

NORTHERN IRELAND COUNCIL FOR INTEGRATED EDUCATION (NICIE)

BUSINESS PLAN - 2022 to 2023 - **FINAL**

DE Strategic Priority 1 - Make learning accessible to all

We give all children and young people access to pre-school, school and youth education provision

1 NUMBER	2 WHAT WE WILL DO AND BY WHEN	3 HOW WILL WE KNOW IF ANYONE IS BETTER OFF?	4 LINKS TO WHICH CYP OUTCOME(S) [See Annex A]
1.1	We will increase the network/number of sustainable Integrated schools, including Integrated preschool provision, across Northern Ireland throughout 2022/23, through collaboration with key stakeholders and strategic partners.	<p>The provision of Integrated Education will have increased to meet the expectations of parents and as a result increase the number of children and young people being educated together in sustainable Integrated schools.</p> <p>The viability of Integrated schools, ensuring children and young people continue to benefit from Integrated Education during their educational lives, will have been assured through an increase in the number of sustainable Integrated schools and an increase in the number of Integrated schools trending towards sustainability.</p> <p>An increase in number of sustainable schools Exploring, Developing/ Expanding and Embedding the process of Transformation to Integrated Status will demonstrate positive attitudes to the benefits of Transformation to a school community.</p>	3, 4, 8

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		Performance will be measured by way of a Report Card.	

DE Strategic Priority 2 - Improve the quality of learning for our children & young people

We ensure that education provision is of a high quality and supports learning and progression

1 NUMBER	2 WHAT WE WILL DO AND BY WHEN	3 HOW WILL WE KNOW IF ANYONE IS BETTER OFF?	4 LINKS TO WHICH CYP OUTCOME(S) [See Annex A]
2.1	Facilitate and support networks of educational professionals through NICIE standing committees throughout 2022/23.	<p>Issues encountered by school leaders and educational professionals in Integrated schools in partnership with APTIS are resolved and school leaders feel supported and appropriately advocated for and benefit by opportunities from full exchange of information and support.</p> <p>Performance will be measured by way of a Report Card.</p>	1 - 8
2.2	Throughout 2022/23 identify and share effective practice in 70 ¹ (may increase subject to approvals) Integrated Schools working in partnership with EA.	<p>Educational Professionals know where to access support to develop their Integrated Ethos.</p> <p>Level of engagement with the Excellence in Integrated Education Award (EIEA) a quality self-evaluation framework is increased.</p> <p>Performance will be measured by way of a Report Card.</p>	6, 7, 8
2.3	Throughout 2022/23, represent Grant Maintained Integrated (GMI) schools in a range of forums, effective GMI Consultative Group in operation with	GMI schools feel appropriately supported and advocated for, evidenced through survey to Principals demonstrating:	3

¹ Bangor Central Nursery School and Glengormley High School approved to open as CI schools September 2022

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	<p>action plan in place and implementation begun by March 2023 and annual survey conducted with report drafted.</p>	<ul style="list-style-type: none"> • greater understanding of NICIE Representation Role for GMI schools • Reporting of effective communication between NICIE and GMI School leaders in relation to representation by NICIE for GMI schools 	

DE Strategic Priority 3 - Look after our children & young people

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

1 NUMBER	2 WHAT WE WILL DO AND BY WHEN	3 HOW WILL WE KNOW IF ANYONE IS BETTER OFF?	4 LINKS TO WHICH CYP OUTCOME(S) [See Annex A]
3.1	<p>Throughout 2022/23, NICIE, in collaboration with DE, EA and other children’s authorities, will work to shape and support educational policies with a view to improving the wellbeing of children and young people as outlined in the Children’s Services Co-operation Act (NI) 2015, and will provide a report to DE when requested.</p> <p>The impact on Children and Young People (CYP) considered first in all decision-making processes affecting children and young people.</p>	<p>NICIE’s contribution to and collaboration with other identified bodies will ensure better outcomes for children and young people with particular reference to:</p> <p>Outcome 8: Equality of Opportunity and Good Relations</p> <p>UNCRC articles 2, 12, 17, 23, 28, 29</p> <p>Concluding observations: 12: Allocation of resources 21-22: Non-discrimination 28: Right to life, survival and development 30: Respect for the views of the child</p> <p>Contribute to the report on the Children’s Services Co-operation Act 2015 as a partner of DE and EA as Children’s Authorities.</p>	1 - 8

