

NORTHERN IRELAND

THE DEPARTMENT

OF

EDUCATION

Business Plan

2004 – 2005

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Foreword by Gerry McGinn

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Foreword

This is an exciting time for education. A major review of post-primary arrangements has recently reported and the curriculum review is at an advanced stage. Massive investment in the schools estate is underway through the Strategic Investment Programme and major initiatives are progressing in ICT.

It is also a challenging time. Pupil numbers are set to reduce substantially as the full effects of demographic decline impact on school enrolments. Many pupils continue to be turned off by the school curriculum and too many young people leave school with low qualifications.

In the Department of Education we believe that education really can make a difference. We are committed to tackling these issues and taking full advantage of the opportunities presented by the priority attached to education by Government.

This Business Plan sets out how we plan to take forward this work in 2004/05. It has been developed within a Strategic Framework that outlines our aims and priorities for the longer term.

We face an exciting and challenging agenda over the next 12 months and in doing so we will work with all our partners, both inside and outside the education sector, to ensure the best possible outcomes for society, the economy and, above all, young people.

Gerry McGinn

Permanent Secretary

INTRODUCTION

About this Plan

The purpose of this Business Plan for the Department of Education (DE) is to:

- identify the priorities and key tasks for DE during 2004/05 and communicate them to our staff, education partners and other interested parties;
- guide our corporate activity throughout the year; and
- draw out the linkages with the actions and targets to which we are already publicly committed.

Context

In preparing this business plan, DE has taken account of the increasingly complex environment within which education is delivered.

Developments in modern communications and advances in ICT are combining to make the world ever more accessible. New skills must be acquired and new relationships fostered if Northern Ireland is to compete in international markets where industry and commerce are increasingly knowledge-based. Our education system has a key role to play in facing these significant challenges.

At a local level, our education system must grapple with serious problems. The curriculum is seen as uninteresting and irrelevant by many pupils. While many of our young people achieve at the highest level, too many leave school with low or inadequate qualifications. Northern Ireland has one of the widest disparities in education achievement in the OECD and over 20% of the working age population has difficulties with the essential skills of literacy and numeracy.

Much of the schools' estate is in poor condition and unsuited to the needs of modern approaches to teaching and learning. Moreover, Northern Ireland also faces substantial demographic decline. The number of children aged under 18 in the Province is projected to fall by 25,600 (6%) by 2009 and by 40,900 (9%) by 2014. This will have major implications for the way in which education is

delivered in the future.

It is within this international and local context that DE is taking forward a very substantial reform agenda, as part of the Government's Reinvestment and Reform initiative which directly links additional investment to improvement in the delivery of public services.

Planning Framework

To tackle these many challenges and competing priorities effectively, DE has drawn up a Strategic Framework (Figure 1). This is designed to provide clear direction and guide planning over the next 3-5 years. The 2004/05 Business Plan has been developed within this Strategic Framework.

In order to realise our Vision and Mission Statement, the Strategic Framework identifies 5 strategic themes (Table 1):

- Valuing Education.
- Fulfilling Potential.
- Promoting Equality and Inclusion.
- Resourcing Education.
- Organising for success.

The first four themes relate to the education service as a whole, while the fifth sets out how the Department will organise itself to deliver the preceding four educational themes. Each theme is underpinned by supporting strategic aims and strategic priorities and the actions in this 2004/05 Business Plan are set out under these headings.

To ensure we maintain a sharp focus on improvement and delivery, DE has identified the following 9 strategic priorities as key priorities for 2004-05:

- Promoting the value of education.
- Providing a broad, balanced and flexible school and youth service curriculum.
- Developing flexible post-primary arrangements that meet the varying need and abilities of young people.
- Promoting improvement and reducing differentials in educational attainment.
- Ensuring all school leavers are numerate and literate.
- Ensuring that young people with special educational needs or a disability have access to appropriate educational provision.
- Providing a safe and secure physical environment in schools and youth settings that meet the changing requirements of teaching and learning.
- Strengthening relationships with those who contribute to education goals.
- Having appropriate management information and support systems to inform policy, guide action and ensure accountability.

