



Department of
Education
www.education-ni.gov.uk

INTEGRATION WORKS

TRANSFORMING
YOUR SCHOOL

CONTENTS

Foreword	1
Executive Summary	2
Section 1: Integrated Education and Transformation	4
Introduction	4
Purpose of the Guidance	4
Why consider the integrated option?	5
Types of Integrated School	7
The Transformation Process	8
Integrated Education and Shared Education	8
Section 2: Planning for Transformation	10
Introduction	10
Transformation Action Group	11
Phase 1: Initial Exploration	12
Phase 2: Developing the Transformation Plan	14
Phase 3: Starting the Change Process	18
Section 3: The Statutory Transformation Process	20
Introduction	20
Formal Initiation	20
The Transformation Ballot	21
Development Proposal Process	22
Timing of the Development Proposal	23
What will the Department of Education consider when assessing a Development Proposal?	24
Section 4: After Approval – Transformation in Practice	26
Introduction	26
Branding the Transformed School	26
Reflection and Evaluation	28
Monitoring and Review	28
Section 5: Sources of Advice and Funding	30
Introduction	30
The Northern Ireland Council for Integrated Education	30
The Integrated Education Fund	31
The Department of Education	32
The Education Authority	33
Section 6: Frequently Asked Questions	34
Appendix: Sample Development Proposal for Transformation	40

FOREWORD

Over the past two decades, society has been transformed. We have witnessed changes that many, if not most of us, would have had difficulty imagining possible not so long ago. Continuing to build a transformed and more shared society is a key priority for government.



Integrated education, which provides exciting opportunities for children and young people from different community backgrounds to learn together, has an important role to play in that process.

The number of pupils accessing integrated education continues to grow. Approximately 22,600 pupils in Northern Ireland are now enrolled in 65 integrated schools.

The Department of Education aims to encourage and facilitate the development of integrated education in line with parental preference. Therefore, we have produced this guidance document to help school communities to:

- consider the benefits of Transformation;
- decide whether it is the right option for their school; and
- overcome any barriers they may feel exist to taking forward Transformation.

This guidance will answer some of your questions. More information and support is available from the Department of Education, the Education Authority (EA), the Northern Ireland Council for Integrated Education (NICIE) and the Integrated Education Fund (IEF).

We will update the guidance when any new or additional information is available. As always, your recommendations for any improvements to the guidance are appreciated. I hope you find it a valuable resource.

A handwritten signature in black ink that reads "D A Baker". The signature is written in a cursive style.

Derek Baker
Permanent Secretary
Department of Education
December 2017

**“Approximately
22,600 pupils in
Northern Ireland are
now enrolled in 65
integrated schools.”**



EXECUTIVE SUMMARY

Integrated education brings together pupils, staff and governors from Protestant, Catholic and other cultural traditions within a single school community. As children and young people prepare to live and work in a global, multicultural and pluralistic society, the benefits of educating them together are becoming increasingly recognised. As we aim to become a shared society that respects diversity, integrated education has much to offer the school system and society as a whole.

The Department of Education aims to encourage and support an increasing network of sustainable integrated schools providing high quality education. Therefore, the Department has developed this guidance to provide advice and help to school communities considering the option of Transformation to integrated status.

The Department and its support bodies want to ensure that schools receive the necessary resources, acknowledgement, support and encouragement as they consider the integrated option for their children and young people.

When developing the guidance, the Department engaged with educational stakeholders, particularly representatives of integrated education, to:

- build consensus around the benefits of Transformation;
- decide on the most effective way to plan for Transformation; and
- agree a framework to assess proposals for Transformation.

The overall aim is to refresh and reinvigorate the Transformation Process. The Department wants to make it a rewarding and enriching process for school communities that provides unique opportunities to enhance children and young people's educational experiences.

Schools have increasingly developed a culture of continuous improvement through effective self-evaluation. Placing the Transformation Process firmly within the context of school self-evaluation and planning for improvement is a key theme throughout this guidance. The Transformation Process should aim to create not only a more diverse school environment, but also to deliver improved educational experiences for all pupils through effective self-evaluation, and the actions that flow from it.

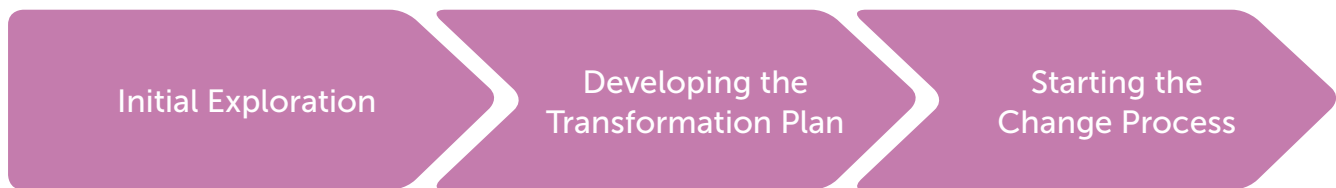
The following guidance focuses on four key areas.

- Planning for Transformation
- The Statutory Development Proposal Process
- After Approval – Transformation in Practice
- Sources of Advice and Funding.



PLANNING FOR TRANSFORMATION

Transformation planning has three clear phases.



In each phase, the guidance sets out a series of key questions that schools might want to explore as they consider and plan for Transformation. Central to the planning process is the three year Transformation Plan, which will be an integral part of the School Development Plan.

THE STATUTORY DEVELOPMENT PROPOSAL PROCESS

When a significant change to a school is proposed, such as acquiring integrated status, publishing a Development Proposal is a statutory requirement. The guidance outlines the key steps in the Development Proposal process for Transformation and sets out the criteria the Department will consider when assessing a proposal for Transformation.

AFTER APPROVAL – TRANSFORMATION IN PRACTICE

Moving into practice and the realities that confront schools, principals and teachers, the guidance examines the branding of the newly transformed school. It also provides advice to support schools in reflecting on and reviewing their approach to implementing Transformation.

SOURCES OF ADVICE AND FUNDING

Help is available from a range of education support bodies. The guidance sets out the type of advice and financial support available from each education support body. This will help schools to know which organisation to contact about a specific issue.

SECTION 1

INTEGRATED EDUCATION AND TRANSFORMATION

INTRODUCTION

- 1.1 Transformation is the legal process in which a non-integrated school becomes integrated. By 2017, 25 schools in Northern Ireland had transformed to become integrated schools.
- 1.2 This section sets out the purpose of the Transformation guidance for schools. It considers the benefits of integrated education and explains the Transformation Process. It also defines Shared Education and describes the relationship between it and integrated education.

PURPOSE OF THE GUIDANCE

- 1.3 The Department aims to encourage and facilitate a growing network of sustainable integrated schools providing high quality education to children and young people.
- 1.4 It is important that schools receive the necessary resources, acknowledgement, support and encouragement when considering the integrated option for their children and young people. Therefore, the Department has produced this guidance to advise school communities on:
 - what Transformation means;
 - how to plan for Transformation;
 - the legal and administrative requirements of the process;
 - the key issues they will want to think about when considering and taking forward Transformation; and
 - the help available as they explore the option of Transformation.
- 1.5 The objective is to ensure up-to-date, fit for purpose guidance that encourages schools to consider the integrated option and the many benefits it can bring to their school.
- 1.6 The Department has developed the new guidance to take account of the significant changes in society as a whole, and the school system in particular, since the concept of Transformation was first developed in the 1980s. It reflects the significant changes to education legislation, policy and processes in recent years, particularly the introduction of:
 - the Revised Curriculum;
 - *Schools for the Future: A Policy for Sustainable Schools* (Sustainable Schools Policy);
 - Area Planning;
 - Shared Education; and
 - *Every School a Good School*, the Department's school improvement policy.
- 1.7 The guidance is also designed to recognise that many schools from all school sectors are now educating children and young people from diverse religious, ethnic and cultural backgrounds.

