

Corporate Plan & Business Plan

2002-2003



Learning Together



SOUTH EASTERN EDUCATION
AND LIBRARY BOARD

FOREWORD BY THE CHAIRMAN

The South Eastern Education and Library Board is committed to developing the quality of its services to the community it serves. This Corporate Plan sets out to identify common strategic aims and outcomes and to ensure that activities and resources are targeted to achieve its priorities.

Achieving the highest standards from the earliest age is the best way to build good foundations for lifelong learning. I am, therefore, especially pleased that the Board is giving priority to early years development. As Chairman of the Board it has been a pleasure to be involved in the opening of new facilities for pre-school education. The commitment, energy and expertise of the staff in providing caring and stimulating environments for the young children is second to none.

Our young people are at the centre of the Board's service. The Library Service provides a key role in supporting the learning and education of children and young people. The Youth Service aims to promote their personal, social and educational development. They need to be empowered to become participative and responsible members of society. I would like to thank all those who work tirelessly in their education, development and training.

Partnership is fundamental to our way of working. In my role as Chairman I am dependent on member colleagues and staff for assistance and guidance. As a Board we recognise that partnerships are central to our effectiveness. We are committed to working with a wide range of partners - schools, churches, local Councils, Health and Social Services Trusts, voluntary organisations and the private sector. The Corporate Plan sets out the context for the development and management of key partnerships. We welcome the co-operation and support of all our partners as together we strive to provide a better education, youth and library service.

Partnership has to be based on mutual respect. Our society will be enriched if we follow the Board's strapline of 'Learning Together.' On that theme, during the year headteacher conferences will be held to share information and matters of common interest and to identify issues for development. I would like to take this opportunity formally to thank principals for their leadership and service to the young people of this area. We are indebted to them.

The Corporate Plan highlights the importance of parental participation in young people's education and learning. The Board will be publishing a position paper on parenting. As a Board we recognise the importance of good parenting in building a decent, stable society - a society where everyone matters and where people care for each other.

I would commend this Corporate Plan and trust it shows the Board's commitment to improving the society in which we all live and make a contribution.

Rev Dr D J Watts

INTRODUCTION BY THE CHIEF EXECUTIVE

The Corporate Plan highlights the key activities of the Board for 2002-2003. In the plan there is a focus on delivering results for the people we serve. As a Board we are undertaking an extensive school building programme to improve the environment in which our young people learn. I would express the Board's appreciation for all the support given by Principals, elected representatives, parents and the wider community in ensuring that these much needed improvements are taking place.

The Northern Ireland Assembly has indicated that it is undertaking a Review of Public Administration. This will be a challenge for all of us involved in providing public services. We will meet that challenge in a positive way for the benefit of those for whom we provide services.

One of the key tasks facing the Board is to ensure that the people of the area are equipped, through learning, with the necessary skills to participate fully as citizens.

The development of the People's Network in the Library Service will provide the public with access to a world of information through a new computer network. Yet the provision of information is only part of the development of our people. We need to build a society based on mutual understanding, respect and tolerance. There is now a growing expectation that the Board should reflect the community it serves, that the needs, aspirations and viewpoints of the community must be addressed. I trust that as you read the Corporate Plan you will see that the Board is focused on providing sound leadership, on improving its approach to consultation and on caring for those with individual needs. Daniel Goleman in his book "Working with Emotional Intelligence" said, "We are being judged by not just how smart we are, or by our training and expertise, but also by how well we handle ourselves and each other". As a Board we try to emphasise the importance of the individual, of good relations and the need to promote equality of opportunity for all. We are committed to developing our people in order to achieve our aims and provide the quality of service expected by our customers.

Thank you for taking the time to read this Plan. I hope it demonstrates our on-going commitment to improving our services for the benefit of all.

Mr J B Fitzsimons

STRATEGIC AIMS

- To focus on results
- To respond to customer needs
- To streamline internal processes
- To promote organisational learning and growth

MissionStatement

“To raise the standards of learning and levels of achievement of the people of the Board’s area through the provision of high quality education, library and youth services.”

SOUTH EASTERN EDUCATION
AND LIBRARY BOARD
Learning Together

CorporateContext

Introduction

The South Eastern Education
and Library Board

The Board was established in 1973, following a re-organisation of Local Government in Northern Ireland. It is a corporate body, established under statute as the Local Authority for education, library and youth services in the south-eastern region of the province.

In 2000, the population of the Board's area was 391,700 and at October 2001 there were 66,700 children attending schools in the area.

The Board provides/supports:

- 31 Public Library Service Points
- a Music Centre
- 3 Residential Education Centres
(2 Outdoor and 1 Field Studies)
- 2 Resource Centres
- 16 Controlled Youth Centres
- 6 Neighbourhood Education Centres
(EOTAS)

The region comprises five Council areas:

Lisburn

Castlereagh

Down

Ards

North Down

The powers, duties and privileges of the Board are defined in the relevant Education and Libraries (Northern Ireland) Orders and the Education Reform (Northern Ireland) Order 1989. Certain responsibilities in the field of employment, childcare and health and safety are also placed on the Board by other legislation enacted for Northern Ireland.

The Board, in carrying out all its functions, will fulfil its duties under Section 75 of the Northern Ireland Act 1998, including the promotion of equality of opportunity and equity of treatment regardless of religious belief, political opinion, gender, marital status, having or not having dependants, disability, racial group, age or sexual orientation.

Copies of the legislative documents may be viewed at Board Headquarters or in any branch library.

Within the Board's area there are:

- 18 Nursery Schools and
- 29 Nursery Units
- 163 Primary Schools
- 29 Secondary Schools
- 10 Grammar Schools
- 11 Special Schools
- 28 Special Units

The Board consists of 35 members, all of whom are appointed by the Minister with responsibility for Education within Northern Ireland.

Membership of the Board comprises:

- 14 Councillors
- 6 Transferors' Representatives
- 2 Trustee Representatives
- 13 Members nominated by the Minister, including 3 who represent the interests of serving teachers and 3 who represent library interests.

The current membership of the Board is:

- Rev Dr D J Watts (Chairman)
- Councillor R Gibson (Vice-Chairman)
- Rev Dr J P O Barry
- Rev C W Bell
- Councillor P A Butler
- Mr D A Cahill
- Councillor C Calvert
- Mrs J Campbell
- Mr J L Colgan
- Mr S I Davidson
- Councillor G N Douglas
- Councillor Mrs R M Dunlop
- Alderman G Ennis
- Mr M P Flanagan
- Mrs F A Gault
- Councillor G H Gregory
- Rev G N Haire
- Alderman C Hall
- Mr R A Jones
- Mr R J McFerran
- Mrs M M McGoran
- Miss M M McHenry
- Mr A J McReynolds
- Mr D G Mullan
- Councillor J Norris
- Councillor Mrs C O'Boyle
- Mrs E M Robinson
- Rev Dr R A Russell
- Councillor Mrs M Smith
- Miss G Tigchelaar
- Mr J D Uprichard
- Councillor W M Ward
- Councillor W G Watson
- Ms J Williams
- Councillor Mrs A Wilson

South Eastern Education and Library Board

Board Members April 2002

Back Row: Mr J D Uprichard, Mr M P Flanagan, Councillor C Calvert, Rev C W Bell, Rev Dr R A Russell,

(L-R) Councillor P A Butler, Mr R A Jones

Middle Row: Mr D G Mullan, Alderman C Hall, Rev G N Haire, Councillor G Douglas, Mr R J McFerran, Miss M M McHenry, Miss M G Tigchelaar, Councillor Mrs A Wilson

Front Row: Councillor Mrs C O'Boyle, Mrs F A Gault, Councillor R Gibson (Vice-Chairman), Rev Dr D J Watts

(Chairman), Mr J B Fitzsimons (Chief Executive), Councillor W M Ward, Ms J Williams, Councillor Mrs M Smith

Not In Photo: Rev Dr J P O Barry, Mr D A Cahill, Mrs J Campbell, Mr J L Colgan, Mr S I Davidson, Councillor Mrs R M Dunlop, Alderman G Ennis, Councillor G H Gregory, Mrs M M McGoran, Mr A J McReynolds, Councillor J Norris, Mrs E M Robinson, Councillor W G Watson

Accountability

The Board is a non-departmental public body (NDPB), which as a result of devolution and the re-organisation of Central Government functions, reports to three Departments:

Education (DE)

- Nursery Schools
- Pre-School Initiative
- Primary Schools
- Secondary Schools
- Grammar Schools
- Special Schools and Home Tuition
- Headquarters Administration
- Milk and Meals
- Home to School Transport
- Curriculum Advisory and Support Service
- Schools Library Service
- Youth
- Miscellaneous Educational Services
- Boarding and Clothing Allowances
- Music Service

Culture, Arts and Leisure (DCAL)

- Public Library Service
- Irish-Medium Curriculum Resource Unit

Employment and Learning

- Meals (FE)
- Home to College Transport
- Discretionary Awards
- Miscellaneous Educational Services
- Mandatory Student Awards
- Boarding, Maintenance and Clothing Allowance

The Chief Executive, as Accounting Officer, has responsibility for safeguarding public funds and ensuring that they are applied only for the purposes for which they have been allocated.