These 9 key priorities constitute a huge reform agenda and comprise a number of linked and inter-dependent reviews and initiatives. To help ensure a co-ordinated and integrated approach to policy development and implementation, DE has established a Programme Board to manage, as a coherent programme, 4 related strands of reform and modernisation. These comprise:

- the recommendations from the Costello Report on Post-Primary education;
- the review of the curriculum;
- the development of ICT; and
- the modernisation of the schools' estate.

These priorities and oversight arrangements reflect our continuing determination to deliver real improvements for all and to target help towards the most disadvantaged children and young people.

Delivering the Plan

A key aim of the Government is improved services to the citizen. Our Service Delivery Agreement (Appendix A) sets out delivery targets and how they will be achieved. The SDA will be realised through the actions in this Business Plan.

The Education and Training Inspectorate will support DE in the delivery of its key aims by giving timely, well-informed advice on policy development and implementation and on the quality of provision and standards of achievement. The evidence base for this advice will be gathered through inspection and survey activity within and across the pre-school, school, special, alternative education, youth and initial teacher education sectors and in relation to the work of the Curriculum, Advisory and Support Services of the Education and Library Boards.

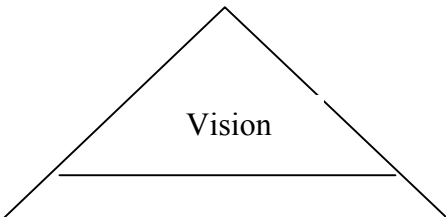
Strengthening relationships with those who contribute to education goals is a key strategic priority and, in delivering this Business Plan, DE will work closely with its partners in the education services and with other Departments, particularly those with coincident interests and responsibilities such as the Department of Employment and Learning (DEL), the Department of Culture, Arts and Leisure (DCAL) and the Department of Health, Social Services and Public Safety (DHSSPS).

DE will continue to promote equity and fairness and will seek to ensure that all those who work for, or interact with, the education and youth service are treated with respect and have their rights respected. This Business Plan should therefore be read in conjunction with the Department's Equality Scheme and New TSN Action Plan (www.deni.gov.uk).

The distribution of the education budget, in support of our strategic aims, is shown in Appendix B. The Department will monitor expenditure closely to ensure that resources are carefully targeted to realise key objectives, address areas of greatest need and achieve value for money. Demonstrating clear accountability, including implementation of recommendations made by the Northern Ireland Audit Office and the Public Accounts Committee, will continue to be a priority for the Department.

We will keep this plan under review, and publish an update in the Autumn, with a short explanation for any changes. In this way we will strive to demonstrate clear accountability for the work we are doing on behalf of parents and pupils in Northern Ireland.

Figure 1: Strategic Framework



Strategic Framework

VISION - To educate and develop the young people of Northern Ireland to the highest possible standards, providing equality of access to all.

MISSION - We will work together as partners in education and youth services to ensure a high standard of education for all children and young people, which will put them at the centre of education, motivate them, build their confidence and enrich their lives, and provide the foundation for a strong and vibrant economy.

Table 1: Themes -

1. Valuing Education	2. Fulfilling Potential	3. Promoting Equality and Inclusion	4. Resourcing Education	5. Organising for Success
AIMS –	AIMS -	AIMS -	AIMS -	AIMS -
<p>1.1 To promote the value of education.</p> <p>1.2 To create a desire for learning in young people.</p>	<p>2.1 To provide flexible learning opportunities that meet the varying needs and abilities of all young people.</p> <p>2.2 To raise educational attainment for all young people.</p> <p>2.3 To foster the personal development of young people, including an understanding of their rights and responsibilities.</p> <p>2.4 To provide young people with the knowledge and skills for life, employment and further learning</p>	<p><i>3.1 To ensure equality of access to education and youth service provision and to facilitate parental choice as far as possible.</i></p> <p>3.2 To promote among all those in the education and youth service respect for, and accommodation of, diversity, equality and human rights.</p>	<p><i>4.1 To secure the necessary funding to deliver a high quality education and youth service.</i></p> <p>4.2 To use resources efficiently, effectively and equitably to support and improve learning.</p> <p>4.3 To have highly skilled and motivated teachers, youth workers and support staff.</p> <p>4.4 To have high quality leadership and governance across the education and youth service.</p>	<p><i>5.1 To have effective external relationships.</i></p> <p>5.2 To have the appropriate number and profile of staff with the necessary skills and competences.</p> <p>5.3 To maximise the participation and contribution of staff.</p> <p>5.4 To ensure good governance within DE and provide a high quality service.</p>

