



DEPARTMENT OF EDUCATION
BUSINESS PLAN
2026-27





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Minister's Foreword



I welcome the publication of the Department of Education's 2026-27 Business Plan.

The Plan sets out a wide range of actions for the year ahead to progress my key priorities for education and continues to build on the significant and transformational progress made during 2025-26.

While this Plan sets out an ambitious path for further progress in the year ahead, much of the anticipated success can only be fully realised if sufficient funding for education is made available

from within the Northern Ireland Executive budget. The Business Plan will therefore be subject to a further review once the Executive has agreed the final budget for 2026-27.

Notwithstanding the significant budgetary challenges, a core focus on a number of areas such as curriculum, assessment, qualifications, school improvement, tackling educational disadvantage and teacher professional



learning remains, as set out in [TransformED NI: Transforming Teaching and Learning: A Strategy for Educational Excellence in Northern Ireland](#). This work is critical to strengthening the very foundations of our education system by addressing its most critical elements.

The Department will continue progressing on the delivery of its commitments in the Northern Ireland Executive's [Programme for Government 2024-2027](#), including publication of an Executive Early Learning and Childcare Strategy which will provide more affordable, accessible, high-quality early

learning and childcare opportunities to support children's development and ease financial pressures for working families. We will also continue to implement the Special Educational Needs (SEN) Reform Delivery Plan. Through the Delivery Plan the SEN Reform Agenda will continue to see significant progress made in the year ahead. This will contribute to better outcomes and support the inclusion of children and young people with SEN and disabilities.

Through delivery of these core activities, alongside a range of other critical actions to make improvements across

the education sector I am committed to delivering successful educational outcomes for all our children and young people.

Paul Givan MLA

Minister of Education



About the Department

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

Our Staff

At the date of publication of this Plan, the Department has an administrative staffing complement of 522 full-time equivalent (FTE) members of staff, split across five Grade 3 Groups (including the Education and Training Inspectorate). Departmental staff are primarily located across two sites in Rathgael House and Orchard House.

Our budget

The Department's key focus for funding is on the delivery of the Minister's key priorities as outlined in TransformED, the Northern Ireland Executive's Programme for Government and wider activities driving successful outcomes right across the education sector, many of which deliver on recommendations within the Independent Review of Education and actions within the Executive's Children and Young People's Strategy. These will deliver associated outcomes; to help ensure these outcomes are realised, the Department and its delivery partners will work in partnership with schools, youth services and a wide range of others, most importantly of all children and young people.

Whilst the Budgets for 2026-27 and beyond have not yet been agreed by the Executive, the Finance Minister has published his proposals in respect of a draft budget for 2026-2029/30. Under these proposed allocations, the Department will be required to deliver savings of c£600m increasing to c£800 in 2028-29. Savings on this scale are not deliverable without fundamentally undermining the Education Sector. The Department has

developed a Five Year Education Budget Strategy which seeks to identify longer term solutions to the structural funding challenges facing Northern Ireland's Education Sector. However, it will not be possible for the Department to deliver savings at the scale or pace required in 2026-27. In the absence of significant additional funding through an agreed Executive Budget there is a real risk the Department may overspend against the budget it is ultimately allocated.

In addition, the Finance Minister's draft Budget proposes to allocate £55m for a Childcare Strategy, however, this falls short of the £75m requirement for 2026-27.

The proposed capital budget published by the Finance Minister presents the Department with a significant challenge, particularly in the context of an ageing schools' estate in need of significant modernisation and restructuring. Indicative capital allocations have been issued to support ongoing capital projects and contractual commitments but, should the budget position remain unchanged, difficult decisions will again have to be made

as to what can be brought forward in this financial year and could jeopardise key and critical initiatives. The capital investment programme includes:

- Management and delivery of the key capital programmes – Major Works, School Enhancement Programme, SEN Capital Investment Programme, Minor Works schemes, Voluntary Youth Capital Projects, and Curriculum-Led Capital Investment Programme;
- Monitoring the capital budgetary position, including capital receipts;
- Responsibility for the Department's Asset Management Plan; oversight of the existing schools' Public Private Partnership contracts; leasing and licensing arrangements for the schools' estate and grant claw-back from surplus voluntary school sites.



