



General Teaching Council  
for Northern Ireland

General Teaching Council for NI

# termtalk

The Official Newsletter of the General Teaching Council March 07

## termtalk



Welcome to the latest edition of **termtalk**, our termly magazine distributed to all registered teachers. It is important that the Council communicates

directly with the profession, and through the pages of **termtalk** we can update teachers and provide useful information on relevant professional and regulatory issues.

In this **termtalk** we have taken the opportunity to revisit the core messages contained in the 'Charter for Education', and we have attempted again to have a wide range of articles which should be of interest to all.

A 'new' Council met for the first time in November 2006, following elections in the summer, and we have included pen-portraits of some Council members.

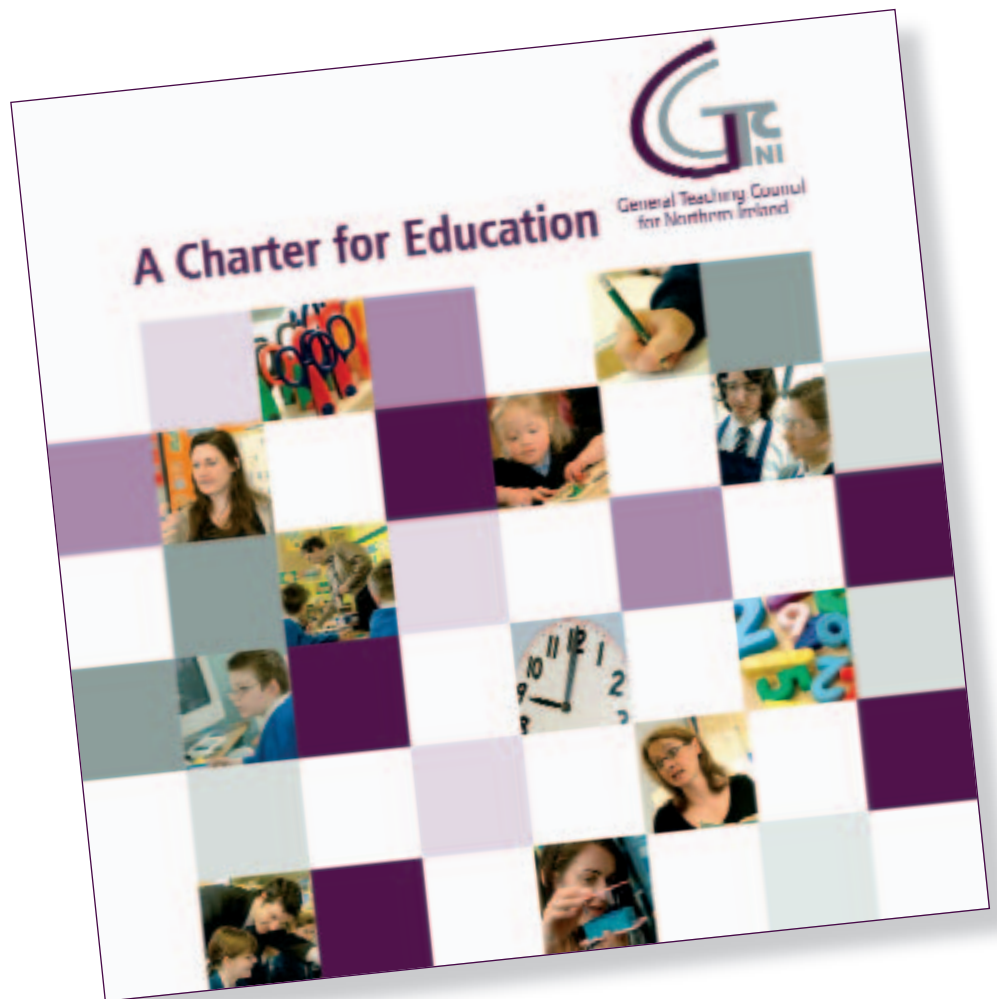
Furthermore, we have a special six page feature on 'Education for Employability', which the Council commissioned from CCEA. This provides a comprehensive overview of this significant new area within the revised curriculum.

Finally, we have included details of some exiting professional development opportunities available through the British Council.

*Eddie McArdle*

Eddie McArdle  
Registrar, GTCNI

## The Education Charter: from aspiration to reality



**In the context of elections to the Northern Ireland Assembly, it is appropriate that we remind our politicians of the nature of the challenges facing the profession and the education service as a whole. Given the absence of a devolved administration, it is unsurprising that teachers consider that they have had less influence with local politicians than they would have liked.**

It was in recognition of this reality that the Council developed 'A Charter

for Education'. This sought to articulate not just the purposes of education, but more importantly, to alert all concerned of their responsibilities in ensuring that Northern Ireland develops a world-class education system, which will enable our young people to prosper in the new global economy. The demands of the global economy and knowledge society create, for our schools, new and significant

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**GTCNI - a new voice for teachers**

# The Education Charter: from aspiration to reality

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challenges. If we in Northern Ireland are to move away from an economy that is overly reliant on the public sector then it is imperative that those charged with education policy seek to work in tandem with the profession.

Knowledge has always been at the heart of economic growth. The ability to invent and innovate, that is to create new knowledge and new ideas that are then embodied in products, processes and organisations, has always served to fuel development. However, what has changed over the past decades has been the pace at which knowledge is created, accumulated and to an extent depreciated in terms of economic relevance and value. Quite simply accelerating technological change creates, in itself, a need for more rapid scientific and technological progress. This in turn requires that our education system, at all stages, responds appropriately. What must not be forgotten is that this accelerating technological drive is occurring at a time when traditional industries are migrating from the U.K. and indeed from Europe.