DE

Business Plan

2004 – 2005

Theme 1: Valuing Education

Aims	Priorities	Actions	Lead Division
<p>1.1 To promote the value of education.</p>	<p>1.1.1* To promote the personal, social and economic benefits of education to individuals, the community and bodies of influence.</p>	<p><i>a. To have one or more pilot Education Action Zones in place by September 2004.</i></p>	<p>School Improvement & Teacher Development</p>
<p>1.2 To create a desire for learning in young people.</p>	<p>1.2.1 To provide positive learning experiences that interest and stimulate young people.</p>	<p>a. To identify and celebrate a key educational theme by March 2005.</p>	<p>Permanent Secretary's Office</p>
	<p>1.2.2 To ensure effective support for young people.</p>	<p>a. To review the funding of services to promote increased participation of Traveller children in education and commence implementation of revised arrangements by May 2004.</p> <p>b. To complete a Survey of Traveller Education and present findings by December 2004.</p> <p>c. To complete the review of education provision for children for whom English is not their first language, by December 2004.</p>	<p>Equality, Rights & Youth Service</p> <p>Education & Training Inspectorate</p> <p>Equality, Rights & Youth Service</p>

* Key priority for 2004 – 05.

Theme 2: Fulfilling Potential

Aim	Priorities	Actions	Lead Division
<p>2.1 To provide flexible learning opportunities that meet the varying needs and abilities of all young people.</p>	<p>2.1.1* To provide a broad, balanced and flexible school and youth service curriculum appropriate to the needs of young people, society and the economy.</p>	<p>a. To determine the content of the Entitlement Framework for post-primary schools by August 2004.</p> <p>b. To issue draft Education Order for consultation, incorporating revised Curriculum provisions and other legislative amendments, by December 2004.</p> <p>c. To issue revised Core Syllabus for Religious Education to schools by May 2004.</p> <p>d. To consult on a Languages Strategy for Northern Ireland by October 2004.</p> <p>e. To complete the Teacher Education Review study on curriculum and post-primary by March 2005.</p> <p>f. To provide timely, evidence-based advice to DE regarding the effectiveness of the school and Youth Service curricula by March 2005.</p>	<p>Curriculum and Post-Primary Review</p> <p>Curriculum and Post-Primary Review</p> <p>Curriculum and Post-Primary Review</p> <p>Curriculum and Post-Primary Review</p> <p>School Improvement and Teacher Development</p> <p>Education & Training Inspectorate</p>

* Key priority for 2004 – 05.

Aim	Priorities	Actions	Lead Division
	<p>2.1. 2* To develop flexible post-primary arrangements that meet the varying needs and abilities of young people.</p>	<p>a. To establish the structures and processes to support implementation of new post-primary arrangements:</p> <ul style="list-style-type: none"> - set up programme board and constituent projects by April 2004; - establish strategic and area planning groups by June 2004. <p>b. To review, with DEL, provision for students in the 14-19 age group in light of the Post-Primary Review and Further Education Review by March 2005.</p> <p>c. To assess, with CCEA, the implications for NI of the proposals for future qualification structures in Great Britain, by December 2004.</p> <p>d. To provide timely, evidence-based, advice to DE on the outworkings of the Post-Primary Review.</p>	<p>Curriculum and Post-Primary Review</p> <p>Curriculum and Post-Primary Review</p> <p>Curriculum and Post-Primary Review</p> <p>Education & Training Inspectorate</p>

Aim	Priorities	Actions	Lead Division
<p>2.2 To raise educational attainment for all young people.</p>	<p>2.2.1* To promote improvement and reduce differentials in educational attainment.</p>	<p>a. To revise arrangements for school support, in light of the Curriculum and Post-Primary Reviews, by March 2005.</p> <p>b. To complete consultation on school development planning requirements and make regulations by December 2004.</p> <p>c. To introduce Educational Maintenance Allowances for qualifying 16 year-olds from September 2004.</p> <p>d. To complete the programme of inspections (including SSP inspections) as set out in the ETI 2004/05 Business Plan.</p>	<p>School Improvement & Teacher Development</p> <p>School Improvement & Teacher Development</p> <p>School and Pupil Services</p> <p>Education and Training Inspectorate</p>

* Key priority for 2004 – 05.