It is important that schools receive the necessary resources, acknowledgement, support and encouragement when considering the integrated option for their children and young people.

WHY CONSIDER THE INTEGRATED OPTION?

1.8 Integrated education has much to offer the school system and society as a whole. As children and young people prepare to live and work in a global, multicultural and pluralistic society, the benefits of educating them together are becoming increasingly recognised.

1.9 We live in a society emerging from conflict. Therefore, building a strong and shared community is a key objective for government. One of the 12 strategic outcomes in the draft *Programme for Government 2016–21* is that 'We are a shared society that respects diversity'. Improving attitudes among young people is critical to achieving this aim. Since the 1980s, integrated education has demonstrated that it can:

- help break down barriers;
- develop more positive social attitudes; and
- nurture and improve community relations among young people.

1.10 Integrated schools aim to provide an environment where pupils from different community backgrounds can interact, formally and informally, on a daily basis. A large body of research data suggests that extended contact between children and young people from different community backgrounds, such as that provided in integrated schools, creates the conditions for generating mutual respect and understanding.

1.11 Research evidence also indicates that integrated schooling has a significant and positive social influence on the lives of those who experience it. This is most notable in fostering cross-community friendships, reducing prejudicial attitudes and promoting a sense of security in religious, racial or ethnically diverse environments.

1.12 At its core, integrated education is about encouraging children and young people to recognise what they share in common, as well as understanding and respecting differences. This helps them to develop a positive attitude towards others and become aware of bias.

1.13 It is also increasingly shown that when we interact with people who are different from ourselves in the context of problem-solving and learning activities, we create the dynamics needed for cognitive work that can develop new capabilities. The following activities provide opportunities to improve intellectual capacity:

- confronting challenges to assumptions;
- tackling novel problems that do not have obvious solutions; and
- dealing with opposing viewpoints and interpretations of events.

1.14 Many schools in Northern Ireland from all school sectors are now educating children and young people from diverse religious, ethnic and cultural backgrounds. Schools often collaborate through Area Learning Communities or Shared Education, which aims to provide opportunities for



INTEGRATION WORKS

TRANSFORMING YOUR SCHOOL

pupils from different religious and socio-economic backgrounds to be educated together. Therefore, official recognition as an integrated school might be a natural next step for some schools and part of an ongoing process of evolution.

1.15 Schools have become much more adept and skilled at addressing the areas of community relations and diversity. The statutory curriculum includes the learning areas of Personal Development and Mutual Understanding (PDMU), Local and Global Citizenship, and Learning for Life and Work. These were developed specifically to enable young people to:

- learn about themselves and others; and
- develop tolerance, respect and open-mindedness through:
 - understanding similarities; and
 - respecting differences between people in the local community and beyond.

1.16 The Revised Curriculum challenges schools and communities to help children and young people to:

- develop as responsible citizens who show respect for others;
- understand different beliefs and cultures; and
- develop informed, ethical views of complex issues.

1.17 The Department's *Community Relations, Equality and Diversity in Education* (CRED) policy specifically aims to ensure that children and young people, at each stage of their development, have an understanding of and respect for the

rights, equality and diversity of all without discrimination. The Education and Training Inspectorate (ETI) has found that the majority of schools demonstrate effective CRED practice in helping children and young people to build relationships with others from different backgrounds and traditions.

1.18 In this twenty-first century context, many schools might want to consider the option of Transformation and will have considerable experience and expertise to bring to the process.

1.19 The Transformation Process itself provides a unique opportunity for schools to enhance education provision and deliver improved educational experiences for their pupils. Effective self-evaluation and planning for improvement are at the core of the Transformation Process. For successful schools, these processes are thoroughly embedded in their DNA. Transformation can bring a new and exciting dimension.

1.20 Integrated education can also offer a potential solution to maintaining local educational provision in communities where divided structures are no longer affordable or sustainable.

1.21 No school that has transformed has ever chosen to revert back to non-integrated status. Staff and principals who have gone through the process report many positive benefits, such as giving pupils opportunities to broaden their perspectives and to prepare for a more culturally diverse world.

TYPES OF INTEGRATED SCHOOL

- 1.22** Schools can transform to become one of two types of integrated school: grant maintained integrated or controlled integrated.
- 1.23** All publicly funded (grant-aided) schools are eligible to acquire grant-maintained or controlled integrated status, with the following exceptions:
- a special school;
 - a school established in a hospital;
 - a controlled or voluntary school if the Department has approved a proposal to discontinue the school; and
 - a voluntary school if notice of the trustees' intention to discontinue the school has been given and has not been withdrawn.
- 1.24** Boards of Governors manage both types of integrated school and they aim to enrol pupils from both Protestant and Catholic community backgrounds.

However, there are legal differences concerning staff employment and school ownership and administration. The table below summarises the responsibilities for a range of administrative functions in each type of integrated school. Notably, in grant-maintained integrated schools, the school is the employing authority for staff. While in controlled integrated schools, the EA is the owner of the school and the employing authority.

- 1.25** It is a matter for school communities considering Transformation to decide which integrated management type is most appropriate to their individual circumstances. Part VI and Schedules 5 and 6 of the [Education Reform \(Northern Ireland\) Order 1989](#), available at www.legislation.gov.uk, set out in more detail the management and governance arrangements for each type of integrated school.

Responsibilities for grant-maintained and controlled integrated schools

Function	Grant Maintained Integrated	Controlled Integrated
Owner	School trustees	EA
Funding authority	EA	EA
Employer for teaching and non-teaching staff	School	EA
Teaching payroll	DE	DE
Non-teaching payroll	School	EA
External audit	School	Not liable
Internal audit	School	EA
Landlord maintenance	School	EA
Rates	School	EA
Purchasing/Invoicing	School	EA

THE TRANSFORMATION PROCESS

1.26 When a significant change to a school is proposed, such as acquiring integrated status, publishing a Development Proposal is a statutory requirement (see Section 3: The Statutory Transformation Process).

1.27 A Development Proposal is consulted on before publication and, once published, there is a statutory two month objection period when views for and against can be made. Departmental officials analyse the case for Transformation and make a recommendation. Then the Education Minister or, in the absence of a Minister, the Permanent Secretary of the Department makes a decision. After the Development Proposal is approved, the legal change to integrated status happens on a date the Department has specified.

1.28 When a school legally transforms to become an integrated school, it makes a range of changes over time to how it is organised, operated and managed so it can become a fully integrated community. The extent and nature of the changes required will vary depending on the school's existing circumstances. To enhance integration, changes might be required to the:

- ethos;
- culture;
- curriculum;
- governance;
- pupil intake; and
- staffing profile.

1.29 Some of these modifications reflect the legal change in the school's management status. For example, the Board of Governors will be reconstituted to create a shared institution that includes both Protestant and Catholic members. The admissions criteria for the school will also be reviewed and amended to attract pupils from each of the two main traditions. Other changes are operational and cultural. Sometimes a new teacher will be recruited to provide Religious Education to a broader range of pupils. Many school policies and practices will be reviewed, particularly in the area of the curriculum. For example, schools might want to:

- consider the literature that pupils study;
- plan to ensure teaching covers a range of historical perspectives; and
- invite educational visitors from each of the two main traditions.

INTEGRATED EDUCATION AND SHARED EDUCATION

1.30 Integrated education and Shared Education both aim to educate Catholic and Protestant children and young people together in a mutually respectful environment. However, Shared Education is not a type of school. It encourages all types of schools to collaborate with other schools to provide opportunities for pupils from different religious and socio-economic backgrounds to be educated together. Schools retain their individual ethos, collaborating together in partnership for the benefit of their pupils.

