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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

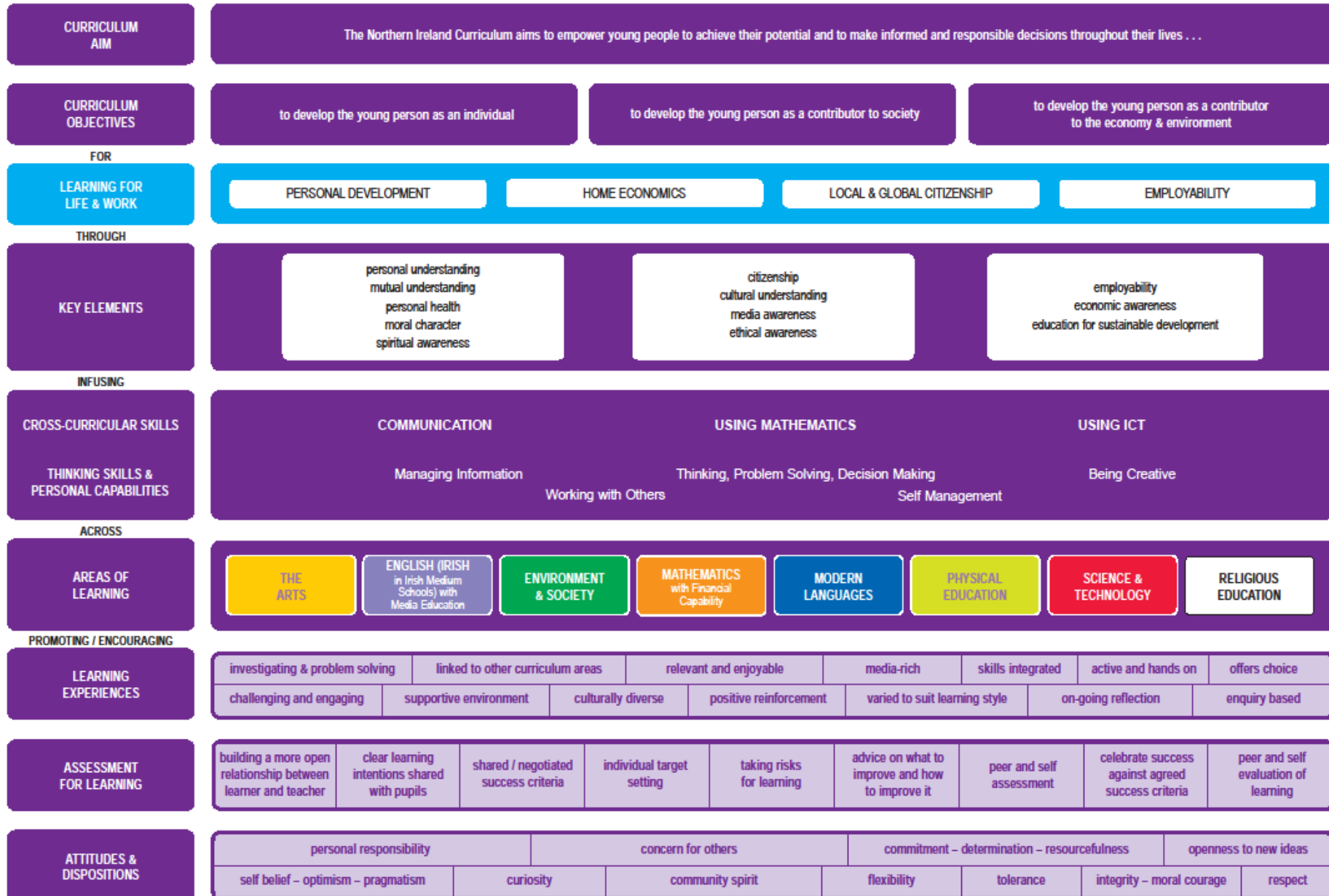
- Development of young person's personal and social attributes and capacities
- Ensuring that in NI, we have people with right skills at the right level to sustain and develop our economy - and within a global economy
- Contribution to the social and political harmony within NI



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





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 self-improvement 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