

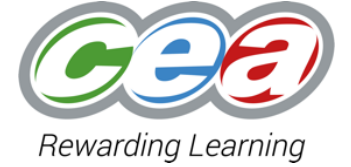
CIEA Webinar: It's not all about England

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www.ccea.org.uk

Context



- Good Friday Agreement 1998
- Devolved Government formally established in December 1999
- Coalition of at least two parties to form an Executive which oversees 9 departments, including Education
- A complex system known as D'hondt is used to allocate departments to different parties
- While a different ministers and different parties may have different priorities, anything that requires legislative change must be approved by the Executive
- A number of lengthy suspensions (40%), including from February '22 - present

Northern Ireland Curriculum



- The Northern Ireland Curriculum was introduced in 2007
- Covers all 12 years of compulsory education
- Focuses on the learning process – positive learning experiences, assessment for learning etc. - and learners' needs, as well as their knowledge, understanding and skills
- Offers flexibility and specifies a minimum entitlement for all pupils in each area of learning
- Schools have considerable scope to tailor this entitlement and to provide learning opportunities adapted to their own context and their pupils' needs

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



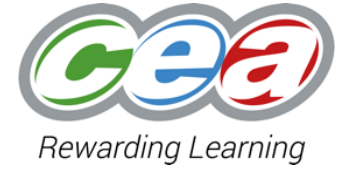
CURRICULUM AIM	The Northern Ireland Curriculum aims to empower young people to achieve their potential and to make informed and responsible decisions throughout their lives.								
CURRICULUM OBJECTIVES	To develop the young person as an individual		To develop the young person as a contributor to society			To develop the young person as a contributor to the economy and environment			
<i>FOR</i>									
LEARNING FOR LIFE & WORK	PERSONAL DEVELOPMENT		HOME ECONOMICS		LOCAL AND GLOBAL CITIZENSHIP		EMPLOYABILITY		
<i>THROUGH</i>									
KEY ELEMENTS	personal understanding mutual understanding personal health		moral character spiritual awareness		citizenship cultural understanding		media awareness ethical awareness		employability economic awareness education for sustainable development
<i>INFUSING</i>									
CROSS-CURRICULAR SKILLS	COMMUNICATION			USING MATHEMATICS			USING ICT		
THINKING SKILLS AND PERSONAL CAPABILITIES	Managing Information		Working with Others		Thinking, Problem Solving, Decision Making		Self-Management		Being Creative
<i>ACROSS</i>									
AREAS OF LEARNING	THE ARTS	ENGLISH (IRISH in Irish Medium Schools) with Media Education	ENVIRONMENT AND SOCIETY	MATHEMATICS with Financial Capability	MODERN LANGUAGES	PHYSICAL EDUCATION	SCIENCE AND TECHNOLOGY	RELIGIOUS EDUCATION	
<i>PROMOTING / ENCOURAGING</i>									
LEARNING EXPERIENCE	investigation and problem solving	links between curriculum areas	relevant and enjoyable	media-rich	skills integrated	active and hands on	offer choice		
	challenging and engaging	supportive environment	culturally diverse	positive reinforcement	varied to suit learning style	on-going reflection	enquiry based		
ASSESSMENT FOR LEARNING	building a more open relationship between learner and teacher	clear learning intentions shared with pupils	shared/negotiated success criteria	individual target setting	taking risks for learning	advice on what to improve and how to improve it	peer and self assessment	celebrating success	peer and self evaluation of learning
ATTITUDES AND DISPOSITIONS	personal responsibility	concern for others	commitment – determination – resourcefulness			openness to new ideas		self-belief – optimism pragmatism	
	curiosity	community spirit	flexibility	tolerance	integrity moral courage		respect		

