

Curriculum Advisory & Support Service

Development Plan

2000 - 2003



South Eastern Education and Library Board

CASS DEVELOPMENT PLAN 2000/2003

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Introduction

Background

The Curriculum Advisory and Support Service of the South Eastern Education and Library Board is committed to the Board mission statement, “To raise the standards of learning and levels of achievement of the people of its area through the provision of high quality education, library and youth services”. In their work with schools officers will actively work to embody this and the four key themes which underpin the mission statement i.e. raising achievement, improving communications and the use of Information Technology, reviewing organisational systems and improving provision.

The Board in its Corporate Plan has outlined five strategic objectives;

1. To promote and make provision for lifelong learning and achievement.
2. To promote efficiency in all services in order to optimise benefit from the available resources.
3. To promote the effectiveness of schools, libraries and the youth service in improving provision for the people within its area.
4. To promote, develop and maintain high quality information and support services to schools, libraries and the youth service.
5. To develop, sustain and promote a culture of partnership and co-operation.

The production of this three year plan enables the Curriculum Advisory and Support Service to outline in detail how it will contribute to the mission of the South Eastern Education and Library Board.

The Process of Producing the Plan

The plan has been constructed with the full involvement of all CASS officers and, therefore, has their support and commitment to its delivery. Consultation has also taken place with schools and other Board departments to ensure that it is in keeping with their developmental needs as they strive to raise and maintain standards of pupil attainment.

The plan also represents a recognition from CASS of the importance of a 3 year rolling development planning process and models the practice which it is promoting within all schools in the Board’s area.

The CASS Development Plan and the Wider Agenda.

The process of compiling the plan has taken full account of the wider educational agenda evident at this time and, therefore, recognises the following key areas of Government policy;

- Literacy
- Numeracy
- School Development Planning
- Promoting and Sustaining Good Behaviour
- Target Setting
- School Support Programme
- Information Communication Technology
- Special Educational Needs
- Child Protection Issues
- Pastoral Care
- School Leadership and Management
- Board of Governor Development
- Early Professional Development
- Quality Assurance

The plan also has at its core the need to continuously improve the quality of teaching and learning across the full range of curricular areas and throughout all key stages.

The emphasis on raising pupil achievement means that the work of CASS must be clearly focused on the process of improvement at individual school and whole Board level. At the core of this plan is a vision of how schools need to be operating to sustain improvement, therefore, the support of schools to become self evaluating is seen to be of high importance.

The planning process has also attempted to take account of;

- Regional strategies and the development plans of Inter Education and Library Board groups.
- The sharing and dissemination of good practice in schools.
- Best Value – the service recognises that policy and service reviews are driven by an understanding of what the customer thinks and values, and that decisions on how to deliver services are taken with their interests as paramount.
- The need to actively pursue partnership with a wide range of key partners who can support the process of school improvement e.g. parents, CCEA etc.
- Regional targets for learning.
- The need to demonstrate that CASS support adds value to schools.
- General support requirements of schools in relation to ongoing issues, e.g. inspection follow-up etc.

CASS Aims

In order to raise the levels of pupil attainment in schools CASS has identified three key aims;

- **Improving the quality of teaching and learning**
- **Improving the quality of leadership and management in schools**
- **Improving the planning, quality, effectiveness and efficiency of the support service to schools**

CASS Priorities 2000/2003

- Raising and maintaining standards of teaching and learning
- School Support Programme
- Leadership and Management
- General Support Services to Schools
- Improving pupil motivation, self esteem and behaviour
- Information Communication Technology
- Improving the Effectiveness of CASS Support

STRATEGIC OBJECTIVES, BUSINESS OBJECTIVES AND PERFORMANCE INDICATORS

2000/2001

STRATEGIC OBJECTIVE 1: TO PROMOTE AND MAKE PROVISION FOR LIFE LONG LEARNING AND ACHIEVEMENT

Business Objective:

Improve provision for children and young people on the development of learning skills

Performance Indicators:

- Incorporate current research on children and their learning into CASS support for teachers, by March 2001
- Review priorities for CASS support to schools, by April 2000
- Produce CASS support activity plans for each priority area, by May 2000
- Raise and maintain the standards of teaching and learning incorporating a range of initiatives including those which relate to literacy, numeracy, special needs and early years, by March 2001
- Provide intensive support to schools involved in the School Support Programme initiative, by March 2001
- Develop a co-ordinated programme of leadership and management training in conjunction with other agencies, by March 2001
- Provide general support to schools in such areas as; inspection reports, unsatisfactory teacher support, appointment to prescribed posts, Staff Development Performance Review, Education Reform projects and Post 16 provision, by May 2000
- Develop teacher and pupil skills in Information Communications Technology, by March 2001

**Business Objective:
Develop innovative approaches to the raising of achievement among pupils**

Performance indicators:

- Complete the Raising of Achievement pilot projects, by June 2000
- Produce an evaluation report of Raising of Achievement pilot projects, by December 2000
- Disseminate good practice on raising pupil achievement through the Beacon Schools Initiative by March 2001

**Business Objective:
Improve provision for children and young people in the development of personal, social and life skills**

Performance indicators:

- Develop and implement a strategic approach to CASS support for personal, social and health education, by March 2001
- Develop and implement a strategic approach to CASS support for vocational and careers education, by March 2001
- Develop, in conjunction with other Board units, a coherent programme for drugs education by March 2001

STRATEGIC OBJECTIVE 2: TO PROMOTE EFFICIENCY IN ALL SERVICES IN ORDER TO OPTIMISE BENEFIT FROM THE AVAILABLE RESOURCES

**Business Objective:
Ensure efficient use of resources**

Performance indicator:

- Remain within budget for the financial year 2000/2001, by March 2001

**Business Objective:
Develop quality assurance standards**

Performance indicators:

- Agree and implement practices and procedures to quality assure CASS support, by September 2000

- Produce a quality assurance report on CASS input to the School Support Programme, by May 2000
- Achieve 90% of support objectives in CASS School Support Agreements, by March 2001
- Produce a structure for CASS Self Evaluation reports, by December 2000

**Business Objective:
Enhance CASS support to schools**

Performance indicators:

- Review criteria for the deployment of CASS support, by December 2000
- Co-operate on a regional basis to maximise the available resources for the provision of CASS support to schools, by March 2001

**Business Objective:
Enhance staff effectiveness**

Performance indicators:

- Review the Staff Development Plan, by May 2000
- Implement the Staff Development Plan, by March 2001

**Business Objective:
Improve CASS Customer Care**

Performance indicator:

- Implement customer care standards in CASS, by June 2000

**Business Objective:
Improve administrative procedures**

Performance indicators:

- Optimise use of ICT to improve the efficiency and effectiveness of the Curriculum unit, by March 2001
- Review the administrative support structure for the Board's CASS service, by March 2001

STRATEGIC OBJECTIVE 3: TO PROMOTE THE EFFECTIVENESS OF SCHOOLS, LIBRARIES AND THE YOUTH SERVICE IN IMPROVING PROVISION FOR THE PEOPLE WITHIN ITS AREA

Business Objective:
Contribute to the raising of standards in schools and Youth Organisations

Performance indicators:

- Deliver a CASS programme of support for Management and Leadership, by March 2001
- Raise pupil achievement where teaching and learning is supported by CASS, by March 2001
- Deliver a programme of centre and school based training for teachers, by March 2001
- Disseminate 'Good practice' in schools, by March 2001

Business Objective:
Facilitate School Improvement

Performance indicator:

- Provide a programme of training and support in relation to School Improvement issues by March 2001

Business Objective:
Enhance the skills of teachers and support staff working with children with special educational needs

- Develop the programme of training for teachers and support staff for children with special educational needs, by August 2000

STRATEGIC OBJECTIVE 4: TO PROMOTE, DEVELOP AND MAINTAIN HIGH QUALITY INFORMATION AND SUPPORT SERVICES TO SCHOOLS, LIBRARIES AND THE YOUTH SERVICE

Business Objective:
Provide information on Curriculum Training and Support Programme

Performance indicators:

- Publish the Curriculum Training and Support Programme, 2000/2001, by May 2000
- Review the Curriculum Business Plan for 2000/2001, by January 2001
- Produce a Curriculum Business Plan for 2001/2002, by March 2001

Business Objective:
Provide information for user groups on Curriculum Services via the Board's Website

Performance indicator:

- Provide information for user groups on Curriculum Services via the Board's Website, by December 2000

STRATEGIC OBJECTIVE 5: TO DEVELOP, SUSTAIN AND PROMOTE A CULTURE OF PARTNERSHIP AND CO-OPERATION

Business Objective:
Promote and enhance partnerships with statutory and voluntary agencies

Performance indicator:

- Develop links between CASS, Education Training Inspectors (ETIs), CCEA and other relevant organisations, by March 2001

Business Objective:
Enhance inter-agency approaches to meeting the needs of children and young people

Performance indicator:

- Develop approaches to CASS support through participation in regional steering groups in line with the Strategic Framework document for CASS services, by September 2000

Business Objective:
Promote partnership, within and beyond the Board, for the further development of the International Dimension

Performance indicators:

- Establish an international dimension working group, by September 2000
- Produce a policy on international dimension, by December 2000
- Produce a strategy on international dimension, by March 2001

Business Objective:
Develop and improve partnerships with schools

Performance indicator:

- Meet with principals of post-primary schools on strategic issues, on an ongoing basis

PRIORITIES FOR ACTION

2000/2001

2000/2001

Priority A

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ACTIVITY PLANS

2000/2001

Priority A

RAISING AND MAINTAINING STANDARDS OF TEACHING AND LEARNING

- Literacy/English
- Numeracy
- Early Years
- Reading Recovery
- Curriculum Support
- Beginning Teachers and Early Professional Development
- Special Needs
- Partnerships and Resources

ENGLISH/LITERACY

- Management of Literacy as a whole school issue
- Raising pupil achievement in Literacy
- Preventing underachievement in Literacy
- Teaching of English
- English as an Alternative Language
- Improving service to schools

ACTIVITY A 1.1: TO PROVIDE ADVICE AND SUPPORT ON THE MANAGEMENT OF LITERACY AS A WHOLE SCHOOL ISSUE TO THOSE PARTICIPATING IN THE SEELB LITERACY STRATEGY

THE PURPOSE OF THE ACTIVITY:

To raise pupil standards in literacy through:

- the promotion of good managerial practice;
- the development of individual management skills within the school context;
- the promotion of a culture in schools which recognises the importance of leadership expertise

NATURE OF THE ACTIVITY:

To raise awareness among Boards of Governors and SMTs of the core position of literacy in the curriculum and their management role

TARGET GROUP FOR THE ACTIVITY:

Boards of Governors;
Headteachers;
Literacy Co-ordinators;
Heads of Departments
Whole staffs

THE ACTION TO BE TAKEN:

The provision of Training and Support on the following:

- the importance of developing literacy as a whole school issue;
- the School Development Planning Cycle;
- appropriate structures which involve all staff in the decision-making process;
- school development planning and school improvement strategies in the context of developing literacy as a whole school issue

Contribution to training and support in management

ALLOCATION OF RESPONSIBILITY:

Members of the English/Literacy Team

Members of the Management Development Team

SUCCESS CRITERIA:

Boards of Governors, Principals and Senior Management Teams will understand how to develop literacy as a whole school issue;

Principals, Senior and Middle Management will understand how to contribute to effective leadership in the development of literacy at all levels;

Enhanced management skills of those involved in the management of literacy as a whole school issue;

The implementation of the school development planning cycle in the context of literacy;

Schools have a consistent and coherent approach to the development of literacy

MONITORING AND EVALUATION:

Through:

- analysis of school audits and action plans for the development of literacy;
- analysis of involvement in Centre-based and School-based training and support;
- analysis of school evaluations;
- self evaluations conducted by CASS support staff;
- evidence from Inspection Reports

ADDITIONAL COMMENTS

There are important implications in the following areas:

- collaboration between the English/Literacy Support Team and the Management Training Team
- provision of staff development for the English/Literacy Support Team by the Management Training Team

ACTIVITY A 1.2: TO PROVIDE ADVICE AND SUPPORT TO RAISE PUPIL ACHIEVEMENT IN LITERACY FOR SCHOOLS PARTICIPATING IN THE SEELB LITERACY STRATEGY AND FOR SCHOOLS WHICH HAVE REQUESTED SUPPORT FOLLOWING A FOCUSED DENI INSPECTION IN ENGLISH

THE PURPOSE OF THE ACTIVITY:

To raise pupils' standards in literacy and learning through improved teaching and learning

THE NATURE OF THE ACTIVITY:

The provision of Centre-based and School-based training and support

THE TARGET GROUP FOR THE ACTIVITY:

Literacy Co-ordinators, Special Educational Needs Co-ordinators, identified members of staff and whole staffs

THE ACTION TO BE TAKEN:

The provision of training and support in the following:

- the preparation of a baseline through a literacy audit prior to entering the Literacy strategy;
- elements of the Regional Steering Group's Literacy Strategy identified as needing support in the school's initial audits;

Research and Development in the following:

- pre-school standards and the factors which impinge on the development of literacy;
- the factors which affect the learning styles of boys and girls in the development of literacy;
- the role of ICT in the development of literacy;

The development of guidelines on practice which promotes good literacy and learning across the curriculum.