CommitteeStructure

The work of the Board is carried out through a Committee structure. The Committees of the Board are:

- Audit Committee
- Chairmen's Committee
- Committee for the Management of Schools
- Education Committee
- Expulsions Committee
- Finance and Property Services Committee
- General Purposes Committee
- Library and Information Committee
- Strategic Issues Committee
- Teaching Appointments Committee
- Youth Committee

The remits of the Committees are as follows:

Audit Committee

The Committee reports to the Board in relation to:

- Promotion of the highest standards of propriety in the use of public funds
- Promotion of a climate of financial discipline and control
- Provision of support for the creation and maintenance of a system of internal control
- Provision of reasonable assurance that organisational objectives will be achieved
- Promotion of the highest standards for the operation of the Internal Audit Service
- Review of the annual audit assurance provided to the Chief Executive

Chairmen's Committee

The Committee reports to the Board in relation to:

- Strategic planning
- The co-ordination of the work of the Board's Committees
- The review of the operation of the Board and its Committees

Committee for the Management of Schools

The Committee reports to the Board in relation to:

- Appointments of members of Boards of Governors in Controlled and Maintained Schools
- Appointments of Board representatives to Boards of Governors of Voluntary Schools
- Schemes of Management for Schools
- Matters pertaining to the role and training of Governors

Education Committee

The Committee reports to the Board in relation to:

- The Curriculum Advisory and Support Service
- Transfer and Open Enrolment
- The Music Service
- Educational policy matters
- School Inspection Reports
- Special Education
- Resource Centres
- Special Initiatives
- Area Development Plans
- Schools' Cross Community Contact Scheme

Expulsions Committee

The Committee has been given executive powers by the Board in relation to:

- The hearing of cases requesting the expulsion of pupils from controlled schools
- The hearing of appeals against the expulsion of pupils from controlled, maintained and voluntary schools

Finance and Property Services Committee

The Committee reports to the Board in relation to:

- Financial estimates
- Local Management of Schools Schemes and Formulae
- Tenders, Contracts and Accounts
- Appointment of Consultants
- Capital Development
- Purchase, leasing, letting, maintenance and equipment for Board premises
- Emergency Works
- Direct Service Organisations

General Purposes Committee

The Committee reports to the Board in relation to:

- Equal Opportunities
- Equality and Human Rights
- Training of non-teaching staff
- Corporate and Business Planning
- Welfare Services
- Staffing policies, schemes, procedures and conditions of service
- Transport Services
- Legal and Insurance Services
- Health and Safety
- Best Value/Investors in People
- Research and Development

Library and Information Committee

The Committee is a Statutory Committee and reports to the Board in relation to:

- The delivery of the Library Service
- Estimates of expenditure to be incurred by the Board in its capacity as a Library Authority
- Development Schemes
- Information Systems and Information Technology Services
- Corporate Information Services

Strategic Issues Committee

The Committee reports to the Board in relation to:

- The development of an enhanced holistic approach to the Board's functions
- The identification of areas in which the Board should formulate policy/position statements
- The examination of methods to reduce the administrative burden on schools
- The need for particular philosophical approaches and consistency of approach to be delivered in schools within the Board's area
- The means by which regional and national policies might be influenced by the Board

Teaching Appointments Committee

The Committee is a Statutory Committee of the Board with executive powers in relation to:

- The appointment, promotion and transfer of all full-time permanent teachers in Controlled Schools
- Procedures for redundancy, premature retirement and redeployment of teachers
- Matters relating to teachers and teaching appointments

Youth Committee

The Committee reports to the Board in relation to:

- Youth policy, including development staffing and finance
- Development of the Youth Service core curriculum
- Provision of recreational, social, physical and cultural services
- Special initiatives and priorities
- Outdoor Education Centres

ExecutiveStructure

The executive business of the Board is carried out by a team of officers under the leadership of the Chief Executive, Mr J B Fitzsimons. Board Headquarters are at Grahamsbridge Road, Dundonald, while Library Headquarters are at Windmill Hill, Ballynahinch.

The executive team is organised into the following strategic units, each led by a member of the Senior Management Team:

- Administration
- Curriculum
- Finance
- Library and Information

AdministrationUnit

The strategic units comprise a range of services as follows:

ADMINISTRATION UNIT

What does the unit aim to do?

To provide high quality leadership, efficient and effective services and support in order to help schools to achieve the best possible standards for their pupils.

What is the structure of the unit?

Mr Martin Graham (Senior Education Officer (SEO) - Administration) manages the Unit and is assisted by three Assistant Senior Education Officers (ASEO). One of the posts is currently vacant.

M E GRAHAM	Senior Education officer (Administration)
A HANRATTY	Assistant Senior Education Officer (Property Services)
S SKELTON	Assistant Senior Education Officer (Administration)

PROPERTY SERVICES

The purpose of the Unit is to manage and enhance the Board's estate. The Unit provides architectural services, building and electrical maintenance services. It is responsible for planning, economic appraisals, the provision of new schools, extensions to existing schools, and energy conservation.

LEGAL AND INSURANCE SERVICES

The purpose of the Unit is to provide high quality legal and insurance services to meet the needs of school principals, Boards' of Governors of schools and Headquarters' units. The Unit is responsible for the management of the Board's insurance portfolio, the maintenance of the Board's property register and the defence of public and employers' liability claims.

ORGANISATION DEVELOPMENT UNIT
including EQUALITY AND HUMAN RIGHTS

The purpose of the Unit is to promote continuous improvement and quality assurance throughout the Board and to ensure compliance with the Board's requirements as laid out in the Northern Ireland Act 1998 and Human Rights legislation.

The Unit promotes an efficiency culture, marked by organisational learning and performance management. The Unit is responsible for training and development of staff, learning support for front line staff, the co-ordination of Best Value and corporate planning and co-ordination of screening Board policies and, where applicable, impact assessing Board policies to meet the requirements of the equality agenda.

HUMAN RESOURCE SERVICES

The purpose of the Unit is to provide advice and support to school governors, principals and managers in the Youth, Library and Headquarters' Services, in relation to Human Resource issues. The Unit is responsible for the provision of Governors' services, the recruitment and selection of staff, job evaluation, equal opportunities, staff welfare and consultation with Trades Union.

TRANSPORT SERVICES

The main purpose of the Unit is to provide a Home to School Transport Service for pupils. The Unit also provides transport for the delivery of school meals, visits by pupils to libraries, music functions, youth activities and summer activity schemes.

OPEN ENROLMENT AND TRANSFER

The purpose of the Unit is to comply with the timetables laid down by the Department of Education for the operation of the various stages in the Open Enrolment and Transfer Procedures. The Unit produces and distributes the Transfer and Open enrolment booklets for parents, issues Transfer Grades and post-primary placement letters and is responsible for the administration of the suspension procedure for pupils.

HEALTH AND SAFETY

The purpose of the unit is to enable the Board to carry out its statutory obligations with regard to Health and Safety matters. The Unit is also responsible for the School Security Scheme and for the co-ordination and development of an integrated emergency plan for the Board.

Further information about the services of the Administration Unit is available from Mr M E Graham, Senior Education Officer (Administration) Telephone: 028 9056 6233 e-mail:

martin.graham@seelb.org.uk

CurriculumUnit

CURRICULUM UNIT

What does the unit aim to do?

To act as an advocate for children and young people and to provide high quality leadership, efficient and effective services and advice and support in order to help schools and youth services assist these children and young people to realise their potential.

What is the structure of the unit?

Mr Stanton Sloan (Senior Education Officer (SEO)-Curriculum) manages the Unit and is assisted by three Assistant Senior Education Officers (ASEO).

S Sloan	Senior Education Officer (Curriculum)
I Knox	Assistant Senior Education Officer (Special/Youth)
A Lennon	Assistant Senior Education Officer (Nursery/Primary/Early Years)
R Gilbert	Assistant Senior Education Officer (Post-Primary/CASS)

EDUCATIONAL PSYCHOLOGY

The purpose of the Unit is to provide an assessment, advisory and counselling service to pupils, parents and schools in relation to issues arising from pupils' Special Educational Needs and is offered at Stages 3, 4 and 5 of the Code of Practice for the Assessment and Identification of Special Educational Needs. The Unit is also responsible for providing a Crisis Bereavement Support Service for schools to help them cope with the difficulties arising from bereavement and traumatic incidents involving their pupils.

EDUCATION WELFARE

The original and still dominant purpose of the Unit is to investigate children's absence from school and to promote good attendance.

Through this work the Unit is often drawn into wider social tasks, and in this way the Service aims to provide support in the widest sense for children of school age and their families. The approach, which is child-centred and customer-focused, emphasises the importance of partnerships with parents, pupils, schools, statutory and voluntary agencies.

SPECIAL EDUCATION

The purpose of the Unit is to identify and assess children who may have special educational needs and to arrange requisite provision for any child on whom it is considered appropriate to make and maintain a statement of special educational needs. In addition, the Unit is responsible for the implementation and development of the Board's Special Educational Needs Policy, including the management of its Support Services for pre-school children, children with a sensory impairment and children with autistic spectrum difficulties; the management of the Special Education budget; and staffing allocations and overall policy in relation to special schools and special units. Advice and support is provided to Boards of Governors, Principals, teachers, parents and other statutory and voluntary agencies in relation to children with special educational needs.

YOUTH

The purpose of the Unit is to provide a support framework to assist young people to fully realise their potential and maximise their unique talents and abilities.

This is achieved through an informal education process centred on the principles of personal and social development.

The Unit is responsible for the provision of curriculum and financial support for youth organisations; residential experiences through the Board's Outdoor Education Centres; an extensive programme of Youth Leadership and Community Development training; management and development of the Duke of Edinburgh's Award Scheme in the Board's area; Summer Activity Programmes; and Youth and Schools' Community Relations Schemes.

CURRICULUM ADVISORY AND SUPPORT SERVICE (CASS)

The purpose of the Unit is to provide a high quality advisory and support service which promotes school effectiveness and improvement leading to raised pupil achievement. The Unit aims to deploy its resources to support schools to achieve national targets in areas such as literacy, numeracy and Educational Technology

The Unit is responsible for improving the quality of learning and teaching, improving leadership, management and governance in schools and improving the planning, quality, effectiveness and efficiency of the support service to schools.

MUSIC SERVICE

The purpose of the Service is to make music accessible as a potential life-long activity and interest for talented and promising pupils. The Service works with schools, parents and others in a spirit of partnership and interdependence.

The Service is responsible for staff concerts in schools and for instrumental teaching in schools and District Music Centres. This creates a foundation for a pyramid of inter-school orchestras and bands.

PRIMARY/NURSERY/EARLY YEARS

The purpose of the Unit is to lead, manage and develop primary, nursery and early years education, conduct research and provide high quality advice and support to schools, parents and the community. The Unit is responsible for the strategic direction of holistic education which includes the co-ordination and integration of pre-school education, parenting, community development and effective learning approaches in collaboration with all partners.

