

DEPARTMENT OF EDUCATION BUSINESS PLAN 2021/22

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Minister's Foreword



I welcome the opportunity to publish this Business Plan, which sets out my Department's high-level business targets for the 2021/22 year.

The last year has brought unprecedented change and disruption to our education system and its support services. Because of the COVID-19 pandemic, our children and young people have experienced extended periods of distance learning, and even when in school they have had to adjust to a very different learning environment to which they were previously accustomed. Youth service provision was severely curtailed, with most providers establishing a much-needed on-line presence to support young people. Right across the education workforce, people have reacted and adapted at pace to new ways of working to rise to the challenges they have faced. I am humbled by, and grateful for, the resilience and dedication shown by all, and by their ability to adapt quickly to change, while still maintaining a focus on standards.

My priority has always been a full return of all pupils to school in line with public health advice, subject to agreement by the Executive who continue to prioritise education in their decision-making, and I welcome the return to school for all pupils after the Easter holidays. I have already announced the cancellation of GCSE and AS and A-level examinations this year and have introduced alternative awarding arrangements. Teachers will use a range of evidence to make a holistic judgement of the standard at which each learner is performing in the context of the specification being studied.

Evidently, the pandemic has had a significant impact on children and young people, exacerbating existing challenges and creating new ones. The additional risks to their emotional and mental well-being, safety, educational achievement and social development require a collaborative response right across the education sector and beyond; tackling these issues will remain a key focus over the period of this Business Plan and beyond as we navigate our way out of the restrictions which have brought so much disruption and anguish.

I recognise that school budgets are under severe pressure, with schools and teachers having to cope with increased demands and more complex and diverse student needs. The school population is increasing, as is the number of children presenting with special educational needs. The education sector faces extensive unavoidable cost pressures and rising service demands associated with delivering statutory and policy obligations. In this context, I am doing everything I can to secure adequate funding to address the many challenges the education system is currently facing, not least in the wake of COVID-19.

The NI Executive will soon publish a new Programme for Government (PfG), which will set the direction for public policy and provide a meaningful and joined-up basis for putting in place actions and programmes across the whole of government. The focus will be on societal wellbeing and I look forward to my Department contributing and assisting with the implementation of the new PfG. In tandem, the Department will oversee the publication of the first Children and Young People's Strategy Delivery Plan (for the period April 2021 – March 2024), setting out the actions each Department will take to improve outcomes for children and young people's lives and wellbeing.

New Decade, New Approach sets out a challenging programme of action for the Executive. I will be setting up an external, independent review of education provision with a focus on securing efficiencies across the system while also raising standards. The Review will be wide-ranging and there is the potential to radically reshape the design and delivery of education provision here. A non-political, non-sectoral and wholly independent review is an essential starting point for change; however real transformation will only occur with political agreement and stakeholder agreement.

I also look forward to receiving the Action Plan in May 2021 from the Expert Panel on Educational Underachievement, which I appointed last year. This represents an opportunity to make real progress in closing the attainment gap, and should impact positively, not just on education, but on a number of other government departments for the benefit of all our children.

Guided by the recently published document *Moving Forward: The Executive's Pathway out of Restrictions*¹, I expect us to be able to return to a more stable environment during the course of this new business year, with all children and young people able to return permanently to the classroom and all other aspects of education, play and leisure.

The Department will continue to work with all of its stakeholders in delivering the actions in this Business Plan and in pursuing my vision for a first class education system that delivers for all our children.

Peter Weir MLA

Minister of Education

¹ <http://www.executiveoffice-ni.gov.uk/publications/executives-pathway-out-restrictions>

About the Department

The Department of Education is responsible for setting policy, strategy and for the central administration of education and related services in Northern Ireland. It has a wide and complex range of functions, impacting on all areas of a child's wellbeing. As well as being responsible and accountable for the quality of education in grant-aided schools, youth organisations and those services offered by early years providers, it has responsibility for leading the delivery of the Executive's Children and Young People's Strategy and its Childcare Strategy. The Department is supported in delivering its functions by a range of Arm's Length Bodies (ALBs), each of which is accountable to the Department.

Our People

The Department has an administrative staffing complement of 520 full-time members of staff. The Department's headquarters is at Rathgael House, Bangor and a further cohort of staff who process and manage teachers' pay and pension arrangements are based at Waterside House, Derry/Londonderry.

The Education and Training Inspectorate (ETI), which is part of the Department, provides inspection services, information about the quality of education and policy advice. The ETI has 51 inspectors and a Chief Inspector, who is based at Rathgael House, Bangor.

Since the start of the pandemic, the majority of DE staff have worked from home for public health reasons, in line with Executive Guidance and NICS policy. In November 2020 the Rathgael House Remodelling Project commenced onsite. The agreed solution will see the relocation of all staff from the tower block, which is considered as no longer viable, to other parts of the Rathgael complex. The Project is expected to be completed by August 2021.

Our Budget

The Department's opening baseline Resource DEL budget for 2021/22 is £2,345.1m (Capital DEL 158.3m). This allocation includes £10m specifically for Special

Educational Needs, £30.6m School Holiday Hunger Payments, £0.5m EU matched funding and £44.4m for COVID-19 Response Measures.

In addition, as part of the 2021/22 budget process, the Finance Minister provided assurances that the following amounts will be given priority in-year: £16.5m Confidence & Supply funding; £35m in-year to address the recurring teachers' pay pressure arising from the recent 2019 and 2020 pay agreement to be funded out of confirmed Barnett consequentials; £1.4m of Bright Start funding to be allocated out of the additional resource announced in the Chancellor's budget which will be formalised in-year; and a further £28.3m from confirmed and additional Barnett consequentials to address further COVID-19 pressures (i.e. Summer Schools, the Engage II programme and Sure Start).

On the basis of the Finance Minister's assurances and to allow for effective planning by delivery partners, the Education Minister has taken the decision to over-commit on the opening budget by £81.2m.

Please follow the link below for an overview of the Department of Education 2021/22 opening budget position.

<https://www.education-ni.gov.uk/publications/de-budget-2021-22>

Our Arm's Length Bodies

The Department's Arm's Length Bodies are as follows:

Education Authority (EA) - The EA is responsible for securing adequate provision for primary and secondary education; and for recreational, social, physical, cultural and youth service activities for grant-aided schools and other grant-aided educational establishments.

Council for Catholic Maintained Schools (CCMS) - The CCMS is responsible for the employment of teachers in Catholic maintained schools, effective planning and management of these schools and for a number of other, mainly advisory, functions.

Council for the Curriculum, Examinations and Assessment (CCEA) - CCEA is responsible for keeping under review all aspects of the curriculum, examinations and assessment for grant aided schools and colleges of further education and to provide resources to support teaching and teachers.

Youth Council for Northern Ireland (YCNi) - The YCNi has a statutory responsibility to provide independent advice to DE and the EA on the development of the Youth Service and a power to encourage and facilitate Shared Education. YCNi has not been operational since 1 April 2019. A survey on the future role of the YCNi ended on 31 January 2021 and responses are being analysed to inform the Minister next steps. It is expected that Minister will make a decision on the future of the YCNi later in 2021.

General Teaching Council for Northern Ireland (GTCNi) - The GTCNi is the statutory body for the teaching profession and is dedicated to enhancing the status of teaching and promoting the highest standards of professional conduct and practice.

Northern Ireland Council for Integrated Education (NICIE) – The Department funds NICIE to encourage and promote integrated education. It advocates for integrated education and provides support for the sector.

Comhairle na Gaelscolaíochta (CnaG) – The Department funds CnaG to encourage and promote Irish-medium education. It advocates for Irish-medium education and provides support for the sector.

Middletown Centre for Autism - The Middletown Centre for Autism delivers key educational services on an all-island basis for children with some of the most complex forms of autism. It is a joint initiative between the Department of Education and the Department of Education & Skills (DES).

Exceptional Circumstances Body (ECB) - The ECB considers cases where an applicant claims that their child must attend a particular post-primary school for exceptional or compelling circumstances.

Department of Education Vision and Strategic Priorities

Our vision

“A system that is recognised internationally for the quality of its teaching and learning, for the achievements of its young people and for a holistic approach to education.”