About the Business Plan

Our Strategic Priorities

This Business Plan is structured under the Department’s five new strategic priorities:

1	Raise learning standards through a modern curriculum, robust assessment, strong qualification pathways and effective school improvement
2	Strengthen inclusion, wellbeing and targeted support so every child can participate and succeed
3	Build an expert, skilled and supported education workforce
4	Modernise the education system through effective service delivery, governance, planning and investment
5	Expand participation and opportunity through early education, collaboration and shared learning

All actions in the Plan have a target date of end-March 2027 unless otherwise stated.

The Business Plan contains the following symbols:



Denotes an action which contributes to the delivery of the TransformED NI Ten-Point Plan for Educational Excellence in Northern Ireland (Annex A)



Denotes an action which contributes to the delivery of a key priority within the 2024-27 Programme for Government

Monitoring of the Business Plan

The Department of Education will monitor progress on the actions contained in its 2026-27 Business Plan at mid-year, quarter 3, and end-year.

The following descriptors will be used to report on progress, along with succinct supporting evidence for individual actions. A mid-year and end-year report to outline how the Department has progressed in achieving its actions will be published on the Department's website.

In-year Descriptors	Circumstances for use
Achieved (Green)	When the action has completed by the target date.
On track for achievement (Green)	When work has been progressing satisfactorily and the action is likely to be achieved by the target date.
Likely to be achieved but with some delay (Amber)	<p>Either: When action is likely to be achieved by the end of the current business year, but after the agreed target date (There is slippage which causes the action to miss its in-year target date but it is still likely to be achieved by the end of the year).</p> <p>Or: When the rate of progress is less than planned, irrespective of the target date, but the action is still likely to be achieved by the end of the current business year. (The reviewer needs to decide whether to use this descriptor or opt for 'on track for achievement').</p>
Not likely to be achieved (Orange)	When the rate of progress is less than planned and there is significant doubt around the achievement of the action by the end of the current business year.
Not achieved (Red)	When the action was not achieved by the target date and cannot be revised or carried forward.



End-year Descriptors	Circumstances for use	Measure of Progress
Achieved (Green)	When the action has been completed in full within the business year.	Outline achievements (include the measure of success and achievement date)
Substantially achieved (Amber)	When a substantial part of the action has been delivered within the business year.	Outline achievements to date, work outstanding and timescale for full completion.
Likely to be achieved but with some delay (Orange)	When the action has not been fully achieved by the end of the business year, but some progress has been made and it is being carried forward to be completed in the next business year.	Outline achievements to date, reason for the delay and the likely timescale for completion.
Not achieved (Red)	Either: When the action has not been achieved by the target date and is not being revised or carried forward to the next business year. Or: When no progress was made on the action during the business year, but it is being carried forward to the next business year.	Outline the reason the action has not been progressed / achieved. This might include, for example, situations where an action is no longer relevant or appropriate, or where other priorities took over.

Department of Education (DE) Corporate Risks

There are six key Corporate Risks which have the potential to affect the delivery of actions in the Business Plan, as follows:

Risk	Description
1	Financial: DE Budget fails to deliver on Strategic Priorities.
2	Alignment & delivery: DE's activities do not give children and young people the best start in life.
3	Relationships: Ineffective partnerships with stakeholders impact negatively on services.
4	Safeguarding: The Safeguarding and Child Protection framework fails to protect children and young people.
5	People: Ineffective management of the workforce inhibits positive outcomes.
6	Programme: Infrastructure does not support delivery of education or provide a safe environment.

These risks are contained within the Department's Corporate Risk Register and are overseen and managed throughout the year by the Departmental Board, with the assistance of the Audit and Risk Assurance Committee. At the time of publication the Department's Corporate risk profile is under review, with a view to having a new set of Corporate risks in place by autumn 2026.