DE Strategic Priority 4 - Support those who need more help with learning

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

1 NUMBER	2 WHAT WE WILL DO AND BY WHEN	3 HOW WILL WE KNOW IF ANYONE IS BETTER OFF?	4 LINKS TO WHICH CYP OUTCOME(S)
n/a			

DE Strategic Priority 5 - Improve the learning environment

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

1 NUMBER	2 WHAT WE WILL DO AND BY WHEN	3 HOW WILL WE KNOW IF ANYONE IS BETTER OFF?	4 LINKS TO WHICH CYP OUTCOME(S) [See Annex A]
5.1	Throughout 2022/23, NICIE will promote Integrated Education and support DE in fulfilling its statutory duty to encourage and facilitate (and support) the development of Integrated Education, positively contribute to the effective implementation of the Integrated Education Act and support DE and EA to ascertain demand for Integrated Education.	<p>The actions are aimed at improving Parental understanding of the benefits of Integrated Education such that parents can make informed decisions as to the education of their children.</p> <p>Local appetite² for Integrated Education across Northern Ireland evidenced by:</p> <ul style="list-style-type: none"> • EA applications and admissions data in relation to Integrated schools across NI identifying over/under subscription • Patterns in GMI schools re over/undersubscription • Patterns in CI schools re over/ undersubscription and liaise with EA as Managing Authority • No. of schools exploring Transformation • No. of successful parental ballots for schools to transform to integrated status • Evidence of Expression of Interest and community support forms 	3, 7, 8

² Demand for IE has yet to be operationally defined in light of the IE Act 2022. As such the sources used to strategically access demand for IE regionally are part of a data development agenda in the effective implementation of the IE Act. Therefore, NICIE are only describing what it does at local level for parent groups and school communities interested in Transformation.

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		Performance will be measured by way of a Report Card.	
5.2	Support and facilitate Integrated schools to develop a strong Integrated Ethos tackling the issues of the past, addressing sectarianism, promoting rights and respect for all by March 2023.	<p>Integrated schools deliberately and intentionally striving towards being inclusive of both main traditions in Northern Ireland and those of other beliefs, cultures and communities including practical expression given to the NICIE Statement of Principles evidenced by:</p> <ul style="list-style-type: none"> • religious balance in the school (at pupil/staff and governor levels) • socio-economic background • different abilities • No of Integrated schools and no. of persons that have engaged with the NICIE Support Programme and/or other activities such as: development of an Integrated Ethos through an action plan, the School Development Plan (SDP) and/or engagement with the NICIE Quality Framework of Excellence in Integrated Education (EIEA) self-evaluation tool <p>Performance will be measured by way of a Report Card.</p>	4, 6, 7, 8
5.3	Throughout 2022/23, NICIE will support DE in fulfilling its statutory duty to encourage and facilitate the development of Irish Medium Education (IME) and will provide a report to DE when requested.	<p>The right to Irish Medium Education (IME) is respected by NICIE and developments in IME are supported by NICIE staff and Directors and support conveyed to those seeking IME on all levels demonstrated by:</p> <ul style="list-style-type: none"> • NICIE attendance at all levels of Area Planning meetings and Preschool Education Programme (PEG). Support for DPs and robust cases for 	3, 7, 8

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		<p>change coming forward to encourage and facilitate IME at these forums</p> <ul style="list-style-type: none"> • CnaG CEO and other CnaG Officers throughout 2022/23 will feel supported by NICIE (testimonial by CnaG CEO) • Collaborating with CnaG and a group working to establish an Irish Medium/ Integrated preschool in East Belfast • The benefits of Irish Medium Education will be available to those parents who desire Irish medium education for their children 	
5.4	<p>Shared Education Throughout 2022/23, NICIE will exercise its power to encourage and facilitate shared education, in line with legislation and DE's Sharing Works Policy, through the following key actions: -</p> <ul style="list-style-type: none"> • Encouraging Integrated Schools to seek high quality shared educational experiences for their pupils, staff and governors • Identify where integration in practice can promote Community Relations, Equality and Diversity (CRED) Policy • Promote the Pupil Pathway in integrated schools <p>and will provide a report to DE when requested.</p>	<p>Percentage of Integrated schools and transforming schools that are actively involved in Shared Education Programmes.</p> <p>Pupil Pathway and CRED promoted to all Integrated schools.</p> <p>Number of collaborative projects between NICIE and the EA Shared Education and Sectoral Support Team.</p> <p>Participation on the new EA Shared Education Communications Group.</p> <p>NICIE will provide a report to DE on the above.</p>	3, 7, 8