POST PRIMARY

The purpose of the sector support is to provide an integrated range of key services to schools. This will include services targeted at behaviour, inspection, implementation of procedures relating to teachers declared unsatisfactory, school performance, capital development, staff development performance review and rationalisation.

Further information about the services of the Curriculum Unit is available from Mr S Sloan, Senior Education Officer (Curriculum) Telephone: 028 9056 6234 e-mail:

stanton.sloan@seelb.org.uk

Finance Unit

FINANCE UNIT

What does the unit aim to do?

To provide high quality leadership, efficient and effective services and support to schools in order that they may achieve the best possible standards for their pupils.

What is the structure of the unit?

Mr Ken Brown (Chief Finance Officer) (CFO) manages the Unit and is assisted by an Accruals Accounting Project (AAP) Manager, a Deputy Chief Finance Officer (Deputy CFO), an Assistant Education Officer (AEO) and a Principal Officer (PO).

Chief Finance Officer

N Craig	Deputy Chief Finance Officer
G Morrow	Assistant Education Officer Purchasing & Direct Services
L McClenaghan	Principal Finance Officer Accounts/Student Support
H McVitty	AAP Manager
D McKnight	Payroll Officer
S Adams	Unit Manager Admin Unit - Finance

ACCOUNTS

The purpose of the Unit is to process payments and receipts in accordance with statutory obligations. The Unit is responsible for the payment of Board creditors, travel and subsistence and all other payments excluding salaries and wages, the production of the Board's Statement of Losses and Special Payments, the production of Trust and Endowments Annual Accounts and the receipt and allocation of income.

SALARIES AND WAGES

The purpose of the Unit is to ensure payment of all salaries and wages by the due date. The Unit is responsible for the payment of non-teaching staff, home tutors, part-time youth workers, part time music tutors and in-service lecturing staff and the administration of related statutory regulations.

LOCAL MANAGEMENT OF SCHOOLS (LMS)

The purpose of the Unit is to provide high quality financial planning and management information to meet the needs of school principals, Boards of Governors of schools and relevant Headquarters' Units. The Unit is responsible for the administration of the LMS Financial Schemes for all controlled, maintained and integrated schools (excluding special schools) in the Board's area.

BUDGETARY CONTROL

The purpose of the Unit is to provide a financial management information and support service to all Headquarters Units and special schools. The Unit is responsible for the preparation of initial, revised and final resource allocation plans.

FINANCIAL CONTROL

The purpose of the Unit is to provide an efficient and effective financial management system for the Board. The Unit is responsible for carrying out bank reconciliation, maintaining the Board's Chart of Accounts and posting authorised journals.

PURCHASING

The purpose of the Unit is to provide a professional and effective purchasing service which achieves value for money and meets the standard of quality required by schools and Headquarters Units. The Unit is responsible for the procurement of goods and services for schools and the Board in accordance with standing orders, government legislation and EU directives.

FACILITIES CATERING AND HOSPITALITY

The purpose of the Unit is to provide an efficient and effective Caretaking and Catering Service within Board Headquarters. The Unit is responsible for the provision of Caretaking and Catering in response to customer and end user needs and ensuring that it meets the standard of quality and service delivery required by Units, Board Members, Staff and Visitors to the Boards Headquarter site.

CATERING SERVICE

The purpose of the Unit is to provide an efficient and effective lunch-time catering service to schools and Board Headquarters. The Unit is responsible for the provision of catering services as indicated by school Principals, promoting sensible dietary practice among young people and for all other users in the Board.

GROUNDS MAINTENANCE SERVICE

The purpose of the Unit is to provide an efficient and effective Grounds Maintenance service to sites within the Board's area. The Unit is responsible for the maintenance of lawns, flowerbeds and sports facilities, landscaping work and for the capital improvement of grounds for schools and other Board's sites.

CLEANING SERVICE

The purpose of the Unit is to provide an efficient and effective delivery of cleaning services to schools and Board premises. The Unit is responsible for providing advice and guidance to principals and Board Officers on caretaking and cleaning issues and to provide caretaker training in respect of cleaning operations.

STUDENT SUPPORT

The purpose of the Unit is to provide advice and support to eligible students/pupils undertaking courses of higher/further education throughout the UK. The Unit is responsible for the administration and delivery of student loans, student grants and bursaries, discretionary awards, payment of tuition fees and exam fees to colleges of further and higher education.

AWARDS AND BENEFITS

The purpose of the Unit is to provide high quality support to parents and pupils. The Unit is responsible for the administration and delivery of free school meals, uniform grants, educational maintenance allowances and modified lesser value awards.

ADMINISTRATION

The purpose of the Unit is to provide an accurate, timely, confidential secretarial and administrative service to the Finance Unit. The Unit is responsible for the production of a wide range of Finance documents and publications required under statute by the various Departmental bodies.

Further information about the services of the Finance Unit is available from Mr K Brown, (Chief Finance Officer)

Telephone: 028 9056 6209 e-mail: ken.brown@seelb.org.uk

Library and Information Unit

Chief Librarian

L Plummer

A Adair

B MacPolin

J Gillan

Assistant Chief Librarian (West Service Unit)

Assistant Chief Librarian (East Service Unit)

Corporate Information Services

Acting Information Service Manager

LIBRARY AND INFORMATION UNIT

What does the unit aim to do?

To provide high quality library services to the public and to schools, to encourage curiosity, foster creativity, support learning and inform citizens and help achieve a more confident community of people. In addition it also aims to develop and support effective information and communication systems to improve accessibility as well as promote and publicise the Board's services.

What is the structure of the unit?

Mrs Beth Porter (Chief Librarian) manages the Unit and is assisted by 2 Assistant Chief Librarians (ACL), an Assistant Education Officer (AEO) and an Information Systems (IS) Manager.

LIBRARY SERVICE UNIT

The purpose of the Unit is to provide a comprehensive and efficient library service for persons living, working or undertaking courses of education in the Board's area. The Unit is responsible for the development, management and delivery of a wide range of services, facilities and resources to support the culture, information and learning needs of adults and children at local community level. These services are provided through a network of 31 branch and mobile libraries, Library Headquarters as well as to schools, to the housebound and to people in hospitals, residential homes, day centres and prisons.

CENTRAL INFORMATION SERVICE

The purpose of the Unit is to provide a timely accurate reference and information service for the public from on-line electronic as well as print based sources from Library Headquarters and public library service points. The Unit is responsible for leading on the development of quality assured information sources as well as guidance and training on their use for the public and staff.

LOCAL STUDIES SERVICE

The purpose of the Unit is to provide a research and enquiry service as well as a local history resource collection for the public and schools. The Unit provides access to staff with expert knowledge, and aims to support and develop interest in local culture and identity through exhibitions and publications.

CHILDREN'S AND YOUNG PEOPLE'S SERVICE

The purpose of the Unit is to support children and young people, their parents/carers and those working with them by providing a range of services to encourage enjoyment and interest in reading as well as supporting their learning and information needs.

CENTRAL STOCK SERVICES

The purpose of the Unit is to select and promote collections of literature and information materials reflective of the needs and interests of people in the local communities the Board serves. The Unit is responsible for leading the development of appreciation and interest in culture and learning for the public through promoting, assisting and encouraging reading groups, musical/artistic events and cultural programmes.

SPECIAL SERVICES UNIT

The purpose of the Unit is to ensure that as many people as possible who cannot access libraries because of disability, age, hospitalisation or being in prison are afforded equitable access to library services. The Unit is responsible for selecting and making available books and other materials such as sub-titled videos, as well as advising on better physical access to libraries. The Unit is responsible for leading on development of training for library staff to assist clients with disabilities and learning needs.

MARKETING UNIT

The purpose of the Unit is to promote and market library services to the public to encourage increased participation and use of libraries. The Unit is also responsible for responding to written comments/complaints and for facilitating regular consultation with the public. It is also responsible for public relations and publications in the library service.

EDUCATION LIBRARY SERVICE

The purpose of the Unit is to promote the development of effective school libraries through the provision of a high quality advisory, support and resource service. The Unit is responsible for developing and delivering training in these areas to teachers, pupils and school library staff.

CORPORATE IT SERVICES UNIT

The purpose of the Unit is to support other Units in the Board through the identification, development, implementation and support of information systems to meet government targets on improving access and modernising service provision. The Unit is responsible for a wide range of functions including business applications, networking infrastructure and communication systems, technical support, ICT training, IT security, telecommunications and data protection.

CORPORATE INFORMATION SERVICES AND PUBLIC RELATIONS UNIT

The purpose of the Unit is to provide a high quality information service to other Units in the Board and to provide access to information about Board services to the public through a variety of means including the press and other media, publications and the Board's Website.

The Unit is responsible for the production and dissemination of corporate information, Internet development, promoting public relations and carrying out research.

REGISTRY/RECEPTION SERVICE UNIT

The purpose of the Unit is to provide a timely mail handling service, an efficient central filing service and a quality telephonist and receptionist service. The Unit is responsible for the secure and prompt delivery of internal and Royal Mail and for the proper care and treatment of front line callers and visitors to the Board in a courteous and helpful manner.

REPROGRAPHIC AND GRAPHIC DESIGN SERVICES UNIT

The purpose of the Unit is to provide a high quality reprographic and graphic design service to schools and Board Units. The Unit is responsible for the provision of large volume reprographic services and for the design, production and quality control of Board publications and other material.

Further information about the services of the Library and Information Unit is available from Mrs E B Porter, (Chief Librarian)

Tel: 028 9756 6402 e-mail: beth.porter@seelb.org.uk

Purpose and Values

The key purpose of the Corporate Plan is to establish strategic objectives for the delivery of high quality education, library and youth services within a safe environment. The following values underpin the Corporate Plan:

- Equality of Opportunity
- Equity of Treatment
- Respect
- Individuality
- Integrity
- Trust
- Transparency
- Corporateness

The Board recognises that it can only achieve its objectives with the co-operation, commitment and expertise of its workforce. It places, therefore, a high value on the contribution of Board and school staffs in developing the service and raising achievement.