ALLOCATION OF RESPONSIBILITY:

Members of the English/Literacy Team
Members of the Special Educational Needs Team
Subject Specialists in CASS

SUCCESS CRITERIA:

CASS will have a coherent approach to the promotion of literacy and quality teaching and learning;
Schools will establish a baseline for developments in literacy;
There will be improved teaching and learning at each Key Stage;
Schools will meet the targets they set for pupil achievement in literacy;
Schools will have meaningful whole school literacy policies;
There will be an understanding of the contribution made by ICT to literacy development;
Research and development in the identified issues will have begun;
Good practice will have been disseminated

MONITORING AND EVALUATION:

Through:

- analysis of school audits and action plans for the development of literacy;
- analysis of involvement in Centre-based and School-based training and support;
- analysis of school evaluations;
- self evaluations conducted by CASS support staff;
- evidence from Inspection Reports

ADDITIONAL COMMENTS:

There are important implications in the following areas:

Collaboration between the English/Literacy Support Team and Subject Specialists in CASS and Special Needs Provision;

Provision of staff development in literacy for subject specialists and those providing support in literacy in the Board's Special Needs Department

ACTIVITY A 1.3: TO PROVIDE ADVICE AND SUPPORT TO PREVENT UNDERACHIEVEMENT IN LITERACY

THE PURPOSE OF THE ACTIVITY:

To prevent language failure through the provision of an early intervention programme at Key Stage 1 and remediation of language difficulties at Key Stages 2 and 3

THE NATURE OF THE ACTIVITY:

The provision of Centre-based and School-based training and support

THE TARGET GROUP FOR THE ACTIVITY:

Key Stage 1-3 teachers of pupils under the Code of Practice at stage 2 and beyond, Special Educational Needs Co-ordinators and Reading Recovery Teachers

THE ACTION TO BE TAKEN:

The provision of Training and Support in the following:

diagnostic assessment through the use of running records;
the analysis and interpretation of Standardised Test results;
the use of appropriate procedures to establish individual pupil baselines, and appropriate targets, and evaluations;
effective strategies for the development of language

ALLOCATION OF RESPONSIBILITY:

Members of the English/Literacy Team
Reading Recovery Tutors
Members of the Special Educational Needs Team

SUCCESS CRITERIA:

Teachers will have an effective system for planning, assessing and record keeping;
Teaching approaches, strategies and tasks will match the needs of children;
Schools will have detailed analyses of the strengths and weaknesses of their teaching approaches;
Reduce the percentage of pupils underachieving in literacy

MONITORING AND EVALUATION:

Through:

- analysis of school audits and action plans for addressing underachievement in literacy;
- analysis of involvement in Centre-based and School-based training and support;
- analysis of school evaluations;
- self-evaluations conducted by CASS support staff;
- evidence from Inspection Reports

**ACTIVITY A 1.4 TO IMPROVE TRAINING AND SUPPORT FOR
TEACHERS OF ENGLISH BY MEETING IDENTIFIED NEEDS**

THE PURPOSE OF THE ACTIVITY:

To raise pupils' standards through improved teaching and learning

THE NATURE OF THE ACTIVITY:

To create opportunities for training and support of English teachers

THE TARGET GROUP FOR THE ACTIVITY:

Teachers at Key Stages 1 and 2 participating in the SEELB Literacy Strategy

Teachers of English at Key Stages 3 and 4

Teachers of A & AS levels of English, Key Skills and Communication Skills at GNVQ in the 16-19 Curriculum

Beginning Teachers of English

THE ACTION TO BE TAKEN:

A programme of training and support will be provided for teachers at Key Stages 3 and 4;

Support will be provided for teachers of English declared as unsatisfactory;

Support will be provided to schools following inspections;

A programme of support will be provided for new Literacy Co-ordinators and Heads of English;

Assistance will be given to Inter Board Steering Groups on:

- the contribution made by drama, oracy and media education to development of creative and critical thinking;
- the provision of a training programme for teachers of A, AS level and GNVQ;
- the provision of training and support for Beginning Teachers

Preparation will be made for on-line support for Beginning Teachers of English, Drama and Media Education

ALLOCATION OF RESPONSIBILITY:

Members of the English/Literacy Team.

SUCCESS CRITERIA:

A programme of training and support will have been provided for teachers at Key Stages 3 and 4 in previously identified areas;

A programme of support will have been provided for teachers of English who have been declared unsatisfactory;

Follow-up support will have been provided for schools following inspections;

A programme of support will have been provided for new Literacy Co-ordinators and Heads of English;

A strategy with an Inter Board Strategy dimension on the development of creative and critical thinking will have been prepared;

A strategy with an Inter Board dimension for support to schools on the introduction of revised specifications for English and English Literature 16-19 will have been initiated;

A training and support programme with an Inter Board dimension will have been provided for Beginning Teachers of English;

The preparation of on-line support for Beginning Teachers of English will have been completed

MONITORING AND EVALUATION:

Through;

- monthly reports to the Advisers of English via the Inter-board Steering group;
- contribution to an Inter-board report on the training needs of teachers;
- consultation with schools on the proposed strategies of support;
- consultation with participants from the Awarding Bodies;
- analysis of involvement in Centre-based and School-based training and support;
- analysis of school evaluations;
- self evaluations conducted by CASS support staff;
- evidence from Inspection Reports

ACTIVITY A 1.5 TO PROVIDE ADVICE AND SUPPORT ON THE MANAGEMENT AS A WHOLE SCHOOL ISSUE OF LANGUAGE AND CULTURAL NEEDS OF EAL PUPILS

THE PURPOSE OF THE ACTIVITY:

To create an ethos in schools which recognises the needs of EAL pupils and leads all pupils to respect the varied languages and cultures that may be present within their communities.
To promote bilingualism as an important aspect of education and of equality of opportunity

THE NATURE OF THE ACTIVITY:

The provision of Centre-based training and School-based assessment of need, training and support

THE TARGET GROUP FOR THE ACTIVITY:

In Nursery, Primary and Post Primary Schools:

Principals, Senior and Middle Management,
EAL Teachers, Beginning Teachers, Classroom Teachers, Bi-lingual assistants and Classroom Assistants.

In the Board:

EWO and Educational Psychology Service;

Ethnic Minority Support Groups:

CWA, NICEM, MCRC, SCC, BIC and TSG.

In the Community:

Ethnic minority parents and Social Workers.

In Health:

Language Speech Therapists and Medical Personnel

THE ACTION TO BE TAKEN:

School Principals and SMT to be informed about key issues related to Intercultural Education;
The provision of Training and Support for EAL teachers and mainstream teachers in schools which have requested help;

The provision of awareness training for Beginning Teachers;

Training and Support for EAL Staff on the development of partnership with parents of EAL pupils;

Preparation for the provision of an externally accredited Course in TEAL;

Preparation for the provision of an externally accredited course for Bi-lingual Home Support workers;

Revision of the Board's EAL policy and Support Services for EAL;

Development of a working relationship with Early Years Support staff in the development of Baseline Assessment;
Development of a working relationship with the Special Education Section, Educational Psychology Service and EW Service.
Further development of partnerships with CCEA and DENI

ALLOCATION OF RESPONSIBILITY:

Members of the EAL Support Team

SUCCESS CRITERIA:

All school Principals will have been informed at a Headteacher's Conference about key issues related to Intercultural Education;
All schools will have been informed about the cognitive and social benefits of Bi-lingualism;
Schools requesting advice and support will have policies and procedures in place that provide equal opportunities of education for EAL pupils;
All Beginning Teachers will have had an input on the needs and appropriate support for EAL pupils;
EAL teachers will have established a line of communication with the parents of EAL pupils;
The Board's EAL Policy and Support Services for EAL will have been revised to include the employment of only full time EAL staff and the employment of a Home Support worker for an ethnic minority group in addition to that appointed to support the Chinese Community;
Accreditation will have been sought for outline courses prepared for TEAL and for Bi-lingual Home Support workers;
The EAL Team will have made an input into the development of Baseline Assessment so that it takes account of the needs of EAL pupils;
The EAL Team will have made an input into the provision for EAL pupils identified as having Special Educational Needs;
Twice yearly meetings will have been established between the EAL Team and personnel designated as having responsibility for EAL in CCEA and DENI

MONITORING AND EVALUATION

Through:

- Analysis of school audits and action plans for the development of support for EAL pupils;
- Analysis of involvement in Centre-based and School based training and support;
- Analysis of school evaluations of EAL pupil attainments, attitudes of staff, pupils and parents and of the teaching and learning of EAL pupils;
- Self evaluations conducted by EAL Support staff; observation of training and support; questionnaires and structured interviews with school staff at all levels; external evaluation;
- Monthly reports on EAL developments to the English/Literacy Team

ACTIVITY A 1.6: TO IMPROVE THE PLANNING, QUALITY, EFFECTIVENESS AND EFFICIENCY OF THE ENGLISH/LITERACY UNIT'S SERVICE TO SCHOOLS.

THE PURPOSE OF THE ACTIVITY:

To develop effective monitoring and evaluation procedures
To provide staff development which enables members to meet effectively the priority areas of the English/Literacy Unit
To share lessons with and learn from the remaining members of CASS

THE NATURE OF THE ACTIVITY:

The setting of an agenda which will lead to an agreed strategy for monitoring and evaluating the training and support provided by the Unit
The drawing up of a Staff Development Programme

THE TARGET GROUP FOR THE ACTIVITY:

The Assistant Senior Education Officer as manager of CASS
The Adviser as line manager of the Unit
Members of the Unit

THE ACTION TO BE TAKEN:

The establishing of the Activity as a priority in the business of the unit;
The appointment of a sub group to lead in the development of a strategy for monitoring and evaluation;
The drafting of a strategy for effective and efficient monitoring and evaluation within the Unit;
An evaluation of the process;
The presentation of a report on the process to CASS;
The drafting of a Staff Development Programme which addresses needs identified in the Staff Appraisal

ALLOCATION OF RESPONSIBILITY:

The Assistant Senior Education Officer
The Adviser for English
Members of the English/Literacy Support Team

SUCCESS CRITERIA:

The issue will have been addressed and taken forward at each Unit Meeting;
A sub group will have been appointed to lead in the development a Strategy for monitoring and evaluation in the Unit;
A draft Strategy will have been completed;
Elements of monitoring and evaluation of Centre-based and School-based provision, production of training and support materials and communications will be in place;
An evaluation of the process will have been completed and a report presented to CASS;
All members will have participated in two of the following aspects of the Staff Development Programme:

- On the job;
- In-House;
- External Training.

MONITORING AND EVALUATION:

Through:

Analysis of Course Records and Evaluation Sheets;
Analysis if SF1 Forms recording school visits;
Analysis of lines of communication;
Questionnaires and structured interviews with school staff at all levels;
Self evaluation;
Observation by peers and the line manager;
Feed-back from the team to the line-manager

ADDITIONAL COMMENTS:

This should be part of a whole CASS Strategy for developing monitoring and evaluation procedures.

NUMERACY

- Management of Numeracy
- Raising achievement in Numeracy
- Developing the use of ICT in Numeracy

**ACTIVITY A 2.1: DEVELOPMENT OF SCHOOL LEADERSHIP
MANAGEMENT OF NUMERACY.**

THE PURPOSE OF THE ACTIVITY:

Enhance the quality of school leadership and management of numeracy

THE TARGET GROUP FOR THE ACTIVITY:

Senior Managers
Heads of Departments
Co-ordinators
Prospective managers

THE ACTION TO BE TAKEN:

- Advise schools in the establishing of structures to improve mathematics
- To work with schools to enhance the numeracy development areas
- To continue training in the use of available performance data in setting challenging and realistic targets
- To work with schools to make the management of change more effective

ALLOCATION OF RESPONSIBILITY:

Mathematics operational unit in partnership with other CASS officers and outside agencies such as Inter Board Numeracy Steering Group

SUCCESS CRITERIA:

- Production and dissemination of Numeracy Manual
- SEELB Numeracy Policy produced and disseminated to all schools
- Follow up training in the use of Numeracy Manual
- Training provided to increase HODs/Co-ordinators' confidence and competence in leading development in mathematics

MONITORING AND EVALUATION:

Through analysis of data such as:

- Inspection Reports
- Achievement in relation to CASS agreements
- Schools' action plans for managing numeracy
- Course Evaluation Forms

ACTIVITY A 2.2: TO DEVELOP THE USE OF ICT IN NUMERACY.

