

DEPARTMENT OF EDUCATION

BUSINESS PLAN

2022/23

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Minister's Foreword



I welcome the publication of my Department's 2022/23 Business Plan, which sets out our key business priorities for the year ahead. As Minister of Education I remain fully focussed on delivering successful educational outcomes for all our children and young people and to supporting their wellbeing.

This Business Plan focuses on the important return of formal and non-formal education and support services to a more normal footing following the unprecedented disruption the COVID-19 pandemic has caused over the last couple of years. 2022/23 has seen a return to public examinations which will enable our learners to progress to the next stage of their education, training or employment. Alongside this, targeted interventions will support education recovery and help improve our children and young people's learning and development, particularly those from disadvantaged backgrounds. The Department will also carry out an assessment of the impact of COVID-19 on educational attainment.

A key focus for 2022/23 will be to continue with the transformation of Special Educational Needs (SEN) provision through operational and legislative improvements designed to deliver more efficient and effective SEN processes and improve outcomes for children with SEN.

Following the passing of legislation in the Assembly earlier this year, the Department will introduce new admissions arrangements which will provide parents of all eligible children applying for pre-school or primary school with the opportunity to defer their child's admission. We will also begin implementing the Integrated Education Act (NI) 2022 and continue to deliver on the statutory duty to encourage and facilitate the development of Irish-medium education and to encourage, facilitate and promote

Shared Education. We will do this through continued planning to ensure we have the right number and type of schools in the right location at the right time providing more children and young people with the opportunity to enjoy a high quality educational experience.

Departmental Budgets for 2022/23 onwards have not yet been finalised, however without significant additional funding, the budget position for my Department is likely to be extremely challenging. Going forward it will be for a new Executive to reconsider the Finance Minister's previous 2022-25 Draft Budget proposals, with the aim of agreeing a multi-year budget in due course. I do however recognise the need to provide some clarity for education settings and I have made a number of 2022/23 expenditure planning decisions to enable me to provide indicative allocations, pending the agreement of a Final Budget. This will facilitate some reasonable planning to proceed in the meantime for the 2022/23 financial year.

I recognise the impact that the cost of living is having on the workforce and my Department will continue to work closely with Employer and Trade Union representatives to agree an affordable resolution to the outstanding teachers' pay award for 2021/22.

Importantly, the development of a draft Executive Ten Year Childcare Strategy will allow more children to access high quality affordable childcare and more parents, particularly women, to be able to work.

Finally, the Expert Panel undertaking the Independent Review of Education will continue to engage with stakeholders during 2022/23. This is a vital piece of work which will inform future policy and practice across the system.

Michelle McIlveen MLA

Minister of Education

List of Abbreviations

CCEA	Council for the Curriculum, Examinations and Assessment
DE	Department of Education
DfE	Department for the Economy
DoH	Department of Health
EA	Education Authority
ETI	Education and Training Inspectorate
GTCNI	General Teaching Council for Northern Ireland
NDNA	New Decade, New Approach
NI	Northern Ireland
PAC	Public Accounts Committee
PIRLS	Progress in International Reading Literacy Study
PISA	Programme for International Student Assessment
SEN	Special Educational Needs
SEND	Special Educational Needs and Disability
SSP	Sustainable Schools Policy
TIMSS	Trends in International Mathematics and Science Study

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 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.

The Department has an administrative staffing complement of 522.3 full-time equivalent members of staff at 1 April 2022.

In the absence of an agreed Executive Budget Departments will have the legislative cover to incur spend in the 2022/23 financial year. The Budget Bill which was passed by the NI Assembly includes a Vote on Account for the 2022/23 financial year. This provides Departments with the Authority to access 45% of the 2021/22 cash and resources for use in the 2022/23 financial year until such time a Budget (no2) Bill based in the agreed Budget, can obtain Assembly approval.

The Finance Minister has advised that it is a reasonable planning assumption for Departments to assume that the baseline contained within the Draft Budget 2022-25 will be at least maintained, i.e. £2,269.6m. In addition, it is reasonable for the Department to assume that specific elements of funds will be received due to Executive/UK Treasury commitments/assurances.