Our Strategic Priorities

This Business Plan reflects the key priorities and objectives for the Department of Education under the following eight strategic priorities:

<p>1. Make learning accessible to all</p> <p>We give all children and young people access to pre-school, school and youth education provision</p>
<p>2. Improve the quality of learning for our children & young people</p> <p>We ensure that education provision is of a high quality and supports learning and progression</p>
<p>3. Look after our children & young people</p> <p>We support and promote positive physical and emotional health and wellbeing and support high-quality affordable childcare</p>
<p>4. Support those who need more help with learning</p> <p>Working with health & education partners, we deliver high quality services for children & young people, including those with Special Educational Needs</p>
<p>5. Improve the learning environment</p> <p>We promote equality of opportunity, respect for others, good relations and inclusivity and we provide modern, sustainable educational settings which are fit-for-purpose and facilitate shared learning</p>
<p>6. Tackle Disadvantage and Underachievement</p> <p>We improve developmental and learning outcomes for all children & young people, with a particular focus on those who are underachieving, at risk of underachieving, or disadvantaged</p>

7. Support and develop our education workforce
We develop and deploy teachers, other education professionals and support staff effectively, promoting high standards and leadership and improving health & wellbeing
8. Effectively manage, review and transform our education system
We deliver our corporate governance and finance responsibilities while seeking to improve efficiency, increase sustainability and introduce new ways of learning

DE's contribution to New Decade New Approach (NDNA)

Independent Review of Education

It was agreed that “The Executive will establish an external, independent review of education provision, with a focus on securing greater efficiency in delivery costs, raising standards, access to the curriculum for all pupils, and the prospects of moving towards a single education system”. A Terms of Reference (ToR) for the Independent Review has been agreed by the Executive and published².

The Independent Review of Education is expected to provide a strategic and evidence based assessment of the effectiveness of the education system in Northern Ireland and how it delivers positive outcomes for children and young people. The Review will be expected to identify barriers within the education system which inhibit positive outcomes for children and young people as well as explaining structural issues which lead to inefficiencies or ineffectiveness. The Review will provide a set of focused and strategic recommendations on how the Department and the Executive might improve outcomes for pupils, support to schools and the effectiveness of education administration.

The Review is designed around the following core strands:

- Education journey and outcomes.

² <https://www.education-ni.gov.uk/sites/default/files/publications/education/INDEPENDENT%20REVIEW%20OF%20EDUCATION%20-%20REVISED%20DRAFT%20TERMS%20OF%20REFERENCE%20-%20FEBRUARY%202021.pdf>

- Support for settings and schools, funding and governance.
- System level design, delivery and administration.
- Vision for the future.

The Review Panel will work over a period of approximately 18 months, producing an interim report after 12 months. The Panel will be made up of a Chairperson, a Vice-Chairperson and three panel members.

Executive Childcare Strategy

The development of an Executive Childcare Strategy remains a key priority for the Department. Over the past year, work on this was temporarily paused with resources re-directed to provide emergency financial support for the childcare sector, which has been significantly impacted by the pandemic. While assisting sector sustainability and recovery remains the immediate focus, it is hoped that work on the longer-term strategy will recommence in 2021/22. Given the uncertainty around when the need for pandemic response initiatives will subside, it is not possible to provide a definitive timeline for publication and implementation of the Strategy. It will require Executive agreement on significant policy decisions, including the quantum of additional funding which can be provided on an ongoing basis.

Special Educational Needs

The Department is required to deliver a new special educational needs (SEN) framework to support young people with special needs to achieve their full potential.

Work on a revised Framework is progressing well and on track for a phased implementation during 2021/22. Public consultations on the new SEN Regulations and a new SEN Code of Practice closed on 02 March 2021, and it is planned that the legislative process to make the new SEN Regulations will begin later in 2021.

In the interim, NDNA funding of £7.5m has been provided to schools to help cover the in-year costs of schools for the 3-month period January to March 2021. This funding is to support the school's Special Educational Needs Co-ordinator to have time off the

teaching timetable to do their job and to make the necessary preparations for the introduction of the new SEN Framework. An annual resource pressure of £30m has been identified to support implementation of the new SEN Framework and to fulfil this NDNA commitment.

The delivery of the new SEN Framework will be underpinned by various out-workings including achievement of the recommendations highlighted in the Northern Ireland Audit Office (NIAO) review of SEN which NDNA highlights as a priority. The Programme Board driving those achievements will continue to meet until such time as it is satisfied that appropriate arrangements are in place to address any outstanding actions, including those arising from the NIAO's 2020 follow-up SEN Impact Report and the 2021 Public Accounts Committee Report on Impact Review of SEN.

Expert Panel on Educational Underachievement Action Plan

The Expert Panel was appointed by the Minister in September 2020. It was asked to examine and address links between persistent educational underachievement and socio-economic background, including the long-standing issues facing working-class, Protestant boys.

The panel's costed Action Plan is due with the Minister by May 2021. Assuming that the Action Plan is approved by the Minister, it is likely to require Executive approval before work can begin on implementation. In July 2020, the Minister said "I believe the Panel has the potential to significantly improve the outcomes for thousands of children and young people in Northern Ireland."

Finance

NDNA states "Address resourcing pressures in schools, ensuring that every school has a sustainable budget to deliver quality education." The Department recognises the financial pressures facing schools and, in line with this commitment, the Minister increased the 2020-21 Aggregated Schools' Budget (ASB) by £53.3m from 2019-20.

In 2021/22 the education sector is facing significant financial pressures, including £36.4m to address resourcing pressures in schools. Without significant additional funding being provided to the sector the Department has limited ability to take this recommendation forward.

Shared Education

The Department will continue to encourage, facilitate and promote shared education. Sustaining the work on shared education beyond the lifetime of funded projects is a key consideration for the Department. The Minister has agreed to the development of a mainstreaming Shared Education strategy, on a co-design basis with key stakeholders. The Department will also be focusing on the development of Shared Education programmes as part of EU Peace Plus programme, with the potential for additional schools to engage in shared education in the future.

The Department will continue to progress the educationally and strategically significant Strule Shared Education Campus Programme which will facilitate shared education in the Omagh area. Subject to final Ministerial approval, the Department is working to progress to the next stage in the Main Works procurement as soon as possible, with the issue of the Invitation to Tender no later than September 2021.

Work will continue on other key Shared Education Campuses Projects namely Ballycastle SEC, Moy SEC and Brookeborough SEC, with Limavady SEC leading the way with construction having commenced in March 2021.

Careers advice, curriculum, training and apprenticeships

In support of both economic and educational objectives, the Executive will develop an enhanced approach to careers advice, curriculum, training and apprenticeships to enhance employability and support economic growth.

The Department of Education and the Department for the Economy have established the joint Transition of Young People into Careers (14-19) Project to develop a more strategic and joined up approach to 14-19 education and training provision. This

Project will contribute to the NDNA commitment by considering issues such as progression and pathways, curriculum delivery and careers. It is expected that Ministers will make decisions on the way forward throughout 2021.

Together: Building a United Community (T:BUC)

The Department, working in partnership with the Education Authority, will administer the T:BUC Camps Programme on behalf of The Executive Office. The T:BUC Camps Programme is about building positive relations among young people aged 11-19 years across all parts of our community and Camps must have 'good relations' at their core.

The Department is leading on the headline action relating to the Shared Education Campus Programme (SECP). It is designed to provide capital assistance to controlled and maintained schools to come together to share educational resources and facilities to deliver educational benefits to learners, promote the efficient and effective use of resources, to promote inclusion in terms of equality of opportunity, good relations, equality of identity, respect for diversity and community cohesion.

DE is currently considering with TEO its work on good relations (in line with T:BUC objectives) in improving equality of educational opportunities.

Tackling Paramilitarism, Criminality and Organised Crime (TPCOC)

In collaboration with the Education Authority, the Department of Justice's Tackling Paramilitarism Programme Team and other stakeholders, the Department leads on one action in the Executive's TPCOC strategy (A4 – to prevent young people being drawn into paramilitary activity and promote lawfulness).