The Council in developing the 'Charter', published last year, sought and received, from our political parties, support for both the core message of that document, "...education is the path to self-realisation and personal fulfilment, civic well-being and economic prosperity", and for the commitments and principles necessary to make this aspiration a reality. It is appropriate therefore that we, in the profession, use this opportunity to remind our politicians that it is within the world of education that the future is created; teachers are indeed the 'keepers of tomorrow'.

Those of us who have the privilege of working with young people, or within



the broader education service, must be aware that in seeking to prepare our students for 'self-realisation' we must also prepare them to prosper and indeed to contribute to the new knowledge society and economy. This is not to adopt an overly utilitarian approach to education but is a recognition that, funded as it is from the public purse, education must also meet the needs of civic society. In short, our education system in addition to addressing the individual needs of our young people – in terms of personal and social development – must also address issues such as creativity, cooperative working, problem solving and entrepreneurship.

If Northern Ireland is to prosper in the new 'global age' our political parties must not just consult with and listen to teachers but they must also ensure

that, in any future allocation of resources, initiatives and programmes, at all phases of education, are appropriately funded. These commitments are just some of those enshrined within the 'Charter' and the Council calls on our politicians to revisit that document and place it at the heart of their policy proposals. We as a society need, and our children deserve, a new consensus for education and if our politicians reflect on the principles and commitments enshrined within the 'Charter', and work in meaningful partnership with the teaching profession, then together we can make our aspirations a reality and that will be for the benefit of all.

**The 'Charter' is to be found on the GTCNI website under publications at [www.gtcni.org.uk](http://www.gtcni.org.uk)**

# GTCNI Notice Board

## New Faces at GTCNI

The Council has recruited a number of new staff in recent months. Two new registration officers have been appointed to the registration department: Claire Neely joins the team having previously worked for the Child Support Agency and Eithne Nic Giolla Catháin joins from the Belfast Education and Library Board. In addition, Lesley Dickson has been appointed as personal assistant to the Registrar; Lesley previously worked for Larne Borough Council.

## Updating the Register of Teachers

The Registration Team has just completed amendments to the 'Register' in response to returns made by all 1272 grant-aided schools in Northern Ireland. This means that the data held by the Council is up-to-date and will facilitate the production of high quality statistics to help ensure that policies are evidence informed. The 'Team' would like to take this opportunity to thank all the schools and teachers for their support and cooperation.

## GTCNI Annual Lecture

The Council's Annual Lecture will be held in the Great Hall, QUB on the 30th of April 2007. The lecture will be delivered by



*Professor Chris Day*

Christopher Day. Chris Day is Professor of Education and Co-Director of the Teacher and Leadership Research Centre (TLRC). Prior to this he worked as a teacher, lecturer and local education authority adviser. He is a member of the Board of Directors on the International Council on Education and Teachers (ICET) and editor of 'Teachers and Teaching: Theory and Practice'. He has recently finished directing a four year national Government funded research project on Variations in Teachers' Work, Lives and Effectiveness. There are a limited number of tickets available for this lecture, please e-mail [info@gtcni.org.uk](mailto:info@gtcni.org.uk) if you would like to attend.

## Launch of GTCNI Survey Report

The Council will be launching its teacher survey report on the 13th March. The survey sought to provide registered teachers in Northern Ireland with the opportunity to express their views on a wide range of professional matters and to enable the Council to develop its policies in a way that is responsive to the priorities of the profession. After the launch the survey report will be available on ARRTS.

General Teaching Council for Northern Ireland (GTCNI)

Survey of Teachers 2006

Final report

January 2007



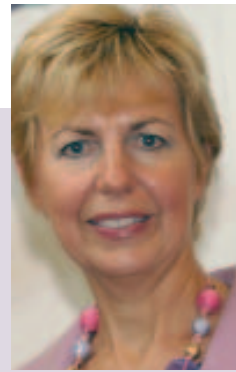
## Search the Register of Teachers

From April 2007 it will be possible to search the register of teachers online. Access to the search facility will be through the Council's website, and a check can be made on whether or not a person is a registered teacher. Registration status will be revealed but not further details about a registered teacher will be disclosed.



# A New Council in Place

A new Council is now in place following the elections in the summer of 2006. It has a good combination of members with previous experience of the work of the Council and new members. This balance of experience and freshness will serve the new Council well during its term of office, providing a wide range of expertise and knowledge. One of the first tasks the new Council will undertake is to develop a Corporate Plan for the period 2007 to 2010. The Corporate Plan will outline the Council's aims and priorities and provide officers of the Council with strategic guidance for the period ahead, at a time of unprecedented change in education policy in Northern Ireland. Over the next three issues of **termtalk** Council members will be introduced, with short pen-portraits providing some information about their respective roles.



**Sally McKee**

**Chairperson of Council (Elected member: Special School Teachers)**

Sally has been involved in special needs education for 16 years both as a classroom teacher and in the provision of outreach support. She was first elected to Council in 2002 and since then she has been Chairperson of the Policy Committee and served on the Advisory Group reviewing teacher competences and continuing professional development. In addition, Sally has been a member of the SEELB and is a Past-President of the UTU.

Sally is keen to promote the role of SEN teachers and to raise awareness of SEN issues generally.



**Alistair Orr**

**Vice-Chairperson of Council and Chairperson of General Purposes & Finance Committee (Appointed member: NITC)**

Alistair has been a Primary School Principal for the past 30 years. He has recently retired as Principal of Edwards Primary School, Castleberg and is currently a Board member of the WELB. As a Past-President of the UTU he has been actively involved in numerous education committees, representing the UTU both at home and abroad.

Alistair served on the Department of Education Working Party which set up GTCNI and was then appointed as a NITC representative. In his second term, he hopes to see GTCNI continue to develop as an organisation representing the professional interests of teachers.

