

Learning for Life and Work

Implementation Matters





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Foreword

Learning for Life and Work (LLW) is one of the unique elements of the current Northern Ireland Curriculum. While many aspects of its specified skills and content are not new, the introduction of this Area of Learning brings greater clarity and consistency to what is being offered to all pupils.

A range of resources has already been developed to support aspects of LLW. The purpose of this document is to indicate how some schools have addressed the issues relating to managing LLW in a whole school context.

We are grateful to the schools who worked with CCEA to produce the ideas contained within this publication. We recognise that there is no single correct approach to managing and supporting LLW at the whole school level. The purpose of the information provided is to share the practice used in some schools.

We hope that this resource may help inform thinking or encourage discussion about approaches to introducing and managing LLW.

I hope that you find the resource a positive addition to those already provided, and as always, I welcome feedback about how we might continue to support this work and share practice.



Richard Hanna

Director of Education Strategy

Introduction

Background

The statutory curriculum currently being introduced in post-primary schools has, at its centre, Learning for Life and Work (LLW).

This Area of Learning consists of:

- Education for Employability;
- Home Economics (at Key Stage 3);
- Local and Global Citizenship; and
- Personal Development.

At Key Stage 4, CCEA offers a GCSE in Learning for Life and Work. While LLW is statutory at both Key Stages, it is not compulsory for students to take the GCSE qualification. However, where the GCSE is not chosen, students must still be provided with opportunities to explore the statutory statements of skills and content for LLW.

While making LLW a statutory Area of Learning is new, much of its content and intent have always been part of the work of schools. Getting young people ready for work, exploring health-related issues, becoming active citizens, and developing practical food preparation and consumer skills for independent living have always featured, in some way, in the curriculum of all our schools. However, the revised curriculum attempts to ensure that there is a greater emphasis on these important strands of learning and experiences for all young people.



Purpose of this document

The implementation of LLW has presented a range of challenges and opportunities for schools. This document is intended to show how some schools from across Northern Ireland are providing for LLW at Key Stages 3 and 4. We hope that other schools will look at these examples and perhaps gain ideas for complementing or amending what they already offer.

The ideas contained in this document will be of interest to both senior and middle managers in schools as well as to support officers from the Education and Library Boards (ELBs).



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Key Messages

Dialogue with schools suggests that the successful implementation of LLW is more likely when:

1. There is a strong commitment and vision from the senior management of the school and LLW is included in School Development Plans.
2. A dedicated team of teachers with the appropriate expertise and experience has been identified rather than allocating the different strands to those members of staff who happen to have teaching time available on their timetable.
3. This Area of Learning has the same credibility and status as any other Area with an identified leader who has clearly defined roles and responsibilities.
4. A senior member of staff champions this Area of Learning.
5. There is an attempt to change the language used and to refer to LLW rather than to the individual strands.
6. The implementation process is continuously reviewed in order to adapt the approaches being used in the light of experience.
7. Targets for development are identified and acted upon.
8. Education for Employability embraces the traditional careers work, which must be augmented by individual guidance for all pupils.
9. Steps are taken to promote greater coherence within LLW in order to ensure that pupils perceive the different strands as contributing to the overall LLW Area of Learning. In addition, exploring coherence will help to avoid unnecessary duplication of work, and this may lead to a saving of time.
10. LLW teachers use resources and approaches that reflect the ethos of the Northern Ireland Curriculum.

Additionally

11. Some schools have indicated that a GCSE short course in LLW, at Key Stage 4, would be valuable.
12. As LLW becomes established in schools, management teams are looking at ways for pupils to show how the skills developed through this important Area of Learning can contribute to the Progress File and to the assessment of the cross-curricular skills. Schools are also considering how best to report LLW to parents.
13. Schools, in the future, will need to take account of the learning intentions and Quality Indicators for Careers Education, Information, Advice and Guidance which were included in the strategy document entitled *Preparing for Success* which was published in January 2009 – after the interviews for these case studies had taken place.
14. In almost all co-educational post-primary schools, Home Economics (HE) is already established in the Key Stage 3 curriculum and provided for by specialist staff. HE is also offered as an option at Key Stage 4. This subject has a strong tradition in second level education. Aspects of the other three strands of LLW are new and the emphasis has been on making provision for these as well as getting training for teachers. At this point in the evolutionary process schools are now looking at ways of bringing greater coherence to the LLW Area of Learning. This will involve making greater connections with HE and across all four strands.