Delivery includes programmes to ensure that teachers and youth workers are appropriately trained to support young people at risk. Youth Outreach Workers in designated areas seek to build relationships with targeted groups or individual young people to deliver programmes that develop resilience and awareness of risk factors.

TPCOC also provides funding for DE's WRAP Programme. This important initiative provides positive educational interventions, parenting programmes and family support by engaging with families and the community, highlighting the central role played by education in improving our children's outcomes. The programme is delivered in four geographical areas (East Belfast, South Belfast, Rathcoole and Derry / Londonderry) and links to DE's wider work on Tackling Education Disadvantage.

Programme for Government and Children and Young People's Strategy

The Department of Education's Business Plan for 2021/22 will support the next Programme for Government and the Executive's Children and Young People's Strategy. These will set the strategic context for all the Department's work going forward.

Programme for Government

The Northern Ireland Executive is developing a new strategic Programme for Government (PfG). A PfG Outcomes Framework is due to be published soon and will be followed by a more complete Programme.

The focus of the PfG will be on societal wellbeing and it will build on the outcomes-based approach that has been used as the basis for social policy development and public service delivery since 2016. The Strategic Priorities in the 2021/22 Business Plan are intended to align with and support the framework of outcomes and key priority areas in the PfG.

This DE Business Plan was developed based on the draft Outcome Framework that was subject to public consultation in early 2021; once a final PfG is published, the Business Plan will be reviewed accordingly.

Children and Young People's Strategy 2020 - 2030

The Children's Services Co-operation Act (2015) requires all government departments to co-operate to improve the well-being of all children and young people in Northern Ireland and requires the Executive to adopt a strategy which would provide a framework around which departments would achieve and report progress on improvements. The Executive Children and Young People's Strategy (CYPS) 2020 – 2030 was agreed by the Executive on 10 December 2020.

The Strategy links directly to the draft Programme for Government outcomes and is the Executive's plan to make life better for all children and young people. While the Department of Education is responsible for developing, monitoring and reporting on

the new CYPS, the Strategy outlines how all Executive departments will work co-operatively to improve the well-being of children and young people and deliver positive, long-lasting outcomes. The Strategy aims to improve the well-being of children and young people across eight outcomes as follows:

1. Children and young people are physically and mentally healthy
2. Children and young people enjoy play and leisure
3. Children and young people learn and achieve
4. Children and young people live in safety and stability
5. Children and young people experience (a) economic and (b) environmental well-being
6. Children and young people make a positive contribution to society
7. Children and young people live in a society which respects their rights
8. Children and young people live in a society in which equality of opportunity and good relations are promoted

The first three-year CYPS Delivery Plan 2021-2024, focusing on the priorities in the CYPS, is currently being compiled with input from departments and will be tabled at the Executive for agreement to publish for consultation in early summer. This Business Plan identifies how the work of the Department contributes to the CYPS to deliver improved well-being across many aspects of children's lives.

Education Restart and Education Transformation Programme

Education Restart Programme

The Education Restart team ensure that guidance is appropriate and kept up to date in line with current public health advice to support the education system in meeting the challenges of education delivery in a COVID-19 environment. The team is also responsible for the correspondence and communication in respect of Education Restart to ensure that our schools and school settings are informed of any changes to the guidance.

The Education Restart team meet regularly with key stakeholders to discuss the current situation, potential issues, to address concerns and amend guidance as required. These stakeholders include Department of Health, Public Health Agency, a practitioners' group made up of principals from across the educational sector and trade unions.

The aim is to ensure we protect the physical health of our workforce and learners as they return to schools and settings – minimising the risk of COVID-19 transmission. We must also protect the mental health and emotional well-being of our workforce and learners as they continue to adjust to a 'new normal' whilst ensuring the delivery of vital services to vulnerable learners, including SEN services.

Transformation Programme

Prior to the COVID-19 pandemic, the Department had initiated an Education Transformation Programme. The high level aim of the Programme was; to bring forward proposals for an education system that delivers a world class education for all children and young people; that equips children and young people with the skills they need to thrive in the modern economy; that is sustainable in the short, medium and long term, within which schools and settings are managed and governed effectively; and which utilises its resources efficiently.

The Minister suspended the Transformation Programme in March 2020 due to the COVID-19 pandemic with staff redeployed to business critical areas within the Department and in March 2021 the Minister decided to formally close the Programme. This is particularly in light of financial pressures, the impact of COVID-19 on Departmental priorities and the linkages with the forthcoming Independent Review.

This does not mean that transformation activity within the Department will cease, rather there will be no central coordinating function or ring-fenced funding. A number of Transformation Projects may continue, but will be managed outside of the current Programme structure and will be dependent on the availability of funding and subject to Ministerial agreement. Existing projects will be delivered to a point where the Minister can make a determination on key necessary actions and next steps.



Key Education Statistics: Schools and Pupils

The infographics shown overleaf provide a summary of the many statistics that are available about the education system in Northern Ireland. They include information on the number of schools, teachers and pupils and pupil qualifications and destinations.

School establishments and enrolments in Northern Ireland



2020/21

Grant-aided nursery, primary, post-primary and special schools

	Controlled	Voluntary	Catholic Maintained	Other Maintained	Controlled Integrated	Grant Maintained Integrated	Total
 Settings	526* 46.5%	61* 5.4%	447 39.6%	31 2.7%	27 2.4%	38 3.4%	1,130 100.0%
 Enrolments	138,577 40.3%	51,387 14.9%	124,177 36.1%	5,233 1.5%	7,561 2.2%	17,300 5.0%	344,235 100.0%

*Preparatory Departments are included separately from grammar schools settings



Grant-aided primary schools

	Controlled	Voluntary	Catholic Maintained	Other Maintained	Controlled Integrated	Grant Maintained Integrated	Total
 Settings	361* 45.0%	11* 1.4%	358 44.6%	28 3.5%	22 2.7%	23 2.9%	803 100.0%
 Enrolments	83,281 45.5%	1,500 0.8%	82,766 45.2%	4,138 2.3%	4,456 2.4%	6,938 3.8%	183,079 100.0%

*Preparatory Departments are included separately from grammar schools settings

Includes pupils in primary school years 1-7, preparatory departments, reception classes and nursery units

Grant-aided post-primary schools

	Controlled	Voluntary	Catholic Maintained	Other Maintained	Controlled Integrated	Grant Maintained Integrated	Total
 Settings	64 33.2%	50 25.9%	57 29.5%	2 1.0%	5 2.6%	15 7.8%	193 100.0%
 Enrolments	45,192 30.3%	49,887 33.5%	39,353 26.4%	1,019 0.7%	3,105 2.1%	10,362 7.0%	148,918 100.0%

DEPARTMENT OF EDUCATION



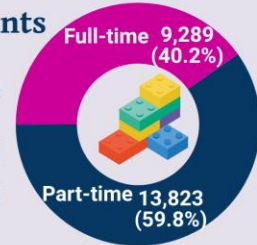
KEY STATISTICS



Pre-Schools

No. of Establishments Enrolments

A	Voluntary & Private Pre-Schools	362	7,464
	Nursery Schools	95	5,835
B	Schools with nursery classes	248	9,633
C	Schools with reception classes	45	180



Source: 2020/21 School Census

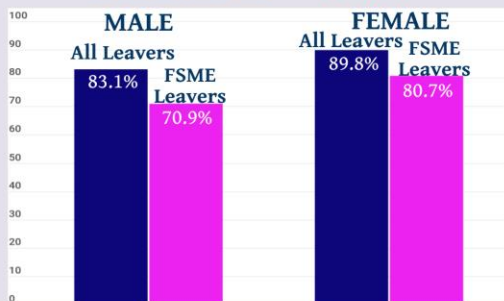


	No. of Schools	Enrolments	Entitled to Free School Meals
Primary (Y1-Y7)	803	173,266	28.6%
Grammar	66	63,398	13.7%
Non-Grammar	127	84,520	37.1%
Special Schools	39	6,403	50.9%