Aim	Priorities	Actions	Lead Division
	2.2.2 To enhance the capacity of young people to learn by promoting their physical and emotional welfare.	<p>a. To ensure that Personal, Social and Health Education, and physical activity, are appropriately reflected in the revised curriculum, by October 2004.</p> <p>b. To review current measures to support the welfare of pupils in 10 interface schools, by June 2004.</p> <p>c. To complete the pilot scheme on nutritional standards for school canteens by March 2005.</p>	<p>Curriculum and Post-Primary Review</p> <p>School and Pupil Services</p> <p>School and Pupil Services</p>
2.3 To foster the personal development of young people, including an understanding of their rights and responsibilities.	2.3.1 To build confidence and self-esteem in young people and develop their personal and interpersonal skills.	<p>a. To have in place curricular provision for pre-school and Key Stages 1-4 that promotes positive attitudes to learning, builds pupils' self-esteem and develops appropriate personal and social skills, by October 2004.</p> <p>b. To undertake a survey of the Early Years Enriched Curriculum and present findings by December 2004.</p>	<p>Curriculum and Post-Primary Review</p> <p>Education & Training Inspectorate</p>
	2.3.2 To provide an effective programme of citizenship, incorporating formal and informal learning.	<p>a. To complete the roll-out of the Citizenship Programme to post-primary schools by March 2005.</p> <p>b. To have the interim findings of a survey of Citizenship in post-primary schools available by March 2005.</p>	<p>Curriculum and Post-Primary Review</p> <p>Education and Training Inspectorate</p>

Aim	Priorities	Actions	Lead Division
<p>2.4 To provide young people with the knowledge and skills for life, employment and further learning.</p>	<p>2.4.1* To ensure all school leavers are numerate and literate.</p>	<p>a. To deliver initiatives on literacy and numeracy and support current good practice to improve overall standards, by March 2005.</p> <p>b. To complete the planned Quality Assurance Inspections of the NI literacy and numeracy strategies and produce interim findings by March 2005.</p> <p>c. To put in place agreed arrangements for Key Skills/Essential Skills reflecting the needs of both schools and FE sectors by March 2005.</p> <p>d. To report on literacy and numeracy as integral elements of each inspection within the designated timescales.</p>	<p>School Improvement & Teacher Development</p> <p>Education and Training Inspectorate</p> <p>Curriculum and Post-Primary Review</p> <p>Education and Training Inspectorate</p>
	<p>2.4.2 To foster initiative and creativity in young people and develop their skills in ICT, communication and problem solving.</p>	<p>a. To revise the proposed curriculum to foster creativity in young people, develop their skills in ICT, communication and problem solving by October 2004.</p>	<p>Curriculum and Post-Primary Review</p>
	<p>2.4.3 To provide support, experiences and information to enable young people to make informed education and career choices.</p>	<p>a. To oversee development of the Pupil Profile and extend pilots in schools by September 2004.</p> <p>b. To establish, in liaison with DEL and DETI, revised arrangements for business education activities in accordance with Curriculum and Post-Primary reviews.</p> <p>c. To undertake a survey of post-16 (schools and FE colleges) careers education and guidance provision and produce interim findings by March 2005.</p>	<p>Curriculum and Post-Primary Review</p> <p>School Improvement & Teacher Development</p> <p>Education and Training Inspectorate</p>

* Key priority for 2004 – 05.