In advance of a Final Budget being agreed by a new Executive the Minister has made a number of further 2022/23 expenditure planning decisions, including maintaining the

Aggregated School Budget (ASB) at the same level as in 2021/22 and funding a number of critical areas in line with Ministerial Priorities.

Department of Education Vision and Strategic Priorities

The Department is currently developing a Corporate Plan for education, which will provide a clear strategic focus in the medium term, outlining the Department's priorities in view of where it can best make a difference for children and young people. The Corporate Plan will underpin the functions of the Department and a public consultation will be carried out on a draft Plan to ensure that it reflects the views of stakeholders and citizens.

While the preparation of a Corporate Plan continues, the 2022/23 DE Business Plan, and those of its Arm's Length Bodies (ALBs), have been developed using the same Strategic Priorities as were used in 2021/22. These Strategic Priorities align effectively to the draft Programme for Government (PfG) Outcomes Framework which the previous Executive had consulted on in early 2021.

The 2022/23 Business Plan will be reviewed, if required, in light of any new priorities emerging from the Corporate Plan development process. It may also be influenced by other factors, such as the appointment of a new Minister of Education and publication by an Executive of a PfG, or changes in the budgetary position. From 2023/24 onwards the Corporate Plan will directly inform the development of annual Business Plans.

Our vision

The Department's Vision is for:

“A system that is recognised internationally for the quality of its teaching and learning, for the achievements of its young people and for a holistic approach to education.”

The Vision will be reviewed in line with the development of the forthcoming Corporate Plan.

Our Strategic Priorities

This Business Plan reflects the key activities for the Department of Education in 2022/23 under the following eight strategic priorities:

STRATEGIC PRIORITIES
<p>1. Make learning accessible to all</p> <p>We give all children and young people access to pre-school, school and youth education provision</p>
<p>2. Improve the quality of learning for our children & young people</p> <p>We ensure that education provision is of a high quality and supports learning and progression</p>
<p>3. Look after our children & young people</p> <p>We support and promote positive physical and emotional health and wellbeing and support high-quality affordable childcare</p>
<p>4. Support those who need more help with learning</p> <p>Working with health & education partners, we deliver high quality services for children & young people, including those with Special Educational Needs</p>
<p>5. Improve the learning environment</p> <p>We promote equality of opportunity, respect for others, good relations and inclusivity and we provide modern, sustainable educational settings which are fit-for-purpose and facilitate shared learning</p>
<p>6. Tackle Disadvantage and Underachievement</p> <p>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</p>
<p>7. Support and develop our education workforce</p> <p>We develop and deploy teachers, other education professionals and support staff effectively, promoting high standards and leadership and improving health & wellbeing</p>
<p>8. Effectively manage, review and transform our education system</p> <p>We deliver our corporate governance and finance responsibilities while seeking to improve efficiency, increase sustainability and introduce new ways of learning</p>

Programme for Government and Children and Young People's Strategy

Programme for Government

A key focus for an incoming Executive will be the publication of a Programme for Government (PfG). An outcomes-based PfG, with its focus on societal wellbeing, is the NI Executive's highest-level strategic document.

The PfG outlines the Executive's priorities and gives clear strategic direction to the policies, programmes, services and actions of government departments and provides a basis for allocating resources.

An outcomes-based approach has been used as the basis for social policy development and public service delivery since 2016 and an Outcomes Framework was consulted on in 2021 as the first step in the PfG development process. This will help inform the preparation of a new PfG by an incoming Executive.

In August 2021, the NI Executive published the "Building Forward – Consolidated COVID-19 Recovery Plan" which aims to deliver societal, economic and health recovery. This Plan provided for implementation of actions focusing on both immediate priorities and longer-term interventions and was designed in the context of the draft PfG Outcomes Framework. The recovery workstreams form the basis of a number of key strategic areas that will dovetail into the longer-term PfG action plans, which will be developed following approval of the Outcomes Framework.

New Decade: New Approach was an agreement between the British and Irish Governments which provided the basis for the return of devolved government in Northern Ireland in January 2020. It set out a challenging and wide-ranging programme of action for the previous Executive to radically reshape the design and delivery of education provision here. Continuing actions which fall to the Department of Education to lead on or contribute to are contained in this Business Plan and will also likely do reflected in PfG action plans.