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Business Plan Actions and Measures of Success









DE Strategic Priority 1


Raise learning standards through a modern curriculum, robust assessment, strong qualification pathways and effective school improvement

Action Number	What We Will Do	Measures of Success (enabling actions completed / outcomes achieved)
1.1 	Redesign the Northern Ireland Curriculum.	<ul style="list-style-type: none"> ➤ By May 2026 have a draft statutory framework prepared for consultation. ➤ By October 2026 have an Implementation strategy agreed. ➤ By October 2026 have a Final framework agreed. ➤ By March 2027 have in place a programme of training and resource development to support curriculum implementation.
1.2 	Develop a new school improvement policy and support model.	<ul style="list-style-type: none"> ➤ A new school improvement support framework published in June and implemented from September 2026. ➤ A Leaders of Education Programme developed and experienced, strongly performing school leaders in place by September 2026 to provide targeted school improvement support to schools identified as requiring external support. ➤ A new school improvement policy issued for consultation in autumn 2026. ➤ A new system evaluation framework developed and new school improvement policy published by March 2027.

Action Number	What We Will Do	Measures of Success (enabling actions completed / outcomes achieved)
1.3 	Bring forward regulations on school days/hours and closures.	<ul style="list-style-type: none"> ➤ A public consultation on proposals completed by autumn 2026. ➤ New Regulations brought forward to be enacted during the current mandate.
1.4 	Produce system-level outcomes and make Computer Adaptive Testing available to schools.	<ul style="list-style-type: none"> ➤ By June 2026: <ul style="list-style-type: none"> ■ publish system level outcomes from 2025-2026 system level checks and use findings to inform next steps. ■ schools involved in 2026-2027 system level checks informed. ■ agree the governance and programme plan for the Assessment Reform Programme to implement new Assessment framework. ➤ In 2026-27, IM numeracy assessments made available to younger pupils in Years 4-7, and Irish-medium literacy assessments made available for the first time for Years 7-10. ➤ By March 2027, second system level checks designed and implemented - moving away from Levels of Progression
1.5 	Develop new literacy and numeracy strategies.	<ul style="list-style-type: none"> ➤ By September 2026 have a numeracy framework in place. ➤ By November 2026 have numeracy and literacy strategies prepared for consultation. ➤ By March 2027 have new strategies in place for both numeracy and literacy.





Action Number	What We Will Do	Measures of Success (enabling actions completed / outcomes achieved)
1.6 	Review Key Stage 4 and Post 16 qualifications.	<ul style="list-style-type: none"> ➤ By June 2026 establish oversight arrangements for Council for the Curriculum, Examinations and Assessment's (CCEA) multi-year programme of reform of GCSEs and A levels. ➤ By June 2026 agree the project plan and key milestones for delivery of reformed CCEA GCSEs (by September 2029) and A levels (by September 2030). ➤ By March 2027 agree CCEA's Regulatory framework for reform of CCEA GCSEs. ➤ By November 2026 publish for consultation a draft policy framework for vocational qualifications in schools.
1.7	Deliver actions within the joint Careers Action Plan.	<ul style="list-style-type: none"> ➤ Throughout the year, programmes progressed to support careers education. ➤ Working in partnership with the Northern Ireland Schools & Colleges Careers Association (NISCA), develop and publish a careers education framework and shared standards for careers in schools by autumn 2026. ➤ Throughout the year, use findings from inspection reports and evaluations to improve the standards and provision of careers education in post-primary schools.

Action Number	What We Will Do	Measures of Success (enabling actions completed / outcomes achieved)
1.8 	Implement the Education and Training Inspectorate (ETI) inspection programme and provide professional advice.	<ul style="list-style-type: none"> ➤ Inspection workplans for academic year ending June 2026 completed. ➤ Delivery of the agreed inspection plan across all phases for school year 2026-27. ➤ Dissemination of highly effective practice and identification of areas for action. ➤ Provision of ongoing professional advice. ➤ Provision of inspection evidence and advice in the implementation of the TransformED Action Plan.
1.9	Deliver the analytical work programme.	<ul style="list-style-type: none"> ➤ The actions set out in the Analytical Work Programme for 2026-27 implemented.
1.10	Scope and establish a departmental research function.	<ul style="list-style-type: none"> ➤ Establishment of a research function by early 2027.