Source: 2020/21 School Census

School Leavers achieving 5+ GCSEs A*-C¹

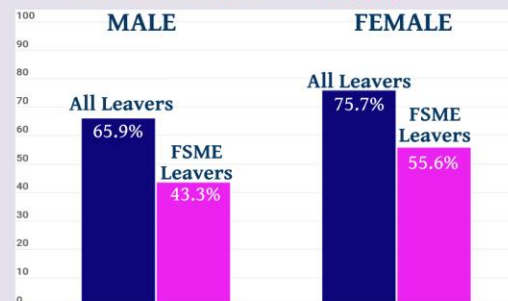
All Leavers **81.7%**
FSME Leavers **66.0%**



¹ Including Equivalents

School Leavers achieving 5+ GCSEs A*-C incl GCSE Eng & Maths

All Leavers **67.7%**
FSME Leavers **44.8%**



Source: 2018/19 School Leavers Data

Pupil Attendance



Primary Schools: 94.9% of half days attended

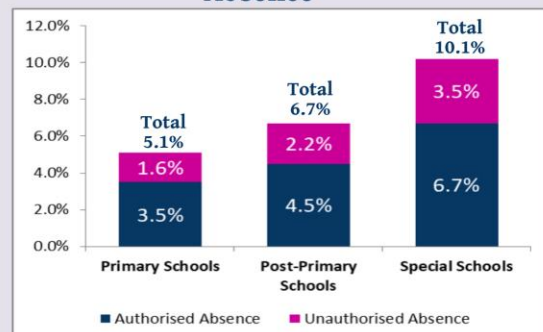
Post-Primary Schools: 93.3% of half days attended

Special Schools: 89.9% of half days attended

Examples of authorised absence include:
Bereavement, Suspension, Illness, Medical Appointments

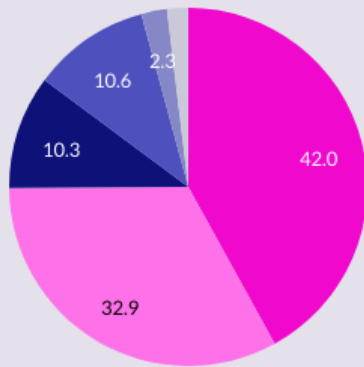
Examples of unauthorised absence include:
Family holiday not agreed, other absence not covered by another code, reason not acceptable to school, no reason provided, late (arrive after registration)

Absence



Source: 2017/18 Attendance Statistical Bulletin

Destinations of School Leavers



- Higher Education (42%)
- Further Education (32.9%)
- Employment (10.3%)
- Training (10.6%)
- Unemployment (2.3%)
- Unknown (1.9%)



Overall, 95.8% of school leavers were recorded by their school as entering Education, Employment or Training.

Source: 2018/19 School Leavers Data

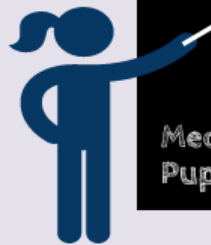
School Meals Uptake



- 96,686 pupils across all school types were entitled to Free School Meals (FSM); this represents 28.4% of all pupils
- 80.5% of those entitled to FSM availed of them on the day of the School Meals Census

Source: 2019/20 School Meals (Uptake) Census

Teacher Workforce



18,422.6 Full Time Equivalent (FTE) Teachers

Teacher Headcount -

19,904

Gender	Count	Percentage
Male	4,547	(22.8%)
Female	15,357	(77.2%)

Median Age of Teachers - 41.8

Pupil:Teacher Ratio 18.3

Source: 2019/20 Teacher Workforce Statistics in Grant Aided Schools

International Research

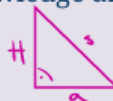
Programme for International Student Assessment (PISA) - PISA focuses on the ability of 15 year old pupils to use their knowledge and skills to meet real-life challenges



READING

The mean reading score for pupils in NI was significantly above the OECD average.

NI significantly outperformed the majority of countries in reading (52) and was outperformed by only 10 countries.



MATHS

The mean mathematics score for pupils in NI was not significantly different from the OECD average.

NI significantly outperformed the majority of countries in mathematics (46) and was outperformed by only 17 countries.



SCIENCE

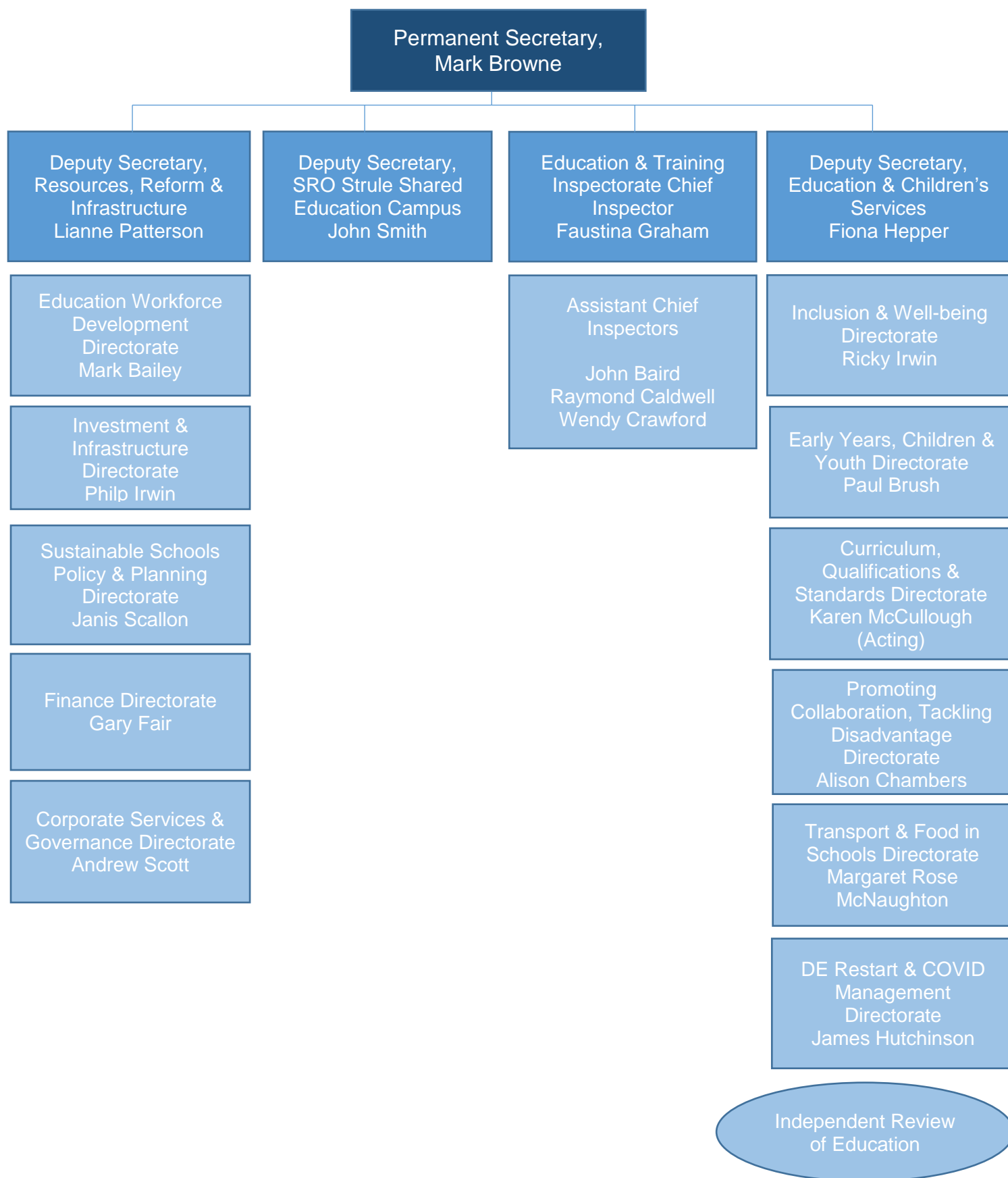
The mean science score for pupils in NI was significantly below the OECD average.

NI significantly outperformed the majority of countries in science (46) and was outperformed by only 16 countries.

Significant refers to statistical significance

Source: PISA Survey 2018

Department of Education Senior Management



Development and Monitoring of the Business Plan

The Department's annual Business Plan was drafted by senior management for review and agreement by the Departmental Board. Once cleared by the Board, the Business Plan was submitted to the Minister of Education for comment and approval.