Learning for Life and Work
Implementation Ideas

School A

The factors that characterise this school's implementation of Learning for Life and Work include:

- a member of the senior management team who energetically champions the LLW Area of Learning;
- a decision by the senior management team to develop a largely 'dedicated' LLW team of teachers rather than simply allocating LLW strands to teachers who happened to have some space on their timetables;
- implementing LLW through an evolutionary approach, which will continue for the foreseeable future;
- adopting a continuous review approach to the implementation strategy;
- promoting a change of language among pupils and teachers to refer to LLW rather than to the separate strands;
- ensuring that the team of LLW teachers, led by a co-ordinator, attracts the same prestige as any other department in the school; and
- thinking ahead to the next target for implementation, which, in this case, includes a closer monitoring of the contribution of other Learning Areas to LLW.

implementing LLW through an evolutionary approach, which will continue for the foreseeable future

School background

This is a boys' school catering for around 900 pupils. It is set in an urban environment and the Catholic ethos is central to the life of the school. Among its values are: respect for individual abilities; moral development and self-esteem; respect for diversity, and striving for achievement. LLW supports and is intended to develop these attributes and, consequently, is regarded as underpinning the ethos and values of the school's provision.

The starting point

It is important that an evolutionary approach is adopted to the implementation of this Area of Learning. For this school, the process of implementing LLW started with the Citizenship pilot initiative, originally, under the auspices of the University of Ulster, and, subsequently, led by CCEA.

Moving on

The school then joined the CCEA Education for Employability pilot programme through which a number of teachers accessed focused training. CCEA, in association with the Education and Library Board (ELB) support staff, provided tailored resources for each of the Year groups at Key Stage 3. These are now being superseded by a further suite of resources – the WOW Factor – covering Year 8 – Year 12. Personal Development had, traditionally, featured strongly in the curriculum, so it was a matter of building on the work to take account of the revised curriculum's Statements of Minimum Requirement.

The school had some facilities for the teaching of Home Economics, but, as it was not compulsory at Key Stage 3, these facilities had not been used and staff expertise did not exist. Now, however, the facilities have been brought back into use and staff have been recruited. Home Economics was introduced, at Year 8, from September 2008. This will be built upon progressively through the Year groups up to Year 10.

Building a team

Initially, in line with the senior management team's decision to develop a team of dedicated¹ teachers, volunteers were sought. There was a good response from staff who had an interest in the different strands of LLW. Co-ordinators for Personal Development, Citizenship, and Education for Employability (from the Careers Department) were put in place.

Now an LLW Co-ordinator has been appointed to oversee the LLW Area of Learning. 'Careers' provision still attracts some distinctiveness, although it is being integrated with the work of the LLW team.

As with other departments, the LLW teachers meet for one hour after school on Mondays, as necessary.

¹ In this context, dedicated refers to identified teachers who develop particular expertise in the strands of LLW.

Timetabled provision

Key Stage 3

Years 8 and 9: Five x 35 minute periods each week allocated as follows.

Personal Development = one period per week.

Home Economics = two periods per week.

Citizenship/Education for Employability = two periods per week, with half of the year devoted to Citizenship and half to Education for Employability.

Year 10: Similar arrangement as Years 8 and 9 but with one additional period to concentrate on the career planning dimension. In particular, more focused guidance is given on the options available at Key Stage 4.

Key Stage 4

There are three groups:

First Group: Two classes form the “vocational” group, where the pupils spend two days out of school (including study at the regional college).

Pupils also attend four periods of study for CCEA GCSE LLW, plus one additional period to focus on the career planning dimension of Education for Employability.

