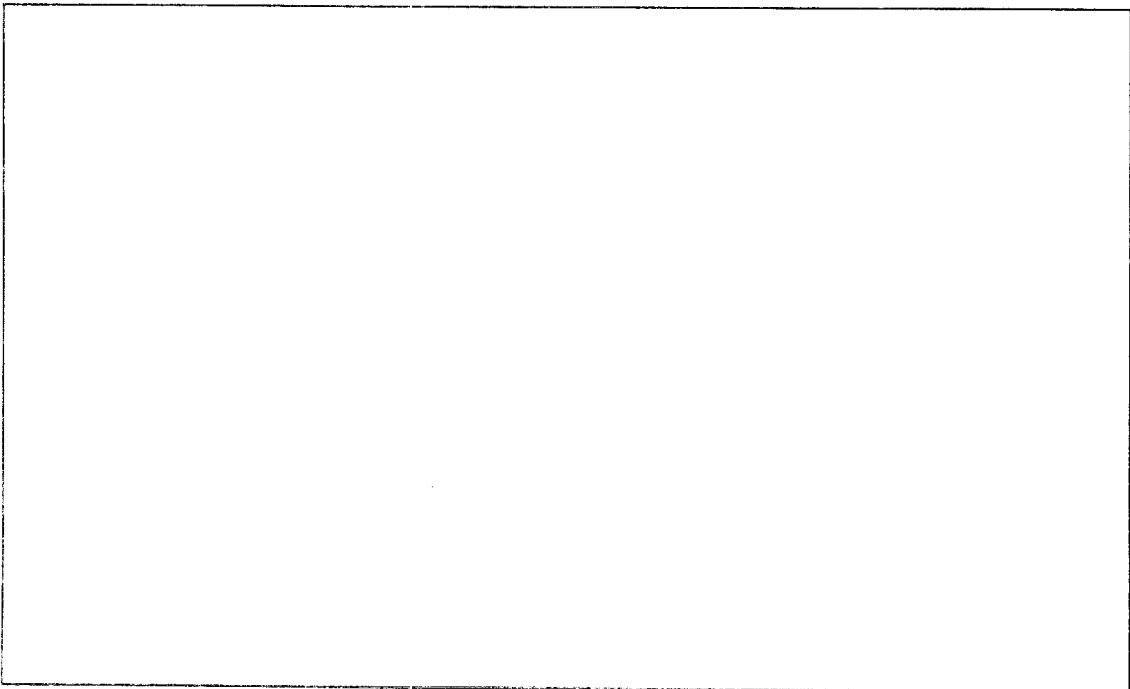
## PART III – MISCELLANEOUS AND SUPPLEMENTARY

### *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:

- (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 DRAFT ORDER DOES NOT SPECIFICALLY ADDRESS THE ADMISSIONS ARRANGEMENTS FOR PUPILS WITH SPECIAL EDUCATIONAL NEED(S) OR DISABILITY, & ESPECIALLY THOSE WHO HAVE BEEN STATEMENTED. THIS AREA REQUIRES ATTENTION.

## 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:

THE RATIONALISATION OF PROCEDURES THROUGH THE INTRODUCTION OF A COMMON SCHEME IS SUPPORTED AS THIS WILL PROVIDE EQUANTITY OF TREATMENT FOR ALL 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:

TO REMOVE THE SCHOOL'S ABILITY TO EXPEL A PUPIL DENUDES IT OF AUTHORITY & THE OPPORTUNITY TO EXERCISE JUDGEMENT BASED ON THE KNOWLEDGE OF ALL THE CIRCUMSTANCES OF A PARTICULAR CASE.

THE PROPOSED LEGISLATION MAY WELL LEAVE A BOARD OPEN TO LITIGATION FOR THIRD PARTY ACTIONS.

SCHOOLS COULD BE GIVEN AUTHORITY TO EXPEL WITHIN THE COMMON SCHEME & AN APPEALS PANEL SET UP AT REGIONAL LEVEL TO DISPENSE SWIFT JUSTICE.

- (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:

YES . WE SUPPORT LEGISLATION WHICH REMOVES FROM THE REGISTER OF TEACHERS ANYONE FOUND GUILTY OF SERIOUS PROFESSIONAL MISCONDUCT .

## 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:

YES. THE NEW LEGISLATION WILL PROVIDE FOR THE ASSESSMENT OF PUPILS IN EACH SCHOOL YEAR, HENCE BASELINE ASSESSMENT IN YEAR 1 OF COMPULSORY EDUCATION WILL BECOME UNNECESSARY, IN OUR VIEW.

## 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:

THE CURRENT PROCESS DOES NOTHING TO ENHANCE OR DEVELOP EFFECTIVE HOME-SCHOOL LIAISON AS ATTENDANCE AT ANNUAL PARENT EVENINGS IS LOW/POOR.