Theme 3: Promoting Equality and Inclusion

Aim	Priorities	Actions	Lead Division
<p>3.1 To ensure equality of access to education and youth service provision and to facilitate parental choice as far as possible.</p>	<p>3.1.1 To ensure, as far as is practicable, that the range of education provision meets the wishes of parents.</p>	<p>a. Publish eligibility criteria for ‘specialist schools’ by December 2004.</p> <p>b. To encourage and facilitate, and respond appropriately to parental demand for, Integrated and Irish Medium education.</p>	<p>Development & Infrastructure</p> <p>Development & Infrastructure</p>
	<p>3.1.2 To ensure that school admission arrangements are transparent and as far as possible support parental choice of school.</p>	<p>a. To publish for consultation potential admission criteria for post-primary schools, by December 2004.</p> <p>b. To review transport arrangements and bring forward recommendations by March 2005.</p>	<p>School and Pupil Services</p> <p>School and Pupil Services</p>
	<p>3.1.3 To secure adequate support for young people who are disaffected or at risk.</p>	<p>a. To complete consultation on review of suspensions and expulsions by September 2004 and publish action plan by January 2005.</p> <p>b. To complete a minimum of 3 inspections of Alternative Education Provision centres by March 2005.</p>	<p>Equality, Rights & Youth Service</p> <p>Education and Training Inspectorate</p>
	<p>3.1.4* To ensure that young people with special educational needs or a disability have access to appropriate education provision.</p>	<p>a. To secure Special Educational Need and Disability legislation by December 2004.</p> <p>b. To issue for consultation a draft revised Code of Practice on the Identification and Assessment of Special Educational Needs, by December 2004.</p> <p>c. To include special educational needs as an integral part of inspection and to publish findings within designated timescales.</p> <p>d. To complete 2004/05 programme of inspections in Special Schools by March 2005.</p> <p>e. To develop strategic plans and policies for Enhanced Provision for Children with SEN in priority areas, by December 2004.</p> <p>f. To commence agreed programme of accommodation improvements to facilitate disabled access in priority schools by August 2004.</p>	<p>Equality, Rights & Youth Service</p> <p>School and Pupil Services</p> <p>Education and Training Inspectorate</p> <p>Education and Training Inspectorate</p> <p>School and Pupil Services</p> <p>Development & Infrastructure</p>

* Key priority for 2004 – 05.

Aim	Priorities	Actions	Lead Division
		g. To establish the Middletown Centre for Children with Autism by September 2004.	School and Pupil Services

	3.1.5 To promote open and equal access to youth service activities for all young people.	<p>a. To produce interim evaluations of projects addressing the needs of gay and lesbian young people and young people from ethnic minorities, by October 2004.</p> <p>b. To complete the 2004/05 programme of inspections in the Youth Service as set out in the ETI plan by March 2005.</p>	<p>Equality Rights and Youth Service</p> <p>Education and Training Inspectorate</p>
3.2 To promote among all those in the education and youth service respect for, and accommodation of, diversity, equality and human rights.	3.2.1 To promote among young people understanding and tolerance of those from different backgrounds or circumstances.	a. To produce action plan in response to recommendations of Review of Schools' Community Relations scheme, by December 2004.	Equality, Rights & Youth Service
	3.2.2. To ensure young people are educated in a supportive and caring environment and are protected in schools and youth settings.	<p>To implement Protection of Children and Vulnerable Adults legislation:</p> <ul style="list-style-type: none"> - To publish Guide for Employers, by end of September 2004 - To make regulations on Teacher and non-teaching staff suitability for work with children, by November 2004 <p>To disseminate child protection guidelines specific to the Youth Service, by December 2004.</p> <p>To include pastoral care (including child protection) as an integral part of inspections</p>	<p>Equality, Rights & Youth Service</p> <p>Equality, Rights & Youth Service</p> <p>Education & Training Inspectorate</p>
	3.2.3 To take into account the needs of all Section 75 groups in delivering education and youth services.	a. To publish revised schedule of Equality Impact Assessments, by December 2004.	Equality, Rights & Youth Service