The Board fully embraces and develops each of these core values in the course of this Plan. It recognises the importance of being customer -focused and of ensuring that the service meets the needs of the people it serves.

FinancialContext

For the 2002-2003 financial year the Board's budget will be allocated on the following basis:

£000's

Nursery 2,327

Primary 71,578

Secondary 46,933

Grammar 9,362

Special 13,160

Headquarters 3,935

School Meals 4,239

Transport 12,200

£000's

Curriculum Service 4,002

Library Service 4,930

Youth 3,340

Discretionary Awards 758

Mandatory Awards 1,870

Miscellaneous Education 1,285

Awards Administration 633

TOTAL 180,552

Total recurrent spend is £180,552,000. Additional earmarked funds will be allocated by the Government Departments for a range of special initiatives.

BusinessPlan

2002-2003

The Board has adopted the Balanced Scorecard as a tool for assisting in the development of its Business and Services Plan for 2002-2003. The objectives of the corporate scorecard are shown in the grid below.

CORPORATE SCORECARD -OBJECTIVES RESULTS

- To raise standards of learning and levels of achievement
- To promote creativity/innovation
- To improve Board asset base
- To promote Equality/Human Rights/Inclusiveness
- To deliver value for money

INTERNAL PROCESSES

- To identify and map key processes
- To ensure efficient co-ordination and delivery of services
- To develop and manage key partnerships
- To manage contracts and support key suppliers

CUSTOMER

- To meet service expectations
- To provide high quality learning opportunities
- To support learning opportunities
- To enhance professionalism of governors, principals, teachers and youth leaders
- To improve physical environment
- To support school/Board administration

ORGANISATIONAL LEARNING AND GROWTH

- To improve staff satisfaction
- To maintain staff training and development opportunities
- To deliver all activities in accordance with core values and ethos

Strategic Aim One

TO FOCUS ON RESULTS

1.1 To raise standards of learning and levels of achievement

CONTEXT

At national level the Government has clearly identified that education is a priority area. This has been reflected at local level through the introduction of major initiatives in the development of literacy, numeracy, the School Improvement Programme and the Education Technology Strategy. The Board is committed to working in partnership with its schools to ensure that all young people receive an education which is suitable for their age, aptitude and ability and through which they achieve their potential. The practical role of schools in optimising pupil achievement is recognised and the Board through a wide variety of support mechanisms wishes to assist each school to develop its performance. Whilst recognising that the Board and individual schools have to set targets in areas such as literacy, numeracy and public examinations, the Board believes that the performance of any school must be considered through the total contribution it makes to the development of young people. The Board will endeavour to ensure that schools receive support across a broad range of areas that contribute to improved performance. Schools will be encouraged to engage in self-evaluative processes that will enable them to identify key areas for development and improvement leading to the targeting of support services on areas that will make a difference.

MEASURE

Improved standards in literacy and numeracy •

TARGET

During 2002-2003 the Board will implement a pilot training and support programme designed to enhance the skills of 15 P1 teachers in identifying pupils with language and communication difficulties and making provision for them within the classroom.

- By August 2002 the Board will through its support to schools contribute to the achievement of the following targets:
- Key Stage 1 – 100% and 98% of pupils except those with special educational needs whose needs are so severe as to prevent progress, should be working at or above level 2 in English and Mathematics respectively.
- Key Stage 1 – 45% and 56% of pupils should be working at or above level 3 in English and Mathematics respectively.
- Key Stage 2 – 80% and 80% of pupils should be working at or above level 4 in English and Mathematics respectively.
- Key Stage 2 – 25% and 40% of pupils should be working at or above level 5 in English and Mathematics respectively.
- Key Stage 3 – 75% and 72% of pupils should be working at or above level 5 in English and Mathematics respectively.
- Key Stage 3 – 48% and 50% of pupils should be working at or above level 6 in English and Mathematics respectively.

GCSE results

- GCSE in Secondary Schools – 95% of Year 12 pupils should have achieved one or more GCSE (or equivalent).

GCSE (or equivalent)

- GCSE in Secondary Schools – 82% of Year 12 pupils should have achieved five or more GCSE A* - G (or equivalent).
- GCSE in Secondary Schools – 32% of Year 12 pupils should have achieved five or more GCSE A* - C (or equivalent).
- GCSE in Grammar Schools – 97% of Year 12 pupils should have achieved five or more GCSE A* - C (or equivalent).

'A' Level results

- 'A' Levels in Secondary Schools – 93% of Year 14 pupils should have achieved two or more 'A' Levels (or equivalent).
- 'A' Levels in Grammar Schools – 97% of Year 14 pupils should have achieved two or more A Levels A - E (or equivalent).
- 'A' Levels in Grammar Schools – 55% of Year 14 pupils should have achieved three or more A Levels A - C (or equivalent).

Improved service for children with special educational needs

- By August 2002 the Board will deliver a Summer Activity Scheme for 300 children enrolled in schools for children with severe learning difficulties.
- By December 2002 the Board will have in place a Development Plan to enhance opportunities for young people receiving Education Otherwise Than at School (EOTAS).
- By March 2003 the Board will offer training for primary and post-primary teachers in the support of children with specific learning difficulties in mainstream classrooms.

Improved Primary/Early Years Development

- During 2002-2003 the Board will continue to support the existing 5 primary schools within the Enriched Primary One Curriculum and research active learning approaches for Year 2 children in these schools.
- During 2002-2003 the Board's Pre-School Education Advisory Group will aim to provide a quality pre-school place to all children whose parents desire it.
- During 2002-2003 the Board, in collaboration with Queen's University Belfast, will continue to support and develop the ACTS project initiated in five primary schools in 2001-2002. This support will be extended to include a further five primary schools.
- During 2002-2003 the Board will expand the Reading Recovery Programme by 30% and will research various modes of deployment of peripatetic Reading Recovery teachers for small primary schools.
- By June 2002 the Board will produce a CD and an accompanying book of nursery rhymes to distribute through the Sure Start Projects as part of a continuing integrated educational approach for children aged 0-3 years.
- By December 2002 the Board will research and produce a position paper on Early Years.
- By March 2003 the Board, in collaboration with CCEA, will extend the active learning approaches for year one children to a further 10 primary schools.
- By March 2003 the Board will develop a pilot system of support for 10 Primary Schools through a network of dedicated whole school facilitators from within CASS to promote a process of self-evaluation.
- By March 2003 the Board will formulate an action plan arising from the recommendations of the Primary Principals' sub groups, Board Position papers, the Curriculum Review and the Burns Report.
- By March 2003 the Board will research and develop an information base to support whole school development in nursery and primary schools.

Improved attendance

- By March 2003 the Board will seek to improve the rates of attendance of pupils in Year 8 by 5%.
- By March 2003 the Board will seek to improve the rates of attendance of primary school pupils by 5%.

Improved extra-curricular sports activities

- By September 2002 118 schools from the Post-Primary, Primary and Special sectors will be involved in Youth Sport South East.
- By November 2002 260 young people will partake in 16 Regional Sports Squads and in

the Northern Ireland Youth Games.

- By March 2003 5000 young people will participate in extra curricular Youth Sport Activity.
- By March 2003 the school sports co-ordinators will organise 322 extra curricular sporting activities.

Strategic Aim One

TO FOCUS ON RESULTS

1.2 To promote creativity and innovation

CONTEXT

Creativity is an important aspect of human intelligence. It needs to be fostered and developed as part of the education and learning process. Creative behaviour needs to be valued in schools. The Board believes that young people think and work in different ways, and all are equally valid. The Board recognises that creativity and innovation are valued qualities. In today's world the capacity of individuals to be creative, to think for themselves, to question, to challenge and to innovate is highly rated. The Board recognises the importance of enhancing creativity whether in the classroom, in the library setting or in youth clubs. The Board is committed to meeting government targets on providing opportunities for individuals to develop through learning to become creative, confident contributors to their local community and society in general.

The Board plans to effect this through its schools, library and youth services by working in partnership with the other Education and Library Boards in meeting e-government targets for providing more services 'on-line'. The Board will also encourage individuals to develop greater understanding and tolerance of diversity through exposure to the variety of local and international cultural traditions. The Board considers that young people need to be provided with experiences and opportunities to awaken and encourage personal creativity and innovation.

MEASURE

E-government targets

TARGET

- By June 2002 the Board will provide on-line enquiries, through the Board's website, for students applying for Higher Education support.
 - By June 2002 the Board will use the Telebank system to manage its cash balances.
 - By September 2002 the Board will provide the opportunity for teachers to enrol for INSET courses on-line via the Board's website.
 - By December 2002 the Board will provide the People's Network in all its public libraries.
 - By January 2003 the Board will pilot ICT programmes for Drugs Education, Community Relations and Citizenship in each Division of the Youth Service.
 - By March 2003 the Board will produce two on-line INSET courses for teachers through a managed learning environment.
 - By March 2003 the Board will provide the IT infrastructure, through Classroom 2000 in 90% of its schools.
 - By March 2003 the Board will plan the upgrading of its Purchasing software to enable electronic purchasing.
 - By March 2003 the Board will be making electronic VAT returns.
- Promotion of innovation** • During 2002-2003 the Board will undertake a research project, in conjunction with CCEA and Queen's University Belfast to evaluate the Primary Movement programme.

Promotion of innovation

- By June 2002 the Board will provide the annual Library Festival of Arts and Culture in all its libraries.
- By September 2002 the Board will extend the Princes Trust XL Programme to a further 3 sites.
- By September 2002 the Board will submit the SEELB Area Partnership Stage 1 Portfolio Plan for improved facilities for Physical Education and Sport in schools to the New Opportunities Fund.
- By September 2002 the Board will produce an outline case for the establishment of a creativity centre.
- By March 2003 the Board will provide support to promote creativity and active learning in all primary/nursery settings.