Children and Young People's Strategy 2020 – 2030

The Children's Services Co-operation Act (2015) requires all government departments to co-operate to improve the well-being of all children and young people in Northern Ireland and requires the NI Executive to adopt a strategy which would provide a framework around which departments would achieve and report progress on improvements. The Executive Children and Young People's Strategy (CYPS) 2020 – 2030 was agreed by the Executive in December 2020.

The Strategy links directly to the draft Programme for Government outcomes and is the Executive's plan to make life better for all children and young people. While the Department of Education is responsible for developing, monitoring and reporting on the new CYPS, the Strategy outlines how all Executive departments will work co-operatively to improve the well-being of children and young people and deliver positive, long-lasting outcomes. The Strategy aims to improve the well-being of children and young people across eight outcomes as follows:

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 (a) economic and (b) 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

Sitting under the Strategy, the Executive has brought forward a draft cross-departmental Delivery Plan for 2021–2024 which sets out the key actions being taken by departments over the next three years to improve children's well-being, deliver the outcomes in the Strategy and link to the Programme for Government (PfG).

The Department of Education is leading the work, in partnership with other departments, to finalise the Delivery Plan. The draft Delivery Plan was approved by the Executive in December 2021 for public consultation. The public consultation took place between January and March 2022. A consultation report summarizing the feedback received is currently being drafted.

Monitoring of the Business Plan

The Department of Education will monitor progress on the actions contained in its 2022/23 Business Plan at quarterly intervals throughout the year.

The following descriptors will be used to report on progress throughout the year, 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 Business Plan 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 in full by the target date.
Likely to be achieved but with some delay (Amber)	When the action is likely to be achieved by the end of the business year, but after the agreed target date. This rating cannot therefore be used for actions with a target date of 31 March.
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 business year.
Not achieved (Red)	When the action was not achieved by the target date and cannot be revised or carried forward.

End Year Business Plan 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)	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 Business Plan

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 WHAT WE WILL DO AND BY WHEN	2 HOW WILL WE KNOW IF ANYONE IS BETTER OFF?	3 LINK TO CYP OUTCOME(S)
<p>1.1 We will provide a place in an education setting for every child by September 2022.</p>	<p>All children whose parents have applied via the pre-school admissions process and stayed with the process to the end, offered a funded pre-school education place, or signposted to an available place in their area.</p> <p>All school age children whose parents have applied via the admissions processes, offered a school place, or signposted to an available place in their area.</p> <p>All children with a statement of SEN have a placement appropriate to meet their individual needs.</p>	<p>1 – 8</p>
<p>1.2 We will work closely with the EA and CCEA to monitor, review and support effective development and implementation of the NI Curriculum both in school and remotely during 2022/23.</p>	<p>Appropriate and timely guidance developed and disseminated to support the education system.</p> <p>Additional professional support and resources provided in priority curriculum areas, including:</p> <ul style="list-style-type: none"> • digital technology; • modern languages; • relationships and sexuality education; and • green growth. <p>An assessment of the uptake and impact of the resources and support through a range of outcome measures including, for example:</p>	<p>1, 2, 3, 4</p>

1 WHAT WE WILL DO AND BY WHEN	2 HOW WILL WE KNOW IF ANYONE IS BETTER OFF?	3 LINK TO CYP OUTCOME(S)
	<ul style="list-style-type: none"> • ETI thematic evaluations; • landscape review of ETI curricular inspection findings; • pupil voice/experience information; • Omnibus survey results; and • Bi-annual Chief Inspectors Report. 	
<p>1.3 We will provide a range of high quality education interventions to support education recovery during 2022/23.</p>	<p>Through the Engage Programme 1,715 schools, including special school and pre-school settings (with up to 350k pupils), funded to directly support around 130k children and young people through, for example, one-to-one and small group teaching to offset the impact of the COVID-19 pandemic.</p> <p>Easter Revision schemes for GCSE and A Level examinations delivered in a minimum of 50 post-primary schools.</p>	1, 2, 3, 4
<p>1.4 We will introduce new admissions arrangements for pre-school and primary school in 2022 and 2023 to implement the School Age Bill (NI) 2022.</p>	<p>All eligible children applying for pre-school or primary school in 2022 and 2023 provided with the opportunity to defer.</p>	3, 5, 6