Second Group: Three mixed ability classes with four periods of study for GCSE LLW and one additional period to focus on the career planning dimension of Education for Employability.

Third Group: Two “top” classes with two periods per week used to study the units of the GCSE (but no time is undertaken for the Action-based Project). An additional period focuses on the career planning dimension of Education for Employability.

Issue: The school is keen to improve arrangements for the two “top” classes (Group 3) so that those pupils receive recognition for their efforts in LLW even though they are not completing the GCSE LLW qualification. The school has suggested that a short course in LLW would be beneficial to these pupils.

Key success factors

- Clear leadership from a member of the senior management team who champions LLW.
- A decision to develop a dedicated team of teachers for LLW.
- An evolutionary plan together with targets for the future and a process of continuous review.
- Endorsement of LLW as underpinning the values and ethos of the school so that LLW is taken seriously as a central driver for the curriculum.
- Emphasis on in-service training provided by both external agencies as well as cascading training in-house. For example, the trained Education for Employability teachers shared their expertise with colleagues in the use of our resources.
- A plan to develop a mechanism for ensuring that all teachers make a contribution to LLW.

School B

The factors that characterise this school's implementation of Learning for Life and Work include:

- an evolutionary approach, starting from the piloting of the GCSE LLW;
- taking advantage of LLW in order to provide a framework for the range of diverse experiences linked to the four strands, which the school has previously provided;
- integrating and embedding the traditional careers provision within Education for Employability, thus providing a richer context for promoting pupils' career development and decision-making;
- being enterprising in their implementation of LLW by adapting practice in the light of experience;
- developing a dedicated team of teachers for this Area of Learning and giving it the same status as any other Area of Learning;
- appointing a LLW Co-ordinator to manage the leaders of the individual strands of Local and Global Citizenship, Education for Employability and Personal Development;
- developing plans to more fully integrate Home Economics with the other three strands of LLW;
- highlighting the skills development in order to promote coherence across the strands; and
- thinking ahead to the next target for implementation, in this case, making more explicit connections within the LLW Area of Learning.

School background

This co-educational Catholic school has an enrolment of around 700 pupils and is set in a coastal town where there is an emphasis on tourism.

LLW has now been successfully established in the school as a credible Area of Learning. The term LLW is now used when talking to pupils and parents rather than referring to the individual strands.

The Principal and Board of Governors are convinced of the value of LLW as a means of complementing not only the Catholic ethos of the school but also the values espoused by such an ethos.

*highlighting the skills
development in order to
promote coherence across
the strands of LLW*

The starting point

Initially, the school participated in CCEA GCSE LLW pilot. The pupils enjoyed the course because, despite the staff's reservations about the scope of the specification, they saw the relevance of its content.

At the same time, the school was addressing aspects of LLW through Form periods and other activities. Teachers with a promoted position had been in post for the different strands of LLW. Personal, Social and Health Education has always been a priority and 'careers' was made available from Year 10 onwards. Home Economics was offered at Key Stage 3 and as an option at Key Stage 4. However, the introduction of LLW has given the school a legislative framework within which to bring both clarity and consistency to what they were offering.

Moving on

In order to consolidate the work and to give LLW even greater status, the Board of Governors appointed a new teacher from another school to lead LLW. The person concerned is already articulating the connections within the LLW Area and will be focusing on the contributions from other Areas of Learning in the coming months.

Building a team

A dedicated team of teachers for LLW has been created with specialists² in each of the strands. In addition, the school has built a team of seven guidance practitioners who can cater for the individual guidance needs of the pupils. This career-related guidance is considered to be crucial, particularly in the light of the Entitlement Framework. The Principal emphasised the need to identify the most appropriate teachers for each of the strands of LLW. It was agreed that simply allocating LLW to teachers who happened to have available teaching periods was not the correct way to further develop this important Area of Learning.

² In this context, specialist teacher means a teacher who is responsible for a single strand.

Timetabled provision

Key Stage 3

The school operates a fortnightly timetable.

The school allocates three 50 minute periods per fortnight to LLW in each of Years 8, 9 and 10. The time is divided equally among three strands – Local and Global Citizenship, Education for Employability, and Personal Development.