Strategic Aim One

TO FOCUS ON RESULTS

1.3 To Improve the Board 's

Asset base

CONTEXT

It is the view of the Board that people learn best in an environment that is conducive to learning. In promoting this the Board has vigorously pursued a policy of assessment and if necessary, up-grade for all buildings in its area. The Building and Mechanical and Electrical Maintenance sections of the Board have combined with the Architects and Development section with the sole aim of promoting modern, stimulating learning environments for all. The processes involved in achieving this aim are uniform in that planning and development are approached in an integrated way involving a combination of representatives from each of the sections. Design briefs take full account of the principals, teachers and pupils who spend much of their time in the school building. The Board is also committed to taking forward Private Public Partnerships in line with government policy.

MEASURE

Number of schools officially opened

New schools/extensions completed

TARGET

- By April 2002 Ballycarrickmaddy Primary School, catering for 186 pupils will be officially opened.
- By June 2002 Castle Gardens Primary School, catering for 636 pupils will be officially opened.
- By June 2002 Cregagh Primary School, catering for 189 pupils will be officially opened.
- By June 2002 the Board will complete a major extension at Regent House School, Newtownards.
- By July 2002 the Board will complete the building of Victoria Primary School, Newtownards, catering for 636 pupils.
- By November 2002 the Board will provide a Youth and Community Wing at Cregagh Primary School.
- By March 2003 the Board will complete the building of Glenlola Collegiate School, Bangor catering for 1100 girls.

Number of schools on site

- During 2002-2003 building work on the following schools will continue -•
All Children's Controlled Integrated Primary School, Newcastle - replacement school
- Clifton Special School, Bangor- replacement school
- St James's, St John's and Maze Primary Schools - replacement school.
- By March 2003 building work on the following new schools will commence -•
New school to replace Clough and Downshire Primary Schools
- Dundonald Primary School
- New school to replace Hillsborough and Newport Primary Schools.

Number of schools/libraries to be taken forward on a PPP basis

- During 2002-2003 the following new schools/extensions/libraries will be taken forward on a PPP basis -•
Bangor Academy and Sixth Form College
- Comber High School
- Down High School - Extension
- Lagan College - Extension
- Lisburn Library
- Tor Bank Special School.

Number of new school meals provisions

- During 2002-2003 the Board will act as a client for school meals provision in the following schools -•
Our Lady Queen of Peace Primary School
- Ballymacward Primary School
- Christ the Redeemer Primary School.

Number of new nursery units

- By September 2002 the Board will provide new nursery units at -•
Academy Primary School, Saintfield
- Maghaberry Primary School
- Millisle Primary School
- Rathmore Primary School, Bangor.

Number of specialist classrooms provided

- By March 2003 the Board will provide refurbishments of Technology accommodation under the Specialist Accommodation Programme at -•
Dundonald High School
- Dunmurry High School.

Number of mobile classrooms replaced

• By March 2003 the Board will replace temporary accommodation with permanent buildings at the following schools:

- Brooklands Primary School
- Bangor Central Primary School
- Carrickmannon Primary School, Ballygowan
- Moira Primary School
- Maghaberry Primary School
- Ballynahinch High School.

Number of mobile libraries replaced

• By March 2003 the Board will replace 2 public library mobiles.

• By March 2003 the Board will replace 2 school library mobiles.

Strategic Aim One

TO FOCUS ON RESULTS

1.4 To promote Equality/Human Rights/Inclusiveness

CONTEXT

Equality

Section 75 of the Northern Ireland Act 1998 places equal opportunity and good relations promotional duties upon the Board. These duties require the Board, in carrying out its functions, to have due regard to the need to promote equality of opportunity between:

- Persons of different religious belief
- Persons of different political opinion
- Persons of different racial groups
- Persons of different age
- Persons of different marital status
- Persons of different sexual orientation
- Men and women generally
- Persons with a disability and persons without
- Persons with dependants and persons without

The Board is also obliged to have regard to the desirability of promoting good relations between:

- Persons of different religious belief
- Persons of different political opinions
- Persons of different racial groups

There is now a growing expectation from stakeholders, customers and staff that organisations should reflect the community they serve in terms of whom they employ, how they deliver the service and how needs and viewpoints are dealt with.

The Board's Equality Scheme is fundamental to the effective mainstreaming of equality issues, thus ensuring that they are central to the whole range of policy decision-making within the Board. The Scheme supports the Board's aim of:

- Allocating necessary resources in terms of people, time and finance to ensure implementation of the Scheme
- Putting in place internal arrangements to ensure that the duties are effectively complied with and for monitoring and reviewing progress
- Introducing a planned programme of communication and training on the Scheme

Human Rights

It is universally accepted that there is a fundamental right to education. In acknowledgement of this right, the Board supports the central principles enshrined in the United Nations Convention on Human Rights that:

- Every action should be taken in the best interests of the child
 - There should be no discrimination on any ground in the way children enjoy their right to education
 - The voice of the child should be heard
- As a minimum these standards will guide the work of the Board and will be integrated with policy decision-making.

During 2002-2003, the Board will endeavour to ensure that the right to education is paramount, and will contribute to the human rights debate and the development of a Bill of Rights for Northern Ireland.

Inclusiveness

Education in its widest sense is one of the most important influences on the social and economic circumstances of those areas and persons in greatest need, and has a crucial role to play in reducing social need.

The Board throughout 2002-2003 will continue to address community differentials by targeting resources towards disadvantage on the basis of objective data. In particular its New Targeting Social Need (New TSN) Action Plan will seek to:

- Improve academic achievement
- Increase self-esteem
- Increase employability among disadvantaged groups
- Increase access to and participation in youth programmes
- Support education and learning and ensure access to information

The Board intends that New TSN and human rights are imbedded in the activities of the Board in conjunction with its equality agenda and will be working in 2002-2003 to ensure that this happens.

Strategic Aim One

TO FOCUS ON RESULTS

MEASURE

Compliance with Board's Equality Scheme

Compliance with Board's New Targeting Social Need Action Plan

Compliance with the Annual Report to the Equality Commission

Promotion of Inclusiveness

TARGET

- By June 2002 the Board will complete a programme of awareness raising sessions on Section 75 Duties.
- By March 2003 the Board will train staff to carry out policy screening and equality impact assessments.
- By March 2003 the Board will contribute to the programme of Equality Impact Assessments in partnership with ELBs, DE, DCAL, DEL and other statutory agencies.
- By October 2002 the Public Library Service will refine TSN targets.
- By December 2002 the Board will consult key staff and umbrella organisations through workshops and focus groups.
- By March 2003 the Board will complete actions identified in New TSN Plan.
- By June 2002 the Board will report progress to the Equality Commission.
- During 2002-2003 the Board will ensure that training programmes and development opportunities offered by the Youth Service are targeted at young people living in areas of high social deprivation.
- By September 2002 the Board will contribute to Inter Board training for teachers and pupils on Children's Rights.
- By September 2002 CASS will deliver internal training in measures of deprivation and targeting of resources at need
- By January 2003 the Board will review its Special Educational Needs Policy.
- By March 2003 the Board will provide seminars for schools on accessing funding to tackle social deprivation.

Strategic Aim One

TO FOCUS ON RESULTS

1.5 To Deliver Value for Money

CONTEXT

In the 2002-2003 the Board will receive funding of approximately £200m mainly in the form of grants and grants-in-aid from its sponsoring departments. Funding for the Boards is based largely on a set of formulae which attempt to take account of factors such as the different school age populations, the dependence on home to school transport and the level of social deprivation in the different board areas. The Board also generates approximately £5 million from services such as the sale of school meals.

With such large amounts of money spent in diverse services it is imperative that the Board has systems in place to ensure that it achieves value for money. Central to any effective spending decision is the service planning process and the Board now has a detailed plan for every service unit in the Board and every school has a management or development plan approved by its Board of Governors. These plans are supported by performance measurements and best value reviews to provide an environment where spending proposals are constantly challenged and quality assured.

Good spending decisions alone do not guarantee optimum use of resources and the Board has a corps of professional officers dedicated to ensuring that good quality services are obtained at competitive prices. The Board has in place a new Purchase Order Processing (POP) system for HQ units. This should speed up the processing of orders and encourage better terms from suppliers. Later in the year the Manhattan system for maintenance order processing will come on line. This will provide maintenance officers with more oversight and feedback on effectiveness of existing maintenance strategies.

The Board recognises that managers need timely and accurate financial reports if they are to manage effectively. The Board has therefore recently installed major new financial systems which will provide more detailed analysis of expenditure against budget and facilitate reporting on accruals basis. The change from cash to accruals accounting will provide more meaningful information for managers and ensure a more structured approach to the use and replacement

of capital items.

MEASURE

Value for money

TARGET

- By December 2002 the Board will implement a scheme for the provision of adult assistance for pupils with statements of special educational needs.
- By March 2003 the Board's Curriculum Advisory and Support Service will publish benchmarking comparisons on support services to schools.
- By March 2003 the Board will implement the key recommendations of the Best Value Review of Special Education.
- By March 2003 the Board's Schools Meals Service will continue to achieve the non-subsidy financial target.
- By March 2003 the Board's Direct Service Organisation will continue to trade at a surplus.
- By March 2003 the Board will continue to live within budget.

Strategic Aim Two

TO RESPOND TO CUSTOMER NEEDS

2.1 To meet service expectations

CONTEXT

The Board recognises the importance of providing clear, simple and effective communication channels for feedback and information exchange with the users of its services. The focus will be on meeting the expectations that the people in its area have of the range of education, youth and library services provided by the Board. The Board is committed to providing service users with relevant and accurate information. It will seek to develop practical and effective ways of engaging with people about the range and appropriateness of services. The Board will adopt innovative approaches to service delivery and the development of performance targets which reflect continuous service improvement. An emphasis will be placed on consultation with key stakeholders which will provide the basis for the provision of high quality service delivery.