The Department of Education will monitor progress on the actions contained in its 2021/22 Business Plan at quarterly intervals throughout the year. A report on progress at 30 June, 30 September, 31 December and 31 March will be presented to the Departmental Board for consideration. Departmental staff will be kept informed via articles published on the Intranet. The Minister of Education will be updated on the mid-year and end-year position. The Assembly's Education Committee will also be kept informed.

Lead Owners of actions will utilise the following descriptors to report on progress, throughout the year, along with succinct supporting evidence for individual actions. An end-year report to outline how the Department has progressed in achieving its actions will be published on the Department's website.

In Year Business Plan Descriptors	Circumstances for use
Achieved	When the action has completed by the target date.
On track for achievement	When work has been progressing satisfactorily and the action is likely to be achieved in full by the target date.
Likely to be achieved but with some delay	When the action is likely to be achieved by the end of the business year, but after the agreed target date. This rating cannot therefore be used when the target date is 31 March.
Not likely to be achieved	When the rate of progress is less than planned and there is significant doubt around the achievement of the action by the end of the business year.
Not achieved	When the action was not achieved by the target date and cannot be revised or carried forward.

End Year Business Plan Descriptors	Circumstances for use	Measure of Progress
Achieved	When the action has been completed in full within the business year.	Outline achievements (include the measure of success and achievement date).

Substantially achieved	When a substantial part of the action has been delivered within the business year.	Outline achievements to date, work outstanding and timescale for full completion.
Likely to be achieved but with some delay	When the action has not been fully achieved by the end of the business year, but some progress has been made and it is being carried forward to be completed in the next business year.	Outline achievements to date, reason for the delay and the likely timescale for completion.
Not achieved	When the action has not been achieved by the target date and is not being revised or carried forward to the next business year. or When no progress was made on the action during the business year, but it is being carried forward to the next business year.	Outline the reason the action has not been progressed / achieved. This might include, for example, situations where an action is no longer relevant or appropriate, or where other priorities took over.

Department of Education Business Plan

Strategic Priority 1 - Make learning accessible to all		
We give all children and young people access to pre-school, school and youth education provision		
1 WHAT WE WILL DO AND BY WHEN	2 HOW WILL WE KNOW IF ANYONE IS BETTER OFF? (includes 2021/22 outcomes and longer Term outcomes)	3 LINKS TO WHICH CYP OUTCOMES?
1.1 We will provide a funded pre-school education place for every child in their immediate pre-school year whose parents want it by September 2021.	<p>All target age children whose parents have applied via the pre-school admissions process and stayed with the process to the end will have been offered a funded pre-school education place, or signposted to an available place in their area.</p> <p>Pupil numbers will be reported through the school census and quality standards through the Education and Training Inspectorate's inspection of settings.</p> <p>Children access the pre-school curriculum and are supported by the pre-school setting to be at the appropriate stage of development when commencing compulsory education.</p>	3
1.2 We will provide a school place for every child who applies through the admissions processes for admission to, or transfer between, schools by September 2021.	<p>All children whose parents have applied via the admissions processes will have been offered a school place, or signposted to an available place in their area.</p> <p>The number of unplaced children tracked daily to ensure this is minimised before September 2021 (aiming for 0 unplaced at 1 September)</p> <p>No delay in commencement of primary/post-primary education will ensure children do not fall behind in their learning.</p>	3

Strategic Priority 1 - Make learning accessible to all		
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1.3 We will deliver the Youth Service Regional and Local Youth Development Plans, by March 2022.	<p>Agreed 2021/22 Regional Youth Development Action Plan and Local Youth Section Plan targets met.</p> <p>Review of the impact of the new funding scheme in meeting young people's needs.</p> <p>Progress made against the 2020-23 Regional Youth Development Plan.</p>	3, 4, 6, 7
1.4 We will respond to the ongoing COVID-19 pandemic and plan for a safe restart of education during 2021/22.	Appropriate and timely guidance developed and promulgated to support the education system to meet the challenges of education delivery in a COVID-19 environment ensuring all guidance is kept up to date in line with current public health advice.	1, 2, 3, 4

Strategic Priority 2 – Improve the quality of learning for our children & young people		
We ensure that education provision is of a high quality and supports learning and progression		
1 WHAT WE WILL DO AND BY WHEN	2 HOW WILL WE KNOW IF ANYONE IS BETTER OFF? (includes 2021/22 outcomes and longer Term outcomes)	3 LINKS TO WHICH CYP OUTCOMES?
2.1 We will work with the Council for the Curriculum, Examinations and Assessment (CCEA) to ensure that young people are awarded fair and robust qualification outcomes by August 2021 that will facilitate progression.	Final outcomes awarded in respect of CCEA qualifications that ensure learners are able to progress to next stage of education, training or employment.	3
2.2 We will work with education stakeholders to ensure that high quality and timely advice and guidance is available to support effective delivery of the curriculum during 2021/22.	Over 90% of schools report using DE guidance.	3
2.3 We will work with the Education Authority to ensure learners have access to IT resources which support delivery of the curriculum during 2021/22.	Disadvantaged and vulnerable learners in key exam / transition years are provided with devices and/or wifi access to support access to online learning.	3
2.4 We will promote improvement in the quality of provision for all children and young people, through the achievement of inspection commitments for the pre-school, school and youth provision identified in the inspection schedule within the Education and Training Inspectorate (ETI) 2021/22 Business Plan by March 2022.	Performance and related outcomes reported in the ETI Annual Business Report 2021/22. The outcomes of published ETI inspection and evaluation reports provide clear evidence for all stakeholders on the quality and overall effectiveness of education provided for children and young people, including evaluation of their learning and progression, across pre-school, school and youth provision.	3
2.5 We will deliver the Getting Ready to Learn programme to at least 75% of pre-school education settings to promote consistent, strong early child development	Over 75% of Department of Education funded pre-school education settings participating in the Getting Ready to Learn programme during 2021/22.	1

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messages and support for parents by March 2022.	<p>Parents of pre-school children are supported to create and sustain positive home learning environments.</p> <p>Children benefit from positive home learning environments to support their development in the early years: parents read, play and talk more with their children; children are more physically active, have healthier diets and reduced screen-time.</p> <p>Performance will be measured by way of a Report Card.</p>	
2.6 We will improve Education Other than at School (EOTAS) provision by March 2022.	<p>Education and Training Inspectorate (ETI) report on review of EOTAS provision completed and action plan developed in partnership with Education Authority (EA).</p> <p>Improved pupil outcomes (measures will be developed jointly with the EA and reported regularly).</p> <p>Improved ETI inspection reports in relation to:</p> <ul style="list-style-type: none"> • Overall effectiveness • Outcomes for learners • Quality of provision • Accommodation • Leadership • Safeguarding 	3

Strategic Priority 3 – Look after our children & young people		
We support and promote positive physical and emotional health and wellbeing and support high-quality affordable childcare		
1 WHAT WE WILL DO AND BY WHEN	2 HOW WILL WE KNOW IF ANYONE IS BETTER OFF? (includes 2021/22 outcomes and longer Term outcomes)	3 LINKS TO WHICH CYP OUTCOMES?
3.1 We will publish the Executive Ten Year Childcare Strategy by March 2022.	<p>By July 2021, a Strategic Insight Programme carried out, involving other Government Departments and key stakeholders to inform the development of the Strategy.</p> <p>By March 2022, a costed implementation plan agreed with other Government Departments and key stakeholders.</p> <p>Actions within the implementation plan will lead to more children being able to access high quality affordable childcare and more parents, particularly women, enabled to work.</p>	2, 5
3.2 We will support childcare settings funded from the pilot Bright Start School Age Childcare Scheme by March 2022.	<p>More children able to access high quality affordable school age childcare and their parents, particularly women, enabled to work.</p> <p>Subject to the impact of COVID-19 pandemic on school age childcare provision, approximately 1,300 childcare places maintained, supporting 1,400 mothers in employment.</p> <p>Longer-term, this pilot scheme will support children’s physical and emotional health and well-being through high quality affordable childcare.</p>	2, 5
3.3 We will consult on and publish the Executive Children and Young People’s Strategy (CYPS) three year Delivery Plan by June 2021.	In collaboration with all Departments, the CYPS Delivery Plan published, setting out the actions that each Department will take to improve outcomes for children and young people’s lives and wellbeing, This will include reporting of outcomes against agreed indicators.	1-8