Theme 4: Resourcing Education

Aim	Priorities	Actions	Lead Division
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Aim	Priorities	Actions	Lead Division
<p>4.1 To secure the necessary funding to deliver a high quality education and youth service.</p>	<p>4.1.1 To have an effective business planning and financial bidding process.</p>	<p>a. To have in place a Strategic Framework for business planning in the education sector by March 2005.</p> <p>b. To publish the DE Business Plan for 2005/06 by March 2005.</p> <p>c. To develop and implement a robust strategy for Budget 2004 Spending Review, by December 2004.</p> <p>d. To produce a Strategy for Youth work in Northern Ireland, by September 2004.</p> <p>e. To develop arrangements for measuring the performance of the Youth Service, by March 2005.</p>	<p>Finance & Strategic Planning</p> <p>Finance & Strategic Planning</p> <p>Finance & Strategic Planning</p> <p>Equality, Rights & Youth Service Equality, Rights & Youth Service</p>
	<p>4.1.2 To maximise funding from alternative sources.</p>	<p>a. To meet agreed targets for drawdown of EU funding, by March 2005.</p> <p>b. To secure funding from alternative sources, including the New Opportunities Fund, for qualifying projects by March 2005.</p>	<p>Resource Allocation</p> <p>Resource Allocation</p>
<p>4.2 To use resources efficiently, effectively and equitably to support and improve learning.</p>	<p>4.2.1* To provide a safe and secure physical environment in schools and youth settings that meets the changing requirements of learning and teaching.</p>	<p>a. To develop a strategy to manage investment in the schools estate, in light of demographic change and new approaches to learning by March 2005.</p> <p>b. To announce Capital Programme for major works by March 2005.</p> <p>c. To complete the review of priority areas of the Building Handbook by March 2005.</p> <p>d. To review enhanced security measures for schools in interface areas by October 2004.</p> <p>e. To process all development proposals within designated timescales.</p> <p>f. To comment on the quality and appropriateness of accommodation / resources as part of inspection in schools and youth settings and</p>	<p>Development & Infrastructure</p> <p>Development & Infrastructure</p> <p>Development & Infrastructure</p> <p>School and Pupil Services</p> <p>Development & Infrastructure</p> <p>Education and Training Inspectorate</p>

* Key priority for 2004 – 05.

Aim	Priorities	Actions	Lead Division
		report within designated timescales.	

Aim	Priorities	Actions	Lead Division
	4.2.2 To ensure the equitable distribution of resources according to need.	a. To implement the Local Management of Schools Common Funding Scheme by March 2005.	Resource Allocation
	4.2.3 To ensure a co-ordinated and effective ICT infrastructure that supports learning and meets administrative needs.	<p>a. To have in place appropriate governance and funding arrangements for ICT across the education sector by June 2004.</p> <p>b. To produce a revised Educational Technology Strategy ('emPowering Schools') by December 2004.</p> <p>c. To undertake post project evaluation of C2K Primary School provision by December 2004.</p> <p>d. To identify options for C2K equipment replacement in Primary Schools by March 2005.</p> <p>e. To have the interim findings of a survey of impact of C2K in Primary Schools available by March 2005.</p>	<p>Corporate Services</p> <p>School Improvement & Teacher Development</p> <p>Development & Infrastructure</p> <p>Development & Infrastructure</p> <p>Education and Training Inspectorate</p>
	4.2.4 To secure the provision of safe, reliable and cost-effective support services.	a. To agree a plan to take forward the Environment Committee's Report on school transport by Autumn 2004.	School and Pupil Services

Aim	Priorities	Actions	Lead Division
	<p>4.2.5 To ensure accountability and demonstrate value for money.</p>	<p>a. To introduce improved planning and accountability arrangements through the Planning and Accountability Review, by March 2005.</p> <p>b. To develop arrangements to assess and improve efficiency, by March 2005.</p> <p>c. To establish and agree new output indicators for Youth Service allocations to ELBs, by January 2005.</p> <p>d. To implement Estates Management Database by June 2004.</p> <p>e. To implement findings of Schools' Estate Procurement Strategy by March 2005.</p>	<p>Finance & Strategic Planning</p> <p>Finance & Strategic Planning</p> <p>Equality, Rights & Youth Service</p> <p>Development & Infrastructure</p> <p>Development & Infrastructure</p>
		<p>f. To establish arrangements for efficient and co-ordinated monitoring of NIAO recommendations, by July 2004.</p> <p>g. To establish a framework for monitoring Best Value activity by ELBs by June 2004.</p>	<p>Finance & Strategic Planning</p> <p>Resource Allocation</p>

