




Northern Ireland Children and Young People's Plan 2019-2021

Children and Young People's Strategic Partnership

A photograph of two young girls sitting on a green lawn in a park. The girl on the left, with blonde hair in pigtails, is wearing a white long-sleeved shirt and is focused on stacking several light-colored wooden blocks. The girl on the right, with brown hair, is wearing a white t-shirt with a colorful graphic and a blue skirt, and is looking towards the camera. In the background, there is a black metal fence, a blue and red playground structure, and a person in a wheelchair. The scene is bright and sunny.

Agencies, children and young people, families and communities across Northern Ireland working together - to improve outcomes for children and young people through integrated planning and commissioning

Education And Policy In Northern Ireland

Tina Hickey, Jenny Williams



Education And Policy In Northern Ireland:

Education and Policy in Northern Ireland Robert D. Osborne, Robert J. Cormack, Robert Lee Miller, 1987 **After the Reforms** Robert D. Osborne, Robert J. Cormack, Anthony Gallagher, 1993 Devolution and Pluralism in Education in Northern Ireland Caitlin Donnelly, Penny McKeown, Robert Osborne, 2006-03-17 This is the second of two anthologies designed to accompany the Open University course From Enlightenment to Romanticism an interdisciplinary exploration of the changes and transitions in European culture between 1780 and 1830 The collection of extracts in this anthology provides primary and secondary sources on changing landscapes new forms of knowledge new conceptions of art and the artist and the exotic and Oriental Each selection is accompanied by a detailed introduction explaining the context and significance of the sources Extracts in the anthology stimulate questions rather than provide reassuring answers and offer vital insights to the major events movements and personalities of the time **Education in the United Kingdom** Colin Brock, 2015-01-29 Education in the United Kingdom is a comprehensive critical reference guide to education in England Scotland Wales Northern Ireland The Isle of Man The Channel Islands Gibraltar The Cayman Islands Bermuda Anguilla and The British Overseas Territories Although generically similar in education structures the various components of the United Kingdom have separate systems with some very distinctive differences The chapters written by regional experts offer a review of contemporary national and regional educational structures and policies research innovation and trends Some of the themes covered include issues relating to the partition of Ireland differences between maintained and independent schooling language issues and radical alternatives in teacher education Including a comparative introduction to the issues facing education in the region as a whole and guides to available online datasets this book is an essential reference for researchers scholars international agencies and policy makers *Education Across the United Kingdom 1944-2017* Robert McCloy, 2018-09-06 This book provides a comprehensive understanding of how education has developed over the last 70 years within the United Kingdom As education in Wales and Scotland continues to develop following increasing devolution the contributors draw from personal accounts and practical experience to provide a comparison and evaluation of these differences A critical stage in the history of education has been reached particularly in light of the decision for Britain to leave the European Union the authors explore the emergent fault lines and identify practical reforms While this book will undoubtedly be of interest to educational historians it will also be a valuable reference point for educationalists practitioners and politicians The contributors unpick the larger role of education in the United Kingdom and propose practical ways forward amid a time of crisis Law, Religious Freedoms and Education in Europe Myriam Hunter-Henin, 2016-04-22 This collection considers how contemporary cultural and religious diversity challenges and redefines national constitutional and legal frameworks and concepts within the context of education It offers a critical reflection on the extent and meanings given to religious freedom in education across Europe The contributions deal primarily with Western Europe although the book

also includes a study of the US vibrant debates on Creationism This volume considers issues such as religious expression faith schooling and worship in schools in a multidisciplinary and comparative approach The book first examines key concepts before presenting national models of religion and education in Europe and analyzing case studies relating to religious symbols worn at school and to the teaching of religious education Legal questions are examined in a wider context in the light of the intentions of state policy and of current national and transnational debates Controversies on the legal implications of personal and national identities are for example analyzed From a comparative perspective the chapters examine the possible converging power of human rights and anti discrimination discourses and reveal the difficulties and risks involved in seeking to identify the best model for Europe This topical study of a highly sensitive area of education presents a valuable insight for students researchers and academics with an interest in cultural and religious diversity human rights and education

Activist Pedagogy and Shared Education in Divided Societies ,2022-02-14 Collaborative engagement between activist academics from Israel and Northern Ireland highlighted the challenges and potential of working through education to promote shared learning and shared life in divided societies Following these initial explorations the volume brought together educationalists from Europe the United States and South Africa to widen the range of experience and insights and broaden the base of the conversation The result is this book on the role of shared education not only in deeply divided societies but also in places where minorities face discrimination where migrants face prejudice and barriers or where society fails to deal positively with cultural diversity Together the contributors challenged themselves to develop theoretical and practical paradigms based on practical knowledge and experience to promote activist pedagogies Their shared purpose was to work for more humane just and democratic societies in which education offers genuine hope for sustained transformational change The four main themes around which the book is organized are educating for democratic multicultural citizenship models of shared learning nurturing intercultural competencies and reconciling dialogue in the face of conflicting narratives The book draws on a wide range of international perspectives and insights to identify practical strategies for change in local contexts