The aim is to improve educational attainment, promote efficient and effective use of resources, and break down the barriers in communities.

1.31 It is not a question of either integrated education or Shared Education. They are not in competition with each other. Shared Education very much includes integrated schools, who are encouraged to share their knowledge, experience and good practice with others through Shared Education.

1.32 The Department of Education has a statutory duty to encourage and facilitate the development of both integrated education and Shared Education. Both have key roles in contributing to developing a more tolerant and shared society in Northern Ireland.

While some communities are ready to embrace integrated education, others are identifying alternative Shared Education models that suit present local circumstances. There is no one-size-fits-all solution.

1.33 Over time, some schools involved in Shared Education might decide to adopt a fully integrated model. It is of course for schools, parents and communities, along with the relevant school Planning Authorities, to determine the education model that provides sustainable, high quality provision and best meets local needs.

1.34 See [Shared Education](http://www.education-ni.gov.uk), available at www.education-ni.gov.uk, for more information.



SECTION 2

PLANNING FOR TRANSFORMATION

INTRODUCTION

2.1 This section provides advice on how to plan for Transformation. Usually, there will be three main phases in planning and taking forward Transformation **before** a Development Proposal is approved:

- Phase 1: Initial Exploration
- Phase 2: Developing the Transformation Plan
- Phase 3: Starting the Change Process

Planning for Transformation



2.2 The exact pace, timing and nature of each phase will vary depending on a school's individual circumstances and the original stimulus to explore Transformation. For this reason, the Department has not specified time frames for each phase or a comprehensive checklist of activities that schools need to complete during each phase. To reflect that each Transformation is an individual journey, the guidance sets out a series of questions and range of key issues that schools might want to explore during each phase.

2.3 The original stimulus for exploring Transformation can come from different groups within the school community, such as the Board of Governors, the principal and senior management team, or parents.

2.4 However, once the idea emerges within the school community, in best practice, the senior management team along with the Board of Governors will take the lead in exploring the practicalities of Transformation.

2.5 In particular, where a group of parents is interested in the idea of Transformation, the Department would encourage the Board of Governors and school leaders to respond positively and proactively. Experience has shown that effective leadership, which develops a clear vision for the transformed school, is central to taking forward a successful Transformation.

2.6 In planning for Transformation, schools can access advice and support from a variety of sources outlined in Section 5 of this guidance. The Department strongly encourages schools to contact the Northern Ireland Council for Integrated Education (NICIE) as early as possible. Experienced NICIE staff can support schools through the planning process. Both the Department and the Integrated Education Fund (IEF) offer funding to support schools in exploring and planning for Transformation (see Section 5).

Experience has shown that effective leadership, which develops a clear vision for the transformed school, is central to taking forward a successful Transformation.

TRANSFORMATION ACTION GROUP

- 2.7** The Department recommends that during the planning phase, schools should establish a Transformation Action Group to support, manage and monitor the progress of Transformation. The Transformation Action Group should usually include parents, governors, the principal and staff representatives.
- 2.8** The Transformation Action Group is designed to include all the key stakeholders involved in supporting the change within the school. In cases where the original stimulus for Transformation has come from parents, it aims to ensure they are able to continue to be involved in the process while not being formally members of the Board of Governors or staff.
- 2.9** The Transformation Action Group will usually comprise:
- two members of staff (including the principal);
 - two governors; and
 - two parents (who may or may not be governors).
- 2.10** The Board of Governors formally agrees membership. It should be governed as a subcommittee of the Board, with non-governors co-opted for this purpose.
- 2.11** The chairperson is likely to be a governor and is responsible for reporting on the work of the Transformation Action Group to the full Board of Governors. They are also the conduit for liaison and information sharing between it and the Board.
- 2.12** It is likely that the Transformation Action Group will operate for at least the duration of the three year Transformation Plan. Its key responsibilities during that period are detailed below.

The key responsibilities of the Transformation Action Group are:

- to develop a fit for purpose vision for the transformed school;
- to monitor and evaluate the progress in developing and implementing the Transformation Plan;
- to ensure that the Transformation Plan is embedded in the School Development Plan;
- to work with the governing body and school principal on developing business cases requiring funding from the Department of Education to support Transformation (these must be approved by the full Board of Governors);
- to liaise with all education organisations as appropriate;
- to report to the Department of Education on the financial spend, actions and outcomes resulting from business cases; and
- to ensure that the Transformation Plan is regularly reviewed and updated.

PHASE 1: INITIAL EXPLORATION

2.13 This is a period of information gathering, dissemination, awareness raising and discussion within the broader school community. The ultimate aim is to develop a clearer understanding of:

- the level of support for Transformation within the school community; and
- the type of changes that would be necessary within the school to transform successfully.

Schools will also start to think about their overall vision for the transformed school.

2.14 Schools will want to consider the following key questions, which they can use for the basis of discussions with the key stakeholders identified below.

Exploring Transformation

1 What are the greatest strengths of the school currently?

2 What would Transformation mean for the school, including its place in the wider community?

3 How supportive is the school community as a whole to integration?

4 What sort of changes would the school community have to make?

5 Does the school have the capacity to implement these changes effectively?

KEY STAKEHOLDERS

Staff

As major stakeholders, all staff (teaching and non-teaching) should be informed and consulted about the process. Issues relating to enrolment, employment, ethos, resources, curriculum and any other concerns should be addressed at an early stage. This will ensure that staff are fully aware of the extent and pace of change required if it is decided that the school will transform.

Parents

The Board of Governors should explain clearly to the parent body as a whole its reasoning for considering Transformation and how it relates to the school's overall development. Parents should have opportunities to express their views. Initially, the Board of Governors will want to write to all parents outlining proposals for the move towards integrated status.



This should be followed by parents' evenings, which allow them to voice either their support for or concerns about Transformation.

Pupils

Wherever possible, pupils should be encouraged to discuss their views on Transformation and provide a different perspective on the type of changes that might be implemented.

Article 12 of the United Nations Convention on the Rights of the Child (UNCRC) states that children and young people should be involved in decisions that affect their lives.

The Northern Ireland Executive's draft *Children and Young People's Strategy 2017–2027* highlights that children and young people can often feel that their needs are not considered by those in authority – this should not be the case.

Therefore, it is vitally important that all schools considering Transformation find meaningful ways of giving children and young people a voice. They should listen to them, and respect and respond to their views. Their unique perspective will help develop innovative approaches to Transformation.

Most schools will already be familiar with the Department's [circular](#), available at www.education-ni.gov.uk, on how to encourage pupil participation in decision making.

The circular includes information and guidelines on best practice to help schools identify the method and degree of participation that best suits their pupils' needs.

The Department's website also contains information on school councils and links to the Democra-School programme, designed by the Northern Ireland Commissioner for Children and Young People (NICCY).

LOCAL COMMUNITY

The Board of Governors may want to use the local press, the school website and social media to inform the community of a possible change to integrated status. The support of the local churches is also important for a successful transition to integrated status and early engagement is key.

2.15 As noted on the previous page, the ultimate aim of the initial exploration phase is to develop a clearer understanding of:

- the level of support for Transformation within the school community; and
- the type of changes that would be necessary within the school to transform successfully.

Schools will want to discuss feedback and decide the way forward at a Board of Governors' meeting.