DE Strategic Priority 2

Strengthen inclusion, wellbeing and targeted support so every child can participate and succeed


Action Number	What We Will Do	Measures of Success (enabling actions completed / outcomes achieved)
2.1 	Implement the Special Educational Needs (SEN) Reform Delivery Plan.	<ul style="list-style-type: none"> ➤ Implementation of SEN Reform Delivery Plan actions funded by the Public Sector Transformation Board. ➤ Test and Learn projects provide sufficient evidence to support system reform. ➤ Outcomes Framework reports positive impacts for children, schools, parents and the system. ➤ Measure of parental confidence.
2.2 	Roll out of the RAISE Programme to reduce disadvantage.	<ul style="list-style-type: none"> ➤ 3 open calls for Locality Led Projects completed with delivery underway to implement Strategic Area Plans. ➤ 18 RAISE localities have collaborations between schools and community organisations in place to support the attainment and aspiration of their pupils. ➤ 80 locality objectives are being met through Locality Led Projects and Cross-Cutting initiatives to support children and young people and families through the Programme.




Action Number	What We Will Do	Measures of Success (enabling actions completed / outcomes achieved)
2.3	Implement School Uniforms Act and publish guidelines.	<ul style="list-style-type: none"> ➤ School Uniforms Guidelines published for grant-aided and independent primary and post-primary schools' uniform policies to adhere to from the 2026-27 school year onwards. ➤ Monitoring information collected from these schools by summer 2026 and analysed by autumn 2026. ➤ Guidelines reviewed by winter 2026-27 to address any matters arising from monitoring. ➤ If appropriate, issue revised guidelines by January 2027.
2.4	Deliver the Emotional Health and Wellbeing Framework.	<ul style="list-style-type: none"> ➤ By December 2026 an updated framework and action plan document published. ➤ Budget secured for delivery of associated projects. ➤ 500/45% of schools engaged with one or more Framework projects. ➤ By November 2026 project-level annual outcomes-focused reports completed.
2.5	Review Education Otherwise Than At School (EOTAS) policy and develop revised policy direction.	<ul style="list-style-type: none"> ➤ A DE-led group established to examine EOTAS provision, identify areas for improvement, and agree the future strategic direction by end-April 2026. ➤ Revised EOTAS policy framework proposals developed for Ministerial consideration by March 2027.



Action Number	What We Will Do	Measures of Success (enabling actions completed / outcomes achieved)
2.6	Develop mobile phone-free school environments.	<ul style="list-style-type: none"> ➤ Independent evaluation completed by King's College London following the conclusion of the mobile phone free pilot in 9 schools by June 2026. ➤ Proposals / options submitted for Ministerial consideration by August 2026. ➤ Next steps progressed in line with Ministerial decision by March 2027.
2.7	Ensure effective implementation of the Addressing Bullying in Schools Act.	<ul style="list-style-type: none"> ➤ By March 2027: <ul style="list-style-type: none"> ■ Continued development and refinement of data sources to evidence and monitor the implementation and impact of the Act. ■ Further refinement of Education Authority (EA) reporting for 2026-27. ■ ETI engagement with schools on the implementation and impact of addressing bullying policies in schools. ■ Engagement with EA to progress work on accessing anonymised data through the digitisation of the Bullying Concern Assessment Form. ■ Review and refinement of addressing bullying related questions in the School Omnibus Survey.

Action Number	What We Will Do	Measures of Success (enabling actions completed / outcomes achieved)
2.8 	Allocate Targeting Social Need (TSN) and Extended Schools funding.	<ul style="list-style-type: none"> ➤ TSN funding is allocated as part of core school budgets in recognition of the additional challenges and costs of supporting disadvantaged children. ➤ Schools determine their own targets/outcomes associated with TSN funding using the TSN Planner, which sets out the school's strategic approach to their allocation. Common targets include: increasing the number of pupils reaching their potential, ensuring appropriate support for SEN pupils and raising pupil attainment in literacy. ➤ Overarching Extended Schools programme outcomes include: <ul style="list-style-type: none"> ■ Reducing underachievement ■ Fostering health, wellbeing and social inclusion ■ Improving life chances ■ Developing integrated delivery of support and services.
2.9	Publish a new Attendance Matters Strategy.	<ul style="list-style-type: none"> ➤ Consultation analysis completed by end of July 2026. ➤ A new strategy published within 2026-27 academic year, expected October / November 2026.