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5.5	Monitor integrated school capital build projects included within the Department's Fresh Start and major capital programmes throughout 2022/23 and forward suggestions for GMI schools regarding Major Capital Projects.	<p>Increase in number of new integrated school buildings leading to clear articulation by School leaders through testimonies of better outcomes for children and young people due to fit for purpose working and learning accommodation.</p> <p>Performance measured through 6-monthly reports from Investment and Infrastructure Directorate in DE.</p>	2, 3, 4, 7, 8

DE Strategic Priority 6 - Tackle Disadvantage and Underachievement

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

1 NUMBER	2 WHAT WE WILL DO AND BY WHEN	3 HOW WILL WE KNOW IF ANYONE IS BETTER OFF?	4 LINKS TO WHICH CYP OUTCOME(S) [See Annex A]
6.1	Throughout 2022/23, contribute to collaborative projects that explore the improvement of developmental and learning outcomes for all children.	<p>We will initiate a collaboration with ETI to develop the EIEA with a view to including measures that contribute to tackling disadvantage and underachievement (through ongoing analysis of all pupils, FSME pupils and non-FSME pupils within the integrated sector of attendance and level 2 and level 3 outcomes and how these compare with other sectors.)</p> <p>No of advisory groups for educational research projects within third level educational institutions with which NICIE staff engage and analysis of subsequent improvement of developmental and learning outcomes for all children of such research.</p>	3, 7, 8

DE Strategic Priority 7 - Support and develop our education workforce

We develop and deploy teachers, other education professionals and support staff effectively, promoting high standards and leadership and improving health & wellbeing

1 NUMBER	2 WHAT WE WILL DO AND BY WHEN	3 HOW WILL WE KNOW IF ANYONE IS BETTER OFF?	4 LINKS TO WHICH CYP OUTCOME(S) [See Annex A]
7.1	Staff Absence Throughout 2022/23, to work with DE to implement the Managing Attendance Strategy for the Education Sector and reduce absence levels.	Achieve an absence target of 6% of available working days in 2022/23 for NICIE staff. Staff report feeling supported and have opportunities for training and development.	3
7.2	Facilitate a suite of Teacher Professional Learning (TPL) in Anti-Bias Approaches to Education sessions for Leaders and staff in Integrated schools and those exploring Transformation with an emphasis on sectarianism and religion, sectarianism and culture, racism, sexual orientation and gender identity, sexism, disablism, classism and ageism by March 2023.	Integrated schools live their integrated ethos through the development of a whole school Anti-Bias approach to education evidenced by: <ul style="list-style-type: none"> • No. of individuals/schools represented at NICIE Anti-Bias training/TPL sessions/courses • No. of schools engaged with the NICIE Quality Framework of Excellence in Integrated Education (EIEA) self-evaluation tool • No. of schools gaining the award per year and • No. of schools reviewing EIEA after 5 years Clear articulation in Independent Assessor Report of a change in: <ul style="list-style-type: none"> • Circumstances • Behaviour • Attitudes / opinions • Knowledge / skills] within the school community and identification of recommendations and areas for improvement	3, 4, 6, 7, 8

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		Performance will be measured by way of a Report Card.	

DE Strategic Priority 8 - Effectively manage, review and transform our education system

We deliver our corporate governance and finance responsibilities while seeking to improve efficiency, increase sustainability and introduce new ways of learning

1 NUMBER	2 WHAT WE WILL DO AND BY WHEN	3 HOW WILL WE KNOW IF ANYONE IS BETTER OFF?	4 LINKS TO WHICH CYP OUTCOME(S) [See Annex A]
8.1	Facilitate training and conversations on the Integrated Ethos for Governors of Integrated schools throughout 2022/23.	<p>Grant Maintained Integrated (GMI) school governors will be more aware of their roles and responsibilities as Limited Companies evidenced by training evaluations.</p> <p>Governors of GMI and Controlled Integrated (CI) schools will be more aware of what is expected as governor in an integrated school as evidenced by participation in ethos training sessions.</p> <p>Performance will be measured by way of a Report Card.</p>	3, 4, 7, 8

Children and Young People’s Strategy Outcomes

(In support of the Children’s Services Co-operation Act (NI) 2015)

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