Aim	Priorities	Actions	Lead Division
		<p>i. To provide interim findings on a survey of Continuing Professional Development by March 2005.</p> <p>j. To complete programme of inspections in the Youth Service & initial teacher training as set out in the ETI 2004/05 Business Plan.</p> <p>k. To develop options to improve retention of trained youth workers within the Youth Service by December 2004.</p> <p><i>l. To revise the Teachers' Superannuation Scheme in the light of the UK-wide review by March 2005.</i></p>	<p>Education and Training Inspectorate</p> <p>Education and Training Inspectorate</p> <p>Equality, Rights and Youth Service</p>
	<p>4.3.2 To promote effective collaborative working amongst teachers, youth workers and support staff.</p>	<p>a. To pilot local collaboration projects that support new post-primary arrangements by September 2004.</p>	<p>Curriculum and Post-Primary Review</p>
<p>4.4 To have high quality leadership and governance across the education and youth service.</p>	<p>4.4.1 To enhance leadership skills among senior management in our partner bodies, schools and youth settings.</p>	<p>a. To have more than 400 teachers participate in the Professional Qualification for Headship at 1 April 2004 and to have 150 graduate by March 2005.</p> <p>b. To include explicit comments on leadership and management within inspection reports and produce reports within designated timescales.</p>	<p>School Improvement & Teacher Development</p> <p>Education and Training Inspectorate</p>
	<p>4.4.2 To ensure that school governors and members of statutory education bodies understand their role and discharge their responsibilities effectively.</p>	<p>a. To hold six monthly accountability review meetings with Chairs and Chief Executives across the education sector, by December 2004.</p> <p>b. To have made the planned progress to allow for the effective reconstitution of the ELBs and Staff Commission for ELBs by March 2005.</p> <p>c. To review elements of the support arrangements for school governance by March 2005.</p> <p>d. To commence a review of Board of Governor</p>	<p>Finance & Strategic Planning</p> <p>Resource Allocation</p> <p>School and Pupil Services</p>

Aim	Priorities	Actions	Lead Division
		membership by September 2004.	School and Pupil Services

Theme 5 : Organising for Success

Aim	Priorities	Actions	Lead Division
<p>5.1 To have effective external relationships.</p>	<p>5.1.1* To strengthen relationships with those who contribute to education goals.</p>	<p>a. To consult education partners on the strategy for Budget 2004 by September 2004.</p> <p>b. To agree Service Level Agreements on the provision of a teachers' payroll service for ELBs and FE Colleges by June 2004.</p>	<p>Finance & Strategic Planning</p> <p>Resource Allocation</p>
	<p>5.1.2 To engage positively with others.</p>	<p>a. To organise with DEL a conference on the Teacher Education Review studies by May 2004.</p>	<p>School Improvement & Teacher Development</p>
	<p>5.1.3 To communicate effectively with others.</p>	<p>a. To implement accepted recommendations of the external communications report by March 2005.</p> <p>b. To provide briefing and responses to Parliamentary Questions, Minister's Cases and other correspondence to the Minister within specified timescales.</p>	<p>Corporate Services</p> <p>Corporate Services</p>
<p>5.2 To have the appropriate number and profile of staff with the necessary skills and competences.</p>	<p>5.2.1 To have a human resource planning process aligned to the business plan.</p>	<p>a. To identify DE issues to be addressed by the e-HR Programme by September 2004 for procurement phase, and for planning for implementation phase by March 2005.</p> <p>b. To have a workforce planning policy and process in place by September 2004.</p>	<p>Corporate Services</p> <p>Corporate Services</p>
	<p>5.2.2 To develop staff to enhance their personal skills and to meet business needs.</p>	<p>a. To put in place a Learning and Development Plan by May 2004 and deliver the plan by March 2005.</p> <p>b. To implement IiP Action Plan and achieve IiP re-accreditation by June 2004.</p>	<p>Corporate Services</p> <p>Corporate Services</p>
	<p>5.2.3 To have a learning culture.</p>	<p>a. To have a development programme in place for managers by June 2004.</p>	<p>Corporate Services</p>

* Key priority for 2004 – 05.