The "Big Picture" of the Curriculum at Key Stage 4



CURRICULUM AIM	The Northern Ireland Curriculum aims to empower young people to achieve their potential and to make informed and responsible decisions throughout their lives.								
CURRICULUM OBJECTIVES	To develop the young person as an individual		To develop the young person as a contributor to society			To develop the young person as a contributor to the economy and environment			
<i>INFUSING</i>									
CROSS-CURRICULAR SKILLS	COMMUNICATION		USING MATHEMATICS			USING ICT			
THINKING SKILLS AND PERSONAL CAPABILITIES	Self-Management		Working with Others			Problem-Solving			
<i>ACROSS</i>									
AREAS OF LEARNING	THE ARTS	LANGUAGE AND LITERACY	ENVIRONMENT AND SOCIETY	STATUTORY LEARNING FOR LIFE AND WORK	MATHEMATICS with Financial Capability	MODERN LANGUAGES	STATUTORY PHYSICAL EDUCATION	SCIENCE AND TECHNOLOGY	STATUTORY RELIGIOUS EDUCATION
<i>TO MEET</i>									
THE STATUTORY REQUIREMENTS THROUGH THE KEY STAGE 4 ENTITLEMENT FRAMEWORK	All post-primary schools must provide learners with access to at least 21 courses at Key Stage 4.*								
	At least 1/3 should be general courses.		At least 1/3 should be applied courses.			1/3 are optional.			
<i>TO PROMOTE</i>									
THE RELEVANCE OF LEARNING TO EVERYDAY LIFE AND WORK	Personal Development	Healthy Living	Citizenship	Community-Based Learning	Employability	Entrepreneurship			
	Career Education	Career Planning	STEM	Work-Related Learning	Education for Sustainable Development	Financial Capability			
INDEPENDENT AND LIFELONG LEARNING	Supportive Learning Environment	Learner-Centred Pedagogy	Active Enquiry-Based Learning	Critical Thinking Skills	Metacognition (Thinking about Thinking)	Assessment For Learning			
ATTITUDES AND DISPOSITIONS	Personal Responsibility	Concern For Others	Commitment	Determination	Resourcefulness	Openness To New Ideas	Self-Belief	Respect	
	Optimism	Pragmatism	Curiosity	Community Spirit	Flexibility	Tolerance	Integrity	Moral Courage	

Qualifications

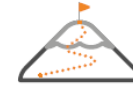


- While Education is a devolved matter, three-country arrangement in place with England and Wales for GCSE and A level
- Also required to adhere to the requirements of the NI Curriculum at Key Stage 4:
 - Learning for Life and Work, PE, RE
 - Entitlement Framework – 21 subjects, 1/3 general and 1/3 applied
- Primarily GCSE and A level
 - Majority of the qualifications have the same title and similar content and assessment arrangements
 - Small number developed to reflect the NI context
 - Key differences - unitisation; AS; GCSE grading scale
- Other regulated qualifications also available: entry level; Level 1 – 5

Challenges Ahead

- Continuing to embed the NI Curriculum
- Addressing the challenges caused/exacerbated by the pandemic
- Continuing divergence in qualifications
- Reports:
 - A Fair Star (NDNA commitment): “to examine and address links between persistent educational underachievement and socio-economic background, including the long-standing issues facing working-class, Protestant boys.”
 - Independent Review of Education (NDNA commitment): “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.”
 - 10x: “‘Skills for a 10x Economy’ sets a strategic framework for the development of our skills system to 2030.
- Absence of NI Executive

You told us that the Northern Ireland Curriculum provides:



81.9%

a clear aim and objectives



70.2%

appropriate balance between knowledge, understanding and skills



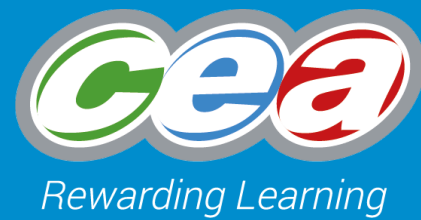
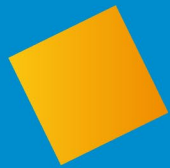
74.1%

flexibility to customise learning



73.3%

connections in learning



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