THE PURPOSE OF THE ACTIVITY:

To develop and extend the use of ICT to enhance learning and teaching

THE TARGET GROUP FOR THE ACTIVITY:

CASS Officers

Teachers/ancillary staff

Pupils

Management (ICT coordinators, HODs, numeracy coordinators, SENCOs)

ACTION TO BE TAKEN:

- Establish a programme of research into software resources and their applications
- Provide advice and support to schools
- Establish working practices with the ICT unit
- To prepare/deliver a programme of support for schools
- Establish structures to monitor the use of ICT and its impact on pupil progress within mathematics

ALLOCATION OF RESPONSIBILITY:

Mathematical Operational Unit in conjunction with other CASS operational units and Inter Board Numeracy Steering Group

SUCCESS CRITERIA:

- Training programme to improve teacher confidence and competence in the use of ICT to support learning within mathematics
- CASS staff and teachers more aware of available resources to support mathematical learning
- Working partnerships established with ICT unit
- Strategies for N/L & ICT available to all CASS staff (Regional Board Level)

MONITORING AND EVALUATION:

Through analysis of data such as:

- Pupil certification
- Inspection reports
- Achievement in relation to CASS agreements
- Course evaluation forms
- School Action Plans for incorporating ICT into mathematical learning

ACTIVITY A 2.3: TO IMPROVE STANDARDS OF ACHIEVEMENT IN MATHEMATICS.

THE PURPOSE OF THE ACTIVITY:

To improve standard of achievement at all key stages by continuing to improve the quality of learning and teaching

THE TARGET GROUP FOR THE ACTIVITY:

- Coordinators
- Head of Mathematics Departments
- Mathematics teachers
- Heads of and teachers of science, geography, technology
- Parents

THE ACTION TO BE TAKEN:

- To provide ongoing support for CASS officers
- To source resources materials which support quality learning and teaching of mathematics
- To produce and disseminate resources to support quality learning and teaching of mathematics
- To help schools to introduce strategies which improve achievement in mathematics
- To work with schools to set targets which contribute to SEELB targets
- To provide intensive support for schools underachieving in mathematics
- To assist schools in promoting community support for improving achievement in mathematics

ALLOCATION OF RESPONSIBILITY:

Mathematics Operational Unit
SEN Operational Unit
CASS officers through subject support

SUCCESS CRITERIA:

- Provision of high quality support for learning and teaching at each key stage
- Schools setting realistic and challenging targets in mathematics
- Upward trend in mathematics achievement within the SEELB
- CASS Officers confident in the promotion of mathematics across the curriculum
- Quality learning and teaching materials and resources for mathematics sourced or produced

MONITORING AND EVALUATION:

Through analysis of data such as:

- Achievement of targets
- Parental opinion
- School self review
- Published achievement
- CASS agreements
- Schools' action plans for improving standards of achievement in mathematics
- Inspection Reports

EARLY YEARS

- Effective Early Learning
- Implementation of a suitable curriculum

ACTIVITY A 3.1: TO EMPLOY CURRENT PROJECTS TO EVALUATE AND DEVELOP QUALITY IN EARLY CHILDHOOD SETTINGS.

THE PURPOSE OF THE ACTIVITY:

To develop a strategy to evaluate and improve the quality and effectiveness of early learning available to young children in Nursery and Reception classes and Early KS1

THE NATURE OF THE ACTIVITY:

The appreciation of a quality Evaluation and Development model – Evaluation, Action Plan, Development, Reflection which facilitates change and the enhancement of quality in Early Years Settings

THE TARGET GROUP FOR THE ACTIVITY:

All staff in Nursery setting and Reception class
Principals
Early KS1

THE ACTION TO BE TAKEN:

Training in EEL methodology for Principal/Teacher and External Adviser

Internal and External support throughout the Evaluation and Development process

ALLOCATION OF RESPONSIBILITY:

Principals
Teachers
Classroom assistants
CASS Early Years Officer

SUCCESS CRITERIA:

The impact of the Action Plan on the quality of children's learning
Increased collaboration and partnership between staff, parents and children
Setting becomes Self Evaluating

MONITORING AND EVALUATION:

Throughout the development phase the Principal, teachers, assistants and external adviser monitor and document the progress and impact of the Action Plan. Evidence of achievement is gathered to support the effects of the Action Plan.

Child involvement and adult engagement observation are reapplied to provide firm evidence that changes have taken place

Evidence is provided through:

- further focused observations and interviews regarding the Action Plan initiatives
- photographs
- school's own observation sheets
- practitioners reflect on the evidence they have gathered and the impact of the Action Plan on the quality of the children's learning

ADDITIONAL COMMENTS:

The development of The Effective Early Learning Programme for 5 – 11 year olds P.E.E.L.

ACTIVITY A 3.2: TO SUPPORT EARLY YEARS SETTINGS IN THE IMPLEMENTATION OF A SUITABLE CURRICULUM.

THE PURPOSE OF THE ACTIVITY:

To fully implement a rich Early Years curriculum which takes account of the ways in which young children learn

Teaching children to become lifelong learners

THE NATURE OF THE ACTIVITY:

To provide development opportunities for Principals, teachers and classroom assistants to develop appropriate skills and knowledge to deliver a suitable curriculum tailored to the needs of young children

THE TARGET GROUP FOR THE ACTIVITY:

Nursery/Reception teachers
BTs
Principals
Classroom Assistants

THE ACTION TO BE TAKEN:

INSET training on current curriculum development and whole school issues
BT Induction Programme
Provision for support post inspection
Provision for support for unsatisfactory teachers

ALLOCATION OF RESPONSIBILITY:

Principals
BTs
Head of KS1
KS1 teachers
Nursery staff
CASS Early Years Officers
Observation of significant achievement
Adoption of techniques from EEL research

SUCCESS CRITERIA:

Increased teacher confidence in delivering a suitable Early Years Curriculum taking account current research of Effective Teaching and Learning in Early Years and the Reggio Emilia approach

MONITORING AND EVALUATION:

Principals
Inspection Reports
Head of KS1
CASS Early Years Officers

ADDITIONAL COMMENTS:

Consideration of review of the Curriculum
CCEA

READING RECOVERY

ACTIVITY A 4: READING RECOVERY.

THE PURPOSE OF THE ACTIVITY:

To prevent reading and writing failure by providing an early intervention programme for 6 year olds with literacy difficulties

THE NATURE OF THE ACTIVITY:

Through daily half hour intensive, individual instruction, to help raise children to the average levels of their classes and enable them to continue to work independently without the need for further individual support

THE TARGET GROUP FOR THE ACTIVITY:

Reading Recovery
Teachers-in-training

THE ACTION TO BE TAKEN:

Train teachers to:

- Be sensitive observers of children's literacy behaviour
- Use Reading Recovery procedures in order to design and deliver individual literacy programmes

ALLOCATION OF RESPONSIBILITY:

Reading Recovery Tutor

SUCCESS CRITERIA

Children will be discontinued from programme reading and writing independently within the average range and ability for their classes

Early identification of those children who will need more intensive help and further long term support

MONITORING AND EVALUATION:

Twice-termly visits to teachers-in-training

Once-a-year visits to continuing teachers

Collection of data for National Network monitoring

3 and 6 month follow-up tests for discontinued children

ADDITIONAL COMMENTS

To disseminate Reading Recovery strategies for use in the teaching of literacy in Primary Schools

CURRICULUM SUPPORT

ACTIVITY A 5: TO SUPPORT SCHOOLS IN THE IMPLEMENTATION OF THE CURRICULUM.

THE PURPOSE OF THE ACTIVITY:

To improve the quality of teaching and learning across a range of subjects and the cross curricular themes

THE NATURE OF THE ACTIVITY:

Provision of school based and centre based support

THE TARGET GROUP FOR THE ACTIVITY:

Teachers
Subject Co-ordinators/Heads of Department

THE ACTION TO BE TAKEN:

Centre based courses and support group meetings

School based support in Priority One schools including:

- whole staff INSET;
- support for SENCOs;
- classroom support;
- development of reading enrichment programmes
- Learning Schools Programme for subject teaching to be delivered

Research projects

ALLOCATION OF RESPONSIBILITY:

Subject/CCT Advisers
Assistant Advisory Officers/Field Officers

SUCCESS CRITERIA:

Standards of teaching and learning raised
Increased teacher confidence in delivering the curriculum
Improved pupil achievement

MONITORING AND EVALUATION:

Analysis of examination/test results
Review of Inspection Reports
Analysis of CASS School Support Agreements

**BEGINNING TEACHERS AND EARLY
PROFESSIONAL DEVELOPMENT**

ACTIVITY A 6: TO PROVIDE ADVICE, TRAINING AND SUPPORT FOR THOSE SCHOOLS WITH TEACHERS IN THEIR FIRST THREE YEARS OF TEACHING

Professional Development and Beginning Teachers

THE PURPOSE OF THE ACTIVITY:

To support Beginning Teachers in all aspects of their professional development
To support key personnel in schools with Beginning Teachers
To work in partnership with HEIs and schools to provide effective support

THE NATURE OF THE ACTIVITY:

To develop and deliver a programme for induction to include professional development for teacher tutors and Beginning Teachers

THE TARGET GROUP FOR THE ACTIVITY:

Principals and teacher tutors in schools with Beginning Teachers
All teachers in their first three years of teaching

THE ACTION TO BE TAKEN:

Develop and implement a programme for Early Professional Development for Beginning Teachers across the three years
Provide school based support for teacher tutors and beginning teachers

ALLOCATION OF RESPONSIBILITY:

Officer responsible for Early Professional Development
Subject officers delivering courses and providing in-school support
Personnel from schools and HEIs
Adviser – General Nursery/Primary
Assistant Advisory Officer – Nursery/Primary

SUCCESS CRITERIA:

Schools more familiar and confident with the process of Early Professional Development
All first year teachers visited four times during induction year
Positive evaluation of training programme

MONITORING AND EVALUATION:

Meetings with primary and post primary subject officers to review progress
Feedback from schools
End of year evaluation report

**DEVELOPING EARLY LEARNING AND
THINKING ABILITIES (DELTA PARENTING
PROGRAMME)**

ACTIVITY A 7: DEVELOPING EARLY LEARNING AND THINKING ABILITIES - DELTA PARENTING PROGRAMME

THE PURPOSE OF THE ACTIVITY:

To maximise the parent/school partnership in facilitating the holistic development of pre-school/P1 children

THE NATURE OF THE ACTIVITY:

Work directly with small groups of parents and teachers to deliver the programme within the catchment area. Key issues to be addressed will include Learning Through Play, Sharing Books, Maths at Home, Promoting Positive Behaviour, Using the Local Environment, Healthy Lifestyles

Parents will have the opportunity to discuss activities appropriate to the needs of their individual children

THE TARGET GROUP FOR THE ACTIVITY:

- Parents
- Teachers

THE ACTION TO BE TAKEN:

- School based parent groups
- Project officer will work with teachers in target schools in order to plan the programme
- Initially project Officer will deliver the programme to small groups of parents on key issues

ALLOCATION OF RESPONSIBILITY:

- Primary Adviser
- Assistant Advisory Officer Nursery/Primary

SUCCESS CRITERIA:

A majority of parents will attend the sessions

The parents' role as prime educators of their children will be enhanced

Parents' self esteem, confidence and knowledge of the learning process will be developed

Teachers will become part of the parent facilitator training programme

The educare approach, working collaboratively and cooperatively with a wider range of agencies for the benefit of children and families, will be adopted

MONITORING AND EVALUATION:

Meetings with Primary Adviser and Assistant Advisory Officer, Nursery/Primary to review progress and development

Feedback from schools

Feedback from parents

End of year evaluation report

SPECIAL EDUCATIONAL NEEDS

- Implementing the Code of Practice and Board policy for SEN
- Supporting provision in the Special Education sector
- Management skills of SENCOs
- Support for pupils with Special Educational Needs

ACTIVITY A 8.1: IMPLEMENTING THE CODE OF PRACTICE AND BOARD POLICY FOR SEN

THE PURPOSE OF THE ACTIVITY:

To help schools develop and implement structures and strategies for identifying and responding to pupils with special educational needs

THE NATURE OF THE ACTIVITY:

To provide a range of opportunities for target groups to:

- Identify their roles and responsibilities
- Develop appropriate structures for special educational provision
- Develop effective teaching and learning strategies for pupils with SEN

THE TARGET GROUP FOR THE ACTIVITY:

Personnel in mainstream schools (particularly Priority One schools) and special schools including:

- Principals
- Governors
- Senior management teams
- SENCOs
- Class teachers
- Non-teaching staff
- CASS officers

THE ACTION TO BE TAKEN:

Centre based courses and support group meetings

School based support in Priority One schools including:

- whole staff INSET;
- support for SENCOs;
- classroom support;
- development of reading enrichment programmes;

Research Projects

ALLOCATION OF RESPONSIBILITY:

- CASS SEN team, in liaison, as appropriate, with:
- CASS Literacy Team;
- CASS Numeracy Team;
- Behaviour Support Team;
- Other CASS officers;
- Other Board Officers.