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 WHAT WE WILL DO AND BY WHEN	2 HOW WILL WE KNOW IF ANYONE IS BETTER OFF?	3 LINKS TO CYP OUTCOME(S)
<p>2.1 We will work with CCEA to ensure awarding of fair and robust qualification outcomes in August 2022 and clarity around arrangements for qualifications in the 2022/23 academic year.</p>	<p>Results awarded for CCEA qualifications that enable learners to progress to the next stage of education, training or employment.</p> <p>Required modifications made to assessment arrangements for all CCEA qualifications in 2023 to take account of education disruption.</p>	3
<p>2.2 We will deliver our inspection commitments for the pre-school, school and youth provision, and help build capacity across the education system.</p>	<p>Inspection outcomes available at school and system level to inform future policy interventions.</p>	3
<p>2.3 We will deliver the Getting Ready to Learn Programme to at least 75% of pre-school education settings by March 2023.</p>	<p>Children benefit from positive home learning environments to support their development in the early years: parents read, play and talk more with their children; children are more physically active, have healthier diets and reduced screen-time.</p>	3, 4, 6, 7
<p>2.4 We will deliver annual Regional and Local Youth Development Plans to meet agreed priority needs within</p>	<p>Priority needs of children and young people are met with a minimum satisfaction level from young people of 85%.</p>	1, 2, 3, 4, 6, 7, 8

1 WHAT WE WILL DO AND BY WHEN	2 HOW WILL WE KNOW IF ANYONE IS BETTER OFF?	3 LINKS TO CYP OUTCOME(S)
available resources by March 2023.		
<p>2.5 We will work with the EA to ensure learners have access to IT resources which support delivery of the curriculum during 2022/23.</p>	<p>Through the EA and schools, up to 4,000 digital devices per annum provided to disadvantaged and vulnerable learners to enable them to more easily access the curriculum and address their learning needs.</p> <p>Outcome measures relating to:</p> <ul style="list-style-type: none"> • the number of devices that are issued; • an evaluation of the impact; and • analysing the usage data (EA data). 	3

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 WHAT WE WILL DO AND BY WHEN	2 HOW WILL WE KNOW IF ANYONE IS BETTER OFF?	3 LINKS TO CYP OUTCOME(S)
<p>3.1 We will publish the first NI Executive report on the operation of the Children and Young People's Strategy (CYPS) 2020-2030 by 30 June 2022, and identify priority actions in taking forward the CYPS by March 2023.</p>	<p>The report will identify areas for greater co-operation between children's authorities to improve outcomes for children and young people as set out in the Executive Children and Young People's Strategy.</p>	<p>1 – 8</p>
<p>3.2 We will develop costed proposals for the Executive Early Learning and Childcare Strategy by March 2023 for Executive consideration. The timing of any consultation period on a draft Strategy will be subject to Ministerial and Executive agreement.</p>	<p>Successful implementation of the Strategy will mean more children will be able to access high quality affordable childcare and more parents, particularly women, will be enabled to work.</p>	<p>2, 5</p>
<p>3.3 We will implement the Emotional Health and Wellbeing in Education Framework, including delivering relevant</p>	<p>All projects within the Framework's Implementation Plan are operational (by September 2022) leading to a decrease in the number of children and young people requiring specialist intervention from Mental Health Services.</p>	<p>1 - 8</p>

<p style="text-align: center;">1</p> <p style="text-align: center;">WHAT WE WILL DO AND BY WHEN</p>	<p style="text-align: center;">2</p> <p style="text-align: center;">HOW WILL WE KNOW IF ANYONE IS BETTER OFF?</p>	<p style="text-align: center;">3</p> <p style="text-align: center;">LINKS TO CYP OUTCOME(S)</p>
<p>youth service programmes during 2022/23.</p>		
<p>3.4 We will carry out a Review of the Free School Meals (FSM) and Uniform Grant (UG) eligibility criteria and develop costed options by May 2022.</p>	<p>Children, young people and their families who are most in need receive the support of FSMs and an appropriate rate of UG to enable them to access education.</p>	<p>1, 3</p>

