

# Dr Maureen Bennett Assistant Chief Inspector Education and Training Inspectorate



#### **Providing Inspection Services for**

Department of Education
Department for Employment and Learning
Department of Culture, Arts and Leisure







#### Northern Ireland: Background details

- Population
- School aged population
- Education administration and changes afoot
- School sectors
- Teacher education



### Educational provision & evaluation of its quality

- Outcomes and achievements of learners
- Impact of social deprivation
- Provision for special needs and additional educational needs
- Inspection and quality indicators
- Chief Inspectors' report 2006-8
  - Key themes
  - Quality of provision for special educational needs
  - Quality of Teacher education



### Policy Context: NI Government: aims for education

- Development of young person's personal and social attributes and capacities
- Ensuring that in NI, we have people with right skills at the right level to sustain and develop our economy - and within a global economy
- Contribution to the social and political harmony within NI



### **Key Policy Response (i) Revised Northern Ireland Curriculum**

- Set within a curriculum and skills framework (rather than detailed programmes of study)
- Flexibility to customise learning
- Focus on the learning needs of individuals
- Focus on relevance of learning for life, work, society, the economy and the environment
- Emphasis on development of creativity and the skills to manage information, problem-solve and make decisions

#### The "Big Picture" of the Curriculum at Key Stage 3

CURRICULUM Aim	The Northern Ireland Curriculum aims to empower young people to achieve their potential and to make informed and responsible decisions throughout their lives							
CURRICULUM OBJECTIVES	to develop the young person as an individual		to develop the young person as a contributor to society			to develop the young person as a contributor to the economy & environment		
FOR								
LEARNING FOR LIFE & WORK	PERSONAL DEVELOPM	MENT	HOME ECONOMICS		LOCAL & GLOBAL CITIZE	NSHIP	EMPLOYABI	шү
THROUGH								
KEY ELEMENTS	mutual pers more	al understanding understanding sold health al character ual awareness		citizenship cultural understanding media awareness ethical awareness			employability economic awareness n for sustainable developme	ent
INFUSING								
	COMMUNICATION				USING ICT			
CROSS-CURRICULAR SKILLS	CON	MMUNICATION	U	JSING MATHEMAT	TC <b>S</b>		USING ICT	
CROSS-CURRICULAR SKILLS  THINKING SKILLS & PERSONAL CAPABILITIES		lanaging Information		JSING MATHEMAT			USING ICT  Being Creative	
THINKING SKILLS &		lanaging Information	Thinking		, Decision Making			
THINKING SKILLS & PERSONAL CAPABILITIES  ACROSS  AREAS OF LEARNING	M	lanaging Information	Thinking with Others  MATHEMAT	g, Problem Solving,	, Decision Making Self Manag	gement		RELIGIOUS EDUCATION
THINKING SKILLS & PERSONAL CAPABILITIES  ACROSS  AREAS OF	THE ARTS S Me	danaging Information  Work  GLISH (IRISH Irish Medium ichools) with dia Education	Thinking with Others  MENT With Financial Capability	g, Problem Solving,	Decision Making Self Manage  DERN BUAGES	gement HYSICAL UCATION	Being Creative  SCIENCE & TECHNOLOGY	EDUCATION
THINKING SKILLS & PERSONAL CAPABILITIES  ACROSS  AREAS OF LEARNING	THE ARTS  ENC in S Me	lanaging Information Worl	Thinking with Others  MENT With Finance Capability  areas relevant an	g, Problem Solving,	, Decision Making Self Manag	gement  HYSICAL  UCATION  skills integrated	Being Creative	
THINKING SKILLS & PERSONAL CAPABILITIES  ACROSS  AREAS OF LEARNING  PROMOTING / ENCOURAGING LEARNING	THE ARTS  ENC in S Me	GLISH (IRISH Irish Medium ichools) with saia Education  ENVIRON & SOCI	Thinking with Others  MENT With Finance Capability  areas relevant an culturally diverse po	g, Problem Solving,  ICS  MOI  LANG	DERN ED media-rich	gement  HYSICAL  UCATION  skills integrated	SCIENCE & TECHNOLOGY	offers choice
THINKING SKILLS & PERSONAL CAPABILITIES  ACROSS  AREAS OF LEARNING  PROMOTING / ENCOURAGING  LEARNING EXPERIENCES  ASSESSMENT	investigating & problem solving challenging and engaging building a more open relationship between intentions	GLISH (IRISH Irish Medium Schools) with selia Education  ENVIRON & SOCI Initiation and Irish Medium Schools with selia Education  Environment Supportive environment  Supportive environment  Supportive environment  Supportive environment  Supportive environment  Supportive environment	Thinking with Others  MENT MATHEMAT with Finance Capability  areas relevant an culturally diverse po	nd enjoyable taking risks for learning	DERN SUAGES  media-rich  varied to suit learn  advice on what to improve and how to improve it	gement  AYSICAL  UCATION  skills integrated  ning style on-	SCIENCE & TECHNOLOGY  active and hands on going reflection  celebrate success against agreed success criteria	offers choice enquiry based  peer and self evaluation of



### Key Policy response (ii) Literacy and Numeracy Strategy

- Child –centred provision raising levels of attainment for all
- High quality teaching and learning
  - Narrowing gap between highest and lowest performing pupils and schools
  - Balance between whole-class teaching and needs of individuals
  - Addressing under-achievement
  - Providing additional support for pupils (Linked to progressive stages set out in Special Education Needs strategy)
  - Providing additional support for pupils
- Effective leadership
- A school connected to its local community



### Key Policy Response (iii) Every School a Good School

- Leadership and an ethos of aspiration
- Supporting and facilitating high quality teaching
- A focus on tackling barriers to learning
- A culture of self-evaluation and selfimprovement including focus on literacy and numeracy and making effective use of data
- A readiness to provide support to deliver improvement or where, necessary to challenge a school's provision (special measures programme)
- Engagement between schools and the parents, families and communities they serve



## Key Policy Response (iv) Review of Special Educational Needs and Inclusion

- An overarching inclusive framework aimed at raising standards and outcomes for all
- An inclusive model of a continuum of quality provision for a diversity of need, in different settings
- Reduction or removal of barriers to learning faced by some children
- Focus on early identification and intervention putting in place the right support at the right time



### Review of Special Educational Needs and Inclusion *continued*.

- Pre-school SEN assessment and provision
- Enhanced role of schools mainstream and special
- Dissemination of existing good practice and collaborative working
- Improved multi-disciplinary / multi-agency working
- Arrangements for funding, outcomes, and accountability



#### Key Policy Response (v) Teacher Education Review

#### Key issues

- The competence framework
- The role and remit of initial teacher education
- Teacher supply and teacher demand
- Review of effectiveness of progression across the stages of initial teacher education, early professional development and continuing professional development



#### Teacher Education Review continued

- Ensure teacher education best meets needs of schools and teachers
- Provide ESA with key leadership role in teacher education
- Ensure that all T.Ed. reflects competences and values set out by GTCNI
- Improve partnership and collaboration across whole T.Ed. process



#### Teacher Education Review continued

- At all stages in T.Ed, focus more closely on best practice pedagogies incl. challenges of SEN
- Respond to ETI findings and other government priorities
- Provide for improvements in professional development of school leaders
- Development of a better value money teacher workforce planning model



Ahead of us the sky's a geyser now A calm voice talks of cloud yet we feel lost Air-pockets jolt our fears and down we go. Travellers, at this point, can only trust.

Seamus Heaney