

Context for Change (1)



- Changing World – Globalization, Knowledge led Economies
- Demand for flexible skills
- Need to see Education as a driver of Social and Economic Change
- Opportunities for Cohesive Educational Change
 - Post Primary Review
 - Revised N.I. Curriculum
 - E-Learning Strategy
 - Review of 14-19 Provision
 - Review of Pre-School Provision
 - Revised Teacher Contract
 - Revised Teacher Training Arrangements
 - Renewal of School Estate



Context for Change (2)



- Demography

In 2002 there were 187,193 pupils aged 11-17 in the Post Primary Sector

The Projected Decline is:

2010 – reduced by **9.27%**

2015 – reduced by **16.04%**

2040 – reduced by **20.00%**

In some areas the extent of downturn is greater



Context for Change (3)



- With demographic downturn comes other changes:
 - Schools get smaller – some close
 - Intake profiles broaden
 - Subject choice diminishes
 - Demand for a broader range of courses increases
 - The needs of Individual Children are less likely to be met



Context for Change (4)



- Performance very good at top end but behind UK overall
 - 25 % of N.I. population at lowest literacy levels
 - Working Age Qualified:

	N.I.	UK
Level 4+	22	25
Level 3+	41	45
Level 2+	66	67

- Average GCSE points score (2002/2003)

	N.I.	UK
	37.9	40.9

- NI has one of the largest differentials between highest and lowest levels of achievement



The 7 'Costello' Principles



The Child is the centre of the Proposals:

1 Equality 2 Quality

3 Relevance 4 Access

The Education Service needs to be provide:

5 Choice 6 Respect

7 Partnership



The Main Proposals



- Proposals based on Principles
- Pupils Entitlement to Learning pathways
 - Academic, vocational and mixed
 - Minimum choice of 24 subjects/courses at key Stage 4
 - Minimum choice of 27 Subjects/Courses Post 16
 - Access to Enrichment
- No Selection
 - Last transfer Test in 2008
 - Main Points for choice at 14 and 16
 - Choice supported by Pupil Profile
- Delivery
 - Provision may be made in one school or through co-operation and collaboration with other schools, Further Education or other providers
 - Arrangements to be a balance of strategic and local decision making



Progress So Far



S L O W W W

- Need to remember that this is Government Policy
- Strategic Advisory Group – established in June
- Some Planning on issues such as:
 - Specialist Schools
 - Admission Criteria
 - Piloting Arrangements
 - Budgeting Plan
- Need for much greater guidance from DE
- The focus must be on Implementation



Issues for Primary Schools



- No high status testing – less stress
- More flexibility in the curriculum
- More opportunities to promote enjoyment in learning
- Different approach need to success measures
- Potential for new forms of relationship with Post Primary schools
- New relationship with parents
- Pupil profile



Pupil Profile



- Being developed by CCEA
- Open to modification through trialling
- Not limited to the primary sector
- Main components
- Formative outlines continuity in learning
- Builds overtime a realistic and rounded views of the pupils:
 - Attainments
 - Skills and capabilities
 - Attitudes
 - Aptitudes
 - Interests
 - Learning Preferences
- Indicates areas for improvement
- Provides a common instrument for pupils, parents and pupils on which decisions on learning pathways can be taken



Challenges for Primary Schools



- What are they?
- How can they be addressed?

Presentation is available on the CCMS Website –
www.onlineccms.com