Home Economics is given two 50 minute periods per fortnight in Years 8 and 9. Three periods are allocated to Home Economics in Year 10.

Key Stage 4

All pupils take GCSE LLW. Five periods per fortnight are allocated to the subject.

The school has successfully integrated a large careers dimension into the GCSE LLW Action-based Project through which the pupils undertake extensive research into at least three potential career areas.

Key success factors

- Senior management recognises the importance of LLW.
- The co-ordinator for LLW has set out clear developmental targets.
- The LLW co-ordinator is a member of the core curriculum team. This gives this member of staff the opportunity to champion LLW at a senior level in the school.
- LLW is not considered to be just something that has to be done to meet the statutory requirements; it is regarded as complementing the Catholic ethos of the school.
- The school has always welcomed new ideas where they are considered to be in the best interests of the pupils, and that includes LLW.

The co-ordinator for LLW has set out clear developmental targets

The school has always welcomed new ideas where they are considered to be in the best interests of the pupils, and that includes LLW.

School C

The factors that characterise this school's implementation of Learning for Life and Work include:

- a track record of curricular renewal, innovation and development prior to and during the introduction and implementation of the current Northern Ireland Curriculum;
- a recognition that the school provision is much more than examinations;
- an ethos where preparing young people for life and work plays a central role in the school's provision;
- having individual³ teachers involved in the delivery of all three strands of Citizenship, Education for Employability and Personal Development rather than dedicating specialist teachers to the different strands (Home Economics continues to have specialist expertise);
- the continued use of the CCEA Transition 10 programme as a reflective experience for the pupils at the end of Year 10;
- a LLW team with clearly defined roles and responsibilities, and that sets annual targets for development and achievement in LLW; and
- comprehensive monitoring, undertaken by the Vice-principal, of the contribution of other Areas of Learning to LLW.

the continued use of the CCEA Transition 10 programme as a reflective experience for the pupils...

³ In this context, individual teacher means a teacher who has developed expertise in and delivers all three strands.

School background

This is a large co-educational post-primary school – around 1,300 pupils – in an urban setting with a tourist economic context. The staff have involved themselves in a range of curriculum developments, and so change and innovation are very much part of the tradition of the school.

The school has been enterprising in its approach to LLW by implementing different models and adapting where it was felt necessary. Management and staff of the school are confident that LLW is at the centre of the educational experiences of the pupils.

LLW is seen as complementing the ethos of what the school is about, that is, preparing young people for life and work in its broadest sense – getting ready to be well equipped for the world-of-work, developing positive attitudes to health and well-being, and becoming constructive citizens.

The Education for Employability programme has, for the first time, enabled the school to see more clearly the direct connection between the education of the young people and the economic development of the area. Previously, careers provision had been seen somewhat isolated, whereas now the Education for Employability strand provides a broader context for career planning with a greater sense of purpose.

The starting point

The school was involved in the Citizenship pilot programme, and then Education for Employability was introduced as a pilot. Personal Development, traditionally, had a central place in the pastoral work of the staff. Home Economics was also already in place prior to the current curriculum, but while regarded as a priority for the school, it remains somewhat separate from the other three strands of LLW.

Moving on

After some time experimenting with different models and approaches, there is now a team of teachers dedicated to LLW. The school has individual teachers who have been equipped to implement the three strands of Citizenship, Education for Employability and Personal Development. Home Economics has its own specialist staff.

In-service training is regarded as paramount, including both in-house and externally provided courses. Attendance at such events is considered to be important in order to understand better what is expected in terms of sufficiency of coverage and the most effective implementation approaches.

Building a team

The team receives strong leadership from the Vice-principal with responsibility for the curriculum. In addition, a senior teacher is directly responsible for working with an LLW co-ordinator who provides day-to-day direction for the LLW team. There are specialist staff who focus on the career planning dimension.

The team has regular meetings with agendas and rigorously maintained minutes. Through this mechanism, the school hopes to develop greater coherence across the strands of LLW. Coherence is also encouraged by the fact that individual teachers take responsibility for the three strands of Citizenship, Education for Employability and Personal Development.