Strategic Aim Two

TO RESPOND TO CUSTOMER NEEDS

MEASURE

Meet service expectations

TARGET

- During 2002-2003 the Board will seek to produce draft statements of special educational needs within 18 weeks.
- During 2002-2003 the Board will contribute to the ELB Best Value Review of School Meals.
- By April 2002 the Board will report on a Customer Satisfaction Survey of Home to School Transport.
- By September 2002 the Public Library Service will carry out a formal Customer Satisfaction Survey.
- By September 2002 the Psychology Service will undertake a Consumer Survey of parents to ascertain their views on quality of services offered.
- By October 2002 the Board, in conjunction with local management/advisory committees, young people and youth leaders, will complete a community needs analysis for each full-time Youth Centre.
- By March 2003 95% of the Curriculum Advisory and Support Service's customer service objectives will be achieved.
- By March 2003 the Board will seek to operate full-time controlled Youth Centres on 5 evenings per week and on Saturday mornings.
- By March 2003 the Board will evaluate the effectiveness of existing Youth Work delivery models and systems.
- By March 2003 the Board will undertake the Charter Mark for CASS.
- By March 2003 the Board will undertake ISO9001:2000 for the Human Resource Services.
- By March 2003 the Board will provide statements of educational need within the specified timescale in 90% of cases.

Strategic Aim Two

TO RESPOND TO CUSTOMER NEEDS

2.2 To provide high quality learning opportunities

CONTEXT

The Board is committed to developing, promoting and sustaining a culture where learning is a lifelong experience for all.

The Board will work with schools, and other educational partners and agencies to ensure the quality and relevance of learning experiences and support which will equip people for life in the twenty-first century, as individuals, family members and contributors to community, society, economy and the environment. The reviewed curriculum emphasises personal, social, emotional and physical development in addition to literacy, numeracy, self-organisation and information and communication technology skills within integrated, meaningful learning contexts. The quality of interaction with peers, parents, teachers and others exerts a powerful influence on learning. Therefore, training and support to promote a responsive ethos are crucial.

The progression of an integrated strategy for early years development (0-8) as the principal foundation for life-long learning will continue to be a priority.

Research and development are essential to the provision of high quality learning experiences. The Board has taken cognisance of recent research into the brain and learning and has produced position papers on Learning and Teaching, Parenting and Emotional and Behavioural Difficulties, which will inform corporate planning and future direction. Two other position papers are in preparation and deal with "Early Years" and "Resources".

The Board is involved in multi-agency integrated projects, which will pilot and develop approaches to ensure optimum opportunities for all and will seek to counter the adverse effects of poverty and social exclusion on achievement.

Strategic Aim Two

TO RESPOND TO CUSTOMER NEEDS

MEASURE

Increased learning opportunities

TARGET

- During 2002-2003 the Board's Youth Service will provide quality training opportunities for 50 young people in the areas of peer education, citizenship and community relations.
- By May 2002 the Board will contribute to the establishment of a "Good Practice" area for teachers on the Northern Ireland Network for Education.
- By September 2002 the Board will develop a pilot mentoring programme for locally qualified Youth Workers.
- By January 2003 the Board will establish the Reading Partnership Programme in six primary schools.
- By March 2003 the Board will ensure that 95% of teachers will have completed the NOF training on the use of ICT in learning and teaching.
- By March 2003 the Board will extend the Developing Early Learning and Thinking Abilities (DELTA) Project by 60% to include nursery settings.
- By March 2003 the Board, in collaboration with Queen's University Belfast, will complete Cohort 2 of the Diploma in Professional Development (Management of Special Education Needs) for SENCOs.
- By March 2003 the Board will implement the key recommendations in its position papers on:
 - Pupils with Emotional and Behavioural Difficulties and Challenging Behaviour
 - Learning and Teaching
 - Parenting
- By March 2003 the Board will ensure that all library staff will have attained accreditation to the European Computer Driving Licence (ECDL).

Strategic Aim Two

TO RESPOND TO CUSTOMER NEEDS

2.3 To support learning opportunities

CONTEXT

The Board accepting that schools should concentrate on creating first class learning environments will organise its support services to minimise the bureaucratic burden on schools. The Board will seek to use information technology so that information is stored and handled in an efficient manner. Consultation with schools is vital for the Board to assess how policies and procedures and the impact of its services affect schools at local level. In order to reduce the amount of bureaucracy for schools the Board will actively pursue ways of minimising this and where possible the electronic transfer of information to schools will be utilised to lessen duplication.

The Board is committed to providing relevant and accurate information. It recognises the importance of its varied support services being responsive to the needs of the people in its area. The Board will strive, within the resources available, to improve the quality of its support services.

Strategic Aim Two

TO RESPOND TO CUSTOMER NEEDS

MEASURE

TARGET

Improved transport service

- By March 2003 the Board will reduce the average age of the fleet by 5%.
- By March 2003 the Board will achieve 97% adherence to the home to school transport timetable.
- By March 2003 the Board will reduce the number of vehicle breakdowns by 20%.

Improved service to library users

- By December 2002 the Board will achieve 100% free public Internet access in all 26 branch libraries.
- By March 2003 the Board will have 2 new mobile library vehicles (100%) to ensure continuity of service to schools.
- By March 2003 the Board will improve the supply of requests at 30 days to 80%.

Improved Schools Meals Service

- By December 2002 the Board will increase customer satisfaction to 95%.
- By March 2003 the Board will continue to achieve 100% delivery of schools meals.
- By March 2003 the Board will achieve 5% increase in income.

Improved Student Support service

- By September 2002 the Board will achieve 99% accurate notification and payment of clothing grants.
- By October 2002 the Board will achieve 97% accurate notifications/payments to students within the appropriate regulations.
- By October 2002 the Board will achieve 95% notification and payment of bursaries.

Strategic Aim Two

TO RESPOND TO CUSTOMER NEEDS

2.4 To enhance professionalism
of governors, principals
teachers and youth leaders

CONTEXT

The Board recognises that the quality of teaching and learning depend to a large extent on effective and imaginative leadership. The Board will therefore place a high priority on its advisory and support role for principals, teachers and governors. It will develop programmes of advice and support which relate to, and are underpinned by, the National Standards for Headteachers. Since effective management is a vital part of good schools, the Board will, with its partners, identify the training needs of Principals, Vice Principals, Heads of Department and Co-ordinators and match these needs to appropriate training programmes. The Board appreciates the significant contribution that Governors play in the life of schools. It will take steps to ensure that new governors are fully briefed on their roles and responsibilities. The Board also appreciates that, as a provider of an extensive range of services to the public, it needs to provide staff with the opportunities to obtain new skills and knowledge. The Board is committed to providing a learning organisation in concert with its 'Learning Together' strapline.

Strategic Aim Two

TO RESPOND TO CUSTOMER NEEDS

MEASURE

Improved training

TARGET

- By May 2002 through the annual consultation process the Board will carry out an assessment of the leadership/management training needs of Principals, Vice-Principals, new Heads of Department and Co-ordinators.
- By May 2002 a training programme for new governors will be established and implementation commenced.
- By March 2003 the Board will provide support, advice and training for new Principals, and Vice-Principals, Heads of Department and Co-ordinators on key leadership skills within the National Standards Competency Framework.
- By March 2003 the Board will deliver a programme of training for teachers in Special Schools/Units and Outreach Support Services to address the widening diversity of disability.
- By March 2003 the Board will delivery Oxford Cambridge RSA (OCR) accredited training to 40 part-time Youth Leaders.
- By March 2003 the Board will deliver a programme of ICT training to 40 Youth Leaders.
- By March 2003 the Board will host 6 conferences for Principals.

Strategic Aim Two

TO RESPOND TO CUSTOMER NEEDS

2.5 To improve physical environment

CONTEXT

The Board is conscious of the importance of the environmental performance of the organisation. Its commitment to environmental improvements will broaden to include a 'greening approach' embracing not only the traditional emphasis on energy conservation but also the more nebulous area of ethos. The Board will provide a leadership role in environmental education and will strive to preserve natural resources in the areas of energy, waste, wood, paper and horticulture. The Board will also take steps to reduce levels of pollution in the areas of vehicle emission, litter and other hazardous substances. The Board also recognises that procurement of goods and services has a significant environmental impact. It will, therefore endeavour to ensure that its purchasing decisions are taken in light of current and foreseen legislation.

Strategic Aim Two

TO RESPOND TO CUSTOMER NEEDS

MEASURE

Improved physical environment

TARGET

- By June 2002 the Board will establish an Environmental Committee representative of each Strategic Unit and will design a planned programme of action.
- By October 2002 the Board will establish a waste paper recycling system in Headquarters Offices.
- By December 2002 the Board will draw up an environmental policy.
- By December 2002 the Board will have a prioritised plan for improvements to the current library estate.
- By March 2003 the Board will establish an environmental award scheme for schools.

Energy Conservation

- By May 2002 the Board will advise on and monitor all new build to ensure policy compliance on energy conservation.
- By December 2002 ECO energy will be in use in 190 schools.
- By March 2003 the energy efficiency of school buildings will be improved by 1%.
- By March 2003 additional insulation will be provided at 52 sites.
- By March 2003 'wind power' will be available at 3 sites.

Strategic Aim Two

TO RESPOND TO CUSTOMER NEEDS

2.6 To support school/Board administration

CONTEXT

Corporate Governance is the process by which organisations discharge their responsibility for ensuring that effective management systems, including financial monitoring and control procedures, are in place.

The nature of Corporate Governance has evolved over the past decade from the formation of the parliamentary Committee on Financial Aspects of Corporate Governance (Cadbury Committee 1992) through to the Turnbull Report in 1998.

In the Board the Chief Executive, as Accounting Officer, is primarily responsible for ensuring that the Board's approach to corporate governance is appropriate. In line with best practice he has put in place a number of mechanisms to enable him to discharge his responsibilities. These include the Board's Committee structure and reporting lines within the Board, well documented and proven financial procedures, a Code of Practice for Board Members, a Code of Conduct for Staff, a policy on fraud and a Fraud Response Plan.

The Board has an Audit Committee which is responsible for improving corporate governance in the Board. The Audit Committee meets regularly with representatives from the Northern Ireland Audit Office and oversees the work of Internal Audit. Internal Audit carries out a review of all control processes in the Board advising individual managers on the effectiveness of internal control in their own areas and providing overall assurance to the Chief Executive. Each year the Board prepares a corporate plan drawing together the objectives of each unit. These objectives are based on strategic aims established by the Board and are incorporated into the key result areas for individual officers. Performance in key result areas is monitored throughout the year and individual's objectives are reviewed and updated to ensure compliance with the strategic aims.