**Áine Andrews**

**Member of the Policy Committee (Appointed Member: CnaG)**

Áine has been active in Irish-medium primary and pre-school education since she founded the first language immersion pre-school in Northern Ireland in 1978. She has been involved in most statutory curriculum initiatives relevant to Irish-medium education, and has developed numerous teaching resources for the sector, including a basic reading scheme. She has published and lectured widely on this theme, her most recent publication being a training manual for Irish-medium early years staff.

Currently she is Principal of Gaelscoil na bhFál, an Irish-medium school in Belfast, the Chairperson of Altram, the Irish-medium early years training body, a director of Comhairle na Gaelscolaíochta, the Council for Irish-medium Education, and a board member of FNT, the all-Ireland early years Irish-medium agency.



**Susan Campbell**

**Member of the Policy Committee (Elected member: Nursery School Teachers)**

Susan has taught for the past 25 years in the nursery sector with 20 of these in the role of Teaching Principal. Although her main interest is in the education of 3 and 4 year olds she has also gained wide experience in other areas of schooling. She has worked as an early years field officer and also as a part-time lecturer both at Queen's University and the University of Ulster. Susan believes passionately in the importance of quality early years education.



**Dr Leslie Caul**

**Member of the Policy Committee (Appointed member: UCETNI)**

Leslie is the Vice-Principal (Academic Affairs) at Stranmillis University College with responsibility for managing academic standards, the quality of educational provision, research, international relations and staff development. Stranmillis University College is a centre of excellence in the field of teaching and learning with a particular focus on the development of professional practice for students in the initial stage of teacher education. Leslie's research interests are in the fields of pupil dissatisfaction, pupil disadvantage and underachievement.



**Joe Corrigan**

**Member of the Registration Committee (Appointed member: Trustees of Catholic Maintained Schools)**

Joe was born in Enniskillen and attended St. Michael's College. He graduated from QUB with a degree in English and Celtic Studies, completed a DipEd, and began his teaching career in St. McNissi's College, Garron Tower before going to work for 2 years with John Malone at the Institute of Education, QUB, as a member of the Schools Curriculum Project, co-ordinating curriculum development work with staff in 17 schools in Fermanagh and Tyrone. He spent the last 30 years in Lismore, a co-educational comprehensive school in Craigavon, as Head of English, Senior Teacher, Vice-Principal and Principal since 2001. He is on the Steering Committee of the SELB Post-Primary Principals' Association, and has always been committed to a comprehensive system of education.



**Rev Lee Glenny**

**Member of the Policy Committee (Appointed member: Transferor Representatives' Council)**

Before training for the Ministry of the Methodist Church, Lee was a teacher at M.C.B. He has served as a Chairman of a Board of Governors (Primary School) and as a member of a Board of Governors of a Secondary School. He is currently Education Secretary for the Down District of the Church and has been the Secretary and Convenor of the Northern Executive of the Church's Board of Education for the past six years.

At present he is the Chairperson of the Transferor Representatives' Council (TRC) and his involvement in the sphere of education is voluntary on top of his duties as a Methodist Minister.

**Frances Donnelly**

**Vice-Chairperson of the Registration Committee (Appointed member: NICIE)**

Frances is a Senior Development Officer with the NI Council for Integrated Education. Her previous posts in education were as Education Officer with the Slieve Gullion Environmental Centre and as a teacher of chemistry in St Louise's College. Her present employment duties include the development of teacher support for dealing with diversity, leading support for schools transforming to integrated status and coordinating support for principals in integrated schools.

She is also a member of the advisory committee and selection panel for the PQHNI.



**Malachy Doherty**

**Member of the Registration Committee (Appointed member: NITC)**

Malachy began his teaching career in Rosemount Primary School in 1967. Then he taught in Africa for 3 years. He returned to take up a teaching post in Greenhaw Primary School where he taught for 17 years before becoming Vice-Principal in 1983.

He then moved to the Model Primary School in Derry as Vice-Principal and was appointed Principal in 1994. He has been a member of the NAHT since 1984 and served as President in 2003.



**Miriam Karp**

**Member of the Policy Committee (Appointed member: Department of Education)**

Miriam's work involves the provision of training and consultancy services in the public, private and voluntary sectors. She has a particular interest in health education and has established a sexual health training team and an AIDS education team for the EHSSB. She has published widely on relationships, sexual health, women's and gender issues as well as personal development.

She is currently an Associate with Goldblatt McGuigan, Disability Action and the Construction Employers Federation. She is also a popular business coach and a Management Lecturer and a Standards Monitor with the Open University.

Careers education has, for a long time, been a feature of the post-primary curriculum in Northern Ireland and many schools have developed imaginative approaches to it and associated work experience programmes. The revised curriculum, with the emphasis on Education for Employability, will now present primary and post-primary schools and teachers with significant challenges. However, if properly resourced and supported it has the potential to both widen and deepen pupils' understanding of the world of work in a fast changing global economy and to enable pupils to acquire a range of the fundamental skills necessary for the world of work. The articles that follow have been commissioned from CCEA and the provide insights into what Education for Employability will mean for schools.

## Employability and Learning for Life and Work

In this article Cecil Holmes, the Principal Officer at CCEA with responsibility for Education for Employability, examines some of the curriculum planning implications for post-primary schools.

### A New Beginning

From September 2007 Education for Employability will be statutory within 'Learning for Life and Work', as part of the revised Northern Ireland Curriculum. This is a significant development in education as teachers can make a valuable contribution to the promotion of a world-class workforce which the Northern Ireland economy demands. There are four elements to the employability strand, these are:

- career planning;
- work in the local and global economy;
- enterprise and entrepreneurship; and
- skills and capabilities for work.