PHASE 2: DEVELOPING THE TRANSFORMATION PLAN

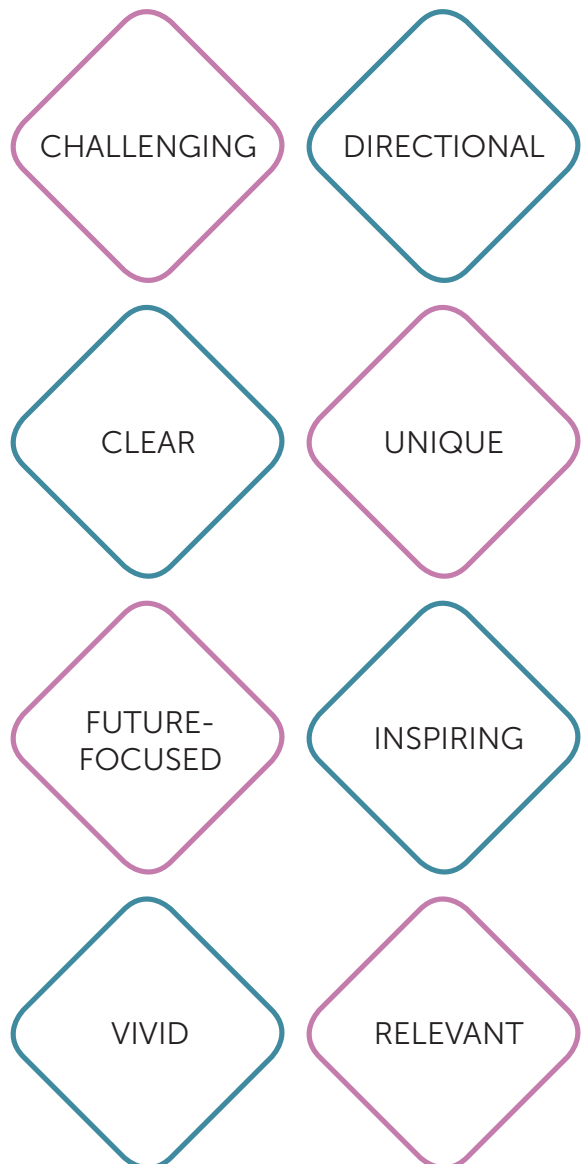
2.16 Once the initial exploration phase is completed positively, schools should start to design their vision for the transformed school and draw up their Transformation Plan.

2.17 Schools that have transformed most successfully have been rigorous in examining where they are now, where they want to be, and what they need to do to get there. They have also identified who can help them on the journey and used the available support and guidance.

BUILDING THE VISION

2.18 Effective schools set out clearly and with confidence their vision for the future. Schools will want to consider how they might adapt or change their vision to develop an effective vision for Transformation. It will announce to parents and pupils where the school is heading and why they should take the journey with you.

Characteristics of an Effective Vision



Schools that have transformed most successfully have been rigorous in examining where they are now, where they want to be, and what they need to do to get there.

- 2.19** Developing a unique vision for the transformed school is important and has many benefits because it:
- provides direction and helps the school prepare for the future;
 - informs planning and helps set priorities;
 - prioritises, aligns and helps focus the work of individuals across the school;
 - provides purpose and a source of inspiration; and
 - characterises the school to the rest of the world.

2.20 It might be helpful to develop a vision statement as a public declaration to describe the school's high-level goals for the future. Vision statements can range in length from short sentences to multiple pages.

2.21 How different schools and school leaders establish a vision for the transformed school will vary, but it will usually be based on the answers to some simple questions such as those set out below. Schools will have already started to think about many of these during the initial exploration phase.

Developing the Vision for the Transformed School

- 1 What would the transformed school look like?
- 2 What do we need to do differently to achieve this vision?
- 3 How have others approached establishing a new vision for their schools?
- 4 How will we communicate the vision?
- 5 How will we drive forward the vision?

DEVELOPING THE PLAN: EFFECTIVE SELF-EVALUATION

- 2.22 In a clear and simple way, the Transformation Plan should bring together:
- the school's priorities;
 - the main actions it will take to implement Transformation;
 - the resources dedicated to these actions; and
 - the key outcomes it intends to achieve over an initial **three year period**.

The Transformation Plan will provide a roadmap for the way ahead. The aim is to plan to embed integrated education throughout the school's governance, curriculum, planning, learning and teaching.

- 2.23 It is important that outcomes are SMART (Specific, Measurable, Achievable, Relevant and Time-bound). Therefore, schools might find it helpful to identify the following for each of the key outcomes in the Transformation Plan:
- actions;
 - person responsible;
 - timescale;
 - monitoring arrangements;
 - success criteria;
 - resources required; and
 - cost.

- 2.24 Schools will be at different starting points on the journey to complete integration. Consequently, self-evaluation should be an integral part of the Transformation Process. It is important that schools plan for integration through honest and robust self-evaluation, recognising the time, resources and strategic planning needed to progress integration effectively.

- 2.25 Developing the Transformation Plan should not be a difficult task or one that is separate from the School Development Planning process. The Department appreciates that school leaders and governors are extremely busy people. At its core, the Transformation Plan should aim to enhance education provision and deliver improved educational experiences for all pupils. It should be embedded in the three year School Development Plan, which is the school's strategic plan for improvement.

- 2.26 For successful schools, effective self-evaluation and planning for improvement are thoroughly embedded in their DNA. Transformation can bring a new and exciting dimension to these processes.

- 2.27 The Department does not want to be prescriptive about all the issues schools might want to consider in the Transformation Plan. However, it is likely to include the key areas outlined below. The self-evaluation process and the resulting Transformation Plan can identify current strengths in the areas below and outline priorities for improvement.



MANAGEMENT AND ORGANISATION

Schools should consider issues such as:

- reconstituting the Board of Governors;
- amending the admissions criteria; and
- the possibility of staff secondment from another school to improve the religious balance in the teaching staff.

The school name, uniform and badge also require consideration so that change is manifested in obvious visual ways.

ETHOS

The plan will document the strategies and approaches for embedding the integrated ethos in school identity and how parents and the wider community can help with this. Schools will want to consider how school activities such as assemblies, concerts, awards evenings, parents' evenings, and sports and arts events can contribute to an integrated ethos. They might want to reconsider:

- which charities they support;
- what public holidays they observe;
- the events they celebrate; and
- how the environment of the school, both externally and internally, reflects an integrated ethos.

The plan should explicitly consider how the school can develop its existing ethos to take account of its growing minority community.

CURRICULUM

Schools will want to plan to embed integration throughout the curriculum. In particular, to consider how each area of study can contribute to this by reviewing and revising curricular provision in key areas such as Religious Education, Physical Education and Music; the World Around Us, PDMU and Language and Literacy at primary; and at post-primary History, Local and Global Citizenship, and English.

The aim is to develop a comprehensive curriculum that is inclusive, reflects intercultural diversity and promotes contributions by all races, creeds and cultures, including Catholics and Protestants.

PUBLIC RELATIONS

The plan should consider how the school can inform the wider community about and engage them in the Transformation Process.

- 2.28** NICIE has developed a detailed set of Transformation indicators and examples of possible sources of evidence, which schools can use to help inform the self-evaluation and planning process.

PROFESSIONAL LEARNING

- 2.29** Teaching staff are central to the Transformation Process. Experience has shown that engaging and supporting teachers and other school staff is a key component to Transformation. Therefore, the Department expects each school to develop a bespoke professional learning programme to underpin the Transformation Plan. The programme will be designed to meet each school community's particular needs. Schools can apply for funding from the Department to support professional learning connected to Transformation.
- 2.30** NICIE has developed a training suite to support Transformation and will tailor training to the needs of the individual school, its staff and governors. Details are included in Section 5 of this guidance.
- 2.31** Schools will also want to collaborate with existing integrated schools to share good practice and expertise through professional learning communities and networks. NICIE can help schools establish links with other integrated schools. Schools can also join leadership and teaching groups and associations for integrated schools, such as the Association of Principal Teachers in Integrated Schools (APTIS).