Action Number	What We Will Do	Measures of Success (enabling actions completed / outcomes achieved)
2.10 	Refresh the safeguarding and child protection framework.	<ul style="list-style-type: none"> ➤ Updated safeguarding framework published for implementation by September 2026. ➤ Improved consistency in safeguarding governance and practice evidenced through ETI inspection findings and departmental assurance reporting. ➤ Increased confidence across education settings, Boards of Governors and other delivery partners in understanding and meeting statutory safeguarding responsibilities. ➤ Progress of actions noted within the Children and Young People Strategy (CYPS) Child Protection Working Group and the Safeguarding and Child Protections in Education Liaison Group Work Plans. ➤ Education input to the cross departmental Child Protection annual report to the CYPS Board.
2.11	Sustain departmental support for Nurture provision.	<ul style="list-style-type: none"> ➤ Uplift funding for 62 Nurture Groups. ➤ Examination of market for Nurture support to ensure that the best and most cost effective supplier is used by the EA and schools. ➤ Improved year on year impact of key Nurture indicators as measured by EA's Nurture Advisory and Support Service reporting to the Department.

DE Strategic Priority 3

Build an expert, skilled and supported education workforce

Action Number	What We Will Do	Measures of Success (enabling actions completed / outcomes achieved)
3.1 3	Develop a Teacher Professional Learning (TPL) Strategy.	<ul style="list-style-type: none"> ➤ By May 2026 launch consultation on a draft TPL Strategy. ➤ By October 2026 publish e the new TPL Strategy.
3.2 3	Roll out a comprehensive programme of teacher professional learning.	<ul style="list-style-type: none"> ➤ A dedicated professional learning offer implemented across the TPL continuum. 2026-27 priorities include: <ul style="list-style-type: none"> ■ Expanded leadership pathway – pilot of replacement Professional Qualification for Headship; rollout of middle leader and experienced Principal programmes. ■ Policy statement on Teacher Induction and expansion of the supporting TPL programme. ■ Research led collaborative professional learning communities. ■ Subject professional learning communities to support subject-specific professional practice.
3.3 3	Implement an Initial Teacher Education Bursary Scheme.	<ul style="list-style-type: none"> ➤ Resources prepared to support the compliance monitoring of the Scheme. ➤ Monitoring information collected from Higher Education Institutions. ➤ Number of students supported through the Scheme. ➤ Ongoing analysis of recruitment and retention issues to refine future scope of Scheme.



Action Number	What We Will Do	Measures of Success (enabling actions completed / outcomes achieved)
3.4 	Implement a Framework for Initial Teacher Education (ITE) in Northern Ireland.	<ul style="list-style-type: none"> ➤ By April 2026 undertake consultation on a draft Framework for ITE. ➤ By May 2026 publish a Framework for ITE. ➤ By March 2027 publish a phased implementation plan including associated actions related to the accreditation of ITE programmes in Northern Ireland.
3.5	Improve industrial relations and reduce teacher workload.	<ul style="list-style-type: none"> ➤ An action plan developed to address recommendations from the Independent Review of Teacher Workload and an agreed series of actions taken forward to address teacher and school leader workload. ➤ Appropriate consultation with Northern Ireland Teachers' Council (NITC) regarding new initiatives and policy development. ➤ Ministerial priorities and appropriate funding reflected in pay negotiations with NITC via Management Side (MS). ➤ MS supported and advised in the delivery of a pay offer for 2026-27 and future offers.
3.6	Progress legislation to reform the General Teaching Council for Northern Ireland.	<ul style="list-style-type: none"> ➤ Bill completed Committee Stage in the Northern Ireland Assembly by May 2026. ➤ First Consideration stage by September 2026. ➤ Further Consideration Stage by October 2026. ➤ Final stage completed November 2026. ➤ Passage by March 2027.