From a school perspective it is likely that there will be a number of approaches to implementing Education for Employability. Well over half of all post-primary schools – secondary, grammar and special – are already allocating explicit curriculum time from Year 8. The intention is that the employability programme will be progressed through Years 8 – 12 and into post-16.

In order to assist schools to 'get started' CCEA, in partnership with the Education and Library Boards, have produced tailored material and provided bespoke training for teachers.

The tailored lessons for Year 8 address all of the strands of Education for Employability in a general introductory way. In Year 9 the focus is on Enterprise. At Year 10, the emphasis is on the career planning strand bearing in mind that this is a key transition

point when pupils make important choices for their courses of study at Key Stage 4.

To date the work has been embraced enthusiastically by all of those involved. In addition to the teaching programme 'Employability Teachers' have been given the opportunity to take advantage of a short period of work experience in an environment outside their school. This gives them a better understanding of the current demands of the workplace.

Supplementary to the allocated time it is expected that all teachers will use the context of their subject to focus on employability issues including the development of the skills which employers say they are looking for. That is why all teachers have a vital role in the concerted efforts of every school to prepare young people for the world of work.

To facilitate this there will be opportunities for school wide activities. For example, CCEA successfully trialled 'Transition 10'. In this initiative schools took all Year 10 pupils 'off timetable' for up to three days to focus on themes involving enterprise activities and visits to places of work.



In any organisation the people who get on in that organisation are not necessarily the people with the best exam results and sometimes there's nearly an inverse relationship. It's the people who've got the best soft skills, who can communicate, who can present, who can work in a team, who've got good leadership ability. Those are the people who are really going to succeed.



Adrian Doran, Head of Business Banking (NI) at Barclays

### The Role of the Wider Business Community

CCEA recognises that schools cannot and should not be expected to promote employability on their own without support from key partners in the wider community, particularly employers. Currently, CCEA is exploring ways of engaging in a meaningful and cost effective manner on how best to broker and facilitate the connections between schools and employers.

For this reason we have enlisted the help of Michael Maguire from PA Consulting as a 'Business Person in Residence'. Michael has offered his services free of charge to act as an ambassador for Education for Employability and to help forge links with education and business.

Furthermore, in the Dungannon and Cookstown and in the Belfast/South Eastern areas, project officers are talking to teachers in order to identify how support from employers might enrich teaching programmes in employability. As a follow-up to this the project officers, will then help schools and employers develop supportive relationships, including employer visits to schools.

In this new context employer engagement must be available to all pupils, not just a few, since Education for Employability is a statutory entitlement for every young person.

### School-Based Employability Teams

Some schools have already begun to develop 'employability' teams often incorporating the traditional 'careers' staff but increasingly introducing new teachers with a flair for and an interest in this work. In some ways the old 'careers' model is being left behind as children take an exciting look at the local and global economy, make sense of new employment trends and begin

to construct a view of their own future rather than having it handed down to them

### Implementation Issues

CCEA recognises that there are implementation issues which will need to be addressed by schools and teachers.

- Building up employability teams will provide an opportunity to enhance the status of the preparation for work. The 'leader' of the team can not only lead the staff but also bring coherence to areas such as work experience, Vocational Enhancement Programmes and engagement with key partners in the community, particularly employers.
- Enterprise and entrepreneurship are now an integral part of the school programme from year eight onwards. This means that every young person, not just a select few, is being introduced to the broad understanding of enterprise and business start-up. CCEA stresses, of course, that being 'enterprising' is an essential quality for all of us whether as employees in an organisation or for those choosing to run their own business.
- As young people are offered more and more choice, exciting as that may be, there will be an onus on all of us to find creative ways to provide the individual guidance and support that pupils will need.

CCEA looks forward to working with schools, government departments and others in the community, including employers to reinforce and extend the employability agenda.

# From Little Acorns, Mighty Oaks do Grow

Education for Employability is a key element underpinning the objectives of the revised primary curriculum. It will be introduced to schools from September 2007. Marie Poacher, of St Mary's Primary School in Dungannon, shares her experiences of introducing it into the primary school.

How would you sum up Education for Employability in the primary school?

Education for Employability helps children develop a rounded view of life and work in reality. It connects what they learn in the classroom to what's going on in the world outside the window; Employability makes it real.

Is this something extra, a new subject in the primary curriculum?

No, it isn't new. Some teachers have been adopting similar principles for years. It's just now been recognised in legislation as something all children should have access to. For that reason it forms part of the revised curriculum.

Employability isn't an additional subject either. It is built in to what children already learn in

school. The teacher builds the skills and attributes that are associated with employability into what the children are taught on a day-to-day basis.

What does Education for Employability look like in your classroom?

This takes many forms. Some focus is on teachers and students taking an enterprising approach to their lessons. This could be an enterprise project within the classroom where pupils can turn their own ideas into reality.

The themes of Employability can be connected across the other learning areas such as communication, maths and ICT. Let the children set up a shop, travel agents or a bank. This way they will improve those skills whilst making the connection with the real world.

How is Education for Employability relevant in St. Mary's Primary School?

It's extremely relevant. Our ethos is about inspiring children to have belief and determination. We encourage them to act on their ideas and take risks because it's important they understand how to live



# From Little Acorns, Mighty Oaks do Grow

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and work successfully in today's changing world. We strive to ensure they're prepared for the challenges and opportunities that await them. Education for Employability helps us achieve that.