PHASE 3: STARTING THE CHANGE PROCESS

- 2.32** Once the Transformation Plan is prepared, the Board of Governors will formally initiate the Transformation Process through a resolution to hold a ballot of parents (see Section 3). Following a positive ballot, a Development Proposal for Transformation to integrated status will be published and consulted on and then the Education Minister or Permanent Secretary of the Department makes a decision.
- 2.33** To maintain the momentum of the Transformation Process during this period, before a formal decision is made on the Development Proposal, schools should start the process of cultural and operational change. However, legal changes such as reconstituting the Board of Governors must not happen until the Development Proposal is approved.
- 2.34** This will allow the Department, when considering the school's Development Proposal, to see meaningful and demonstrable ways the school community is committed to integration. It will also ensure that change is being embedded thoroughly and gradually, and not just after the Development Proposal is approved or on the effective date of Transformation.



SECTION 3

THE STATUTORY TRANSFORMATION PROCESS

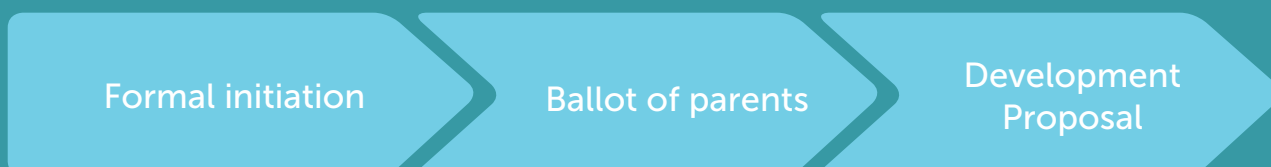
INTRODUCTION

- 3.1** The legal process of Transformation is defined and described in the [Education Reform \(Northern Ireland\) Order 1989](http://www.legislation.gov.uk), available at www.legislation.gov.uk
- 3.2** Once parents or governors of a school formally initiate Transformation, Electoral Reform Services conducts a secret ballot of parents. If a simple majority of those who vote in the ballot is in favour of Transformation, and at least half of those eligible to vote have done so, the Board of Governors must submit a Development Proposal supported by a Case for Change to the EA.
- 3.3** A Development Proposal is the statutory means of proposing significant changes to education provision. The Development Proposal is published in one or more newspapers, consulted on and then the Education Minister or Permanent Secretary of the Department makes a decision. A sample Development Proposal is provided as an appendix to this guidance.
- 3.4** This section outlines in more detail the key steps in the Transformation Process and sets out what the Department will consider when assessing a Development Proposal for Transformation.

FORMAL INITIATION

- 3.5** Legally, the Transformation Process can be formally initiated in one of two ways:
1. the Board of Governors decides by resolution passed at a meeting of the Board to hold a ballot of parents; or
 2. the Board of Governors receives a signed request to initiate a ballot of parents from at least 20 percent of parents of pupils registered at the school.
- 3.6** In either of the scenarios above, the Board of Governors then immediately notifies the following organisations in writing of the intention to hold a ballot:
- the EA;
 - if a voluntary school, the trustees; and
 - if a Catholic Maintained school, the Council for Catholic Maintained Schools (CCMS).

The Transformation Process



All parents of pupils registered at the school have the right to vote once in the ballot of parents and the Board of Governors must provide their names and addresses to Electoral Reform Services.

THE TRANSFORMATION BALLOT

- 3.7** The ballot of parents must be held no earlier than 28 days and no later than three months from the date of the resolution. In exceptional circumstances, the Department may approve a longer intervening period.
- 3.8** Electoral Reform Services, an independent provider of ballot, election and voting services, will conduct a secret postal ballot. It can be contacted at:
- Electoral Reform Services**
The Election Centre
33 Clarendon Road
London
N8 0NW
Telephone number: (020) 8365 8909
- 3.9** All parents of pupils registered at the school have the right to vote once in the ballot of parents and the Board of Governors must provide their names and addresses to Electoral Reform Services. The Board of Governors must ensure, through Electoral Reform Services, that each person entitled to a vote is:
- given information on the process and the implications of their vote;
 - informed of their entitlement to vote in the ballot; and
 - given the opportunity to vote.
- 3.10** Where a Board of Governors initiates the Transformation Process, a Transformation Plan will have been prepared and parents should be given a copy along with the ballot papers to help them make an informed decision.
- 3.11** If a simple majority of those who vote in the ballot is in favour of applying for the proposed new status and at least 50 percent of those eligible to vote have done so, the Board of Governors must submit a Development Proposal for Transformation to integrated status to the EA.
- 3.12** However, if less than 50 percent of those eligible to vote have done so, the ballot will be disregarded. In this instance, a second ballot must be held within 14 days, the result of which will be decisive, regardless of the turnout. If this happens, Electoral Reform Services will advise about the precise arrangements. Electoral Reform Services will inform the Department and the school once it has determined the result of the ballot.
- 3.13** Schools should note that:
- more than one balloting process cannot be initiated in any school year unless the Department gives consent in writing;
 - ballots should not be held during school holidays;
 - schools can apply to the Department for funding to contribute to the expenses of the ballot; and
 - ballots must **not** be conducted by any agent other than Electoral Reform Services.

DEVELOPMENT PROPOSAL PROCESS

- 3.14** Detailed guidance on the **Development Proposal process** is available on the Department's website. Those bringing forward a proposal should familiarise themselves with this guidance, including the information required to support a quality Case for Change and the Sustainable Schools Policy criteria and indicators.
- 3.15** Normally, the Area Planning governance groups will discuss the Development Proposal. These can include the relevant Area Planning Local Group and the Area Planning Working Group, whose members are drawn from the EA, CCMS, sector support bodies and the Further Education sector. The Development Proposal can then be included in the Annual Action Plan in support of the EA's Area Plan.
- 3.16** After receiving a proposal, the EA will:
- ensure it is included in the Annual Action Plan work programme;
 - consult with any schools that might be affected by the Development Proposal;
 - review the Case for Change to ensure it is robust; and
 - publish the Development Proposal in one or more newspapers available in the area affected by the proposal.
- 3.17** After publication, the Department will:
- allow two months for the public to object or comment on the proposal;
 - consider how the Case for Change provides evidence of sustainability under the Sustainable Schools Policy criteria and indicators;
 - seek comment from relevant Departmental directorates and the ETI;
 - gather all the relevant facts and evidence;
 - if appropriate, modify the Development Proposal after consultation with the proposer; and
 - recommend whether the Development Proposal should be approved – the Education Minister or Permanent Secretary of the Department makes this decision.
- 3.18** The decision on a Development Proposal is final and can only be challenged through the judicial review process.
- 3.19** It is a matter for the proposer to make the Case for Change for any Development Proposal being presented for consideration. Therefore, the principal and Board of Governors of the school wanting to transform should aim to gather evidence to support the Case for Change. This will include the Transformation Plan and details of engagement they have had through the planning phase.
- 3.20** A key purpose of the Development Proposal procedure is to ensure that all interested parties are informed about proposed changes to schools and have an opportunity to comment on any proposed development that could affect them before decisions are made.



TIMING OF THE DEVELOPMENT PROPOSAL

- 3.21** The effective date of a Transformation will be the start of any given academic year (normally 1 September). It is not appropriate for schools to transform during an academic year.
- 3.22** Before the effective date of Transformation, it is very important that a school has sufficient time to:
- provide clarity to parents and the wider community on its new identity as an integrated school;
 - produce information on the transformed school's ethos and admissions arrangements; and
 - attract pupils from the minority community.
- 3.23** Experience has shown that if the time between approval of the Development Proposal and the effective date of Transformation is too short, the school can experience difficulties attracting pupils from the minority community.
- 3.24** Consequently, a Development Proposal should be published at least 18 months before the proposed 1 September implementation date.
- 3.25** This will allow for approval of the Development Proposal no later than the autumn term of the academic year before the effective date of Transformation. This will give schools greater opportunity to embed a range of operational and cultural changes before the proposed implementation date. In particular, it will give the school time to submit revised admissions criteria for the following September to the EA for publication.