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 WHAT WE WILL DO AND BY WHEN	2 HOW WILL WE KNOW IF ANYONE IS BETTER OFF?	3 LINKS TO CYP OUTCOME
<p>4.1 We will strengthen Special Educational Needs provision by supporting the EA SEND Strategic Delivery Programme, commencing the new SEN Policy Framework and addressing the findings of an independent review of SEN by March 2023.</p>	<p>Improved outcomes for children with SEN through new duties for EA, schools and DoH, and more efficient and effective SEN processes.</p>	<p>3</p>
<p>4.2 In collaboration with DoH, we will continue to implement the Strategy for Children Looked After “A Life Deserved: Caring for Children and Young People in Northern Ireland” during 2022/23.</p>	<p>Enhanced support for children looked after at primary level through the new EA service.</p>	<p>1 - 8</p>
<p>4.3 We will complete the Newcomers Policy review and implement improvements by March 2023.</p>	<p>Enhanced support and provision for newcomer children across all schools and pre-schools.</p>	<p>1 - 8</p>

<p style="text-align: center;">1</p> <p style="text-align: center;">WHAT WE WILL DO AND BY WHEN</p>	<p style="text-align: center;">2</p> <p style="text-align: center;">HOW WILL WE KNOW IF ANYONE IS BETTER OFF?</p>	<p style="text-align: center;">3</p> <p style="text-align: center;">LINKS TO CYP OUTCOME</p>
<p>4.4 We will produce draft guidance on seclusion & restraint for educational settings and have sufficiently progressed engagement with key stakeholders on the draft guidance by 31 March 2023 to enable revised guidance to issue in the 2022/23 school year.</p>	<p>Improved outcomes for children who display behaviours of concern.</p> <p>Identification and reporting of compliance and good practice in ETI inspections.</p>	<p>1, 4, 7</p>

Strategic Priority 5 - Improve the learning environment

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

1 WHAT WE WILL DO AND BY WHEN	2 HOW WILL WE KNOW IF ANYONE IS BETTER OFF?	3 LINKS TO CYP OUTCOME(S)
<p>5.1 We will deliver effectively a prioritised capital works programme within budget, including Shared Education Campuses (SECs) by March 2023.</p>	<p>Progression and completion of capital works during 22/23, resulting in improved and safer accommodation which is DE Handbook compliant and contributes to enhanced delivery of the curriculum.</p> <p>Positive change in attitudes for those involved in SECs (including community level) and positive changes in educational attainment in SEC pupils.</p>	<p>2, 3, 8</p>
<p>5.2 We will award the contract for the Strule Shared Education Campus (SSEC) Programme Main Works by March 2023.</p>	<p>Long term outcomes of:</p> <ul style="list-style-type: none"> • increased educational opportunities through collaboration and sharing; and • positive educational and reconciliation outcomes. 	<p>3, 8</p>
<p>5.3 We will deliver the statutory duty to encourage, facilitate and promote Shared Education and we will bring forward and implement a mainstreaming strategy during 2022/23.</p>	<ul style="list-style-type: none"> • Educational benefits for children and young people; • Young people better able to respect the views of others; • Positive impact on community relations; and • Wider networks of professional relationships across different school sectors. 	<p>3, 6, 7, 8</p>
<p>5.4 We will continue to deliver the statutory duties to encourage and facilitate the development of integrated and</p>	<p>Parental preference for children to attend Integrated and Irish-medium education is aimed to be met in sustainable, viable schools providing high quality education consistent with the ethos of the sector.</p>	<p>6, 7, 8</p>