Timetabled provision

Key Stage 3

Years 8, 9 and 10: two periods per week to cover Education for Employability and Citizenship.

One period is allocated to Personal Development.

Two periods are allocated to Home Economics in Years 8, 9 and 10.

Key Stage 4

Years 11 and 12: Half of the cohort has four periods for GCSE LLW. The other half (who take a short course in Religious Education) are allocated three periods for LLW, which includes one period focusing on the guidance for career planning.

Key success factors

- LLW is part of the strategic vision and planning by the Principal and Vice-principal.
- Careers provision is now given a re-energised priority, as Education for Employability has provided a richer context for linking career planning with local economic development. Consequently, there is now a greater sense of purpose to career-related exploration which, previously, was somewhat isolated.
- There is a dedicated team of teachers who now have the training and expertise to implement all three strands of Citizenship, Education for Employability and Personal Development. Home Economics has its own specialist staff.
- A monitoring system is in place for ensuring that all Areas of Learning contribute to LLW.
- Transition 10, despite the resource implications, is a major feature of Key Stage 3 provision – the programme allows pupils to reflect on their learning and skills development over the previous three years and to consider what it all means for them as individual pupils and for their future planning for life and work.
- The school tested different approaches to the implementation for LLW and adapted practices in the light of experience. This enterprising approach is characteristic of how the school operates.

School D

The factors which characterise this school's implementation of Learning for Life and Work include:

- a vision and Mission Statement which calls us 'To challenge staff and pupils to develop to their potential and make life-long learning the focus within an enjoyable, supportive environment';
- a commitment by Principal and Senior Management to develop a strategic approach to the introduction of each phase of LLW;
- a team approach to LLW teaching and learning;
- a commitment to give adequate curricular time to LLW at Key Stage 3 and Key Stage 4;
- a commitment to fully resource LLW within the school; and
- annually review LLW as part of the school's self-evaluation processes.

School background

This is an 11-16 inner city school educating up to 500 boys. The school aims to create a caring environment in which students, staff and parents work together to enable those of all abilities to reach their maximum potential and to develop self-esteem, confidence and maturity.

The school's work is underpinned by the following values:

- respect;
- recognition for individual contributions;
- integrity and high ethical standards;
- professionalism of staff;
- social responsibility; and
- a school ethos which reflects the Christian teachings and values of the Catholic Church.

The starting point

LLW was developed, first, at Key Stage 4, as part of the Vocational Enhancement Programme.

The pupils were offered LLW through the CCEA GCSE Learning for Life and Work. Three periods are allocated to the course. Additional time is provided for the GCSE Learning for Life and Work during the Personal Development and career planning lessons. A new approach was developed to deliver the strands of the programme through team teaching co-ordinated by the vice-principal.

Moving on

Year Heads implement Personal Development. A newly trained team of three teachers cover Citizenship and Education for Employability is taught by a core team of two teachers.

Team approach

LLW requires a new approach to pedagogy and places the learner at the centre of the learning which is intended to promote the thinking skills and personal capabilities of the student.

In order to develop the strands within LLW, teaching staff were asked to volunteer and they received the appropriate training organised by ELB/CCEA.

Home Economics

In preparation for the introduction of Home Economics, an application was made to the Department of Education (DE) for new teaching rooms during 2006-2007. In January 2008 the rooms were opened and became fully operational. The provision of new Home Economics teaching facilities required the appointment of a Home Economics teacher for 2007-2008.

A science teacher volunteered for retraining to teach Home Economics. The training took place, first, at the local Regional College. Following the achievement of the Level 2 Award in Food Safety in Catering, she commenced her part-time PGCE at the University of Ulster. In 2008-2009 a Technician for Home Economics/Science was appointed ensuring that the single teacher in the Home Economics department is fully supported.

Timetabled provision

Key Stage 3

Years 8, 9 and 10: One period (35 minutes) per week for each of Personal Development, Citizenship and Education for Employability.