Strategic Priority 3 – Look after our children & young people

We support and promote positive physical and emotional health and wellbeing and support high-quality affordable childcare

<p style="text-align: center;">1</p> <p style="text-align: center;">WHAT WE WILL DO AND BY WHEN</p>	<p style="text-align: center;">2</p> <p style="text-align: center;">HOW WILL WE KNOW IF ANYONE IS BETTER OFF? (includes 2021/22 outcomes and longer Term outcomes)</p>	<p style="text-align: center;">3</p> <p style="text-align: center;">LINKS TO WHICH CYP OUTCOMES?</p>
	<p>The agreed CYPS three year delivery plan used as the basis for meeting the Children’s Services Co-operation Act reporting requirements.</p> <p>The long-term outcomes are children and young people’s improved physical and mental health, opportunities for play and leisure, learning and achieving, living in safety and with stability, experiencing economic and environmental well-being, making a positive contribution to society, living in a society which respects their rights and where equality of opportunity and good relations are promoted.</p>	
<p>3.4 As part of the emergency COVID-19 response, the Executive agreed that we will run a Holiday Food Grant Payment scheme during all school holiday periods throughout 2021/22 (extending to Easter 2022).</p>	<p>Families of all children (over 101,000) who are entitled to Free School Meals (FSM) receive a holiday food payment of £13.50 per week per child to enable them to have the means to provide food for their children over all school holiday periods in 2021/22.</p> <p>In the longer term, Department for Communities to take forward work to tackle food poverty / holiday hunger as part of a new Anti-Poverty Strategy. Providing Holiday Food Grant Payments to parents of children entitled to FSMs contributes to achieving the outcome “Families experience economic well-being” in The Executive’s Child Poverty Strategy.</p>	<p style="text-align: center;">1</p>
<p>3.5 We will finalise revised Nutritional Standards by March 2022.</p>	<p>Revised Nutritional Standards in keeping with government guidance on healthy eating and the FSAs Eatwell Guide issued to all schools.</p>	<p style="text-align: center;">1, 3</p>

Strategic Priority 3 – Look after our children & young people

We support and promote positive physical and emotional health and wellbeing and support high-quality affordable childcare

1 WHAT WE WILL DO AND BY WHEN	2 HOW WILL WE KNOW IF ANYONE IS BETTER OFF? (includes 2021/22 outcomes and longer Term outcomes)	3 LINKS TO WHICH CYP OUTCOMES?
	Revised Nutritional Standards operational in all schools and the 185,000 children who avail of school meals daily are consuming meals which comply with Revised Nutritional Standards and up-to-date government guidance on healthy eating.	
3.6 In collaboration with health and education partners, by March 2022, we will implement the 2021/22 Emotional Health and Wellbeing in Education Framework projects.	By September 2021 a set of wellbeing indicators identified and agreed with relevant partners for baseline purposes. A decrease in the number of children and young people requiring specialist intervention from Mental Health Services. A report card to be developed.	1, 3
3.7 We will undertake policy work to introduce a Bill to provide flexibility on the compulsory school age during 2021/22.	A range of policy options developed for consultation. Executive agreement given to a draft Bill which aims to provide, for those children who would benefit from it, greater flexibility in respect of school starting age.	3

Strategic Priority 4 – Support those who need more help with learning

Working with health & education partners, we deliver high quality services for children & young people, including those with Special Educational Needs

1 WHAT WE WILL DO AND BY WHEN	2 HOW WILL WE KNOW IF ANYONE IS BETTER OFF? (includes 2021/22 outcomes and longer Term outcomes)	3 LINKS TO WHICH CYP OUTCOMES?
4.1 In collaboration with the Department of Health, we will implement the year 1 actions of the Strategy for Children Looked After “ <i>A life deserved: Caring for Children and Young People in Northern Ireland</i> ” by March 2022.	<p>A new Children Looked After Service will be established within the Education Authority during 2021/22 to provide dedicated support for every school with Children Looked After.</p> <p>This service will ensure these children receive tailored support to enable them to have a positive and engaging learning experience by identifying the primary causes of the attainment gap and measures to address it; implementing an effective multi-agency approach to improve outcomes as well as piloting both the new Personal Education Plan process and an alternative to the Looked After Children Funding Factor within the Common Funding Formula.</p> <p>The impact of the Strategy will be monitored using a report card.</p>	3
4.2 We will support the Education Authority in the delivery of the Strategic Special Educational Needs and Disability Programme by March 2022.	<p>Tailored or specialist support is provided to those children and young people who need it, when they need it.</p> <p>Progress monitored through the Special Educational Needs (SEN) Governance Group meetings and Programme Board meetings.</p> <p>Improved outcomes for children with SEN, reduced statutory assessment average processing time and greater proportion of children assessed for a statement within 26 weeks.</p>	3

Strategic Priority 4 – Support those who need more help with learning

Working with health & education partners, we deliver high quality services for children & young people, including those with Special Educational Needs

1 WHAT WE WILL DO AND BY WHEN	2 HOW WILL WE KNOW IF ANYONE IS BETTER OFF? (includes 2021/22 outcomes and longer Term outcomes)	3 LINKS TO WHICH CYP OUTCOMES?
4.3 We will deliver a new Special Educational Needs (SEN) framework to support young people with special needs to achieve their full potential by March 2022 (subject to Ministerial approval).	New statutory assessment timescales in place and more timely decisions taken. Children over 16 have their own rights in the SEN Framework. A new right of appeal following the annual review of statements from September 2021. A new and independent mediation service available for appealable decisions (commencement to be aligned with Department of Justice and date to be confirmed). Every school required to have a Learning Support Co-ordinator. Every child on a school's SEN Register to have a Personal Learning Plan in place to set out the child's programme of special educational provision.	3
4.4 We will implement the new Nurture Programme by March 2022.	Establish 15 new Nurture Groups in schools following Ministerial announcement in 2020/21. Establish a new Nurture Service in the Education Authority. Improved social and emotional behaviours and wellbeing measured through the Boxall profile.	1, 3, 4, 8

Strategic Priority 4 – Support those who need more help with learning

Working with health & education partners, we deliver high quality services for children & young people, including those with Special Educational Needs

1 WHAT WE WILL DO AND BY WHEN	2 HOW WILL WE KNOW IF ANYONE IS BETTER OFF? (includes 2021/22 outcomes and longer Term outcomes)	3 LINKS TO WHICH CYP OUTCOMES?
	More schools benefitting from whole school nurture approach, with an increased number of teachers trained. Improved outcomes for children in Nurture Groups, with fewer statutory assessments.	
4.5 We will complete a review of seclusion & restraint practices and introduce new positive behaviour guidance for education settings by March 2022.	Improved outcomes for children and young people with challenging behaviour. Updated guidance issued for schools.	1, 4, 7

Strategic Priority 5 – Improve the learning environment		
We promote equality of opportunity, respect for others, good relations and inclusivity and we provide modern, sustainable educational settings which are fit-for-purpose and facilitate shared learning		
1 WHAT WE WILL DO AND BY WHEN	2 HOW WILL WE KNOW IF ANYONE IS BETTER OFF? (includes 2021/22 outcomes and longer Term outcomes)	3 LINKS TO WHICH CYP OUTCOMES?
5.1 We will continue to provide a pathway for shared education to become embedded in educational settings through the Shared Education Campus Programme (SECP) through progressing each of the projects under the 1st and 2nd Calls by March 2022.	<p>Positive change in attitudes for those involved in SECs.</p> <p>Positive changes in attitudes at community level (in SEC communities).</p> <p>Positive changes in educational attainment in SEC pupils.</p>	8
5.2 Subject to Ministerial approval, we will issue the Invitation to Tender for the Strule Shared Education Campus (SSEC) Programme Main Works contract no later than September 2021.	Procurement process underway for SSEC Main Works, progressing campus construction completion in 2025 to facilitate shared education.	3, 8
5.3 We will encourage, facilitate and promote Shared Education through delivery of the Peace IV Shared Education Programme; other funded Shared Education projects; engagement with Special EU Programmes Body (SEUPB) regarding enhanced opportunities for Shared Education presented by the Peace Plus Programme; and development of a strategy for sustainable mainstreaming of Shared Education by March 2022.	<p>Shared Education Teacher professional Learning delivered.</p> <p>Increased capacity across the workforce to deliver quality shared education experiences.</p> <p>Peace Plus Shared Education proposals developed.</p> <p>Increased opportunities for additional schools to engage in Shared Education.</p> <p>Mainstreaming Shared Education strategy to support pupil engagement developed.</p>	3, 8