WHAT WILL THE DEPARTMENT OF EDUCATION CONSIDER WHEN ASSESSING A DEVELOPMENT PROPOSAL?

3.26 All Development Proposals are considered on a case by case basis within the Department's policy framework. In considering proposals for Transformation, the Department will particularly consider the issues set out below. Schools that want to transform should explicitly demonstrate how they meet these criteria in the Case for Change.

UNMET DEMAND FOR INTEGRATED EDUCATION

In the context of its statutory duty to encourage and facilitate the development of integrated education, the first key issue for the Department is evidence of unmet parental demand for integrated education in the area. This can be demonstrated in a range of ways, including:

- the results of the Transformation ballot will be considered as indicating the degree of support within the school for the proposal;
- the availability of integrated education in the local area, including oversubscription at local integrated schools; and
- any other expressions of interest or support.

SUSTAINABILITY

In approving Transformation to integrated status, an essential consideration for the Department is that the new integrated school will be viable and sustainable for the long term. All proposals will be assessed in line with the framework of *Schools for the Future: A Policy for Sustainable Schools*, which is available on the Department's website.

Those intending to bring forward a Development Proposal should familiarise themselves with the content of the Sustainable Schools Policy. The policy sets out six criteria for helping to assess existing and future provision. They cover the educational experience of pupils, enrolment trends, financial position, school leadership and management, accessibility, and strength of links to the community.

Stakeholders should consider and develop proposals within this overarching framework. Schools should be able to demonstrate how they meet the six key indicators in the Sustainable Schools Policy.

As a significant level of self-evaluation and change is required to transform successfully, schools should explicitly demonstrate that they have the capacity to ensure a high quality educational experience and that they can identify and bring about improvement in the interest of all pupils.

In approving Transformation to integrated status, an essential consideration for the Department is that the new integrated school will be viable and sustainable for the long term.

THE AREA PLANNING CONTEXT

Area Planning is the process through which a network of viable and sustainable schools will be developed. It aims to have schools of the right size and type in the right place through assessing the current and projected level of demand in an area and shaping provision to meet that demand.

It is important that proposals for Transformation are developed in consultation with the relevant Planning Authorities. Any Development Proposal for Transformation must consider the wider context of the network of schools.

RELIGIOUS BALANCE

Article 92 of the Education Reform (Northern Ireland) Order 1989 states that the Department will not approve a proposal unless reasonable numbers of both Protestant and Catholic pupils are likely to attend the school.

Consequently, the Department will look for evidence that this can be achieved, such as:

- the historic and current nature of enrolments at the school;
- expressions of interest from members of the minority community; and
- the demographics of the local area.

The school should demonstrate **how** it intends to attract pupils from the minority religious community. For example, making links with non-traditional pre-school settings.

The Department will not adopt a one-size-fits-all approach to what defines a reasonable number of Catholic and Protestant pupils for a successful Transformation. The religious balance of transformed schools may vary depending on the local circumstances in an area. It is also important to recognise that some pupils might adopt multiple identities or choose or perceive themselves to have a shared or mixed identity.

PLANNING AND ENGAGEMENT IN THE TRANSFORMATION PROCESS

In considering the proposal, the Department will want to be satisfied about the school's commitment to integrated education and its potential to make a successful Transformation. The interests of pupils rather than institutions must be at the centre of a school's approach to Transformation.

As part of the Case for Change, schools will be required to provide the Department with:

- a report on the initial exploration phase;
- a copy of the Transformation Plan; and
- details of all cultural and operational changes, as well as any training completed, to date.

SECTION 4

AFTER APPROVAL – TRANSFORMATION IN PRACTICE

INTRODUCTION

- 4.1 It is anticipated that the Department will approve a Development Proposal no later than the autumn term of the academic year before the proposed legal implementation date. Following approval, schools should consider carefully how they brand themselves in the community as an integrated school. This section highlights a range of issues schools might want to think about.
- 4.2 After the formal date of implementation, it is important that schools frequently take time to review how their approach to Transformation is working. The challenge for school leaders is to bring about changes in the school that are sustained and make a real difference in the quality of learning and life for the pupils, teachers and wider school community. The Department, along with its partners in NICIE and the EA, will also review and monitor progress.

BRANDING THE TRANSFORMED SCHOOL

- 4.3 Transformation is an ideal time to evaluate the past and reflect on a school's future brand. Schools will want to consider how their current brand might be changed to encompass their vision, excitement and plans as an integrated school and communicate this to potential pupils and their parents. It is also important to acknowledge the key part a school has played in a community to date.

- 4.4 Effective branding will help the local community, pupils, parents and teachers alike to understand what it means for the school to become integrated. In particular, it can help to make a school an attractive prospect to parents and pupils from the minority community. Schools will want to consider some of the following issues.

NAME, LOGO AND MOTTO

The local community, parents and pupils will all associate a school with a name, logo, school colours and very often a motto. Schools will want to review these during the Transformation Process. Experience has shown that involving pupils and parents in this process ensures ownership of the new identity. A good school logo should be as appealing to the pupils as it is to the parents and teachers.

WEBSITE

Transforming schools will want to think carefully about their website. The website will often be the first contact that a parent or potential pupil has with the school, so a good website is essential. The look and design of the website is very important but if the content on a school's website is poor, or if the navigation or usability is difficult, it sends a negative message.

The challenge for school leaders is to bring about changes in the school that are sustained and make a real difference in the quality of learning and life for the pupils, teachers and wider school community.

SOCIAL MEDIA

Social media is increasingly used as a tool for developing and widening community engagement with schools. Schools should set clear guidelines, objectives and goals for social media activity. For example, they might aim to increase traffic to the website through links posted on social media channels. Schools might particularly want to use social media to showcase special events or new activities connected with Transformation.

SIGNAGE

School signs will be something that the local community, parents and pupils will see every day. Using a school's logo, colour scheme and motto on highly visible signs will reinforce its message.

PROSPECTUS

The process of Transformation to integrated status is an ideal opportunity for schools to review and update their prospectus. A new prospectus can be a valuable tool to promote the school's new status to parents of current and potential pupils and the wider community. A new prospectus is an ideal medium to launch a new name or logo. It is also an opportunity to reinforce to parents the quality of existing provision, as well as the positive changes integration will bring. Principals and governors will want to consider the following areas.

Opening Address from the Principal and/or Chairperson

This should include affirmative statements on integration and the school's vision for the future.

Admissions Criteria

These must address the need for future enrolments to meet the requirement to attract reasonable numbers of both Catholic and Protestant pupils.

Religious Education Statement

Schools should inform parents about the religious instruction that will be provided. For example, how preparation for the Catholic sacraments will be facilitated.

Curriculum Statement

Schools should highlight how integration will be embedded throughout the curriculum.

Extracurricular Activities

Schools should inform parents of any additional extracurricular activities that are being introduced as a result of Transformation.

Board of Governors

The new structure for the Board of Governors should be included in the prospectus. The make-up of a Board of Governors is set out in Schedule 4 to the Education and Libraries (Northern Ireland) 1986 Order as amended by Article 89 of the Education Reform (Northern Ireland) Order 1989 and Schedule 5 to the Education (Northern Ireland) 1998 Order (see Frequently Asked Questions section).