SUCCESS CRITERIA:

Effective provision for pupils with SEN in terms of:

- increased inclusion in mainstream classes
- improved access to an appropriate curriculum
- use of manageable systems for co-ordinating provision
- appropriate use of diagnostic techniques
- more effective differentiation in the classroom
- reduction in numbers of pupils referred for support at Key Stage 3 and beyond
- consistency of approach across the curriculum to the teaching of pupils with SEN
-

School policy in place in Priority One schools which reflects Code of Practice & Board Policy

MONITORING AND EVALUATION:

Questionnaires to Priority One schools and to SENCOs from all schools attending cluster groups
Inspection reports
Evidence from schools' record keeping
Research project: Evaluation of SEN school based support in 3 primary and 3 post-primary schools

ACTIVITY A 8.2: SUPPORTING PROVISION IN THE SPECIAL EDUCATION SECTOR

THE PURPOSE OF THE ACTIVITY:

To promote co-operation and consistency in the delivery of the curriculum in special schools, special units and through SEN Outreach services

THE NATURE OF THE ACTIVITY:

To provide a range of opportunities to:

- discuss and compare special educational provision in special schools, special units and SEN outreach;
- agree common approaches to provision;
- develop expertise in addressing a range of special educational needs

THE TARGET GROUP FOR THE ACTIVITY:

Teachers in:

- special units attached to mainstream schools;
- SEN outreach services.

Key staff in special schools.

THE ACTION TO BE TAKEN:

Centre based courses and conferences
Support group meetings
School and unit based development of provision
Development of guidance materials

ALLOCATION OF RESPONSIBILITY:

CASS SEN team, in liaison, as appropriate, with:

- specialist SEN teachers;
- other CASS officers;

Other Board officers.

SUCCESS CRITERIA:

Agreed procedures in use for devising, recording and reviewing special educational provision across special schools, special units and outreach provision.

Regular attendance at support group meetings.

Completion and dissemination of guidance materials including Unit Teacher's Handbook.

Evidence of sharing of expertise with respect to provision for pupils with SEN

MONITORING AND EVALUATION:

Evidence from teachers' record keeping.

Issues raised and addressed through support group meetings.

Liaison with senior managers in special schools, units and Board's special education unit

ACTIVITY A 8.3: DEVELOPING THE MANAGEMENT SKILLS OF SENCOS

THE PURPOSE OF THE ACTIVITY:

To facilitate the development of special educational needs co-ordinators (SENCOs) as effective managers of special educational needs in mainstream schools.

To provide SENCOs with the opportunity to gain a validated Diploma in Professional Development.

THE NATURE OF THE ACTIVITY:

Centre based INSET consisting of 3 modules allowing SENCOs to:

- extend their knowledge;
- enhance their skills;
- reflect critically on their role.

THE TARGET GROUP FOR THE ACTIVITY:

Special Educational Needs Co-ordinators in mainstream primary and post-primary schools.

THE ACTION TO BE TAKEN:

Delivery of Module 1 (of 3): “Effective Schools for All”:

- centrally (at RTU summer school);
- locally (in ELB training facilities).

ALLOCATION OF RESPONSIBILITY:

Inter-Board Learning Support Group (planning and central delivery)

ELB CASS SEN teams (local planning and delivery)

Queen’s University Belfast (validation of Dip PD)

SUCCESS CRITERIA:

Completion of Dip PD by candidates

Evidence from candidates' log books indicating application of acquired skills

MONITORING AND EVALUATION:

Meetings of Inter-Board Learning Support Group

Evidence from candidates' log books

Verbal & written feedback from candidates

ACTIVITY A 8.4: SUPPORT FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS

THE PURPOSE OF THE ACTIVITY:

To provide advice on access to the curriculum for individual children with statements of special educational needs

THE NATURE OF THE ACTIVITY:

Assessing pupils' support needs.

Developing educational programmes.

Identifying strategies and resources including the use of ICT, to enable access to the curriculum.

THE TARGET GROUP FOR THE ACTIVITY:

Identified pupils with statements of special educational needs

THE ACTION TO BE TAKEN:

Evaluation of children's needs.

Working with teachers and educational psychologists to develop provision.

Identifying appropriate resources, including ICT resources.

Placement of ICT resources and training in their use for pupils, teachers and ancillary staff

ALLOCATION OF RESPONSIBILITY:

CASS SEN team, in liaison with:

- Educational Psychology Service;
- Special Education Unit;
- CASS officers as appropriate;
- Teachers.

SUCCESS CRITERIA:

Improved access to the curriculum for children with statements of SEN
Evidence from Annual Review of statements that provision is appropriate and effective

MONITORING AND EVALUATION:

Annual Review of statements
Liaison with teachers, parents and Educational Psychology Service
Feedback from children

PARTNERSHIPS AND RESOURCES

**ACTIVITY A 9: TO PROMOTE THE DEVELOPMENT OF PARTNERSHIPS
BETWEEN THE BOARD AND OUTSIDE AGENCIES**

THE PURPOSE OF THE ACTIVITY:

To enrich curriculum provision in schools

To enhance teacher skills

To establish links with industry to assist pupils with career choices and to prepare for the world of work

THE NATURE OF THE ACTIVITY:

To make/support/co-ordinate appropriate project proposals

To liaise/open channels of communication with appropriate personnel from various other agencies

THE TARGET GROUP FOR THE ACTIVITY:

Arts Council	Film Commission
Sports Council	FE Colleges
Library Service	Ulster Drama
Ulster Orchestra	Design Directorate
Gemini Group	District Councils
Lottery Funding	National Trust
European Bodies	

THE ACTION TO BE TAKEN:

Liaison with the Arts Council/Sports Council and other funders to assess financial support for projects in schools

Liaison with other bodies such as District Councils, National Trust, Museums and Heritage Centres to share ideas and assist them to draw up appropriate education programmes

Liaison with the business world through such bodies as Industry Matters and the Design Directorate to help in the formulation of appropriate strategies for work related learning

ALLOCATION OF RESPONSIBILITY:

Area of Study Advisers and their units

SUCCESS CRITERIA:

Appropriate projects established in schools

Funding secured

Project outcomes presented ie exhibitions, performances, presentations, web pages

Project legacy visible in schools

MONITORING AND EVALUATION:

Through project outcomes

Discussion with pupils and possibly evaluative reports

Inservice dimension recognised and reported on by teachers and evidenced in future work

Written evaluative reports by organisers

Priority B

SCHOOL SUPPORT PROGRAMME

- School Co-ordinator development
- Dissemination of Good Practice
- Leadership and Management
- Research and Development

ACTIVITY B 1.1: CO-ORDINATOR DEVELOPMENT

THE PURPOSE OF THE ACTIVITY:

To support school co-ordinators to develop the knowledge, skills and personal qualities to fulfil their role in school improvement.

THE NATURE OF THE ACTIVITY:

Provision of training and collegial support opportunities for the school co-ordinators.
Individual, school based support for co-ordinators.

THE TARGET GROUP FOR THE ACTIVITY:

SSP School Co-ordinators.

THE ACTION TO BE TAKEN:

Residential conferences.
Centre-based training.
Collegial support seminars.
Individual school visits by facilitators.
Provision of school improvement process resource materials.

ALLOCATION OF RESPONSIBILITY:

SSP Adviser
School facilitators

SUCCESS CRITERIA:

Residential conference will be staged.
6 half day support seminars during the year.
Co-ordinators to have a clear vision of their role.
Co-ordinators are pro-active within their school.
Co-ordinators are important.

MONITORING AND EVALUATION:

Analysis of inspection reports.
Analysis of course and seminar evaluations.
Monitoring visits to schools.
Analysis of development and action plans.
Analysis of individual school records.
Steering Group meetings.

ACTIVITY B 1.2: DISSEMINATION OF GOOD PRACTICE IN SSP

THE PURPOSE OF THE ACTIVITY:

To support school co-ordinators to develop the knowledge, skills and personal qualities to fulfil their role in school improvement

THE NATURE OF THE ACTIVITY:

Production of reports and provision of events to disseminate good practice
Provision of relevant information

THE TARGET GROUP FOR THE ACTIVITY:

SSP schools
All board schools

THE ACTION TO BE TAKEN:

Preparation of good practice reports
School Improvement conferences for schools

ALLOCATION OF RESPONSIBILITY:

SSP Management Development Adviser
SSP Facilitators
CASS officers

SUCCESS CRITERIA:

Publication of good practice on SEELB website and other media
75% of schools to attend School Improvement conference

MONITORING AND EVALUATION:

Presentation of materials to Steering Group
Presentation to Education Committee
85% satisfaction with training seminars/conferences
Inspection report analysis
Interviews in schools

ACTIVITY B 1.3: LEADERSHIP AND MANAGEMENT IN SSP SCHOOLS

THE PURPOSE OF THE ACTIVITY:

To improve the quality of leadership and management in schools

THE NATURE OF THE ACTIVITY:

Provide a range of Development opportunities for senior managers/middle managers to clarify the scope for impact of their skills on teaching and pupil achievement and to enable them to improve their relevant skills

THE TARGET GROUP FOR THE ACTIVITY:

Principals, SMT, Middle Managers

THE ACTION TO BE TAKEN:

Regional residential training programmes
Board based training
Individual school support

ALLOCATION OF RESPONSIBILITY:

SSP/Management Development Adviser and team
Regional Steering Group

SUCCESS CRITERIA:

80% of schools to exit SSP within 3 years
Collegial management style in schools
85% satisfied with training
Application/successful appointment to senior posts
Improved pupils attainment

MONITORING AND EVALUATION

Minutes from meeting/decisions made
Number of applications and successful appointments
Reports from Human Resources
School based interviews
Qualitative value-added scores
Quantitative value-added scores
Inspection reports

ACTIVITY B 1.4: RESEARCH AND DEVELOPMENT ON SUPPORT FOR SCHOOLS IN THE SCHOOL SUPPORT PROGRAMME

THE PURPOSE OF THE ACTIVITY:

To refine and develop CASS strategy to intensive support of school improvement

THE NATURE OF THE ACTIVITY:

Initiate research projects on relevant aspect of school improvement

THE TARGET GROUP FOR THE ACTIVITY:

SSP Facilitators
CASS Officers

THE ACTION TO BE TAKEN:

Conduct research to identify the key competencies for a school co-ordinator
To negotiate accreditation for school co-ordinators development with a relevant HEI
To conduct research into early years learning

ALLOCATION OF RESPONSIBILITY:

SSP/Management Development

SUCCESS CRITERIA:

Produce a competency profile for SSP School Co-ordinators

MONITORING AND EVALUATION:

Analysis of the competency profile by experienced school co-ordinators
Presentation of the early years strategy to relevant groups eg primary team
Consultation with experienced co-ordinators
Analysis of the percentage uptake of the accreditation award
Analysis of feedback from INSET evaluations
CASS officers of SMDU to meet to discuss issues arising from INSET
Follow-up visits to schools to discuss/identify the impact of INSET on practices
Feedback from the Inspectorate where and when appropriate
Monitoring of recruitment patterns

Priority C

LEADERSHIP AND MANAGEMENT

- Provision of advice and support on management, curriculum and performance issues
- Training and Development for Headteachers and SMT
- Middle Management Development
- School Development Training
- Quality Assurance in Schools
- Board of Governor Training

**ACTIVITY C 1.1: TO PROVIDE ADVICE AND SUPPORT ON
MANAGEMENT, CURRICULUM AND PERFORMANCE ISSUES**

THE PURPOSE OF THE ACTIVITY:

To provide ongoing advice and support to schools about management issues which will enable managers at all levels in schools to effect appropriate improvements in the quality of teaching and learning

THE NATURE OF THE ACTIVITY:

- Promotion of good managerial practice within schools
- Encourage the development of individual management skills within the school context
- Promotion of a culture in schools which recognises the importance of leadership expertise

THE TARGET GROUP FOR THE ACTIVITY:

All schools:

- Principals
- Vice-Principals
- SMT's.
- Middle managers

THE ACTION TO BE TAKEN:

- To raise awareness amongst Principals of their management role in effecting school improvement
- Raise awareness of management development, for all, as an issue
- Develop a strategic vision about all that has to be managed
- Training and development about the role and function of senior managers
- Provide guidance to schools on school development planning and school improvement strategies
- Respond to individual school needs re: management issues
- Respond to individual requests
- Develop management structures which involve all staff in the decision making process
- Consultancy and pastoral care

ALLOCATION OF RESPONSIBILITY

- Management Development Team
- Operational units are responsible for contextualising the actions to be taken as appropriate

SUCCESS CRITERIA:

In participating schools evidence of:

- Improved managerial practice by Principal SMT and Middle Managers
- Individual management skills enhanced in above
- Greater recognition by Principal and SMT and Middle Managers of the importance of effective leadership at all levels
- Appropriate decision making structures are in place
- A more coherent approach to management and leadership evident in schools

MONITORING AND EVALUATION:

- Uptake by schools of management development opportunities
- Discussion and observation in light of action plans compiled by the participant at regional, Board based and school based courses
- Analysis of Inspection Reports

ACTIVITY C 1.2: TO PROVIDE TRAINING AND DEVELOPMENT FOR HEADTEACHERS, VICE PRINCIPAL AND SMT

THE PURPOSE OF THE ACTIVITY:

To create management development programmes which promote personal and professional growth within the school context

THE NATURE OF THE ACTIVITY:

- To explore and develop the role of the Vice Principal
- To provide an Induction Programme for new or recently appointed Principals
- To support Principals/SMT in times of transition and difficulty
- To provide support, advice and training which complements the RTU management development programmes

THE TARGET GROUP FOR THE ACTIVITY:

All Principals, Vice Principals and SMT's in Primary and Post Primary schools

THE ACTION TO BE TAKEN:

- Preparation for, delivery of and follow up to the RTU Management/Leadership Development Programmes
- Deliver three year Induction programme for recently appointed primary Principals which complements the RTU Programme (September 2000 – June 2003)
- To provide a one year induction Programme for newly appointed Vice-Principals which compliments that provided by the RTU
- Provide individual school-based advice, support and training in Management/Leadership issues
- Provide school based surgery in relation to the implementation of IIP, Business Excellence (where appropriate)
- Provide a coherent response to Principals with specific urgent needs or difficulties

ALLOCATION OF RESPONSIBILITY:

Management Development unit

SUCCESS CRITERIA:

- Vice Principals and Principal Induction programmes implemented
- New Principals have begun to effectively lead a review of their structures, policies and procedures in response to the content of the Induction Programme
- New principals have begun to implement the school development planning process and there is suitable documentary evidence that effective action planning is taking place.
- Vice Principals have, with their Principals, reviewed their roles and responsibilities within the school
- Newly appointed Vice principals are aware of the implications of PQH (NI)
- Coherent response to Principals with urgent needs or difficulties

MONITORING AND EVALUATION:

- On going visits to New Principals to ascertain progress in their implementation of the school development planning process and its sustainability
- Report produced by the officer in conjunction with the Principal /SMT summarising overall progress

**ACTIVITY C 1.3: MIDDLE MANAGEMENT DEVELOPMENT (HODS;
HOYS; KS LEADERS; CO-ORDINATORS)**

THE PURPOSE OF THE ACTIVITY:

To develop more effective middle managers by ensuring that they are more clearly focussed on their contribution to raising pupil achievement

THE NATURE OF THE ACTIVITY:

To provide quality opportunities for middle managers to examine, understand and accept responsibilities for raising pupil achievement and enabling them to improve relevant management skills

THE TARGET GROUP FOR THE ACTIVITY:

In all schools:

- Co-ordinators and KS Leaders in primary schools
- Heads of departments HOYs and other middle managers in secondary schools

THE ACTION TO BE TAKEN:

- Raise awareness for principals which places middle management development in a whole school context
- Provide school based middle management training in response to: a) identified need; (b) SSP involvement
- Provide centre based and school based training which reflect the key competencies for Leadership and Management
- Staff development for CASS management development team to become qualified assessors for NEAC Senior Managers Programme
- Provide staff development for relevant CASS Officers

ALLOCATION OF RESPONSIBILITY:

- Management Development Unit
- Other relevant CASS Officers

SUCCESS CRITERIA:

- More middle managers involved in relevant training
- Positive evaluation of Inset training offered
- Middle Managers, with their Principals, have reviewed their understanding of their roles and responsibilities in raising pupil achievement and produced a personal staff development action plan
- Personal action plans are reflected in schools' staff development plans
- Inspection Reports comment more positively on the effectiveness of middle managers in schools

MONITORING AND EVALUATION:

- Feedback from course evaluation sheets
- Feedback from personal action plans compiled as a result of the training
- Discussions with principals, SMT and middle managers themselves regarding practical outworking of personal action plans
- Meetings with adviser for management development and CASS Officers
- Analysis of staff development plans

ACTIVITY C 1.4: MANAGEMENT DEVELOPMENT PROGRAMME FOR EXPERIENCED TEACHERS AND SENIOR MANAGERS

THE PURPOSE OF THE ACTIVITY:

To ensure a succession of effective Vice Principals and Principals

THE NATURE OF THE ACTIVITY:

To provide opportunities for experienced staff to reflect upon their current skills and experience with a view to developing an individual action plan as a preparation for aspiring to future training for Vice Principal and Headship

THE TARGET GROUP FOR THE ACTIVITY:

- Teachers with a minimum of eight years teaching experience and experience as
 - Vice Principals, co-ordinators or Key Stage leaders in primary and special schools
- or
- Vice principals, HODs, HOYs and other Middle Managers in secondary and special schools

THE ACTION TO BE TAKEN:

- Awareness raising for Principals outlining the implication for schools of the involvement of staff in the programme
- Devise and deliver centre-based training for successful applicants which relates to the National Standards for Headteachers template
- Provide school-based advice and support in parallel with the centre-based training

ALLOCATION OF RESPONSIBILITY:

Management Development Unit

SUCCESS CRITERIA:

- Prior to application Principals aware of the implications of staff involvement
- Programmes successfully devised and delivered
- Participants have developed and implemented individual action plans which address their management and leadership development needs
- Appropriate school-based support provided
- Increased numbers of applicants for PQH, Vice Principalship and Principalship over a five year period

MONITORING AND EVALUATION:

- Feedback from Principals and participants regarding the implications for schools of involvement in the programme
- Positive evaluation of INSET offered
- Feedback from participants regarding the practical outworkings of the action plans
- Feedback from Director of PQH regarding numbers applying for PQH
- Feedback from Human Resources regarding numbers applying for Principals and Vice Principals posts

ACTIVITY C 1.5: SCHOOL DEVELOPMENT PLANNING

THE PURPOSE OF THE ACTIVITY:

To support schools through the key processes and activities of school development planning and production of a 3-year development plan which includes action plans for year 1 of the plan

THE NATURE OF THE ACTIVITY:

- Each school to conduct a self review /audit to identify how it is currently performing
- Identification of how well the school should be doing by comparison with other similar schools and benchmark data available from DENI
- Each school to agree and justify school improvement priorities for each year on a three yearly cycle
- Each school to produce action plans and targets for Year 1 of the plan which shows how the improvement priorities will be achieved

THE TARGET GROUP FOR THE ACTIVITY:

All schools wishing to:

- Review and update existing development plans
- Prepare new school development plan
- Embed the SDP process more firmly into the life of the school

THE ACTION TO BE TAKEN:

- Provides INSET training for schools wishing to engage in the full process of SDP (prog.A 3 Inset days/school) P/SMT
- Provide Inset training and support for schools wishing to revisit, renew and update their plans (prog.B 2days/school) P/SMT
- Provide school based support for each school involved in either Program A or B
- Provide exemplar materials

ALLOCATION OF RESPONSIBILITY:

Management Development Unit and other relevant CASS officers

SUCCESS CRITERIA:

- Positive evaluation of INSET Training offered
- Production of 3 year school development plan with associated year 1 action plans
- Improvement issues for each school's priorities with targets clearly justified
- Appropriate review/audit action planning, monitoring and evaluating strategies embedded in the school

MONITORING AND EVALUATION:

- Regular meetings with the Principal
- Regular meetings of officers supporting school development planning to review schools' progress

ACTIVITY C 1.6: QUALITY ASSURANCE IN SCHOOLS

THE PURPOSE OF THE ACTIVITY:

Empower schools to quality assurance their educational provision designed to raise standards

THE TARGET GROUP FOR THE ACTIVITY:

- Pilot group of schools
- Above will include all staff, including ancillary, and BOGs.

THE ACTION TO BE TAKEN:

- Identification of appropriate models
- Establishment of partnerships (including business) with a view to evaluation, development and funding of an agreed model
- Training/allocation of CASS staff
- Identification of pilot schools
- Training of relevant school staff
- Support pilot schools in implementing the model
- Monitor, evaluate and refine the model
- Development of an agreed SEELB/(NIELB) model
- Implementation in all schools
- Support of schools implementing European Business Model

ALLOCATION OF RESPONSIBILITY:

- Senior Education Officer
- Adviser for School Improvement Programme/SMDU
- Management Development Unit
- Quality Assurance Officer
- Quality Assurance Group
- Relevant partners

SUCCESS CRITERIA:

- Agreed model in place
- All target schools involved in programme
- Improved pupil indices eg. exam results, attendance, suspensions, behaviour, motivation etc
- Improved teacher indices eg. attendance, motivation, self-esteem, training access etc
- Improved parental involvement
- More favourable inspection reports in target schools

MONITORING AND EVALUATION:

- Quality Assurance Group
- External verifiers
- Analysis of pupil, teacher and school indices

ADDITIONAL COMMENTS

- Links to PQH, MM training, school development planning, DENI model
- Identification and securing of funding
- Consideration of modified models for primary, secondary, small schools etc

ACTIVITY C 1.7: TO PROVIDE TRAINING FOR BOARDS OF GOVERNORS

THE PURPOSE OF THE ACTIVITY:

To develop Board of Governor training programmes which enable all governors to fulfill their role effectively

THE NATURE OF THE ACTIVITY:

To provide opportunities for governors to become further aware of their responsibilities and to further develop their competence in carrying out their role

THE TARGET GROUP FOR THE ACTIVITY:

Members of Boards of Governors

THE ACTION TO BE TAKEN:

- To consult with Boards of Governors regarding an appropriate training programme
- To develop and deliver a one year training programme for members of governing bodies which meet identified needs
- To provide training for individual Boards of Governors on request

ALLOCATION OF RESPONSIBILITY:

Assistant Advisory Officer responsible for Governor Training
Other ELB staff as appropriate to training needs

SUCCESS CRITERIA:

- Consultation carried out
- Training programmes devised and delivered to meet needs identified by Boards of Governors
- Positive evaluation by participants of the training programme
- Members of Boards of Governors more confident in carrying out their roles

MONITORING AND EVALUATION:

- SEELB Board of Governors Training Group to monitor the attendance and quality of programme
- Analysis of evaluation forms completed by members of Boards of Governors

Priority D

GENERAL SUPPORT

- Inspection
- Follow-up inspection
- Unsatisfactory Teachers
- Appointments
- Staff Development Performance Review
- Education Reform Programme – Science/Technology
- Post 16 Provision
- European and International

ACTIVITY D 1.1: TO SUPPORT SCHOOLS PRE AND POST INSPECTION

THE PURPOSE OF THE ACTIVITY:

To support principals in the management of inspections and subsequent action
To assist Boards of Governors of controlled schools in making appropriate response to inspection reports
To ensure that there is appropriate, co-ordinated support for schools following inspections
To foster a School-Board-Inspectorate partnership so that there are agreed standards of quality
To involve CASS subject officers in whole-school areas and to promote agreed, common approaches

NATURE OF THE ACTIVITY:

The 'Evaluating Schools' document is the quality standard set in the context of each individual school's context and managed by means of the School Development Plan

THE TARGET GROUP FOR THE ACTIVITY:

Schools who are undergoing a general, focused or self-evaluative inspection

THE ACTION TO BE TAKEN:

To visit each school concerned prior to the inspection taking place
To attend relevant meetings of Board of Governors
To provide advice and support to principals and governors in drawing up their action plans
To advise the Board on the action plans/responses coming before it
To ensure that there is follow-up support for schools and individual teachers
To liaise with CCMS, DE and NICIE officers
To hold twice yearly meetings between inspectors and all CASS officers to discuss general priority issues

ALLOCATION OF RESPONSIBILITY:

Pre-inspection visits and attendance at oral report-back meetings – nominated officers
The management and co-ordination of support for inspection – the Nursery/Primary Adviser and General Secondary Adviser or relevant area of study/issue adviser
Post-inspection support and the formulation of responses and action plans – a nominated facilitator (subject or whole-school) plus other officers according to needs identified

SUCCESS CRITERIA:

Schools becoming increasingly self-evaluative - percentage opting for a follow up inspection with a self evaluative focus
Inspection reports acknowledging the effectiveness of CASS support
A School, Board, DE partnership with agreed, common standards of quality practice
CASS officers broadening their experience in a link-officer role

MONITORING AND EVALUATION:

Analysis of inspection reports/targets reached in follow-up inspection/CASS Support Agreements/CASS shadowing and team support – appropriateness and effectiveness of CASS support – subject, whole-school; degree of self evaluation in schools; evaluation at Primary/Secondary Sector meetings

ACTIVITY D 1.2: TO PROMOTE FOLLOW-UP INSPECTIONS WITH A SELF-EVALUATIVE FOCUS AND QUALITY ASSURANCE INSPECTIONS

THE PURPOSE OF THE ACTIVITY:

To support schools which have opted for follow-up inspections with a self- evaluative focus and quality assurance inspections

To build on the work done in two Primary Schools in 1999/2000 as a result of collaboration between the schools, the Inspectorate and members of the CASS General Primary Team, which established a framework and guidance for schools