Action Number	What We Will Do	Measures of Success (enabling actions completed / outcomes achieved)
3.7	Accurately administer monthly payments of salary/pension to around 22,000 teachers and 26,000 pensioners.	<ul style="list-style-type: none"> ➤ Issue of salary payments to supply teachers by 12th working day each month. ➤ Salary/ pension to permanent teachers/pensioners by last working day of each month.



DE Strategic Priority 4

Modernise the education system through effective service delivery, governance, planning and investment

Action Number	What We Will Do	Measures of Success (enabling actions completed / outcomes achieved)
4.1	Prioritise and control the Education budget effectively.	<ul style="list-style-type: none"> ➤ How much of the Minister’s approved capital and resource budget strategies delivered. ➤ Optimal utilisation of budgets, i.e. minimal underspends and no overspends. ➤ Compliance with Better Business Case Northern Ireland requirements maximised, i.e. improved test drill results.
4.2	Deliver a prioritised capital works programme within budget.	<ul style="list-style-type: none"> ➤ Maximisation of the capital budget via monitoring rounds and other budget exercises. ➤ Full spend to within 2% of the capital budget. ➤ Capital projects delivered in accordance with agreed programmes. ➤ Year-1 actions in the Capital Investment / Estate Strategy delivered.



Action Number	What We Will Do	Measures of Success (enabling actions completed / outcomes achieved)
4.3	Deliver the Sustainable Schools Policy and area planning reforms.	<ul style="list-style-type: none"> ➤ By March 2027: <ul style="list-style-type: none"> ■ Development of a revised Sustainable Schools Policy. ■ Area planning structures, processes and associated guidance streamlined. ■ Significant progress made towards publication of a five-year implementation plan to guide change in a phased, manageable way. ■ Protocols for capital funding of rationalisation proposals delivered.
4.4	Strengthen statutory inspection arrangements.	<ul style="list-style-type: none"> ➤ A Bill introduced to the Northern Ireland Assembly to enhance cooperation with inspection and to provide for inspection of religious education before summer recess 2026. ➤ Final Stage completed before end of mandate.
4.5	Progress legislation for a controlled schools' support organisation.	<ul style="list-style-type: none"> ➤ A draft Bill prepared for introduction to the legislative programme in early autumn 2026, subject to Executive agreement.
4.6	Develop an Irish Medium Education Strategy.	<ul style="list-style-type: none"> ➤ Provide the Minister with an interim update by February 2027 outlining the seven strategic pillars, together with emerging options and actions developed to date, to inform continued development ahead of mid 2027 publication.






Action Number	What We Will Do	Measures of Success (enabling actions completed / outcomes achieved)
4.7	Provide effective governance oversight for DE and its Arm's Length Bodies (ALBs).	<ul style="list-style-type: none"> ➤ ALB Partnership Agreements completed / reviewed. ➤ All Governance and Accountability Review meetings held as per schedule.




DE Strategic Priority 5

Expand participation and opportunity through early education, collaboration and shared learning

Action Number	What We Will Do	Measures of Success (enabling actions completed / outcomes achieved)
5.1 	Publish an Executive Early Learning and Childcare Strategy.	<ul style="list-style-type: none"> ➤ By July 2026, publish an analysis of the consultation responses to the draft early Learning and Childcare Strategy. ➤ Publication of a final Early Learning and Childcare Strategy subject to Executive agreement. ➤ Implementation of agreed priority actions within the final strategy subject to the required Executive funding being made available.
5.2	Standardise, over time, pre-school provision to 22.5 hours per week for all target age children.	<ul style="list-style-type: none"> ➤ 100 pre-school settings transitioning to full-time in September 2026. ➤ c.100 settings approved during 2026-27 for transition to full-time in September 2027 (subject to budget). ➤ 50% of pre-school places that are full-time (annual measurement at date of census).