Aim	Priorities	Actions	Lead Division
5.3 To maximise the participation and contribution of staff.	5.3.1 To have internal structures that support the delivery of our business.	a. To complete the review of internal structures by September 2004.	Corporate Services
	5.3.2 To have motivated staff who understand their role in delivering a high quality service.	a. To have in place a customer care policy by May 2004. b. To take forward the accepted recommendations of the Harassment and Bullying Report by March 2005.	Corporate Services Corporate Services
	5.3.3 To have effective internal communications.	a. To take forward the accepted recommendations of the HR strategy by March 2005. b. To implement the accepted recommendations of the Internal Communications Group by March 2005.	Corporate Services Corporate Services
5.4 To ensure good governance within DE and provide a high quality service.	5.4.1 To have effective financial resource planning, distribution and management.	a. To make financial allocations that reflect DE business priorities, by March 2005. b. To ensure accuracy and timeliness in all financial transactions, comply with audit and other requirements and to contain expenditure within budgets by March 2005 c. To prepare 2003/04 Departmental Resource Accounts and Teachers' Superannuation Scheme Statements by July 2004. d. To ensure accurate and timely payments to teachers within agreed timescales.	Finance & Strategic Planning Finance & Strategic Planning Finance & Strategic Planning Resource Allocation

Aim	Priorities	Actions	Lead Division
	<p>5.4.2* To have appropriate management information and support systems to inform policy, guide action and ensure accountability.</p>	<p>a. To develop key Management Information to assess progress against the Strategic Framework, by March 2005.</p> <p>b. To agree the DE e-Business Strategy Implementation plan by June 2004.</p> <p>c. To have the first tranche of priority projects from the IS/eBusiness Strategy, including procurement of MIS software, underway by March 2005.</p> <p>d. To have in place new records management policies by June 2004 and to comply with the FOI Act by January 2005.</p> <p>e. To establish an Accounting Services Project in DE and input to NICS project management by March 2005.</p> <p>f. To provide timely statistical and research advice and to publish statistics in accordance with the National Statistics pre-announced programme.</p> <p>g. To provide timely, evidence-based policy advice to DE regarding the pre-school, school, special, youth and Initial Teacher Education sectors.</p>	<p>Finance & Strategic Planning</p> <p>Corporate Services</p> <p>Corporate Services</p> <p>Corporate Services</p> <p>Finance & Strategic Planning</p> <p>Corporate Services</p> <p>Education & Training Inspectorate</p>
	<p>5.4.3 To provide an efficient, effective and integrated service.</p>	<p>a. To consult on pre-school policy review and announce future direction for pre-school provision by March 2005.</p> <p>b. To secure a new Teachers' Pension, Pay and Personnel System by March 2005.</p> <p>c. To further develop the ICT, accommodation and services infrastructure in support of the current and future requirements of DE by March 2005.</p>	<p>Development & Infrastructure</p> <p>Resource Allocation</p> <p>Corporate Services</p>

* Key priority for 2004 – 05.

Appendix D: List of Abbreviations

CCEA	Council for Curriculum, Examinations and Assessment (NI)
C2K	Classroom 2000
DE	Department of Education
DEL	Department for Employment and Learning
e-HR	Electronic Human Resources
ELBs	Education and Library Boards
EPF	Executive Programme Funds
ETI	Education and Training Inspectorate
EU	European Union
FE	Further Education
FOI	Freedom of Information
HEI	Higher Education Institution
HR	Human Resources
ICT	Information and Communications Technology
IiP	Investors in People

IS

Information Systems

NIAO

Northern Ireland Audit Office

NICS

Northern Ireland Civil Service

OECD

Organisation for Economic Co-operation and Development

SEN

Special Educational Needs

SEND

Special Educational Needs and Disability

SSP

School Support Programme

Key stages

The 12 years of compulsory education are divided into 4 key stages. They are:

Key Stage 1	Primary 1-4 (school years 1-4)
Key Stage 2	Primary 5-7 (school years 5-7)
Key Stage 3	Post –primary form 1-3 (school years 8-10)
Key Stage 4	Post –primary form 4-5 (school years 11-12)