To monitor and evaluate the framework and guidelines and to amend and improve them

To encourage the establishment of the process of self-evaluation as an embedded process in the school

To support schools in the preparation of a brief report with appendices which indicate progress, evidence, sources of evidence and a progress statement in addressing issues

THE NATURE OF THE ACTIVITY:

Schools are encouraged and assisted to undertake for themselves an effective evaluation of the quality of their provision in line with the philosophy set out in the booklet Evaluating Schools

THE TARGET GROUP FOR THE ACTIVITY:

Schools who have opted for a follow-up inspection with a self-evaluative focus

Schools who have requested the inspectorate to carry out an external audit to assess the efficacy of the school's evaluation procedures

THE ACTION TO BE TAKEN:

To raise awareness for Principals in line with the framework and guidelines

A CASS facilitator is appointed by the Primary Adviser/General Post Primary Adviser in consultation with the Principal

Agreement is reached on the main issues to be developed, the timescale, focus, personnel, evidence to be gathered, resources, performance indicators and the date of submission of the report to the Board of Governors and then to the Reporting Inspector

Guidance is provided on appropriate monitoring and evaluating strategies, appropriate INSET and links to the School Development Plan

Facilitators will attend meetings on request to assist in the self-evaluative process as a critical friend

ALLOCATION OF RESPONSIBILITY:

Primary and Post Primary Advisers
General Primary Team and Inspection Team
Members of the Primary Team and nominated Post Primary officers

SUCCESS CRITERIA:

In participating schools:

- positive reports by Reporting Inspectors
- self-evaluation as an embedded process
- agreed, common standards of quality practice – Inspectorate, schools, CASS
- agreed framework and guidelines
- improved key performance indicators – teachers, pupils
- CASS officers effective in the critical friend, facilitators' role

MONITORING AND EVALUATION:

Analysis of reports
Presence at inspection, report back, and at school discussions
Analysis of teacher and pupil performance indicators
School feedback re: efficacy of CASS support – CASS contract
School, CASS and Inspectorate feedback on the effectiveness and manageability of the framework and guidance

ACTIVITY D 1.3: TO SUPPORT INDIVIDUAL TEACHERS UNDER THE PROCEDURE FOR DEALING WITH TEACHERS WHOSE WORK HAS BEEN ASSESSED UNSATISFACTORY

THE PURPOSE OF THE ACTIVITY:

To provide support according to identified need while encouraging self reflection and the development of responsive, flexible teaching strategies

THE NATURE OF THE ACTIVITY:

Action Plans are drawn up by the Board link officer and the teacher in conjunction with the principal of the school and the phase adviser to ensure;
that support meets the teachers' needs as outlined by DENI or Board of Governors;
coherence and reciprocity between the school and Board support;
all support follows a self-evaluative development planning process and the teacher sets targets between visits

THE TARGET GROUP FOR THE ACTIVITY:

Individual teachers identified by DENI or Board of Governors and informed by letter that the 'Procedure for dealing with Principals, Teachers and Vice Principals whose work is Unsatisfactory' has been initiated

THE ACTION TO BE TAKEN:

Collaborate within the interboard project team to establish an effective process for the practical and pastoral support of individual teachers

ALLOCATION OF RESPONSIBILITY:

A facilitator is appointed to co-ordinate support for the teacher, to help to formulate Action Plans, monitor progress and to feed back to the Primary/Secondary advisers

The Primary/General Secondary adviser manages the process and liaises with the Principal, CCMS or NICIE officers

The ASEO, the relevant adviser, and an officer from Human Resources to visit the school to initiate the process (DENI category)

CASS officers provide support in accordance with the identified and expressed needs of the teacher

Curricular responsibility is the responsibility of CASS in all schools

SUCCESS CRITERIA:

Teachers assessed as satisfactory on follow-up inspection or by the Board of Governors following the period of support in the informal or formal stages

A support package for CASS officers illustrating good practice/strategies for the support of individual teachers

MONITORING AND EVALUATION:

CASS Support Agreement, Action Plans, Visit Reports; Teacher meets agreed ongoing targets
Quality of support monitored termly; facilitator monitors support continuously; termly meetings of all involved in the support

ACTIVITY D 1.4: TO ASSIST WITH THE PROCESS OF MAKING PRINCIPAL APPOINTMENTS

THE PURPOSE OF THE ACTIVITY:

To provide curricular and management advice to Boards of Governors and the Board during the process of making principal appointments;

To liaise with the Human Resources Unit in providing an holistic approach

THE NATURE OF THE ACTIVITY:

To ensure that;

There is a variety of questions under the heading of experience, knowledge and skills, and personal qualities to reflect the full range of competences;

The process is co-ordinated and managed in liaison with the Human Resources advice

THE TARGET GROUP FOR THE ACTIVITY:

Schools which are making principal appointments

THE ACTION TO BE TAKEN:

To advise on job specifications, questions and criteria as required

To attend relevant Board of Governors, meetings with regard to shortlisting and interviewing

To advise the Teaching Appointments Committee

ALLOCATION OF RESPONSIBILITY:

The Primary Adviser and three Assistant Advisory Officers comprise the Appointments team for Nursery and Primary principal appointments

The General Secondary Adviser and nominated officers

SUCCESS CRITERIA:

High quality information and support for Board of Governors and Teaching Appointments Committee

Accurate and appropriate documentation

MONITORING AND EVALUATION:

Members of the team meet to ensure that questions are appropriate, up-to-date, challenging and are different from questions asked in preceding appointments

It is hoped that members will shadow one another to assure quality of service

ACTIVITY D 1.5: TO SUPPORT THE STAFF DEVELOPMENT AND PERFORMANCE REVIEW SCHEME IN CONTROLLED AND MAINTAINED SCHOOLS

THE PURPOSE OF THE ACTIVITY:

To act as second reviewer for principals of controlled nursery, primary, special, post primary schools

To give advice and support to schools on the management of the scheme

To manage the scheme at an interboard level

Assistant Advisory Officer to co-ordinate the primary reviews

THE NATURE OF THE ACTIVITY:

Support the rolling programme as second reviewers

THE TARGET GROUP FOR THE ACTIVITY:

Principals of controlled schools

Advice to all schools

THE ACTION TO BE TAKEN:

Provide SDPR with list of second reviewers allocated to principals

Second reviewers attend follow-up review in the intervening year

Training course held for new principals

Course for second reviewers to raise awareness re: the group approach to developing a focus

ALLOCATION OF RESPONSIBILITY:

All advisory officers to act as second reviewers
Primary Adviser to represent SEELB on the Steering Group
Assistant Advisory Officers to lead training

SUCCESS CRITERIA:

All principals to have completed their review or follow-up review each year
All teachers to have completed at least one review by June 2000
Principals and teachers reporting that SDPR is making a difference to management, teaching and learning
SDPR integrated into the School Development Plan

MONITORING AND EVALUATION:

Number of reviews successfully completed as collated by SDPR office
Incidence of SDPR activities in SDPs

ACTIVITY D 1.6: TO PROVIDE FACILITIES AND EQUIPMENT TO SCHOOLS/ EDUCATION REFORM SCIENCE/TECHNOLOGY

THE PURPOSE OF THE ACTIVITY:

To ensure the provision of high quality facilities and equipment to enable schools to deliver the Science and Technology and Design elements of the Northern Ireland Curriculum

THE NATURE OF THE ACTIVITY:

Liaison with DENI Inspectorate and Building Branch
Advice and guidance to architects and consultants
Liaising with principals and Heads of Departments
Work in partnership with SEELB Capital Development Unit
Identification of needs and drawing up of accommodation schedules
Approval of schemes
Approval of equipment orders
Monitoring implementation

THE TARGET GROUP FOR THE ACTIVITY:

All controlled schools
All maintained schools
All voluntary schools
All grant maintained schools

THE ACTION TO BE TAKEN:

Regular meetings with Capital Development Unit
Liaison with principals and Boards of Governors
Consultation with DENI Building Branch
Meetings with architects, consultants and builders
On-site visits to monitor progress
Allocation and monitoring of funding for equipment
Draw up work programmes including priorities for action

ALLOCATION OF RESPONSIBILITY:

Science Adviser
Technology Adviser
Relevant technical support staff

SUCCESS CRITERIA:

Programme drawn up and agreed
Funding secured and allocated
Schemes drawn up and agreed
Schemes approved by DENI (where appropriate)
Time lines followed to permit work to be completed on time
Spend on schemes within acceptable limits
Equipment and other resources in place

MONITORING AND EVALUATION:

Attendance at site meetings
Reports to ERO Group (ASEO Capital Development)
Reports to SMT
Reports to DENI

ACTIVITY D 1.7: TO SUPPORT SCHOOLS IN MANAGING THE IMPLEMENTATION OF CURRICULUM 2000 (POST 16)

THE PURPOSE OF THE ACTIVITY:

To raise awareness of key changes to the Post 16 Curriculum

THE NATURE OF THE ACTIVITY:

A co-ordinated programme of activities both centre-based and school-specific

THE TARGET GROUP FOR THE ACTIVITY:

SMTs of schools currently providing post 16 education
SMTs of schools considering the introduction of post 16 provision
Follow-up support for key personnel eg.
Curriculum/subject co-ordinators (Key skills) as required

THE ACTION TO BE TAKEN:

Update CASS personnel (post primary)
Liaison with CCEA, DENI, UCAS and awarding bodies as required
Develop a coherent CASS approach to the provision of support to schools
Advise SMTs on key implementation issues
Support the curriculum planning process
Support curriculum co-ordinators, HODs and other key personnel as required

ALLOCATION OF RESPONSIBILITY:

Adviser
Subject specialists as appropriate
SMTs
HODs/Co-ordinators

SUCCESS CRITERIA:

CASS support strategy established and disseminated
Increased awareness within schools of key management issues
Effective training and support provided at SMT and co-ordinator level
Appropriate curriculum development plans established (3 year) within schools
Staged implementation commenced
Staged implementation achieved

MONITORING AND EVALUATION:

SMTs – ongoing consultation (interview, questionnaire, other) to measure CASS effectiveness in helping schools meet stated objectives. Review of CASS agreement CASS personnel/support visits – ongoing reports and analysis of activities undertaken to meet objectives. Review of Action Plans
School Self Evaluation
External evaluation – Inspection

ADDITIONAL COMMENTS:

A co-ordinated CASS response to this issue is essential. Effective planning within CASS, especially with key skills specialists, is crucial to success

**ACTIVITY D 1.8: TO DEVELOP THE INTERNATIONAL DIMENSION
WITHIN THE SEELB**

THE PURPOSE OF THE ACTIVITY:

To ensure the further development and implementation of the International Dimension within the SEELB

THE TARGET GROUP FOR THE ACTIVITY:

All board officers

THE ACTION TO BE TAKEN:

- Establish an SEELB International Committee and agree its remit
- Review and develop the SEELB International Policy
- Represent the SEELB on relevant bodies
- Maintain and further develop the SEELB's jurisdictional links
- Research and access appropriate funding programmes on behalf of the SEELB
- Research and access appropriate International INSET opportunities for board officers
- Advise on application procedures for European funding programmes
- Liaise with the Youth Section when appropriate
- Identify International workshadow opportunities for board staff in identified priority areas of the Corporate Plan
- Undertake a pilot International work experience scheme for board officers
- Establish a European Resource Centre in Board Headquarters
- Represent the SEELB on relevant bodies
- Maintain contact with relevant agencies

ALLOCATION OF RESPONSIBILITY:

ASEO Curriculum
Curriculum Unit Working Group
International Unit

SUCCESS CRITERIA:

International Committee formed and remit agreed
Jurisdictional links maintained and developed further on agreed programmes
International Policy developed, implemented and under review
Funds successfully accessed on behalf of the SEELB
International workshadow and work experience opportunities established and undertaken
Contact with other agencies maintained and enhanced

MONITORING AND EVALUATION:

Regular reports to the International Committee
Feedback from jurisdictional partners
Feedback from board officers
Feedback from relevant agencies

ADDITIONAL COMMENTS:

Required resources include human, material, financial and environmental

ACTIVITY D 1.9: TO DEVELOP THE INTERNATIONAL DIMENSION WITHIN THE SEELB THROUGH ESTABLISHMENT OF POLICY AND SUPPORT TO SCHOOLS

THE PURPOSE OF ACTIVITY:

To ensure the further development and implementation of the International Dimension 4-19

THE NATURE OF THE ACTIVITY:

To provide support and develop opportunities for principals and teachers in identifying and implementing the International Dimension in their curriculum