REFLECTION AND EVALUATION

- 4.5 After a school transforms, it should regularly consider how its approach to Transformation is working. Schools should reflect on, review and refresh their Transformation Plan as they progress. Schools might want to develop more detailed plans for each academic year. The Transformation Action Group will play a key role in monitoring and evaluating the progress the school is making.
- 4.6 In reflecting on and evaluating progress, schools will want to consider the following questions.

Reflecting on Transformation

- 1 What have we done?
- 2 How well have we done it?
- 3 Is anyone better off as a result?
- 4 How have we celebrated our successes?
- 5 How can we plan for further improvements?

MONITORING AND REVIEW

- 4.7 The Department monitors the religious balance of the pupil cohort within integrated schools. If a school continues to have low enrolments from the minority community, the Department will ask the EA and NICIE to help the school refresh its Transformation Plan with a specific emphasis on attracting more pupils from the minority community.
- 4.8 The religious balance within a school does not affect its legal position as a grant-maintained or controlled integrated school.



SECTION 5

SOURCES OF ADVICE AND FUNDING

INTRODUCTION

- 5.1 This section provides details on the advice, support and funding available from organisations that support schools as they progress through the Transformation Process.
- 5.2 All education support bodies have a responsibility to support the Department in implementing its statutory duty to encourage and facilitate integrated education. The Department and its support bodies aim to work together to provide schools with positive encouragement and guidance as they explore the integrated option.
- 5.3 The Department appreciates that schools might have to liaise with a variety of organisations. The main roles and responsibilities of each are clarified in this section.

THE NORTHERN IRELAND COUNCIL FOR INTEGRATED EDUCATION

- 5.4 The Department funds the Northern Ireland Council for Integrated Education (NICIE) to promote, encourage and facilitate integrated education.
- 5.5 The Department strongly encourages school communities considering Transformation to seek support, advice and guidance from NICIE. It should be a school's first point of contact.
- 5.6 NICIE has guided over 20 schools through the Transformation Process and has developed a bespoke support programme, which it will tailor to the needs of individual schools, staff and governors. The NICIE training suite includes the following courses.
- Diversity in Action
 - Promoting an Anti-Bias Approach in Education
 - Peer Mediation
 - The Integrated Governor
 - Ethos Support for Integrating Schools (Transformation)
 - Developing Integrated Policy and Practice
 - Addressing Contentious Issues
 - Developing RE Policy and Practice for Integrated Schools
 - Staff New to Integrated Education.

- 5.7 NICIE can be contacted at the address below.

Northern Ireland Council for Integrated Education
info@nicie.org.uk
www.nicie.org

The Department and its support bodies aim to work together to provide schools with positive encouragement and guidance as they explore the integrated option.

THE INTEGRATED EDUCATION FUND

5.8 The Integrated Education Fund (IEF) is a charitable company that has over 20 years' experience of providing financial support to develop integrated education.

5.9 The IEF offers grants to schools during two main stages of the Transformation Process. Firstly, grants of up to £2,500 are available for exploring if Transformation is right for a school. Secondly, once schools have received Departmental approval to transform, grants of up to £15,000 are available to support sustainable marketing.

5.10 The IEF's Integrate My School website, available at www.integratemyschool.com, enables parents to confidentially register their support for their child's school to become integrated.

5.11 The IEF can be contacted at the address below.

Integrated Education Fund

Forestview
Purdy's Lane
Belfast
BT8 7AR

Telephone number: (028) 9069 4099
www.ief.org.uk



THE DEPARTMENT OF EDUCATION

5.12 As part of its statutory duty to encourage and facilitate the development of integrated education, the Department will provide funding to support schools to explore and plan for Transformation and for up to five years after a school has formally transformed.

5.13 The costs to support Transformation vary between schools, depending particularly on the school's size and existing culture, and if the school already employs a teacher from the minority community. There is no one-size-fits-all appropriate sum of funding.

5.14 Consequently, schools exploring Transformation are invited to submit a robust business case outlining their needs for the forthcoming financial year. Annual business cases can be submitted for up to five years after a school has formally transformed. NICIE will support schools in developing business cases.

5.15 Funding from the Department can be used to:

- provide training opportunities for staff, parents and governors;
- provide substitute cover to enable the school to review and revise its curriculum, or to allow study visits to other integrated schools;
- provide additional curricular and library resources, for example purchasing sporting equipment or musical instruments associated with the cultural identity of the pupils from the school's minority community;
- employ an extra teacher from the minority community; and
- provide additional teaching allowances to reflect new responsibilities associated with taking forward Transformation.

5.16 Schools considering Transformation can contact the Department at transformation@education-ni.gov.uk, or at the address below.

Department of Education

Rathgael House

Balloo Road

Bangor

BT19 7PR

Telephone number: (028) 9127 9279

www.education-ni.gov.uk

As part of its statutory duty to encourage and facilitate the development of integrated education, the Department will provide funding to support schools to explore and plan for Transformation ...

THE EDUCATION AUTHORITY

- 5.17** The Education Authority (EA) supports the Department in implementing its statutory duty to encourage and facilitate integrated education. Therefore, the EA will assist and advise schools interested in Transformation across a range of operational areas.
- 5.18** As the overall Planning Authority for the schools' estate, the EA aims to identify realistic and creative solutions to address educational needs, including opportunities for shared schooling and creating integrated or jointly managed schools.
- 5.19** As self-evaluation and improvement are at the core of the Transformation Process, schools will want to note that the EA, through the School Development Service, provides advice and support to schools across a range of school improvement functions, including professional development.
- 5.20** For schools where the EA is the funding or employing authority, it can provide advice in the areas of recruitment, human resources and the financial implications of Transformation.
- 5.21** Should a school transform to become a controlled integrated school, the EA will assist in reconstituting the Board of Governors.
- 5.22** As the provider of home to school transport, the EA can also provide support and advice on the implications of Transformation in this area.
- 5.23** The Head of Shared Education and Sectoral Support can be contacted at the address below.

Head of Shared Education and Sectoral Support
Education Authority
40 Academy Street
Belfast
BT1 2QN
Telephone number: (028) 9056 4000

SECTION 6

FREQUENTLY ASKED QUESTIONS

THE TRANSFORMATION PROCESS

How many integrated schools are there?

In 2016/17, there were 65 integrated schools across Northern Ireland – 45 primary and 20 post-primary schools.

How many schools have become integrated through the process of Transformation?

By 2016/17, 25 schools had transformed into integrated schools.

How many pupils from the minority community do we need to attract?

While the legislation refers only to reasonable numbers of Catholics and Protestants, the aim for transforming schools has been in the longer term to attract at least 30 percent of pupils from the minority tradition within the school's enrolment. The Department recognises, however, that this can present challenges for individual schools, dependent on the demographics of the local area and also due to the increasing number of pupils designating as 'other' or 'no religion'. The Department and NICIE will provide advice and support to schools with particularly low numbers of pupils from the minority community.

Can any school transform, including grammar schools, Catholic maintained and nursery schools?

Yes. All schools except special schools and hospital schools can transform to become integrated schools.

How does the process start?

The original stimulus to consider Transformation can come from any group involved in the school: parents, staff or governors. To formally initiate the process, the Board of Governors must pass a resolution to hold a ballot of parents, or at least 20 percent of parents must request the ballot.

What are the key steps of the process?

The process is made up of the following stages.

In planning for Transformation, there will be an initial exploration phase. This will involve information gathering and awareness raising to develop a clearer understanding of:

- the level of support for Transformation within the school community; and
- the type of changes that would be necessary within the school to transform successfully.

The school will then prepare a Transformation Plan that details the actions, time and resources needed to progress integration effectively.

The Transformation Process can be formally initiated in one of two ways:

1. the Board of Governors can decide by resolution to hold a ballot of parents for Transformation; or
2. parents can sign a petition requesting the Board of Governors to hold a ballot (at least 20 percent of parents must sign the petition).

