



EDUCATION FOR THE
21st
CENTURY

REPORT BY THE

**POST-PRIMARY
REVIEW BODY**

OCTOBER 2001

CONTENTS

	<i>Page</i>
Acknowledgements	1
Chairman's Letter to the Minister	3
Foreword	5
Executive Summary	7
PART I - THE NEED FOR CHANGE?	39
Chapter 1 - Introduction	41
• Background to the Selective System of Education in Northern Ireland	41
<i>The Development of our Schools System</i>	41
<i>The Northern Ireland Public Education System</i>	42
<i>The Selective System of Education</i>	43
• Context for the Review	45
<i>Terms of Reference</i>	46
Chapter 2 - Strategic Context for the Review	49
• Policy Developments	51
Chapter 3 - The Consultation Process	55
• Public Consultation Process	55
• Research and Information Gathering Arrangements	57
• Education Consultative Forum	58

	<i>Page</i>
Chapter 4 - Key Issues from the Public Consultation	61
• Summary of Key Issues	61
<i>The Transfer Tests</i>	61
<i>Age of Transfer</i>	63
<i>Pupil Assessment</i>	63
<i>Equality of Opportunity</i>	64
<i>Objectives and Principles for Education</i>	64
<i>Curriculum Issues</i>	65
<i>Standards/Qualifications</i>	67
<i>School Structures</i>	67
<i>Resources</i>	69
<i>Teachers</i>	69
<i>Implementation and Timetable for Changes</i>	70
• Summary	70
Chapter 5 - Our Vision for the Future of Post-Primary Education	73
• Vision	73
• Underlying Objectives	73
• Guiding Principles	75
Chapter 6 - Educational Needs and Aspirations - A Learner-Centred Approach to Education	79
• Modern Research into Intelligence	80
• The Curriculum and Assessment Continuum	81
• Guidance for Careers	83

	<i>Page</i>
• Parity of Esteem for Schools and Curricular Pathways	83
• Learning and Teaching in the 21 st Century	85
• Key Issues for Post-Primary Education	86
<i>The Human Rights of the Child</i>	86
<i>Social Disadvantage</i>	87
<i>Special Needs</i>	88
<i>Equality and Inclusion</i>	89
<i>A Culture of Tolerance and Respect</i>	90
• Summary	91
Chapter 7 - Assessment of Alternative School Structures	93
• Current System	93
• Main Options Raised during the Consultation Process	94
<i>The Status Quo</i>	95
<i>A System of Academic and Technical/Vocational Schools</i>	98
<i>Comprehensive Schools</i>	100
<i>Public Examination Performance of Alternative School Systems</i>	102
• Conclusion	103



			<i>Page</i>
PART II	-	PARTNERSHIP AND PROGRESS: EDUCATION FOR THE 21ST CENTURY	105
Chapter 8	-	The Curriculum and Pupil Assessment	109
		• Background	109
		• Pressures affecting the Curriculum	109
		• Review of the Curriculum	110
		• Key Stage 2 Curriculum	111
		• Key Stage 3 Curriculum	112
		• Key Stage 4 Curriculum	113
		• Pupil Assessment	115
		• The Pupil Profile - Achievement, Aptitude for and Attitude to Learning	117
		• Summary	119
Chapter 9	-	The Administrative Arrangements for Transfer	121
		• Background	121
		• The Transfer Tests	122
		• Age of Transfer	123
		• Selection by Ability or Aptitude	124

	<i>Page</i>
• Future Transfer Arrangements	125
<i>Parental Preferences and Admissions Criteria</i>	126
<i>Timetable for Transfer Procedure</i>	130
<i>Transport Assistance</i>	131
• Summary	131
Chapter 10 - Structural Arrangements for Second Level Education	133
• Introduction	133
• Co-operation and Partnership - The Collegial System	134
• Benefits and Opportunities within a Collegial System	135
<i>i. For Pupils</i>	136
<i>ii. For Teachers</i>	138
<i>iii. For Schools and Boards of Governors</i>	140
<i>iv. For Parents</i>	141
<i>v. For Employers</i>	143
<i>vi. For the Wider Community</i>	144
• Composition of Collegiates	145
• Role of Collegiates	149
<i>Introduction</i>	149
<i>Planning and Management Support Structures</i>	149
<i>Board of Principals</i>	149
<i>Collegiate Support Centre</i>	151
<i>Collegiate Liaison Council</i>	152
<i>Collegiate Standing Conference</i>	152
<i>Objectives and Functions</i>	153
<i>Relationships with Education Bodies</i>	157



		<i>Page</i>
	• School Transport Policy	159
	<i>Background</i>	159
	<i>Transport Assistance in a Collegiate System</i>	160
	• Summary	161
Chapter 11	- Implications for Further and Higher Education, Training, and the Economy	163
	• The National Qualifications Framework	163
	• Destinations and Progression Post-16	165
	• Relationships between Collegiates, Further Education Colleges and Training Organisations	166
	<i>Partnership in Progression</i>	167
	<i>Competition between Further Education Colleges and Schools</i>	167
	<i>Collaboration</i>	169
	• Relationships between Collegiates and Providers of Higher Education	173
	• Relationships between Collegiates and Employers	175
	• Collegiates and Careers Education and Guidance	177
	• Collegiates and the Economy	180
	• Summary	182

	<i>Page</i>
Chapter 12 - Support for Collegiates: Making it Happen	185
• Operational Issues	186
<i>Admissions Arrangements</i>	186
<i>Learning Support</i>	186
<i>Curriculum Support and Development</i>	187
<i>Professional Development</i>	190
<i>Post-16 Arrangements</i>	191
• Infrastructural Issues	195
<i>Capital Improvements</i>	195
<i>Surplus Capacity</i>	197
<i>Small Schools</i>	198
• Resources	201
<i>School Funding</i>	201
<i>Costs</i>	202
<i>Accountability</i>	205
<i>Quality and Standards</i>	206
Chapter 13 - Implementation Arrangements	209
• Phase One - Assessment, Transfer Arrangements and Shadow Collegiates	210
• Phase Two - The Curriculum	212
• Phase Three - Structural Change	214
• Phase Four - Organisational Review	215
Glossary	217
Bibliography	223

		<i>Page</i>
Appendices:		
A	Review Body: Constitution	229
B	Policy Documents	231
C	Public Meetings	233
D	Meetings with Representative Groups	235
E	Open Days	237
F1 and 2	Written Submissions: Categories of Respondents and Quantitative Analysis	239
G	School Visits in Northern Ireland	243
H1 to 4	Study Visits to Education Systems in Austria, the Netherlands, the Republic of Ireland, and Scotland	245
I	Education Consultative Forum	281
J	Maps	283
K1 and 2	Collegiates: School Groupings and Summary of Composition	303
L	Price Waterhouse Coopers: Executive Summary of the Economic Appraisal	313