TARGET GROUP FOR THE ACTIVITY

All CASS officers

All principals and teachers

ACTION TO BE TAKEN

- Review and develop the SEELB International Policy
- Design and deliver a programme of quality centre-based and school-based support for schools implementing the International Dimension across the curriculum
- Deliver a programme of quality centre-based and school-based support for schools working in the European Studies Programme
- Deliver a programme of quality school-based support for schools offering the Japanese Studies project
- Work with schools in the review and development of an International policy
- Work with schools and jurisdictional partners to establish pupil exchanges
- Research and access appropriate funding programmes for curriculum projects on behalf of schools
- Advise on application procedures for European funding programmes
- Identify appropriate International INSET opportunities for CASS officers and teachers
- Identify International workshadow opportunities for CASS staff and teachers
- Produce resource materials for schools on the International Dimension
- Maintain and further develop European Resource Centres for officers and schools
- Establish a European Resource Centre in Board Headquarters
- Undertake a pilot International work experience scheme for pupils
- Undertake a pilot International work experience scheme for teachers
- Represent the SEELB on relevant bodies
- Maintain contact with relevant agencies

ALLOCATION OF RESPONSIBILITY:

International Committee
International Unit
All CASS staff
Adviser Modern Languages/International Dimension
Assistant Advisory Officer International Dimension

SUCCESS CRITERIA

Increased confidence in teachers undertaking International Curriculum Projects
Increased confidence in CASS officers in supporting the International Dimension across the curriculum
Increased uptake of International projects in schools
School policies developed, implemented and under review
Funds successfully accessed for International projects and INSET
Resources made available to an increasing number of schools
European Resource Centre established in Board Headquarters
International workshadow and work experience opportunities established and undertaken
Contact with other agencies maintained and enhanced

MONITORING AND EVALUATION

Monitoring visits to schools
Feedback from schools
Feedback from CASS officers
Regular reports to the International Committee
Feedback from jurisdictional partners

ADDITIONAL COMMENTS

Required resources include human, material, financial and environmental

Priority E

IMPROVING PUPIL MOTIVATION, SELF ESTEEM AND BEHAVIOUR

- Resource materials production
- Behaviour management programmes
- Promoting Positive Behaviour
- Research and Development

ACTIVITY E 1.1: TO PRODUCE MATERIALS TO ASSIST SCHOOLS TO MOTIVATE PUPILS

THE PURPOSE OF THE ACTIVITY:

Through the production of a variety of materials to assist schools to motivate pupils through:

- Promoting positive behaviour
- Raising self esteem
- Encouraging self discipline

THE NATURE OF THE ACTIVITY:

To provide a range of high quality, user friendly, practical materials to help teachers motivate pupils and thus increase the effectiveness of teaching and learning

THE TARGET GROUP FOR THE ACTIVITY:

- Teaching Staff/Non-Teaching Staff
- Pupils
- Parents

THE ACTION TO BE TAKEN:

- Training opportunities through centre based courses for relevant staff of all schools, identified whole school inset needs and specific classroom support will result in the production of appropriate classroom materials.
- Provision of practical materials that can be used by all schools as a resource eg. P.I.E.S.

ALLOCATION OF RESPONSIBILITY:

- Behaviour Steering Group
- Behaviour Support Team Manager
- Behaviour Support Team

SUCCESS CRITERIA:

- Positive evaluation of training
- Use of Behaviour Support Team materials in classroom management
- School feedback on use and suitability of materials
- Clear procedures will be in place to evaluate the impact that Behaviour Support Team materials are having on schools.

MONITORING AND EVALUATION:

- Questionnaires to schools who have requested materials or obtained materials through centre based/school based support
- Structured interviews with selected schools to ascertain the impact of the materials
- Structured interviews with different types of staff (eg ancillary, teaching) to gauge if the strategies in the booklets helped in the school situation

ACTIVITY E 1.2: THE PROMOTION OF POSITIVE BEHAVIOUR

THE PURPOSE OF THE ACTIVITY:

- To create whole school awareness of the importance of positive behaviour management
- To involve all staff in promoting positive behaviour

THE NATURE OF THE ACTIVITY:

To provide a range of high quality support, courses and materials to enable the whole school community to increase the effectiveness of teaching and learning through the promotion of positive behaviour

THE TARGET GROUP FOR THE ACTIVITY:

- CASS
- Principals and SMT
- Teaching staff
- Pupils
- Non teaching staff
- Parents
- BOG

THE ACTION TO BE TAKEN:

- Training opportunities through centre-based courses for relevant staff of all schools
- Training opportunities through school based courses for staff in schools which have prioritised positive behaviour management
- General awareness raising for Principals and SMT
- Support for individual teachers experiencing problems in the classroom
- To update CASS on current work

ALLOCATION OF RESPONSIBILITY:

- Behaviour Steering Group
- Behaviour Support Team Manager
- Behaviour Support Team

SUCCESS CRITERIA:

- Fewer demands for crisis intervention
- Increase in requests for Behaviour Support Team support in promoting positive behaviour
- Continued positive evaluations of this support
- Positive comments on Inspection reports of schools supported by the BST
- Decrease in numbers of behavioural problems in schools supported by the BST
- Increased number of ancillary staff aware of positive behaviour strategies
 - 85% of courses attendees will consider the training to be helpful or above
 - 20% of the schools requesting school based Inset days will involve ancillary staff

MONITORING AND EVALUATION:

- Analysis of school audits and action plans for the promotion of positive behaviour
- Analysis of involvement in centre based and school based training and support
- Questionnaire and structured interviews with schools identifying positive behaviour as a priority
- Analysis of evaluation sheets from both centre based and school based support
- Analysis of inspection reports
- Analysis of ancillary staff involved in school based training

ACTIVITY E 1.3: ADVICE AND SUPPORT TO SCHOOLS ON APPROPRIATE BEHAVIOUR MANAGEMENT PROGRAMMES INCLUDING SPECIFIC SERIOUS INCIDENTS

THE PURPOSE OF THE ACTIVITY:

- To help teachers develop and improve their classroom management skills
- To help non teaching staff develop and improve their skills in promoting appropriate behaviour
- To advise principals and staff on appropriate action following serious incidents

THE NATURE OF THE ACTIVITY:

To provide a range of high quality support and materials to enable staff to increase the quality of teaching and learning through effective management of behaviour

THE TARGET GROUP FOR THE ACTIVITY:

- Classroom teachers
- Classroom assistants
- Ancillary staff

THE ACTION TO BE TAKEN:

- Behaviour Support Team support for individual teachers or groups of teachers as the need arises
- Behaviour Support Team support for non-teaching staff in implementing behaviour programmes

THE ALLOCATION OF RESPONSIBILITY:

- Behaviour Steering Group
- Behaviour Support Team Manger
- Behaviour Support Team
- School Senior Management Team and Principal
- BOG

SUCCESS CRITERIA:

- Reduction and eventual withdrawal of Behaviour Support Team support in assisting individual teachers handle inappropriate behaviours
- Positive evaluations of support
- Requests for further support in other areas in the same schools
- 100% of telephone messages will be responded to within 3 working days by the Behaviour Support Team
- In 90% of requests for support, arrangements will be made to support the schools within 7 working days
- Ancillary staff and teachers are more competent in dealing with behavioural problems

MONITORING AND EVALUATION:

- Questionnaires and structured interviews with school staff at all levels
- Analysing and links with other appropriate units within the Board in co-ordinating support to schools
- Record of time scales in responding to issues, and an analysis of how schools, who received advice, dealt with further incidents

ACTIVITY E 1.4 RESEARCH AND DEVELOPMENT ON IMPROVING BEHAVIOUR AND PUPIL SELF ESTEEM

THE PURPOSE OF THE ACTIVITY:

- To involve schools in pilot research projects which are aimed at improving behaviour and building self esteem
- To examine the effectiveness/impact of the project in the schools involved
- To improve the skills and knowledge of Behaviour Support Team in providing advice to schools on current issues, attitudes, patterns and trends

THE NATURE OF THE ACTIVITY:

To identify and work in areas where research and development would improve the effectiveness of the work of the BST in schools

THE TARGET GROUP FOR THE ACTIVITY:

- BST members
- Participating Schools
- Other Schools
- CASS

THE ACTION TO BE TAKEN:

- Drawing up research models
- Liaison with schools and other relevant agencies in setting up pilot projects
- Implement and support the schools involved
- Recording and evaluating outcomes
- Assimilation into practice and dissemination through CASS and schools

ALLOCATION OF RESPONSIBILITY:

- CASS
- Behaviour Steering Group
- Behaviour Support Team Manager
- Behaviour Support Team
- School principals and staff

SUCCESS CRITERIA:

- Increase in knowledge and expertise of BST
- Extension of BST support available to schools
- Continuation and extension of project in the schools involved
- Other schools would want to follow good practice
- Feedback from participating schools on the effectiveness of the project

MONITORING AND EVALUATION:

- Analysis through questionnaires and structured interviews of the initial situation
- Ongoing consultation with schools as to the impact the research is making
- Internal cluster meetings for schools involved in a project to discuss the impact of the work
- Report written by the Behaviour Support Team in conjunction with the schools, summarising the overall impact

ADDITIONAL COMMENTS:

Need to report to Behaviour Steering Group

Priority F

IMPROVING THE EFFECTIVENESS OF CASS SUPPORT

- Monitoring and Evaluation of CASS support
- Staff Development
- Review of CASS Development Plan
- Research and its implications for teaching and learning
- Effective Teaching and Learning/Thinking Skills

ACTIVITY F 1.1 MONITORING AND EVALUATION OF CASS SUPPORT

THE PURPOSE OF THE ACTIVITY:

To assure high quality curriculum support services to schools

THE NATURE OF THE ACTIVITY:

The development of practices and procedures to monitor and evaluate CASS support to schools

THE TARGET GROUP FOR THE ACTIVITY:

CASS staff

THE ACTION TO BE TAKEN:

Monitoring and evaluation procedures recorded in the Activity Plan 2000/2001 to be implemented

Self evaluation reports developed on all support areas

ALLOCATION OF RESPONSIBILITY:

CASS Management Team
Team Leaders

SUCCESS CRITERIA:

Practices and procedures implemented

Production of self evaluative reports on CASS support to schools

MONITORING AND EVALUATION:

Reports to the CASS Management Team

Review of individual practices and procedures

Sampling of outcomes of monitoring activity

Scrutiny of self evaluation reports

ACTIVITY F 1.2 STAFF DEVELOPMENT FOR CASS STAFF

THE PURPOSE OF THE ACTIVITY:

To ensure that CASS staff have the necessary knowledge, skills and attributes to achieve the stated business goals of CASS as a contribution to the SEELB Corporate Plan

THE NATURE OF THE ACTIVITY:

Production of a staff development plan
Implementation of learning and development activities for CASS staff

THE TARGET GROUP FOR THE ACTIVITY:

Cass staff

THE ACTION TO BE TAKEN:

Staff development needs in relation to the business objectives and performance indicators to be identified through the appraisal process
CASS staff development needs integrated into the SEELB learning and development plan
Staff learning and development opportunities provided through activities such as:

shadowing;
mentoring;
coaching;
courses;
conferences etc

Implementation of a process of agreement of learning and development objectives, post activity review and the setting of targets for application of learning to work activity

ALLOCATION OF RESPONSIBILITY:

Assistant Senior Education Officer
Adviser with responsibility for CASS staff development
Assistant Adviser with responsibility for CASS staff induction
SEELB Training Section

SUCCESS CRITERIA:

Completion of a staff development needs analysis
All officers to have identified staff development needs
Production of a staff development plan
Implementation of learning and development activities

MONITORING AND EVALUATION:

Review through appraisal process
Analysis of the link between staff development planning and business goals
Review of post training evaluations

ACTIVITY F 1.3 TO REVIEW AND REFINE THE CASS DEVELOPMENT PLAN 2000 - 2003

THE PURPOSE OF THE ACTIVITY:

To ensure that the CASS Development Plan reflects the Board's Corporate Plan and Government policy on education

THE NATURE OF THE ACTIVITY:

To review and refine the CASS Development Plan in light of the Board's current and evolving corporate objectives, and Government policy on education

THE TARGET GROUP FOR THE ACTIVITY:

Cass advisory, technical and administrative support staff

THE ACTION TO BE TAKEN:

Finalise the 2000 – 2003 CASS Development Plan
Update staff, annually, what has or has not been achieved in the current plan
Discuss and reassign priorities for the current plan where necessary
Review, annually, the 2000 – 2003 action plans
Review, annually, Operational Unit plans and individual work programmes
Discuss and agree priorities for the 2003 – 2006 Development Plan

ALLOCATION OF RESPONSIBILITY:

SEO and ASEO
CMT
All CASS staff

SUCCESS CRITERIA

2000 – 2003 Development Plan agreed
2000 – 2003 Development Plan implemented
Annual Review undertaken, and outcomes presented
Development Plan and Action Plans revised annually where appropriate
Annual operational Unit plans and work programmes agreed
Process of developing the 2000 – 2006 Plan initiated

MONITORING AND EVALUATION:

SEO and ASEO
CMT
All CASS staff

ADDITIONAL COMMENTS:

During the 2002 – 2003 Academic year

ACTIVITY F 1.4: TO RAISE CASS AWARENESS OF THE LATEST RESEARCH ON THE NATURE OF INTELLIGENCE, CREATIVITY, EMOTIONS, LEARNING AND MEMORY AND ITS IMPLICATIONS FOR TEACHING AND LEARNING