Strategic Priority 5 – Improve the learning environment		
We promote equality of opportunity, respect for others, good relations and inclusivity and we provide modern, sustainable educational settings which are fit-for-purpose and facilitate shared learning		
1 WHAT WE WILL DO AND BY WHEN	2 HOW WILL WE KNOW IF ANYONE IS BETTER OFF? (includes 2021/22 outcomes and longer Term outcomes)	3 LINKS TO WHICH CYP OUTCOMES?
	Sustainable strategy to help embed shared education, in line with the Shared Education Act.	
5.4 We will deliver the statutory duty to encourage and facilitate the development of Integrated and Irish-medium education by March 2022	<p>Working with Northern Ireland Council for Integrated Education (NICIE) and Comhairle na Gaelscolaíochta (CnaG) to address relevant issues for the Integrated and Irish-medium education sectors in relation to the impact of the COVID-19 pandemic.</p> <p>Ensuring good governance arrangements continue for NICIE and CnaG to support them in encouraging and promoting the Integrated and Irish-medium education sectors.</p> <p>This will help achieve longer term outcomes of increased numbers of children and young people accessing Integrated and Irish-medium education in sustainable, viable schools which are supported by NICIE and CnaG respectively, in line with parental preference.</p>	6, 7, 8
5.5 We will deliver effectively a prioritised capital works programme within timescale and budget, including progressing Shared Education Campuses by March 2022.	<p>25 Business Cases approved and 2 Works Contractors appointed to progress announced projects under the School Enhancement Programme.</p> <p>Business Cases approved for projects at 6 schools and construction started on 5 projects under the Fresh Start Programme.</p>	2, 3

Strategic Priority 5 – Improve the learning environment		
We promote equality of opportunity, respect for others, good relations and inclusivity and we provide modern, sustainable educational settings which are fit-for-purpose and facilitate shared learning		
1 WHAT WE WILL DO AND BY WHEN	2 HOW WILL WE KNOW IF ANYONE IS BETTER OFF? (includes 2021/22 outcomes and longer Term outcomes)	3 LINKS TO WHICH CYP OUTCOMES?
	Integrated Consultant Teams appointed for 9 major capital projects announced in June 2020; completion of 6 projects currently on site; and 8 projects to move on site. 9 Voluntary Youth Schemes to move on site.	
5.6 We will engage with internal and external stakeholders to promote equality of opportunity and good relations by March 2022.	In 2021/22 we will see: <ul style="list-style-type: none"> • High compliance with statutory equality duties. • Equality Screening/Assessments which display both sound evidence and focused outcomes. This will help achieve longer-term outcomes of: <ul style="list-style-type: none"> • Recognition of the Department’s high performance in the promotion of equality and good relations. 	1-8
5.7 We will tackle all forms of bullying including racist by implementing the Addressing Bullying in Schools Act by September 2021 and continuing to support the NI Anti Bullying Forum (NIABF).	Consistent approach by schools to identifying and recording incidents, including the motivation of bullying, leading to improved policies by schools.	1, 2, 3, 4, 6, 7, 8
5.8 We will deliver T:BUC Camps and youth-specific programmes to tackle paramilitarism, criminality and organised crime during 2021/22.	Agreed T:BUC Camp targets met. Agreed Tackling Paramilitarism, criminality and organised crime targets met for youth related programmes.	8

Strategic Priority 5 – Improve the learning environment

We promote equality of opportunity, respect for others, good relations and inclusivity and we provide modern, sustainable educational settings which are fit-for-purpose and facilitate shared learning

1 WHAT WE WILL DO AND BY WHEN	2 HOW WILL WE KNOW IF ANYONE IS BETTER OFF? (includes 2021/22 outcomes and longer Term outcomes)	3 LINKS TO WHICH CYP OUTCOMES?
5.9 We will oversee the development and dissemination of resources to support effective implementation of Personal Development and Mutual Understanding (PDMU) and the Personal Learning for Life and Work within the Northern Ireland Curriculum during 2021/22.	Increased opportunities for teachers to access resources. In the longer term this will lead to improved understanding and awareness of personal and social relationship issues such as domestic violence and sexual exploitation.	3, 6, 7, 8

Strategic Priority 6 – Tackle Disadvantage and Underachievement

We improve developmental and learning outcomes for all children & young people, with a particular focus on those who are underachieving, at risk of underachieving, or disadvantaged

<p style="text-align: center;">1</p> <p style="text-align: center;">WHAT WE WILL DO AND BY WHEN</p>	<p style="text-align: center;">2</p> <p style="text-align: center;">HOW WILL WE KNOW IF ANYONE IS BETTER OFF? (includes 2021/22 outcomes and longer Term outcomes)</p>	<p style="text-align: center;">3</p> <p style="text-align: center;">LINKS TO WHICH CYP OUTCOMES?</p>
<p>6.1 We will address persistent educational underachievement linked to socio-economic background through delivery of:</p> <ul style="list-style-type: none"> • New Decade New Approach recommendation for an Expert Panel to deliver a costed Action Plan by 31 May 2021; • Engage Programme; Extended Schools; Full Service programmes; North Belfast Pilot, Wrap Around Education Programme (WRAP) and associated media campaigns. 	<p>An Expert Group will have delivered a costed action plan to address persistent educational underachievement linked to socio-economic disadvantage.</p> <p>Continued reduction in the gap between Free School Meals Entitled (FSME) and non-FSME school leavers achieving 5+ GCSEs (A*-C) including equivalent qualifications, including GCSE English and Maths.</p> <p>Continued improvement in the percentage of pupils who achieve 5+ GCSEs (A*-C) including equivalent qualifications, including GCSE English and Maths.</p> <p>Performance will be measured by way of respective Report Cards.</p>	<p>1, 3, 5, 6, 7, 8</p>
<p>6.2 We will address educational underachievement linked to socio-economic background through targeted support via the Sure Start programme to c39,000 children (aged 0-3) and their families in the most disadvantaged areas in Northern Ireland by March 2022.</p>	<p>Improvement in the development, health and wellbeing of a sample of children and families supported by the Sure Start programme.</p> <p>Improvement in the speech and language of children attending the Sure Start Developmental Programme for 2-3 Year Olds.</p> <p>Performance will be measured by way of annual Report Cards.</p>	<p>1, 2, 3, 8</p>

Strategic Priority 6 – Tackle Disadvantage and Underachievement

We improve developmental and learning outcomes for all children & young people, with a particular focus on those who are underachieving, at risk of underachieving, or disadvantaged

1 WHAT WE WILL DO AND BY WHEN	2 HOW WILL WE KNOW IF ANYONE IS BETTER OFF? (includes 2021/22 outcomes and longer Term outcomes)	3 LINKS TO WHICH CYP OUTCOMES?
6.3 We will complete the Newcomers Policy review and implement improvements by March 2022.	A consistent approach to supporting newcomers in place across all schools. More children and families supported through the Re-settlement Scheme (when re-started). Measured through quarterly Education Authority Intercultural Education Service (IES) reports. More newcomer families supported by IES.	1, 2, 3, 4, 6, 7, 8