## **Is this careers education in the primary school?**

*It's very different from careers education. Employability ensures all young people develop the personal qualities, skills, knowledge, understanding and attitudes which will give them a strong foundation for lifelong learning and work but doesn't attempt to inform career choices.*

## **Why did you get involved in Employability?**

*I was asked to take part in CCEA's pilot 'Make it Real Game' for P7s. The pupils and I thoroughly enjoyed the game and learned a lot so I remained involved in other Employability initiatives.*

*I believe children learn best when learning is connected, interactive, practical and enjoyable. Education for Employability achieves just that. There are opportunities for children to source and manage information and make decisions about their own learning. I fully support the Education for Employability agenda and will continue to be a part of it.*

## **How have children in your school responded to Employability projects?**

*My pupils reacted very positively to the 'Enterprise Approach'. They took ownership of their projects and influenced how they learned. By using this approach to topic based work pupils developed resourcefulness and ingenuity as well as learning to be responsible for their actions.*

*Pupils lead teams, admitted to successes and failures, found solutions, worked on their own initiative and were accountable for decisions. Many of the activities undertaken in the project are designed to boost confidence and self-esteem, and to challenge the pupils' current thinking and attitudes. My pupils were fully engaged in this environment.*

*They enjoyed thinking 'outside the box,' selling themselves, negotiating, managing time, prioritising, delegating*



*Pupils from Elmgrove Primary School and St Teresa's Primary School use their creative skills to make music out of rubbish at the launch of CCEA's Employability resource, 'Out of This World'*

*and planning. Most importantly they realised they could achieve more and reach their goals quicker when working as a team.*

*Pupils also developed core skills like questioning, listening, challenging and empathising. They learned to make their own opinions clear.*

## **Did you get support from anywhere?**

*The principal, staff and parents at St. Mary's are very supportive as is CCEA with the innovative resources they provided.*

*Public services such as the Fire and Rescue Service, the Southern Education and Library Board – Careers and Employability Section, the Business Education Partnership (Dungannon) and DMS (Ireland) also support us and actively contribute to the introduction of Education for Employability. It's important that we engage our local communities as there are many benefits to be had through developing these partnerships.*

## **Is this a whole school initiative in St. Mary's Primary School?**

*Yes. It started in P5 as part of CCEA's Pilot Programme. Now St. Mary's hopes to provide at least one enterprising experience in Key Stage 1 and Key Stage 2. Pupils will have opportunities to engage in enterprising activities with CCEA's new 'Enterprise Storysack – Anything's Possible,' (Years*

*3 & 4) and 'Out of This World' resource (Years 6 & 7).*

## **What would you say to other schools and teachers who are interested in developing Employability in their schools?**

*Employability and enterprise have had overtones of being something that only involves business and profit. However children can become 'enterprising' in the way that they think and do things without the business element. By using enterprise we can inspire our young people to succeed, to take risks, and to understand how to live and work in today's constantly changing world. We can instil this at an early age with Employability in the primary school.*

*To other teachers I say get a head start and bring Education for Employability to your school now. There's an event coming up in May called EmployabilityFEST that will help you do just that. Employers and schools are committed to celebrating Employability. This is the ideal way to get the ball rolling and I for one will definitely bring it to St Mary's. CCEA's website has all the details.*

For further information on Employability in the Primary School log onto CCEA's website [www.ccea.org.uk](http://www.ccea.org.uk) and select the Little Acorns microsite. Select the Employability microsite for details of EmployabilityFEST

## Implementing Education for Employability a Case Study

In this article Julie Richardson from Larne Grammar School explains how Education for Employability has become embedded in the curriculum from a post-primary perspective.

### Before Education for Employability

A six week module of 'Careers Education and Guidance' was delivered in Larne Grammar School as part of the Year 10 class tutorial programme. This mainly focused on GCSE subject choices and touched upon one of the key themes of Employability, namely 'Career Management.' However, it provided no coverage of the other two Employability themes: 'Work in the Local and Global Economy' and 'Enterprise and Entrepreneurship.' It was clear that we needed more focus on these other areas.

### Preparing for Education for Employability

In preparation for the implementation of the revised curriculum, Larne Grammar School joined the CCEA Key Stage 3 (KS3) Employability Pilot programme in 2004. This provided access to training in CCEA prepared schemes of work for Years 8 - 10 which were delivered through the Education and Library Boards. This was a great opportunity for schools to share ideas and good practice with other pilot schools and learn from each other.

The published lessons were adapted for use with pupil groups in school. Many lesson plans and resource materials were provided by CCEA which were easily altered to suit individual schools, both in terms of the design, level of work, language and the time available to deliver the programme.

Initially, even with a timetable allocation of 50 minutes per week throughout the year in Year 8, it was necessary to reduce the



content provided on the scheme of work. This was done by highlighting 'key lessons' in sections of the course.

The final version of Year 8 resources will be published by CCEA in the near future and it contains some school-produced resources. Schools currently planning to introduce Year 8 Employability will find this resource pack very useful.

### Teaching Employability

Many staff were interested in teaching the programme and have now been trained in its delivery. This has ensured a positive image for Education for Employability in Larne Grammar School. The Employability team embraces a range of skills and know-how. Careers teachers, Business Studies teachers (useful in the 'Local and Global Economy' and 'Enterprise and Entrepreneurship' sections) and two Heads of Year are part of the team.

### Timetabled time

To demonstrate progression in Employability it was essential to allocate space throughout Years 8 - 10. To incorporate the revised curriculum the school has recently implemented a system of twenty minute periods. Currently, Years 8, 9 and 10 have 40 minutes of timetabled Employability each week (two x 20 minutes periods). As part of the reconstruction of the KS3 timetable, some of the timetable space was obtained from other subjects.