THE PURPOSE OF THE ACTIVITY:

To make CASS members aware of the latest research on the nature of intelligence, emotion, learning and memory and its implications for teaching and learning

THE NATURE OF THE ACTIVITY:

To provide training opportunities for CASS officers to update them on the latest information

THE TARGET GROUP FOR THE ACTIVITY:

CASS officers

THE ACTION TO BE TAKEN:

Provide in-house INSET via presentations and workshops
Provide access to relevant reference materials and articles, websites etc

ALLOCATION OF RESPONSIBILITY:

Effective Teaching and Learning/Thinking Skills Group

SUCCESS CRITERIA:

All Cass officers conversant with the latest research

Resources, materials and sources of information readily accessible to all CASS officers

MONITORING AND EVALUATION

Questionnaire designed to gauge the CASS officers reactions with regard to relevance, interest and possible application

Analysis of INSET material

Observation of INSET training

Inspection activity

Steering Group presentations

Facilitator visits – observation and comment on plan to date

Co-ordinator seminars – informal progress reports

Qualitative and quantitative value added data analysis

ACTIVITY: F 1:5 TO ESTABLISH A COHERENT, COMMON APPROACH TO THE DEVELOPMENT OF QUALITY TEACHING AND LEARNING, THROUGHOUT PRIMARY SCHOOLS AND THE CASS TEAM

THE PURPOSE OF THE ACTIVITY:

- To research an agreed, quality approach to teaching, learning and teachers as learners
- To provide support to schools in whole-school issues
- To help schools to operate in an holistic way, which puts the emphasis on the all-round development of the child and his learning
- To involve CASS officers in the development of approaches which promote 'learnacy'

THE NATURE OF THE ACTIVITY:

All primary school teachers are teachers of all subjects. It is therefore crucial that there is an agreed rationale of how children learn which is underpinned by the latest research. In this time of increasing initiatives, the emphasis on reflective teaching and active learning will ensure relevant, quality experiences.

THE TARGET GROUP FOR THE ACTIVITY:

Primary teachers and CASS officers working in the Primary Sector

THE ACTION TO BE TAKEN:

Members of the general primary team will work within an interboard project team to research the process of teaching and learning:

- Formulate principles and a framework for discussion throughout the Boards
- A wider intraboard team will be established to integrate latest research on learning into practical units of work
- CASS officers will trial approaches in schools
- Support will be provided for schools and individual teachers in whole-school issues such as active learning, quality teaching, monitoring and evaluating, special educational needs, target setting, classroom management and assessment (including RoA)
- A research project will be initiated for Year 1 children which aims to help the teacher to 'manage it all' and seeks to lay solid foundations for active learning and reflective teaching
- Topical issues will be addresses at Primary team Meetings and to monitor whole-school issues

ALLOCATION OF RESPONSIBILITY:

The holistic approach is managed by the General Primary Team but is the responsibility of all CASS officers working in Primary Schools

SUCCESS CRITERIA:

Policy on the process of effective learning and responsive teaching; which has been agreed by all officers

Existing policies on whole-school issues to be reviewed and monitored according to feedback at Primary Team Meetings and work on initiatives such as SIP

CASS officers to identify the 'learnacy' processes within their subject areas and highlight same in units of work

Teachers and CASS officers to discuss the performance of children, highlight the crucial aspects of development and establish teaching strategies which effectively facilitate children's learning and identify progression

MONITORING AND EVALUATING:

Inspection reports; reports from teachers involved in pilot lessons; discussion and comparison of findings in various pilot lessons, standardised tests, end of key stage assessment, increased motivation and self esteem as reported by parents, teachers and pupils

ADDITIONAL COMMENTS:

It is essential that learning experiences cumulatively facilitate the development of children's skills, knowledge and attitudes within meaningful and relevant learning experiences.

Priority G

INFORMATION COMMUNICATIONS TECHNOLOGY

- Connecting Teachers Scheme and Classroom 2000
- Research and Evaluation of New and Emerging ICT Technologies
- School Based INSET

ACTIVITY G 1.1: TO IMPLEMENT THE CONNECTING TEACHERS' SCHEME PHASES 1,2 & 3 AND CLASSROOM 2000 INITIATIVE (2000-2003)

THE PURPOSE OF THE ACTIVITY:

To assist teachers and CASS officers in developing a competency in using ICT to support the Northern Ireland Curriculum. To provide teachers and CASS officers with access to a range of different forms of ICT resources.

THE NATURE OF THE ACTIVITY:

All activities will be aimed at developing the ICT skills of individual teachers/CASS officers and their ability to successfully integrate ICT into their delivery of the NI Curriculum.

- *Classroom activities related to Subject/Key Stage
- *E Mail
- *Conferencing /Video
- *The World Wide Web
- *Special Needs
- *School Readiness
- *Effective Teaching & Learning
- *Presentation skills
- *Web Authoring
- *Multi-media authoring
- *Network Management
- *Software supporting NI Curriculum
- * Information Handling Skills

THE TARGET GROUP FOR THE ACTIVITY:

All SEELB teachers
All SEELB CASS and Support staff/Librarians/Youth Services

Sub-Groups:

Teacher Leaders	Boards of Governors
Subject Specialists/Key Stage	SENCO's/Special Needs
Principals	School Technicians/CA
CASS	Special Interest Groups
Beginning Teachers/Tutors	Nursery
EPD	Classroom Assistants
School Librarians	

THE ACTION TO BE TAKEN:

Organisation of relevant INSET for Target Groups (see 'Target Group') and also as a response to specific requests from groups and individuals. On-going development of ICT resources – Hardware, Software, Curriculum Materials including ICT resources library.

ALLOCATION OF RESPONSIBILITY:

Members of ICT Unit staff. CASS Officers and other SEELB staff (eg Libraries, Youth) will be involved in preparation and delivery of INSET as appropriate. Others involved may include:

Teachers leaders
ICT Co-ordinators
CCEA officers
Special Needs staff
NINE Connect staff
DENI officers
Commercial agencies

SUCCESS CRITERIA:

Positive evaluation of centre based INSET
More substantive use of ICT within the classroom and administration – accreditation, inspection reports, audits
Development in personal ICT competence of teacher/CASS Officers
An increase in requests for ICT INSET as a consequence of initial training
Increased involvement/anticipation at KS2 and KS3 CCEA Accreditation Scheme
Schools have a clear vision of ICT

MONITORING AND EVALUATION:

Each phase of the Connecting Teachers Scheme provides its own evaluation. At the end of Phase I there was substantial evaluation from the participants. This was reflected in the increased use of e mail and conferencing.

Monitoring of Phase II Core Team training can be assessed by the schools who enlist the support and facilities of the ICT Unit. Requests for further support can be used to measure the success of the scheme. On-site evaluation of the support is available.

Entry to Phase III (or NOF ICT training) is determined by the completion of 'Readiness Criteria'. It outlines clearly when certain criteria, eg 'substantial number of pupils engaged in GCSE KS3 accreditation' can be met and therefore when the school is ready to participate in the training. It serves as a timeline for each school and can be monitored effectively

ACTIVITY G 1.2: RESEARCH AND EVALUATION OF NEW AND EMERGING ICT TECHNOLOGIES

THE PURPOSE OF THE ACTIVITY:

To assist teachers and CASS officers in using the best of breed hardware, software and teaching resources

THE NATURE OF THE ACTIVITY:

All activities will be aimed at selecting high quality ICT resources as they emerge which have particular relevance to the NI Curriculum.

*Activities will be dictated by the nature of the ICT resource eg use of software, hardware, teaching resource

THE TARGET GROUP FOR THE ACTIVITY:

All SEELB teachers

All SEELB CASS and Support staff/Librarians/Youth Services

Sub-Groups:

Teacher Leaders	Boards of Governors
Subject Specialists/Key Stage	SENCO's/Special Needs
Principals	School Technicians
CASS	Special Interest Groups
Beginning Teachers/Tutors	Nursery
EPD	Classroom Assistants
School Librarians	

THE ACTION TO BE TAKEN:

Organisation of on-going research and evaluation.

Organisation of relevant updates to appropriate target groups (see target groups)

ALLOCATION OF RESPONSIBILITY:

Members of ICT Unit staff. CASS Officers and other SEELB staff (eg Libraries, Youth) will be involved in preparation and delivery of INSET as appropriate. Others involved may include:

- Teachers Leaders
- ICT Co-ordinators
- Special Needs Staff
- Commercial Agencies

SUCCESS CRITERIA:

Positive evaluation of updates.

Use of recommended ICT resources within the classroom .

Positive feedback on ICT resources by teachers/CASS Officers.

MONITORING AND EVALUATION :

Increased requests from schools to explain, demonstrate and incorporate such new technologies so as to enhance teaching. As more teachers become acquainted with ICT, such requests are to be expected

ACTIVITY G 1.3 SCHOOL BASED INSET ON ICT

THE PURPOSE OF THE ACTIVITY:

To provide INSET aimed at developing a range of ICT skills and to provide experience of new applications and developments. Schools may also request ICT up-date sessions tailored to meet their specific requirements.

THE NATURE OF THE ACTIVITY:

Any school based activity will be aimed at developing the ICT skills of individual teachers and their ability to successfully integrated ICT into the delivery of the NI Curriculum

- Classroom activities related to subject/key stage
- Internet – E Mail
 - WWW
 - Conferencing
- General ICT Skills – Presentation
 - Web Authoring
 - MM Authoring
- Special Needs

THE TARGET GROUP FOR THE ACTIVITY:

Available to all teachers within the SEELB plus CASS and SEELB support staff/librarians and Youth Services.

Sub-groups within the above

- Teacher Leaders
- ICT Co-ordinators
- Subject specialists/Key Stage
- Special Needs
- Principal(s)
- School Technicians
- Special Interest Groups

THE ACTION TO BE TAKEN:

Contact schools/CASS/Librarians/Youth Services-Regarding School based INSET
Respond to needs/Requests of individual schools
Liaise with Subject Advisory Staff regarding SBI
Develop ICT Resource Library

ALLOCATION OF RESPONSIBILITY:

ICT Staff
Subject Advisory staff
Teacher Leaders
ICT Co-ordinators
CCEA
DENI
NINE
Special Needs Advisory Staff

SUCCESS CRITERIA:

Positive evaluation of school-based INSET
More substantive use of ICT with classroom (Appropriate use)
Development of ICT competence of teachers
Increase of requests for SBI (Up-dates/Developments/Follow up Training)

MONITORING AND EVALUATION:

Evaluation can be measured by the number of requests for assistance from schools who wish to benefit from SBI. After this, written evaluation can be obtained from each venue.

If initial SBI has been effective then support from the subject advisory staff on the appropriate use of ICT in the classroom will be more forthcoming.

Schools will have completed a Readiness Grid for entry into the NOF training. The accuracy of the timeline in this grid can be used to monitor how well SBI has contributed to this part of the Connecting Teachers Scheme.

CASS DEVELOPMENT PLAN

GLOSSARY

AAO	Assistant Advisory Officer
AS	Advanced Subsidiary
ASEO	Assistant Senior Education Officer
BIC	Belfast Islamic Centre
BOG	Board of Governors
BST	Behaviour Support Team
BT	Beginning Teacher
CCEA	Council for Curriculum Examinations and Assessment
CCMS	Council for Catholic Maintained Schools
CWA	Chinese Welfare Association
DE	Department of Education
DELTA	Developing Early Learning and Thinking Abilities
EAL	English as an Alternative Language
EEL	Effective Early Learning
ELB	Education and Library Board
EPD	Early Professional Development
ERO	Education Reform Order
EWO	Education Welfare Officer
GNVQ	General National Vocational Qualification
HEI	Higher Education Institution
HOD	Head of Department
HOY	Head of Year
ICC	Indian Community Centre
ICT	Information Communications Technology
INSET	In Service Training
IIP	Investors in People
KS	Key Stage
MCRC	Multi Cultural Resource Centre
NEAC	National Educational Assessment Centre
NICEM	Northern Ireland Council for Ethnic Minorities
NICIE	Northern Ireland Council for Integrated Education
NINE	Northern Ireland Network for Education
NOF	New Opportunities Fund
PEEL	Promotion of Effective Early Learning
PIES	Positive Ideas for Everyone to Share
PQH	Professional Qualification for Headship
RoA	Record of Achievement
RTU	Regional Training Unit
SDP	School Development Planning
SDPR	Staff Development Performance Review
SEELB	South Eastern Education and Library Board
SEN	Special Educational Needs
SENCO	Special Educational Needs Co-Ordinator
SMDU	Senior Management Development Unit
SMT	Senior Management Team
SSP	School Support Programme
TEAL	Teaching English as an Alternative Language
TSG	Travellers Support Group
UCAS	Universities and Colleges Admissions Service
WWW	World Wide Web

Curriculum Advisory and Support Service
17 March 2000