Strategic Aim Two

TO RESPOND TO CUSTOMER NEEDS

MEASURE

Policies and Procedures
which are:
Clear
Timely
Accurate
Relevant

TARGET

- During 2002-2003 the Audit Committee will meet with the Northern Ireland Audit Office (NIAO) to receive its report on the 2001-2002 Annual Accounts and respond to any significant matters arising from that report.
- By December 2002 the Board will review the Code of Practice for Board Members.
- By December 2002 the Board will review and update the Code of Conduct for staff.
- By March 2003 the Board will review its Financial Procedures.
- By March 2003 the Board will review its Human Resources Procedures.
- By March 2003 the Board will produce a Code of Conduct for members of Boards of Governors in Controlled Schools.
- By September 2002 the Board will have in place a Data Protection Policy and will provide all schools with a guidance pack.

Strategic Aim Three

TO STREAMLINE INTERNAL PROCESSES

3.1 To identify and map key processes

CONTEXT

The Board recognises that smooth delivery of services relies on effective planning, organisation and mapping of processes. The Board will identify the processes defined by the understanding of the users of the service, clarify the objectives, risks and key controls and develop approaches which will ensure improvements in efficiency and effectiveness. It is recognised that improvements in services depend on clear strategic goals being established for each Strategic Unit of the Board's operation. Further a smoothly running business process is critical in optimising the added value to the service users. During 2002-2003, therefore, the four Strategic Units ie Administration, Curriculum, Finance and Library and Information will review their key processes and systems with the objective of improving services to stakeholders and the wider public.

Strategic Aim Three

TO STREAMLINE INTERNAL PROCESSES

MEASURE

Key processes mapped

TARGET

- By June 2002 the Board will develop and publish a risk management policy.
- By September 2002 the Board will identify and record significant systems and processes.
- By September 2002 the Board will create a business risk register.
- By November 2002 the Board will identify and record key dependencies for each significant system/process.
- By December 2002 the Board will carry out Business risk workshops in each service unit.
- By March 2003 the Board will have agreed a plan to upgrade its financial, business and computer processes.

Strategic Aim Three

TO STREAMLINE INTERNAL PROCESSES

3.2 To ensure efficient co-ordination and delivery of services

CONTEXT

The process of service planning adopted by the Board is a dynamic one, taking account of the changing environment in which we operate. One of the most significant developments affecting local authorities in Northern Ireland is Best Value and its imperative for quality assurance, stakeholder consultation and continuous improvement.

In response, the Board has adopted a Balanced Scorecard approach to performance management, utilising it as a tool to advance the principles of Best Value across the organisation. As the Board seeks to become more customer focused and strives to deliver Best Value, the Balanced Scorecard provides managers with a comprehensive view of organisational performance. It is a service planning, performance measurement and communications tool which reflects the most important aspects of an organisation's business.

The Balanced Scorecard ensures that objectives and performance measures are set across four perspectives:

Results - referring to how effectively and efficiently an organisation meets the needs of its stakeholders including governmental departments and the local community;

Customer - referring to everything that measures added value to service users, such as quality of service, effective provision and overall customer satisfaction;

Internal Business Processes - referring to the identification of key business processes at which an organisation must excel and which lead to improved results and increased customer satisfaction;

Organisational Learning and Growth -referring to an organisation's capabilities, both in terms of human resources and information communication technology, to manage its business and adapt to change.

Setting objectives and performance measures across these perspectives will ensure a balanced approach to managing performance. It will also facilitate greater alignment between corporate, strategic, service and individual objectives by adopting a common approach to performance management.

During the period of this Plan, the Board will seek to drive forward performance management through application of the EFQM Excellence Model. Adopting a corporate approach, the Board will use the model to diagnose specific improvements in relation to its:

- Leadership
- People management
- Policy and strategy formulation
- Partnerships and resources development
- Business processes
- Results (at officer, customer and community levels)
- Key performance results

Strategic Aim Three

TO STREAMLINE INTERNAL PROCESSES

MEASURE

Service Planning Process (% usage/completion)

TARGET

- By May 2002 the Board will finalise Balanced Scorecards at strategic and service unit levels.
- By July 2002 staff appraisal will be carried out in line with Balanced Scorecard objectives, measures and targets.
- By September 2002 the Curriculum Advisory and Support Service will be using the Education Plan Module as a key management tool to co-ordinate support services to schools.
- By March 2003 the Board will develop a comprehensive Human Resources Plan.

Quality Assurance Programmes

- By June 2002 the Board will develop a model of Quality Assurance within the Youth Service and pilot at least one activity/programme.
- By September 2002 the Board's Psychology Service will carry out a major review of how the service to schools, parents and the community will be delivered.
- By December 2002 the Board will conduct an organisational self-assessment using the EFQM Excellence Model and establish a baseline for continuous improvement.

Strategic Aim Three

TO STREAMLINE INTERNAL PROCESSES

3.3 To develop and manage key partnerships

CONTEXT

The Board recognises that, in modern society, partnerships and co-operation are central to its effectiveness in promoting the holistic development of children and young people as individuals, citizens, workers and family members. The Board will continue to seek opportunities to collaborate with other statutory and voluntary agencies and interested parties to optimise resources and to develop and deliver imaginative, innovative and integrated approaches to learning. Partnerships with Health and Social Services Trusts, local Councils and the private sector will be strengthened, so that funding can be combined and be used to increase and improve provision for the whole community.

The Board is committed to valuing parents as co-educators of their children. In conjunction with other agencies, where appropriate, opportunities will be provided for parents to participate in education and development programmes, designed to assist them to understand and appreciate their contribution to the emotional, social and cognitive development of their children and, thereby, better support their children's learning.

Partnerships with schools are central to raising achievement and ensuring that all young people receive an education which is suitable for their age, ability and aptitude and through which they might be better equipped to reach their potential. The Board will continue to provide advice, support and training, based on the identified needs and priorities of schools, to assist them in the process of becoming self-evaluating, learning organisations with a focus on continuous improvement.

Strategic Aim Three

TO STREAMLINE INTERNAL PROCESSES

MEASURE

Key partnerships developed

TARGET

- During 2002-2003 the Board will build on partnerships with local Councils, the Arts Council and the Belfast Festival to promote libraries as venues for cultural and community arts events and to increase opportunities for pupils to engage in Arts activities.
- During 2002-2003 in collaboration with its partners in the voluntary and statutory agencies, the Board will continue to contribute to the Eastern Childcare Partnership Plan and to the Children's Services Plan.
- During 2002-2003 the Board will provide support and training for the development of senior and middle managers in schools, teaching and non-teaching staff, governors and parents as partners critical to the effectiveness of children's learning.
- During 2002-2003 the Board will provide support and training to Youth Councils to enable young people to express their needs and opinions with regard to Board services and to promote their involvement in the decisions that affect them.
- During 2002-2003 the Board will work with its partners on the Regional Strategy Group on Special Educational Needs to implement common criteria for the identification and assessment of children with special educational needs.
- During 2002-2003 the Board will continue to develop its relationship with the Northern Ireland Audit Office and other strategic partners to assist it to discharge effectively its responsibilities in relation to corporate governance.

Strategic Aim Three

TO STREAMLINE INTERNAL PROCESSES

- During 2002-2003 the Board will continue to develop its strategic partnership with Down Lisburn Health and Social Services Trust and implement programmes designed to:
 - Meet the needs of Looked After Children
 - Improve information exchange
 - Enhance multi-disciplinary approaches to pastoral care in schools
 - Share responsibility for the provision of specialist equipment in schools for children with severe learning difficulties.
- During 2002-2003 the Board will seek to develop strategic partnerships with South and East Belfast Health and Social Services Trust and Ulster Community and Hospitals Trust to optimise support for children within the area.
- By September 2002 the Board will facilitate the submission of bids to the Intermediate Funding Body (IFB) for a range of youth and school-based projects targeted at marginalised young people.
- By January 2003 the Board will hold an International Symposium with fellow EU countries to develop partnerships in areas of common interest.
- By March 2003 the Board will establish key partnership projects in each Council area on the provision of sporting opportunities for schools and their communities in conjunction with the NOF PE and Sport Programme.
- By March 2003 the Board, in conjunction with schools and Health and Social Services Trusts, will establish 2 pilot projects aimed at enabling parents to play a more active and informed role in the education of their children.

Strategic Aim Three

TO STREAMLINE INTERNAL PROCESSES

3.4 To manage contracts and support key suppliers

CONTEXT

To facilitate the delivery of services within a Best Value framework the Board will use contractual arrangements. Contracts will provide clear, timely guidance on the quality standards that the Board will implement and expect suppliers to achieve.

MEASURE

Contracts which are:
Clear
Timely

TARGET

- By October 2002 the Board will review contract procedures.
- By December 2002 the Board will agree with ICL an upgrade plan for the Accruals Accounting Project.
- By March 2003 the Board will implement revised and updated contract procedures.
- By March 2003 the Board will revise the Purchasing Staff Handbook.
- By March 2003 the Board will achieve 100% compliance with the Electronic Libraries for Northern Ireland (ELFNI) contract.

Strategic Aim Four

TO PROMOTE ORGANISATIONAL LEARNING AND GROWTH

4.1 To improve staff satisfaction

CONTEXT

It is often stated in corporate and business plans that people are the most important resource in an organisation. Organisational success is dependent on a skilled and motivated staff. This is perhaps most true of a service provider such as the Board where people are key in providing efficient, effective, friendly and customer focused services to its community. The success of schools, libraries and youth services depends on the maintenance of a highly motivated and informed staff. Increasingly, therefore, in a fast changing environment it is essential that staff are able to adapt to and cope with future needs.

The cornerstone of the Board's approach to improving staff satisfaction is to encourage a teamwork approach. This is displayed in both the formal and ad hoc involvement of staff in inter-unit and cross-disciplinary work teams throughout the Board, examining such diverse issues as accommodation, corporate systems and procedures, wellbeing at work, social activities, as well as regular operational management focused meetings.