Two periods for Home Economics in Years 8, 9 and 10.

Key Stage 4

First cohort: This group spends one day at the local Regional College. These pupils are allocated two periods per week for LLW.

Second cohort: This group has chosen to take the CCEA GCSE LLW. They are given three periods per week. This timetabled time is augmented by additional work in a period allocated to Personal Development and in a period allocated to Education for Employability with the focus on Career Planning.

Key success factors

- The Principal and senior management team are convinced of the value of this Area of Learning.
- Strategic planning to achieve appropriate Home Economics facilities and staffing for the school.
- Appropriate INSET for key staff and updating of others on LLW developments.
- Decision to deploy a dedicated team of teachers for LLW.
- LLW coordinated by Vice-principal.
- Commitment to addressing timetable issues associated with LLW.
- Commitment given to ensure that all Learning Areas contribute to LLW.
- Enrichment of pupil experience.

School E

The factors which characterise the school's implementation of Learning for Life and Work include:

- senior management looking at any new development, such as LLW, and addressing the question "how does it enhance what we already do?"
- moving forward at a pace which suits the school and, above all, the pupils;
- adopting an "organic" approach by "growing" the good practice and ideas which existed in the school to further embed LLW in the provision;
- leadership from the Principal and senior management team who believe in the importance of LLW for each of the individual pupils;
- support for the CCEA GCSE LLW as an important qualification for their pupils;
- enabling and supporting pupils, through self-evaluation, to identify and collate examples of "works of excellence" for inclusion in the Progress File;
- the timetable, at Key Stage 4, is collapsed on planned occasions to address Education for Employability and careers issues such as mock interviews, enterprise activities or post-16 options; and
- effective use of organisations in the local community such as Christian Aid, Fair Trade, employers and the Replay Theatre Company.

School background

This is an all girls' school with around 470 pupils in a rural town with an agricultural hinterland. The school has attracted a significant number of pupils into the sixth form.

Getting started

LLW grew out of the provision which existed. Each class has a Form Teacher who stays with the same class throughout their five years of schooling. In this way, each pupil has a key member of staff who can monitor their personal and educational development.

Four years ago the school, in common with many others, had a number of teachers trained for the implementation of Citizenship. In 2005 the school introduced Education for Employability. Personal Development always had an important place in the curriculum.

Moving on

Recently, the school appointed a Head of Learning for Life and Work. The detailed job description covers a range of elements including: Curriculum; Assessment, Recording and Monitoring; and leading the team of LLW staff.

The school believes that all the teachers, implicitly and explicitly, contribute to the preparation of the pupils for life and for work. The heightened awareness of skills development among staff ensures that the LLW agenda permeates the whole curriculum. Use is made of Whole School TV to 'track' where the compulsory elements of the Northern Ireland Curriculum are being addressed.

Two developments are planned. Already, the school has links with schools in the Basque country. The collaborative work will focus on music, dance, drama as well as exploring cultural issues, food customs and types of employment.

Through the British Council it is hoped to extend the international dimension using visits, video conferencing and emails to link up with schools in Jordan. Schools from Poland, Germany, Italy will be exploring some of the issues similar to those with schools from the Basque region of Spain.

Building a team

The team of teachers involved in LLW all received training mainly through the ELB support and extensive use is made of CCEA resources. It has been decided that each member of the team should be involved in teaching the three strands of Citizenship, Education for Employability, and Personal Development.

Home Economics is catered for by the specialist Home Economics teachers. Prior to the introduction of LLW, Home Economics always had a place at Key Stage 3 and is offered as an option at Key Stage 4.

Home Economics is not as closely integrated with the remaining three strands of LLW. However, plans are in place for any theory work within Home Economics to address some of the statements of minimum entitlement for LLW. As the new Head of LLW takes up the post it is intended that Home Economics will form a definite part of the LLW team.

Timetabled provision

Key Stage 3

Each period lasts for 35 minutes.

Years 8, 9 and 10: Home Economics is allocated two periods per week.

Personal Development is allocated one period per week.