### Delivery

As with all aspects of the revised curriculum, the means of delivery is important in reinforcing learning and relevance. The Employability lessons use active learning methods and are skills integrated. The pupils are asked to investigate, solve problems and have numerous opportunities to use ICT for both research and presentation. During the KS3 programme the pupils have, amongst other things: identified their own skills and qualities; planned to achieve a goal; investigated jobs in their locality; found out about famous and local entrepreneurs; questioned adults about their career paths in the 'hot seat' activity; used web based and software packages and researched subject choices for GCSE.

### What do they make of it? The Pupil and Parent Perspective

Pupil response has been very encouraging. They have stated that they understand the relevance of Employability and enjoy the active and varied learning activities. They have reported that they appreciate the relevance of transferable skills.

Parents have responded in a very positive manner. At consultations they are keen to know more about the Employability programme and are impressed by both its early inclusion in the secondary timetable and its content.

# Implementing Education for Employability a Case Study

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## What do they make of it? The Teacher Perspective

The teachers at Larne Grammar School have responded very positively to the programme. Those involved find the programme an enjoyable teaching experience. They have found that Employability has raised pupil awareness of the world of work, opportunities in the local and global labour markets and of the transferable skills needed in the 21st century.

The close link between the Progress File and the modules on skills and qualities is invaluable. However, we have learned that this is also one section of the course which can be repetitive. It is important, therefore, to take an overview of the whole Key Stage 3 programme to avoid this repetition.

In planning for the introduction of Employability into Year 11 at Larne Grammar School, repetition will be avoided where possible. It is important throughout Key Stages 3 and 4 not to lose sight of the need for Careers Education, Information, Advice and Guidance (CEIAG).

## Business and Community Links

The school draws on the experience of a local entrepreneur in support of our Year 10 programme. In the context of the Employability programme we are also planning to incorporate this expertise into the Year 9 module on

Entrepreneurship.

CCEA is working to support business industry links by piloting 'Connect for Success' to build partnerships between schools and local business. Larne Grammar School plans to work with Young Enterprise, local businesses and the Rotary Club to organise an event for Key Stage 3 pupils at the end of this year to mark CCEA's 'Employability Fest' which runs from 14-25 May 2007.

## Before and After

We have moved from a position of limited Careers Education in KS3 to a programme of full year discrete Employability classes for each year group. All key Employability themes are fully addressed and our Employability team is constantly developing.

In planning for the next academic year, more difficult decisions have to be taken regarding the move from a timetabled Careers programme in Years 11 and 12 to Employability as part of Learning for Life and Work (LLW). Challenges include the inclusion of the essential elements of CEIAG as well as the decision to deliver LLW as a GCSE or as a non-examined subject.

## Want to know more?

Contact Cecil Holmes at CCEA telephone 02890261200 extension 2436 or Julie Richardson at [jrichardson162@larnegrammar.larne.ni.sch.uk](mailto:jrichardson162@larnegrammar.larne.ni.sch.uk)

## EmployabilityFEST 14 – 25 May 2007



## What is EmployabilityFEST?

Education for Employability will be implemented in all schools from September 2007 as part of the Revised Northern Ireland Curriculum. What better way to start than with a celebration?

EmployabilityFEST is exactly that; a two week celebration where schools can engage in activities that will help them to prepare for the changes that lie ahead. CCEA has organised this event and hopes that all schools will participate. Many employers and local communities will also be involved.

Employers and even CCEA staff are planning activities such as volunteering days and health at work events within the workplace.

May 14 – 25 will be your chance to get your school involved and lead the way. CCEA may select your school as a best practice example for other schools to learn from in their unique book publication that will be distributed to all schools.

## Just to get you started...

Try some of the following ideas. Remember they are just suggestions. Why not generate your own ideas and let us know what they are?





# What's the big idea?

## Past Pupil Networking

Invite past pupils back to school to share their experiences of the different stages of transition. Year 8 pupils can share experiences with those in primary school. Invite past pupils at university or in employment back to talk to post-primary students preparing to make choices for the future.



## Local Employers Event

Invite people from local businesses to your school. Share with them your contribution to Education for Employability. Find out ways in which they can support your school in meeting the objectives of the Revised Curriculum.



## Local Entrepreneur visit

Find out who the successful local entrepreneurs are in your area. Invite them to come and talk about their success story and share the advantages and challenges of being an entrepreneur.



## Learning: It's Yours for Life

Is there something that teachers or pupils have always wanted to learn about but never got around to it? Organise a day where everyone learns something new, such as, jewellery making, yoga, salsa dancing or multi-cultural cooking and tasting event. Use the hidden talents of your teachers and pupils. You'll be surprised at what they can do.



## Employability Information Session for Parents

Keep parents informed. They need to be aware of Education for Employability and how your school is preparing their children better for the world of work. Let them know how Education for Employability will affect what their children will learn.



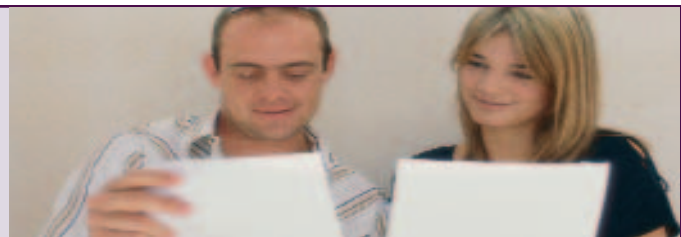
## Employability Fair

Invite environmental organisations, occupational health experts and health and safety specialists in to talk about real issues affecting the workplace.



## Organise a Joint Initiative

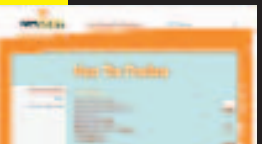
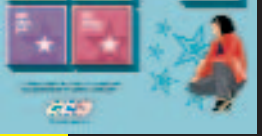
Think of events that could be shared between primary and post-primary schools. How about a shared Employability lesson? Let the children learn from each other!