Strategic Priority 7 – Support and develop our education workforce		
We develop and deploy teachers, other education professionals and support staff effectively, promoting high standards and leadership and improving health & wellbeing		
1 WHAT WE WILL DO AND BY WHEN	2 HOW WILL WE KNOW IF ANYONE IS BETTER OFF? (includes 2021/22 outcomes and longer Term outcomes)	3 LINKS TO WHICH CYP OUTCOMES?
7.1 We will implement actions within the Teachers’ Pay and Workload Agreement 2017-19, including commencement of reviews in nine areas by December 2021, and at least four reviews completed with approved recommendations by March 2022.	Continued period of settled industrial relations for teaching staff. Cost efficiencies compared to the current system identified, with action plan developed for realisation. Provision of savings evidence to support pay remit business case for future fair and affordable pay awards for teaching staff. Proposals under development to provide greater flexibility for the teaching workforce. Establishment of baseline data on current workloads will enable informed assessment of proposals for change without detriment.	3, 8
7.2 In collaboration with key stakeholders in the education sector, we will implement the Teacher Professional Learning Strategy, “Learning Leaders” (LL). By June 2021 undertake initial consultation with the teaching profession on proposals for the new LL model, and	During 2021 objectives remain at a high level and progress monitored through the Learning Leader Oversight Group meetings. During the lifetime of the Strategy, the teaching profession will have adopted a new reflective and self-directed approach to professional learning throughout their careers.	3, 8

Strategic Priority 7 – Support and develop our education workforce		
We develop and deploy teachers, other education professionals and support staff effectively, promoting high standards and leadership and improving health & wellbeing		
1 WHAT WE WILL DO AND BY WHEN	2 HOW WILL WE KNOW IF ANYONE IS BETTER OFF? (includes 2021/22 outcomes and longer Term outcomes)	3 LINKS TO WHICH CYP OUTCOMES?
By December 2021 initiate a broader consultation with the teaching profession on proposals for the new LL model.		
7.3 We will enrich professional development through delivery of the Enhanced Autism Training Framework across the Educational Workforce by March 2022.	<p>The Education Authority Autism Advisory & Intervention Service will deliver basic and foundation level training to educational workforce.</p> <p>The Middletown Centre for Autism will deliver intermediate & advanced level training to the education workforce.</p> <p>A number of whole school approaches will be delivered and receive accreditation.</p> <p>Longer term impact will be that we can demonstrate that increased numbers of teachers and schools are accessing autism specific training under the Framework.</p>	3

Strategic Priority 8 – Effectively manage, review and transform our education system		
We deliver our corporate governance and finance responsibilities while seeking to improve efficiency, increase sustainability and introduce new ways of learning		
1 WHAT WE WILL DO AND BY WHEN	2 HOW WILL WE KNOW IF ANYONE IS BETTER OFF? (includes 2021/22 outcomes and longer Term outcomes)	3 LINKS TO WHICH CYP OUTCOMES?
8.1 We aim to increase the network/number of sustainable schools (including Special Educational Needs provision) across Northern Ireland and to create mechanisms to facilitate a more agile and responsive area planning process in collaboration with area planning stakeholders by March 2022.	<p>Published Development Proposals (DPs) assessed/screened against and aligned to Ministerial priorities of reducing small unsustainable schools, composite classes and unsustainable 6th forms.</p> <p>Inflexibilities of the current DP process are removed.</p> <p>Earlier and more focused interventions by Managing Authorities and Sectoral Body Representatives to deliver sustainable settings.</p> <p>Performance will be measured by way of a Report Card.</p>	3, 6, 8
8.2 We will establish the Independent Review of Education and support the appointed Review Panel as it delivers upon the agreed terms of reference through stakeholder engagement, evidence gathering and analysis of best practice during 2021/22.	<p>Independent Panel recruited (by June 2021).</p> <p>Independent Panel agree a workplan which is delivered against agreed Milestones by March 2022.</p> <p>Interim report provided within 12 months of appointment and final report provided with 18 months.</p> <p>Review completed on time and terms of reference delivered. Report sets out clear vision for a transformed education system and recommendations to bring forward required improvements.</p>	1-8

Strategic Priority 8 – Effectively manage, review and transform our education system We deliver our corporate governance and finance responsibilities while seeking to improve efficiency, increase sustainability and introduce new ways of learning		
1 WHAT WE WILL DO AND BY WHEN	2 HOW WILL WE KNOW IF ANYONE IS BETTER OFF? (includes 2021/22 outcomes and longer Term outcomes)	3 LINKS TO WHICH CYP OUTCOMES?
8.3 To contribute to the New Decade New Approach commitment to “develop an enhanced approach to careers advice, curriculum, training and apprenticeships to enhance employability and support economic growth”, we will progress the development of a more strategic approach to 14-19 education and training in collaboration with the Department for the Economy (DfE) by December 2021.	Finalised 14-19 education and training baseline. Next steps agreed with DE/DfE Ministers.	3, 5, 6
8.4 Through the application of sound financial controls, we will take the necessary actions to optimise the Education budget by March 2022, including making the case for and seeking to secure Executive funding to take forward the New Decade New Approach education commitments.	As far as possible, schools and youth settings adequately funded to ensure that a quality education can be provided to our children and young people. Any potential budget underspend limited to 1% of budget or less. Mitigating actions will have been taken to reduce or avoid any potential budget overspend. The overall level of schools deficits will have reduced. Sets of unqualified accounts will have been published for all education sector bodies.	1-8

Strategic Priority 8 – Effectively manage, review and transform our education system		
We deliver our corporate governance and finance responsibilities while seeking to improve efficiency, increase sustainability and introduce new ways of learning		
1 WHAT WE WILL DO AND BY WHEN	2 HOW WILL WE KNOW IF ANYONE IS BETTER OFF? (includes 2021/22 outcomes and longer Term outcomes)	3 LINKS TO WHICH CYP OUTCOMES?
	Stakeholders have access to robust analytical data which can be used to effectively inform policy decisions and measure performance.	
8.5 We will demonstrate effective governance and oversee same across our Arm's Length Bodies (ALBs) during 2021/22.	<p>In 2021/22 we will see:</p> <ul style="list-style-type: none"> • Approved Business Plans for the Department and its ALBs. • High levels of adherence to the government and accountability framework during this period. • A high percentage of satisfactory audit reports. • All ALB Boards remain quorate and are able to function. • Risk Registers in place across the Department and its ALBs. • Regular Governance Accountability Review meetings and Governance Statements. <p>This will help achieve longer-term outcomes of:</p> <ul style="list-style-type: none"> • Increased alignment of priorities across education and wider Government. • Assurance of adequate ALB governance and accountability. • Effective, aligned management of risks across the Department and its ALBs. 	3
8.6 We will review the future of the Youth Council for Northern Ireland (YCNI) by December 2021.	<p>Completion of a youth sector survey on the need for and role of YCNI to inform the Minister's decision on its future.</p> <p>Effective structures are in place to advise DE and Education Authority on the development of the youth service and assist in</p>	3

Strategic Priority 8 – Effectively manage, review and transform our education system		
We deliver our corporate governance and finance responsibilities while seeking to improve efficiency, increase sustainability and introduce new ways of learning		
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	the co-ordination and efficient use of the resources of the youth service.	
8.7 We will provide a range of continually-improving, high-quality support services to aid the effective operation of the Department during 2021/22.	<p>In 2021/22 we will see:</p> <ul style="list-style-type: none"> • High satisfaction levels from ‘client’ services. • Management of information in accordance with good practice, resulting in no significant data breaches. <p>This will help achieve longer-term outcomes of:</p> <ul style="list-style-type: none"> • Internal and external recognition of the Department’s high performing support services. • Personal data safeguarded and all business information processed in line with legislative requirements. 	1-8
8.8 We will promote the wellbeing of our staff and allocate our teams to align with and deliver on our priorities during 2021/22.	<p>In 2021/22 we will see:</p> <ul style="list-style-type: none"> • The re-establishment of the Staff Engagement Forum. • High staff satisfaction/morale. • High staff attendance. <p>This will help achieve longer-term outcome of:</p> <ul style="list-style-type: none"> • Internal recognition of DE as a great place to work; • External recognition of the Department as a high-performing organisation. 	1-8
8.9 We will complete the quinquennial review of the Education Authority (EA) by March 2022.	<p>In 2021/22 we will see:</p> <ul style="list-style-type: none"> • Completion of the review and an assessment of the recommendations. 	1-8

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	This will help achieve longer-term outcomes of: <ul style="list-style-type: none"> • An effective, efficient EA, recognising good performance and areas for improvement. • Assurance that appropriate control and governance arrangements are in place to provide good corporate governance. 	