Action Number	What We Will Do	Measures of Success (enabling actions completed / outcomes achieved)
5.3 	Enact legislation for participation in education to age 18.	<ul style="list-style-type: none"> ➤ 16-18 legislation progressed through the Northern Ireland Assembly during 2026. ➤ A draft Bill progressed through the Education and Economy Committees and Assembly by March 2027. ➤ Statutory Regulations drafted and guidelines produced to support delivery of the legislation. ➤ Development of a “Building Futures: Post-16 Policy” to support delivery of the legislation.
5.4	Implement the Mainstreaming Shared Education (MSE) Strategy.	<ul style="list-style-type: none"> ➤ Progress against identified actions in support of the MSE Strategy Phase Three Delivery Plan. ➤ Improved educational outcomes and promotion of good relations as reported by Shared Education partnerships.
5.5 	Develop a collaborative Education Model for Strule.	<ul style="list-style-type: none"> ➤ A draft collaborative Education Model agreed by all schools by March 2027. ➤ Draft governance, inclusion and operational procedures in development by March 2027. ➤ Increased participation in shared and inclusive activities by March 2027. ➤ Increased curricular pathways in development with the schools by September 2026.

Action Number	What We Will Do	Measures of Success (enabling actions completed / outcomes achieved)
5.6 	Progress construction of the Strule Shared Education Campus.	<ul style="list-style-type: none"> ➤ Main Works construction milestones achieved on schedule and within budget. ➤ On target to achieve BREEAM Excellent rating for campus buildings. ➤ On target to meet Social Value targets through employment and training opportunities in the Omagh area.
5.7	Deliver Vision 2030, the Department’s strategy for Integrated Education (IE).	<ul style="list-style-type: none"> ➤ Provide the Minister with an update on delivery of Vision 2030 by March 2027 that includes: <ul style="list-style-type: none"> ■ An assessment of delivery of DE actions within IE Action Plan. ■ An assessment of DE ALBs delivery of their actions as set out in the IE Action Plan.

Ten Point Plan for Educational Excellence in Northern Ireland (TransformED NI)

1	A KNOWLEDGE-RICH CURRICULUM	We will review and redesign the Northern Ireland curriculum to ensure every child enjoys an ambitious and knowledge-rich curriculum that develops their learning in a well sequenced and explicit manner.
2	HIGH-QUALITY CURRICULUM ADVICE AND RESOURCES	We will provide greater investment in high-quality curriculum advice and resources to support teachers in the classroom.
3	PRIORITISING TEACHER PROFESSIONAL LEARNING	We will ensure there is sustained investment to provide a coherent approach to Teacher Professional Learning that supports teachers throughout their career.
4	EVIDENCE INFORMED APPROACHES TO LITERACY AND NUMERACY	We will introduce new literacy and numeracy strategies informed by evidence and based on international best practice.
5	HIGH STANDARDS AND SYSTEM LEVEL DATA	We will introduce a new system of attainment measures for end of Key Stage assessment to set high standards for all children and provide reliable system level performance measures.

6	PORTABLE, PROGRESSIVE AND FIT FOR PURPOSE QUALIFICATIONS	We will review the qualifications landscape to ensure availability of high-quality qualifications that are up to date, portable and fit for purpose to support progression to a higher level of learning, training, or into employment.
7	A FOCUS ON CONTINUAL EDUCATIONAL IMPROVEMENT	We will introduce a new school improvement policy to provide a framework to support excellence and an improved model of external support for schools.
8	AN INTEGRATED APPROACH TO TACKLE EDUCATIONAL DISADVANTAGE	We will deliver an integrated approach to tackling educational disadvantage providing a continuum of evidence-based interventions within schools, families and communities.
9	ALL LEARNERS ENGAGED IN EDUCATION TO 18	We will introduce legislation to ensure all learners remain in education, apprenticeship or training until age 18.
10	EFFECTIVE ACCOUNTABILITY DRIVING IMPROVEMENT	We will introduce a coherent accountability framework to demonstrate value for money to government, taxpayers and parents and drive improvement through responsibility and answerability.



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