**Remember, you don't have to run activities for two weeks, do what is manageable for your school. If you have any further queries get in touch by emailing Melanie Mulligan at [mmulligan@ccea.org.uk](mailto:mmulligan@ccea.org.uk) Best practice schools will be recognised in a unique book publication produced after the event.**

# Prof John's WebSights

The first of a regular feature book-marking resource and information websites to support teaching and learning in educational topics: in this issue 'Education for Employability'



## **CCEA Education for Employability <http://www.ccea.org.uk/employability>**

The microsite gospel on this topic contains curriculum ideas, materials, case studies and information on CCEA's products and programmes, including a useful FAQ on employability, with information on qualifications and links to other resources.

### **go get it**

Endorsed by CCEA, the BBC Northern Ireland's employability site gogetit <http://tinyurl.com/tgyjj> is a well-written, dynamic resource, making great use of digital video and mind-mapping, for pupils to explore dimensions of employability.

## **OnlineNI <http://www.onlineni.net>**

Next stop online is OnlineNI Directory - a structured listing of 4,500 websites, all about Northern Ireland, government and local public services. Its comprehensive list of employment topics <http://tinyurl.com/yc6py7> links everything via local websites - 'careers' and 'childcare' to 'skills' and 'students' - plus a long list on recruitment to local jobs <http://tinyurl.com/yedn7q> and a link to Invest NI <http://www.investni.com/> with related success stories.

## **Community NI <http://www.communityni.org>**

OnlineNI is well complemented by a gateway to information and news about the voluntary and community sectors - a surprisingly comprehensive signposting to themed resources relevant to many aspects of a school's work - includes listings for volunteering opportunities and a useful 'Jargon Buster' for pupil research.

## **The Consumer Council <http://www.consumercouncil.org.uk>**

For the consumer-side view with resources related to skills and capabilities for the world of work. Click *Education* for a long list of downloadable leaflets and booklets, also in Irish, Polish and Portuguese. Click *Schools* for competitions and a copy of 'Money in Your Life' a DVD of practical examples on financial capability.

## **Business in the Community <http://bitc.org.uk>**

A business-led charity challenges companies to improve the impact they have on society, including education. With over 750 companies, BITC members employ 12.4 million people in over 200 countries, including 1 in 5 of the UK private sector workforce. A website with another Jargon Buster for business concepts and fascinating Stats and Facts links into case studies, local and international. Did you know "Last year Belfast was named one of a growing number of Fairtrade cities throughout the UK" ?

## **Oxfam's Cool Planet <http://www.oxfam.org.uk/coolplanet/index.htm>**

Twin sites, for Teachers and for Kids <http://tinyurl.com/y79q9w> bring global citizenship education resources to the screen, easily searchable by 'hot topic' (Millennium Development Goals...hot ?!), and an eclectic range of free online and printed teaching materials, including the famous Coffee Chain Game, and Go Bananas recommended by Lisa Brown, special education consultant.

## **Business Tours**

Teachers find business case studies - including some online - absolutely invaluable for pupils:

- Virtual Tour of the Coke Cola plant (minding your nutritional goals!) is recommended by Bernie McCormick of Kilronan Special School <http://www2.cokecce.com/srclib/4.5.html>
- Ruth Walker in Sperrinview Special School recommends the Tyrone Crystal tour <http://www.tyronecrystal.com/tour-our-factory/> to structure a class visit.
- NI company finalists from the Shell LiveWire competition are on <http://www.tinyurl.com/vknzo>

If you'd like to share your favourite websites on this, or any, educational theme, please email

# British Council International Professional Development Opportunities

The British Council in Northern Ireland is working with the General Teaching Council on the opportunities available for local teachers to embark on international professional development. Many of the opportunities and funding are available through the new Lifelong Learning Programme, which runs from 1 January 2007 until the end of 2013.

Comenius will be a major strand of the new EU Lifelong Learning Programme along with Erasmus, Grundtvig and Leonardo. It supports and funds a range of projects and professional development opportunities for schools across Europe for the benefit of pupils, teachers and the wider school community.

Working in partner schools elsewhere in Europe is a great way of motivating learners and staff alike. It's a great opportunity for encouraging creative, collaborative learning and can help meet a variety of Northern Ireland educational agendas including the Revised Curriculum, PRSD, ICT and Modern Foreign Languages provision. Some examples from the Programme:

■ **Comenius Professional Development** include funded training courses for teachers/other educational staff in specific curriculum areas such as modern languages, or covering themes such as special needs education, ICT or curriculum and management issues. You can also job shadow a teacher at another school in Europe. Continuing Professional Development activities can last up to 6 weeks.

■ **Comenius Partnerships** join schools in at least three countries working on a range of cross-curricular activities for two years. Although three countries is the minimum, it's a good idea to try and find partners in another one or two countries as



well.

■ **Comenius Assistants** are prospective teachers from other European countries who support a European dimension across the curriculum in your school. They are funded by the Lifelong Learning Programme so come at no cost to the host institution.

The next deadline for Comenius Partnerships, Professional Development and Assistants will be 30th March 2007.

Please refer to the British Council's website for further details:

[www.britishcouncil.org/nireland](http://www.britishcouncil.org/nireland) or email: [emily.wilcox@britishcouncil.org](mailto:emily.wilcox@britishcouncil.org) or [liz.mcbain@britishcouncil.org](mailto:liz.mcbain@britishcouncil.org)

The new Lifelong Learning Programme provides a range of opportunities for teachers but the British Council manages many other professional development programmes, with deadlines throughout the year for teachers from all schools and all curriculum areas. A snapshot of some of these is presented on page 14 and 15. Further information on [www.britishcouncil.org/nireland](http://www.britishcouncil.org/nireland) or by contacting the person listed.