If the parents vote in favour of Transformation, the school submits a Development Proposal to the EA for publication.

The Department will then consider the Development Proposal. If the Department approves the Development Proposal, the effective date of Transformation will be the start of a given academic year (normally 1 September).

How long does the process take?

There is no set time frame for the process. However, before the effective date of Transformation, it is very important that a school has sufficient time to:

- provide clarity to parents and the wider community on its new identity as an integrated school;
- produce information on the transformed school's ethos and admissions arrangements; and
- attract pupils from the minority community.

Consequently, a Development Proposal should be published at least **18 months** before the proposed 1 September implementation date. If a Development Proposal is published with a shorter time frame, the Department may modify the proposed implementation date after discussion with the proposer.

What is the ballot of parents and who is eligible to vote?

The ballot of parents is the opportunity for parents to vote on whether they want the school to transform. Electoral Reform Services, an independent organisation, organises a secret postal ballot. Every adult registered as a parent or legal guardian of a pupil at the school is eligible to vote.

What happens after a ballot in favour of Transformation?

For the result to be considered, at least 50 percent of parents must vote. If there is a turnout of less than 50 percent, then a second ballot will automatically take place. If 51 percent or more of those who have voted, vote in favour of Transformation, then a Development Proposal for Transformation must be submitted to the EA. The EA will then publish the proposal in the press and there will be a two month consultation period during which the school will submit relevant supporting data to the Department.

Who writes the Development Proposal and what needs to be included?

The principal normally writes the Development Proposal with input from senior staff and support bodies such as the EA and NICIE. The school's Board of Governors will then submit the Development Proposal to the EA.



INTEGRATION WORKS

TRANSFORMING YOUR SCHOOL

Who decides if the school will be allowed to transform?

The Education Minister or the Permanent Secretary of the Department will make the final decision on Transformation. They will base their judgement on the information available to them.

Can integrated status be removed?

For a school to no longer be integrated, the Education Minister must approve a further Development Proposal to change the school's management type. The religious balance within a school does not affect its legal position as a grant-maintained or controlled integrated school.

THE OPERATION AND MANAGEMENT OF THE SCHOOL

Will the management arrangements for the school change?

All transforming schools, including Catholic maintained schools, can choose to be either grant maintained integrated or controlled integrated. All transforming schools to date have been controlled schools that have become controlled integrated schools. In this case, the EA remains the managing authority for the school and there is no effect on ownership or employment.

Will the Board of Governors change?

Yes. The Board of Governors will be reconstituted to reflect the membership required by law of a controlled or grant-maintained integrated school. The table opposite sets out the required membership of school Boards of Governors by category. The table does not include membership of the principal and co-opted governors.

Will the school receive more money if it becomes integrated?

All grant-aided schools are funded under the Common Funding Formula arrangements set out in the [Common Funding Scheme](#), available on the Department's website.

Separately from the Common Funding Formula, the Department of Education provides additional earmarked funding to support schools considering Transformation and for up to five years after the formal implementation of Transformation for specific purposes.

Will the school change its name or uniform?

This is entirely a matter for the Board of Governors. The Department would normally expect schools to decide to introduce the term integrated into their title to publicly reflect the school's transformed status. Some schools also choose a new logo, uniform, or even a completely new name to reflect their new status.

School Boards of Governors Membership

Controlled schools in public ownership	Number of governors on the Board	Foundation governors	EA governors	DE governors	Parent governors	Teacher governors
Primary and Secondary	9	4	2	None except for model schools	2	1
	16	6	4		4	2
	24	9	6		6	3
Nursery, Grammar and Special	8	0	3	2	2	1
	16	0	6	4	4	2
	24	0	9	6	6	3
Integrated Primary and Secondary	14	2 transferors 2 trustees	4	0	4	2
	21	3 transferors 3 trustees	6	0	6	3
Integrated Grammar	14	0	4	4	4	2
	21	0	6	6	6	3
Schools in private ownership	Number of governors on the Board	Foundation governors	EA governors	DE governors	Parent governors	Teacher governors
Primary and Secondary (voluntary maintained 100% capital grant)	9	4*	2	1	1	1
	18	8*	4	2	2	2
	27	12*	6	3	3	3
*Trustee governors must include at least 1 parent in their nominees.						
Primary and Secondary (voluntary maintained 85% capital grant)	10	6*	2	0	1	1
	18	10*	4	0	2	2
	27	15*	6	0	3	3
*Trustee governors must include at least 1 parent in their nominees.						
Primary and Secondary (grant maintained integrated)	16	6	0	4	4	2
	24	9	0	6	6	3
Voluntary Grammar (100% capital grant)	9	4*	0	3	1	1
	18	8*	0	6	2	2
	27	12*	0	9	3	3
	36	16*	0	12	4	4
*Trustee governors must include at least 1 parent in their nominees.						

INTEGRATION WORKS

TRANSFORMING YOUR SCHOOL

Will my child be asked to play sports associated with specific cultural traditions as part of PE?

Your school will try to cater for the cultural interests, including games, of both of Northern Ireland's main traditions. All pupils will be able to participate or not, as they wish.

How will RE be taught if the school becomes integrated?

All schools, including integrated schools, are required to follow a core RE curriculum agreed by the four main churches. The Board of Governors of an integrated school should ensure that it makes provision for Catholic pupils whose parents want them to be prepared for the sacraments of First Holy Communion and Confirmation. Schools should also make provision for observing significant dates such as Harvest, Remembrance or St. Patrick's Day.

Will transport assistance be provided for pupils?

The current arrangements for providing home to school transport came into operation in September 1997 (Circular 1996/41) and were last updated in September 2009.

A pupil is only eligible for transport assistance if they enrol at a school that is beyond qualifying distance from their home (two miles for primary pupils or three miles for post-primary pupils) and they have been unsuccessful in gaining a place at all suitable schools within statutory walking distance.

Where there is no suitable school within statutory walking distance from a child's home, the EA may provide transport to any suitable school, provided an EA or public transport service to or in the vicinity of that school is already available.

A suitable school is a grant-aided school in any of the following categories.

Primary/Secondary Sector	Grammar Sector
Categories of School	Categories of School
Catholic maintained	Denominational
Controlled or other voluntary	Non-denominational
Integrated	
Irish-medium	

Can my school increase in size?

A Development Proposal is required to increase or decrease the total approved enrolment of a grant-aided school.



APPENDIX

SAMPLE DEVELOPMENT PROPOSAL FOR TRANSFORMATION

EDUCATION AUTHORITY
DEVELOPMENT PROPOSAL NO: [To be inserted]

Notice is hereby given that following a ballot of parents held in accordance with Article 70 of the Education Reform (Northern Ireland) Order 1989 (as applied by Article 91 of that Order), the Board of Governors of [school name to be inserted] school, has submitted a proposal to the Education Authority as follows:

The Board of Governors of [name to be inserted] school proposes to transform to controlled [or grant-maintained as appropriate] integrated status with effect from [date to be inserted], or as soon as possible thereafter.

A copy of the Proposal may be inspected at offices of the Education Authority located at [appropriate location to be inserted] between the hours of 9.00 am and 5.00 pm.

Any objections to this Proposal should be lodged with the Area Planning Policy Team, Department of Education, Rathgael House, Balloo Road, Bangor, Co. Down, BT19 7PR or emailed to dps@education-ni.gov.uk within two months of the date of publication of this Notice.

NOTE: The Department of Education and the Education Authority operate a regime of openness under the Freedom of Information Act. Letters of objection and information supplied to the Department of Education and to the Education Authority may be subject to disclosure under the terms of the Freedom of Information Act, if requested. (A fee may be charged for supplying this information.)

Chief Executive