1 WHAT WE WILL DO AND BY WHEN	2 HOW WILL WE KNOW IF ANYONE IS BETTER OFF?	3 LINKS TO CYP OUTCOME(S)
Irish-medium education and we will implement the requirements of the Integrated Education Act (NI) 2022 to ensure the Department is compliant with the Act, including preparation of a strategy and action plan by March 2023.	The Act adds further duties to ensure that the Department aims to meet the demand for Integrated Education.	
5.5 We will continue to actively work with statutory and community partners to support delivery of specialist youth service provision for those young people within communities who are most at risk from paramilitary activity, criminality and organised crime during 2022/23.	Agreed benefits, including enhanced personal capabilities, improved health and wellbeing, relationships, life and work skills, participation and active citizenship, are achieved - assessed through evaluation evidence.	1 – 8
5.6 We will engage with the Equality Commission to enhance how we promote equality of opportunity and good relations by March 2023.	<ul style="list-style-type: none"> • High compliance with statutory equality duties; • Equality Screening/Assessments which display both sound evidence and focused outcomes; and • Development of a revised Departmental Equality Scheme. 	1 – 8

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 WHAT WE WILL DO AND BY WHEN	2 HOW WILL WE KNOW IF ANYONE IS BETTER OFF?	3 LINKS TO CYP OUTCOME(S)
<p>6.1 Through delivery of a suite of universal and targeted programmes and the recommendations within the PAC report “Closing the Gap” we will support children’s learning and development, particularly those from disadvantaged backgrounds, enabling them to maximise their potential and challenge stereotypes.</p>	<p>Outcomes will be reflected in increased attendance levels, positive destinations, improved emotional health and well-being, attainment and closing the achievement gap.</p>	<p>1, 3, 5, 6, 7, 8</p>
<p>6.2 We will progress actions contained within the report “A Fair Start” in a complete and timely manner during 2022/23.</p>	<p>Through delivery of the 47 Fair Start actions, we will improve outcomes for all children by:</p> <ul style="list-style-type: none"> • providing increased support in Early Years; • targeting emotional health and well-being; • delivering a curriculum which is tailored to the child; • providing bespoke support for boys; and • supporting education professionals throughout their career. 	<p>1, 3, 5, 6, 7, 8</p>

<p style="text-align: center;">1</p> <p style="text-align: center;">WHAT WE WILL DO AND BY WHEN</p>	<p style="text-align: center;">2</p> <p style="text-align: center;">HOW WILL WE KNOW IF ANYONE IS BETTER OFF?</p>	<p style="text-align: center;">3</p> <p style="text-align: center;">LINKS TO CYP OUTCOME(S)</p>
<p>6.3 We will make support available to c.48,000 children aged 0-4 facing disadvantage through targeted interventions (e.g. Sure Start, Pathway Fund) during 2022/23.</p>	<p>Improvement in children’s speech and language, earlier identification of developmental delay, improved access to services and enhanced parenting skills through the Sure Start programme.</p> <p>Positive impact on children’s social and emotional, cognitive and physical developmental through the Pathway Fund.</p>	<p>1, 2, 3, 4, 6, 8</p>

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 WHAT WE WILL DO AND BY WHEN	2 HOW WILL WE KNOW IF ANYONE IS BETTER OFF?	3 LINKS TO CYP OUTCOME(S)
<p>7.1 In collaboration with key stakeholders in the education sector, we will commence the development of implementation plans for the Teacher Professional Learning Strategy, “Learning Leaders” (LL) by March 2023.</p>	<p>Validation of the proposed model and widespread awareness of LL leading over time to a more reflective, self-directed NI teaching profession with a career-long approach to professional learning.</p>	<p>3, 8</p>
<p>7.2 We will implement actions within the Teachers’ Pay and Workload Agreement 2017-19 including completion of reviews in nine areas by March 2023.</p>	<ul style="list-style-type: none"> • Reduced administrative workloads for teachers and school leaders without detriment to pupil/system needs; • Increased mobility of the teaching workforce; • Provision of guidance on effective engagement of supply teachers; • Cost efficiencies identified and development of agreed assessment process for Key Stages 1-3. 	<p>3, 8</p>
<p>7.3 We will deliver on our People Plan to promote the development and wellbeing of our staff during 2022/23.</p>	<p>We have motivated and engaged staff, with the capability and skills they need to support the delivery of high quality education outcomes.</p> <p>DE is recognised as a modern, outward looking and engaged organisation that makes a positive difference and is a great place to work.</p>	<p>1-8</p>