One period per week throughout the year is divided equally between Citizenship and Education for Employability.

Key Stage 4

All pupils are allocated 4 periods per week for LLW. Almost all of the pupils are entered for CCEA GCSE LLW.

Key success factors

- The “organic growth” approach as described by the Vice-principal with responsibility for the curriculum has allowed the school to take a planned developmental approach – thus preserving all of the good practice and building upon it to further embed LLW.
- The Key Stage 3 provision is regarded as a foundation upon which to bring three of the strands together at Key Stage 4 in the form of the GCSE LLW.
- The existence of the School Council encourages pupils to see the value of LLW as part of their education. It also reinforces among the pupils the need and right for their opinions to be heard.
- The emphasis on pupil self-evaluation is promoting the idea that they, the pupils, are taking control of what and how they are presenting as their evidence of achievement and excellence. Clearly, this is allowing the pupils to build up their preparation for entering the world of employment when they will be required to “market” themselves through presentations and other challenges in the recruitment and selection process.

School F

The factors which characterise this school's implementation of Learning for Life and Work include:

- building on the experience gained through participation in the CCEA Key Stage 3 pilot programme;
- embracing totally the Northern Ireland Curriculum at Key Stage 3 as it is regarded as reinforcing what the school had been attempting to achieve for its pupils;
- deploying a team approach to curriculum implementation and development;
- reinforcing the strong pastoral system which existed in the school prior to the introduction of the current Northern Ireland Curriculum;
- recognising that LLW complements and feeds into the ethos of the school where every pupil is valued; and
- adopting an "auditing" approach to determine how best to implement LLW within the time and other constraints.

School background

This girls' school is located in a city setting with around 670 pupils drawn from an extensive catchment area which stretches well beyond the local environment. The pupils come from a wide range of socio-economic backgrounds. Curriculum change and development have always been regarded as an opportunity to enhance provision for the benefit of the pupils. There is a strong "family" tradition associated with the schools where several generations of individual families have been present at the school.

Getting started

The school has always placed an emphasis on an effective pastoral system. As far as the strands of LLW are concerned each of them, traditionally, has been part of the school's planning and curriculum. The legislative statements of entitlement have allowed the staff to ensure greater consistency and coverage across the school.

When the current Northern Ireland Curriculum was introduced the senior management put in place a curriculum team lead by the Vice-principal. This is in contrast to some schools where individual co-ordinators were appointed for each of the strands.

Moving on

For Citizenship and Education for Employability, the school started with an audit of Year 8 provision in order to find out what each Area of Learning was contributing to these two strands. This allowed any gaps to be identified. A similar approach was adopted through Years 9 and 10. GCSE LLW was introduced for some pupils at Key Stage 4.

Timetabled provision

Key Stage 3

35 minute periods.

Personal Development allocated one period per week through Years 8, 9 and 10.

Home Economics is allocated two periods per week in Years 8, 9 and 10.

Education for Employability and Citizenship integrated within subjects at Years 8, 9 and 10 although Education for Employability/career planning is given a separate period in Year 10 only.

In addition, some special events are organised where the timetable is collapsed when, for example, a whole year group is introduced to Enterprise. A similar model is also used to augment Citizenship.

Key Stage 4

All pupils who study Single Award Science study CCEA GCSE LLW for five periods per week. Those who take the Double Award Science do not study the GCSE.

All pupils have one period per week which is used to address LLW issues at Key Stage 4. This is also augmented with special events similar to Key Stage 3.

Key success factors

- The team approach at Key Stage 3 appears to suit the school and addresses the LLW issues.
- The “infusion” model for two of the strands alongside the separate timetabled provision for the other two strands is regarded as effective curriculum and time planning.
- The contribution to LLW from other Learning Areas is monitored closely by the vice-principal with responsibility for the curriculum.
- Curriculum change is embraced in the interests of the pupils and not simply because it is statutory.

The “infusion” model for two of the strands alongside the separate timetabled provision for the other two strands is regarded as effective curriculum and time planning.

Curriculum change is embraced in the interests of the pupils and not simply because it is statutory.

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