The role of communication in a large and diverse organisation has also a key affect on promoting positive morale and motivation. During the beginning of the 2002-2003 corporate planning period, the Board will introduce Team Briefing, a process of face-to-face communication where leaders of all levels gather their team together on a regular timetabled basis. This process will also encourage the development of a feedback culture throughout the Board.

Plans for the 2002-2003 year will again focus on the needs of staff through such processes as staff appraisal, return to work interviews and training and development opportunities. Due regard will be paid to attendance levels, staff turnover and exit interviews. In line with the best organisations, the Board will pay close attention to their staff by asking them for their views and opinions.

Strategic Aim Four

TO PROMOTE ORGANISATIONAL LEARNING AND GROWTH

MEASURE

Staff satisfaction levels

Staff attendance/involvement

TARGET

- By May 2002 the Board will complete a second biennial staff survey and analyse trends.
- By August 2002 the Board will introduce Team Briefing.
- By September 2002 a formal Employee Recognition Scheme will be developed.
- By March 2003 the Board will analyse staff turnover through exit interviews.

- By March 2003 the Board will seek to maintain staff attendance levels in line with the average for Northern Ireland public sector organisations.

Strategic Aim Four

TO PROMOTE ORGANISATIONAL LEARNING AND GROWTH

4.2 To maintain staff training and development opportunities

CONTEXT

The training and development of all our employees continues to be a top priority for the Board.

Whether targeted at corporate, service unit or individual level, training and development should provide staff and Board Members with the necessary knowledge, skills and attitudes to carry out their jobs optimally.

During the year, the positive progress made in the area of training and development was externally recognised following assessment against the Investors in People standard in June 2001.

Having received affirmative quality assurance of the Board's delivery of training and development, additional improvement opportunities have been targeted to enhance current performance. The IIP standard requires that the Board:

- Is fully committed to developing its people in order to achieve its aims and objectives
- Is clear about its aims and its objectives and what its people need to do to achieve them
- Develops its people effectively in order to improve its performance
- Understands the impact of its investment in people on its performance

As part of its training and development strategy, the Board has adopted nine competencies which apply to each member of staff at a level appropriate to his/her grade. During 2002-2003 a competence-based approach will underpin the Board's Training Plan leading to greater job and organisational awareness and increased professionalism. Quality assurance will be maintained through relevant benchmarking with external standards such as the Management

Charter Initiative.

Strategic Aim Four

TO PROMOTE ORGANISATIONAL LEARNING AND GROWTH

MEASURE

Quality assurance

Training needs met

TARGET

- By November 2002 the Board will undertake IIP post-recognition assessment.
- By March 2003 the Board will deliver a training plan in line with corporate, unit and individual objectives.
- By March 2003 the Board will develop a competence-based approach to specialist and generic training.
- By March 2003 10 officers within CASS will be trained as on-line tutors.

Strategic Aim Four

TO PROMOTE ORGANISATIONAL LEARNING AND GROWTH

4.3 To deliver all activities in
accordance with core
values and ethos

CONTEXT

The Board recognises that the effective delivery of services depends on the commitment and contribution of board and schools staffs. The Board is a learning organisation, with committed and highly trained staff. The following core values underpin the Board's ethos:

- Equality of Opportunity
- Equity of Treatment
- Respect
- Individuality
- Integrity
- Trust
- Transparency
- Corporateness

The Board, in its endeavour to fulfil its role and responsibilities will continue to place an emphasis on consultation with key stakeholders. In seeking to communicate and consult with the community the Board will refine and update its comments / complaints procedure. The Board will seek to provide accessible, convenient means for customer feedback, complaints and suggestions for the improvement of services. It will carry out its role in a transparent way based upon respect for the individual.

Strategic Aim Four

TO PROMOTE ORGANISATIONAL LEARNING AND GROWTH

MEASURE

Improved services

Consultation activity

TARGET

- By December 2002 the Board will introduce to primary schools the Primary Values in Education Resource (developed by CCEA).
 - By March 2003 the Board will revise its Guide to Services booklet.
 - By March 2003 the Board will in place a Public Relations Strategy.
 - By March 2003 the Board will revise its complaints procedure.
-
- By December 2002 the Board will implement guidelines on consultation with children and adults with special needs.
 - By March 2003 the Board will formulate an Action Plan to address the key issues relating to Screening of Policies, Racial Equality, Human Rights in Education.

Glossary

Cadbury Committee 1992

Chaired by Sir Adrian Cadbury the Committee produced a Code of Practice relating to the management and control of companies (the Cadbury Code). Arising from the Cadbury Code in 1997 the Cabinet Office issued "Guidance on Codes of Practice for Board Members of Public Bodies".

Charter Mark

Charter Mark is the government's award scheme for encouraging and rewarding improvement in public services focused on the outcome for the customer.

Children's Services Plan

Under the terms of the Children (Northern Ireland) Order 1995 the Eastern Health and Social Services Board has responsibility, as lead body, for bringing together relevant statutory, voluntary and community groups to develop a coherent and co-ordinated strategy to support children in need and their families. This strategy is known as the Children's Services Plan.

Council for the Curriculum, Examinations and Assessment (CCEA)

CCEA is the central body with overall responsibility for matters relating to the Northern Ireland Curriculum and Assessment.

Developing Early Learning and Thinking Abilities (DELTA)

The “Developing Early Learning and Thinking Abilities” programme enriches the holistic development of nursery, P1, P2 children by developing the child/parent school partnerships, relationships and self-esteem and highlighting good practice in the home.

Eastern Childcare Partnership Plan

The Eastern Childcare Partnership Plan comprises representatives of the health authorities, education providers and the private and voluntary care sectors in the Eastern Health and Social Services Board area. It has been established in line with guidance from the Department of Health, Social Services and Public Safety (DHSS and PS), Department of Education (DE) and the Training and Employment Agency (T&EA) as part of “Children First: The Northern Ireland Childcare Strategy”, which sets out the agenda for action to increase the quantity and improve the quality and affordability of childcare for children up to the age of 14 years in Northern Ireland.

Education Otherwise Than At School (EOTAS)

Education Otherwise Than At School covers education which is provided in a non-school setting.

Education Technology Strategy

A Department of Education and Education and Library Boards’ strategy to ensure pupils acquire skills and knowledge in ICT and to ensure teachers, as well as those who train and advise teachers, have the requisite ICT knowledge and skills to support pupils in the classroom.

Electronic Libraries for Northern Ireland (ELFNI)

A major PFI project to procure a single secure computer system to manage all Education and Library Boards’ library operations and provide high bandwidth access to electronic information sources for the public.

European Foundation for Quality Management (EFQM)

The Foundation was established by the presidents of leading European Companies in 1988. Its mission is to promote and assist management to apply total quality principles. The Excellence Model is a framework that helps organisations to identify their strengths and the areas in which they need to improve, and to develop prioritised action plans to make those improvements.

Information and Communication Technology (ICT)

Using technology (computers, video, telecommunications, networks) to improve communications and access to information.

Intermediary Funding Body (IFB)

An organisation which distributes and administers grants provided by the European Union and Central Government for particular activities with set objectives. Each IFB has a contract with a sponsor department or the Special EU Programmes Body (SEUPB).

Investors in People (IIP)

Investors in People is a national Standard for effective investment in the training and development of people in order to achieve organisational goals.

ISO9000

ISO9000 is the established worldwide standard for quality management systems to support supplier/customer relationships.

New Opportunities Fund (NOF)

The New Opportunities Fund is a Lottery Distributor created to distribute grants to health, education and environment projects across the UK. It works in partnership with public, private and voluntaries to improve the quality of life for people, particularly those who are disadvantaged. The Board has been working with the Distributor on 'Out of School Hours Learning' and hopes to collaborate on a programme to improve facilities

Pre-school Education Advisory Group

The Pre-School Education Advisory Group (PEAG) comprises representatives of education providers, health authorities and the private and voluntary care sectors in the Board's area and was established in 1998 to draw up a Pre-School Education Development Plan on an annual basis. The aim, in fulfilment of the Government's intention, is to provide a funded quality part-time education place for children in their pre-school year whose parents wish them to avail of the provision.

Private Finance Initiative/Public Private Partnership (PFI/PPP)

The principal aim of the Private Finance Initiative/Public Private Partnership is involve the private sector in the provision of public services, shifting the role of the public sector from owner and provider to enabler and purchaser and guardian of the interests of the end-users, the general public. Private Finance Initiative/Public Private Partnership is driven, in part, by the view that the public sector should focus on its core functions, leaving the private sector to perform those functions which it can often do more cost-effectively and efficiently than the public sector.

Reading Partnership

The Reading Partnership involves the training of classroom assistants and volunteers from the business community and parent groups to provide additional short term individual reading support to average readers from P2-P7 within the school setting.

Pupils benefiting from this 10-week programme demonstrate increased independent use of reading strategies and skills and gain on average nine months in their reading ages.

School Improvement Programme (SIP)

A major Government initiative launched in February 1998 to improve standards in Northern Ireland schools by addressing areas such as Literacy, Numeracy, School Development Planning, Target Setting and Behaviour in schools.

Sure Start

This scheme is part of Government's overall strategy for children aimed at giving all a good start in life. It is co-ordinated by local childcare partnerships and concentrates on areas of special need. It targets parents/carers of children up to 4 years old and aims to improve health, the ability to learn and social development.

Targeting of Social Need (TSN)

Targeting of Social Need is a government initiative

aiming to reduce unfair social and economic differentials by targeting services more effectively at those people and areas in greatest need.

Turnbull Report 1998

Published by the Internal Control Working Party of the Institute of Chartered Accountants in England and Wales the report provides guidance on the implementation of the “Combined Code of the Committee on Corporate Governance”. The Code extended the scope of internal control beyond the merely financial and highlighted the importance of risk management as a corporate planning tool.

Values in Education Resource File

The Values in Education Resource File is a literacy based resource which links personal and social development, the values and attitudes of Education for Mutual Understanding (EMU) and thinking skills through seven identified stories. The materials examine a range of issues categorised under 3 main themes: Identity, Interdependence and Conflict.