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 WHAT WE WILL DO AND BY WHEN	2 HOW WILL WE KNOW IF ANYONE IS BETTER OFF?	3 LINKS TO CYP OUTCOME(S)
<p>8.1 We will support an increase in the network and number of sustainable schools (including SEN and sustainable rural provision) during 2022/23.</p>	<p>Increase in the number and proportion of children/young people in schools meeting the SSP enrolment thresholds and enjoying a high quality education.</p>	<p>3, 6, 8</p>
<p>8.2 We will provide support to the Panel undertaking the Independent Review of Education through stakeholder engagement, evidence gathering and analysis of best practice during 2022/23.</p>	<p>Final report sets out clear vision for a transformed education system and recommendations to bring forward required improvements.</p>	<p>1 – 8</p>
<p>8.3 Through the application of sound financial controls, we will take the necessary actions to optimise the Education budget by March 2023, including making the case for and seeking to secure NI Executive funding to take forward the NDNA education commitments.</p>	<ul style="list-style-type: none"> • Funding is prioritised to our most important programmes and services. • Funding allocations are supported by robust evidence of need, efficacy and value for money. • Any potential budget underspend limited to 1% of budget or less. • Mitigating actions taken to reduce or avoid any potential budget overspend. • Sets of unqualified accounts published for DE. 	<p>1 – 8</p>

1 WHAT WE WILL DO AND BY WHEN	2 HOW WILL WE KNOW IF ANYONE IS BETTER OFF?	3 LINKS TO CYP OUTCOME(S)
<p>8.4 We will initiate implementation of the 14-19 strategic framework in collaboration with DfE by December 2022.</p>	<p>Improved awareness and understanding of the pathways through 14-19 education and training.</p> <p>Increased collaboration across the 14-19 landscape.</p>	<p>3, 5, 6</p>
<p>8.5 We will introduce legislation to dissolve the current GTCNI and by March 2023 we will bring forward a public consultation and take decisions to ensure that all key GTCNI functions supporting education in NI will be delivered efficiently and effectively.</p>	<p>New arrangements and implementing legislation will be developed, informed by those views shared during the public consultation.</p> <p>If it is determined that a direct replacement organisation should be established, we will ensure key measure of its success will be the value its services provide for teachers and its effectiveness in promoting the teaching profession.</p>	<p>3, 4, 7</p>
<p>8.6 We will actively participate in the development of the NI Executive's Climate Action Plan, as part of the Green Growth Strategy for Northern Ireland, during 2022/23.</p>	<p>An agreed DE climate action plan setting out clear targets and actions to achieve lower carbon emissions.</p> <p>Supporting the work of the Food Programme Board in developing the NI Food Strategy Framework.</p> <p>Outcome measures associated with curriculum development by looking at, in particular:</p> <ul style="list-style-type: none"> • the uptake of resources; • the uptake of training/support; • an evaluation of support provided; 	<p>5</p>

1 WHAT WE WILL DO AND BY WHEN	2 HOW WILL WE KNOW IF ANYONE IS BETTER OFF?	3 LINKS TO CYP OUTCOME(S)
	<ul style="list-style-type: none"> • evidence from inspections; • attitudinal evidence; • school omnibus survey; and • international studies eg PISA, TIMSS, PIRLS. 	
<p>8.7 We will support our Arm's Length Bodies (ALBs) to deliver key education priorities, policies and outcomes through operating effective governance arrangements during 2022/23.</p>	<p>Increased alignment of priorities across education and wider Government.</p> <p>Increased collaborative working between DE and its ALBs to deliver shared outcomes for our Children and Young People.</p>	3
<p>8.8 We will develop a Data and Research agenda to underpin policy development and monitor outcomes through:</p> <ul style="list-style-type: none"> - considering and using existing data; - identifying and obtaining the necessary data to address gaps; and - proposing appropriate associated research/data programme(s). 	<p>Evidence-based policy supported by a research/data programme that is linked to Departmental priorities.</p>	1 – 8