

TEACHER EDUCATION
REVIEW
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Education

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CONTENT

- Recap of main decisions
- Key features of new arrangements
- How the new arrangements will work
- Policy and legislation process and timetable
- Implementation

KEY RPA DECISIONS

- Changes to DE
 - Clearer focus on policy, strategy and accountability
- Education & Skills Authority (ESA)
 - Delivers education support functions
 - Employing authority for all staff
- Education Advisory Forum
 - Links DE with stakeholders
 - Replaces existing statutory arrangements
- Sectoral interests
 - Role for sectoral interests to complement, but not rival the ESA

KEY FEATURES OF NEW ARRANGEMENTS

- Maximised *supported autonomy* for all schools
- Protection of ethos
- Simplified administration arrangements, focussed on supporting schools
- Single system, but not *one size fits all* - flexible and tailored to meet the needs, capacity and ethos of individual schools
- Clear framework for accountability and challenge
- A coherent strategic planning framework
- 'Integrating' education

HOW THE NEW ARRANGMENTS WILL WORK

- The school / ESA relationship
- The ESA / DE relationship
- The DE / stakeholder relationship

THE SCHOOL – ESA RELATIONSHIP

- All schools funded from ESA
- All schools will be known as ‘grant-aided schools’
- Distinctions such as ‘controlled’ or ‘maintained’ no longer relevant
- Identity and ethos preserved e.g. ‘catholic’, ‘integrated’, ‘Irish-medium’, or ‘grammar’

SCHOOL / ESA RELATIONSHIP

- ESA is not a regional Education and Library Board
 - Not command and control
 - Empowerment with accountability
- ESA will be a **planner** of schools
- ESA will be a **supporter** of schools
 - Administrative services
 - Curriculum support and professional development
 - ESA may not be the monopoly supplier
- ESA will be a **challenger** of schools
 - Require corrective action
 - Direct corrective action
 - Remove budget delegation
 - Change membership of Board of Governors
- ESA will be the **employing authority** for all staff

EMPLOYING AUTHORITY/EMPLOYER

- Employing authority – ‘collective functions’
 - Determining terms and conditions
 - Trade union negotiations
 - Strategic workforce planning
 - Holding contracts of employment
- Employer – ‘individual / school-specific functions’
 - Recruitment and selection
 - Management and performance appraisal
 - Disciplinary measures
 - Dismissal/redundancy

STRATEGIC PLANNING – BAIN RECOMMENDATIONS

- Within the strategic framework established by the Department of Education, the Education and Skills Authority should have overall operational responsibility for the strategic planning of the schools' estate

STRATEGIC PLANNING – BAIN RECOMMENDATIONS

- With the establishment of the Education and Skills Authority, the Department of Education should provide appropriate resources for each sector to ensure that they have the capacity to support the planning of the schools' estate

STRATEGIC PLANNING – BAIN RECOMMENDATIONS

- Further policy development required
 - How should ‘areas’ be defined?
 - What should the role of sectoral interests be?
 - How should communities be involved?

THE ESA / DE RELATIONSHIP

- Separation of roles
 - DE focus on policy and strategy
 - ESA focus on operational support
- Key new functions with a focus on multi-sectoral working
 - Community planning
 - Director of Children's services
- No command and control
- Empowerment with accountability
- Challenge function with power to direct
- Board appointments regulated by Commissioner for Public Appointments

THE DE / STAKEHOLDER RELATIONSHIP

- New statutory forum to link DE with stakeholders
- Convened by Minister on regular basis
- Primary route for advice
- Statutory advisory role of existing bodies to end
- Stronger voice for governors, principals & teachers, parents, young people

POLICY AND LEGISLATION PROCESS

- Three key phases, normally in sequence
 - Develop policy proposals
 - Test for equality etc
 - Prepare legislation
- Time pressures necessitate parallel working
- Policy papers issued 28 November
 - response by 19 January
- Formal equality impact assessment to begin in March – 8 week consultation

POLICY AND LEGISLATION PROCESS

- Legislation – work ongoing, but consultation and screening may require changes
- Draft legislation published for consultation by July 2007
- Legislation introduced by end October 2007
- Legislation comes into operation on 1 April 2008
- Effect of devolution - ?

IMPLEMENTATION

- Chief Executive designate appointed – Gavin Boyd
- Senior team to be appointed by Autumn 2007
- Shadow board appointed by January 2008
- Important changes before and after April 2008

CONCLUSION

- Much work remains
- Key stage reached – opportunity for stakeholders to shape the policy and ensure that equality considerations are addressed