# British Council International Professional Development Opportunities

| Opportunity  | Open to   | Description  | Contact tel 028 9024 8220  |
|--|---|--|--|
| Lifelong Learning Programme: Comenius Partnerships             | Schools: Nursery to Further education   | Joint, cross-curricular partnerships, allowing pupils and teachers to work collaboratively across Europe. Duration: Max. 3 years. Funding: €1500–€2000 plus additional funding for travel & subsistence.             | Emily Wilcox<br>emily.wilcox@britishcouncil.org<br>Ext 247       |
| Lifelong Learning Programme: Comenius Professional Development | Teachers, trainers, inspectors, advisers, other educational staff   | Opportunities to attend a course/arrange a job shadow in another EU country. Duration: 1-4 weeks. Funding: €1500–€1800.  | Liz McBain<br>liz.mc Bain@britishcouncil.org<br>Ext 239          |
| East West  | Teachers and Principals   | Funding of up to £2000 to encourage friendship and understanding between young people in Ireland, Northern Ireland and Great Britain.  | Deborah Gadd<br>deborah.gadd@britishcouncil.org<br>Ext 227       |
| eTwinning  | Teachers, principals, librarians and other school staff. Schools from the European Union, Norway and Iceland. | eTwinning is the main action of the EU's eLearning programme. It promotes the use of Information and Communication Technologies at schools in Europe.  | Alan Cowie<br>alan.cowie@britishcouncil.org<br>Ext 264           |
| European Resource Centre                                       | Teachers, students, youth   | Providing free classroom resources and information on Europe. Information on opportunities for bringing an international dimension into the curriculum.  | Jonathan Stewart<br>ercni@britishcouncil.org<br>Ext 253          |
| Fulbright UK/US Exchange Programme                             | All teachers, administrators and managers in education  | Opportunities to teach and live in the US for up to a year. Work shadow opportunities for administrators and managers.   | Isabelle Martin<br>isabelle.martin@britishcouncil.org<br>Ext 226 |
| Global Schools Partnerships                                    | School communities  | Bringing a global dimension into the lives of young people and their school through partnerships with schools in Africa, Asia, Latin America and the Caribbean. Reciprocal visit and joint project grants available. | Deborah Gadd<br>d0eborah.gadd@britishcouncil.org<br>Ext 227      |

| Opportunity                | Open to                                    | Description   | Contact tel 028 9024 8220  |
|----------------------------|--|---|--|
| Modern Language Assistants | Schools: Primary to Further education      | Offers schools the opportunity to employ language assistants to assist with the teaching of modern European languages.  | Wendy Waring<br>wendy.waring@britishcouncil.org<br>Ext 241             |
| NcompasS                   | School communities and youth organisations | Facilitates the creation of sustainable partnerships in both formal and non-formal sectors of education in Northern Ireland and the border counties in Ireland.   | Maire NiThreasaigh<br>maire.nithreasaigh@britishcouncil.org<br>Ext 246 |
| UK-Middle East             | Secondary schools                          | An exciting opportunity for partnerships between a NI school and two schools from a range of Middle East countries.   | Mary McGeown<br>mary.mcgeown@britishcouncil.org<br>Ext 245             |
| Connecting Classrooms      | All primary and secondary schools          | An exciting opportunity for partnerships between school clusters in the UK and 2 Sub-Saharan African countries. Funding will last for three years and will be up to £5,000 per school cluster per year. | Deborah Gadd<br>deborah.gadd@britishcouncil.org<br>Ext 227             |
| Dreams and Teams           | All secondary schools                      | Opportunities to develop leadership and citizenship through sport.  | Deborah Gadd<br>deborah.gadd@britishcouncil.org                        |

## Professional Development Opportunities for Teachers of Home Economics

**Don't miss your chance to mix with fellow Home Economics professionals from across the globe...**

Do you teach consumer sciences/studies or home economics? Then you can't afford to miss the Consumer Sciences Research Conference - Improving Consumer Skills & Improving Consumer Choice. The event takes place at University of Ulster, Jordanstown from 27–29 June 2007. For a special rate of only £80, you can attend sessions like consumer choice, consumer education, food choice and nutrition, financial management and textiles. This Conference will assist in Professional Development as Home Economists from around the world will be attending.

**For a booking form, programme details and accommodation options log onto <http://www.business.ulster.ac.uk/hospitalitytour/> or contact Mrs. Sharon Adams on 028 90366680 or email [sb.adams@ulster.ac.uk](mailto:sb.adams@ulster.ac.uk)**

# The Evidence Informed Professional

The Council has now launched its educational research repository to be known as Access to Research Resources for Teachers Space (ARRTS). The aim is to provide teachers in Northern Ireland with a 'touch of a button' access to relevant educational research. The most recent submissions to ARRTS include the John Malone Memorial Lectures, a

number of assessment for learning research papers and four masters dissertations undertaken by teachers attending St Mary's University College. The Council's ARRTS project is ongoing and additional research resources are being continually up-loaded. The guidance below shows the three easy steps to ARRTS.

## Access to Research Resources for Teachers Space

### 'Three Steps' to the Repository

#### Step 1:

Go to the General Teaching Council for Northern Ireland website at:

[www.gtcni.org.uk](http://www.gtcni.org.uk)



#### Step 2:

Click on Research Repository



#### Step 3:



Choose one of the following:

- Click on "Communities & Collections" on the left of the screen to browse the list of communities and collections on the repository;
  - Click on "Titles", "Authors" or "Date" the view a list of documents.
- Or
- Search by entering "Author(s)", "Title" or "Keywords" in the search boxes.

## Building Dynamic Professional Communities