Teacher Preparation in Northern Ireland Séan Farren,Linda Clarke,Teresa O'Doherty,2019-08-22 This book addresses the history of teacher preparation in Northern Ireland paying particular attention to the distinctive political and religious influences in the country and how these have impacted teacher education

After the Reform Robert Cormack,Anthony Gallagher,Robert D. Osborne,1993

Knowledge, Policy and Practice in Education and the Struggle for Social Justice: Essays Inspired by the Work of Geoff Whitty Andrew Brown,Emma Wisby,2020-04-01 For 50 years educator and sociologist Geoff Whitty resolutely pursued social justice through education first as a classroom teacher and ultimately as the Director of the Institute of Education in London The essays in this volume written by some of the most influential authors in the sociology of education and critical policy studies take Whitty's work as the starting point from which to examine key contemporary issues in education and the challenges to social justice that they present Set within

three themes of knowledge policy and practice in education the chapters tackle the issues of defining and accessing legitimate knowledge the changing nature of education policy under neoliberalism and globalization and the reshaping of teacher workplaces and professionalism as well as attempts to realize more emancipatory practice Whitty's scholarship on what constitutes quality and impact in educational research is also explored Together the essays open a window on a life in the sociology of education the scholarly community of which it was part and the facets of education policy practice and research that they continue to reveal and challenge in pursuit of social justice They celebrate Whitty as one of the foremost sociologists of education of his generation but also as a friend and colleague And they highlight the continued relevance of his contribution to those seeking to promote fairer and more inclusive education systems

The State and Education

Policy: The Academies Programme Helen M. Gunter, 2010-12-16 This collection draws together contributions from leading researchers and participants to explore a major reform process of the state and education system in particular The shift from welfare based provision of public services to the quasi market with private delivery and philanthropic investment is an issue that needs a thorough examination through evidence and rigorous argument This book seeks to do this by not only charting events and providing detailed examination about what is happening but also by locating these developments within a contemporary political and social analytical framework Topics covered include the legal and political process of establishing Academies the working and impact of Academies using a range of data and perspectives the debates and issues regarding this major reform with comparative perspectives The State and Education Policy shows how the Academies Programme in England is an important site for examining the growth of neoliberal ideas and practices in the framing and delivery of public services such as education

Teacher Education Policy and Research Diane Mayer, 2021-08-05 In this book leading teacher education researchers from Australia Belgium Canada England Finland Hong Kong SAR the Netherlands New Zealand North Ireland Portugal Scotland the USA and Wales examine teacher education policy and research in each of their contexts The book highlights the connections and disconnections between teacher education policy and research It examines contemporary challenges and issues in teacher education including how high quality teacher education is framed how teaching quality is framed and the role of teacher education research It also considers future policy and research possibilities and opportunities for teacher education research equity and preparing teachers for work within contexts of super diversity and early career teaching

Education in a Federal UK John Furlong, Ingrid Lunt, 2019-10-23 Britain's two recent referenda on Brexit 2016 and on Scottish independence 2014 have raised in the public mind fundamental questions about the future of the UK It seems that for the first time the public the media and the political elite have woken up to the fact that in different parts of the UK there are different histories different aspirations and different imagined futures in relation to a whole range of vitally important political issues But what the public debate often fails to recognise is that in many areas of public life perhaps especially education the UK is already a federal state and in key respects has been so for many years The aim of this

volume is therefore to take stock to try and capture what the current state of educational policy and practice is across the whole of the UK This has been achieved by commissioning two different papers from each of the four countries Wales Scotland Northern Ireland and England The first is an overview exploring the distinctive history principles and current policies of each country The second paper has been specifically chosen as a case study of a key policy that highlights the distinctiveness of each country the Foundation Phase for Wales assessment policy in Scotland shared education initiatives in Northern Ireland and higher education policy in England Taken together these eight papers give an important insight into the complexities of educational policy and practice across the whole of the UK today This volume was originally published as a special issue of Oxford Review of Education Language, Education, and Society in a Changing World Tina Hickey, Jenny Williams, 1996 This book addresses many of the issues facing language teachers researchers and policy makers in a world where languages are becoming extinct at an alarming rate and are frequently the focus for dispute and conflict

Education in Britain Ken Jones, 2016-01-27 In the decades after 1944 the four nations of Britain shared a common educational programme By 2015 this programme had fragmented the patterns of schooling and higher education in Wales Scotland Northern Ireland and England resembled each other less and less This new edition of the popular Education in Britain traces and explains this process of divergence as well as the arguments and conflicts that have accompanied it With a reach that extends from the primary school to the university and from culture to politics and economics Ken Jones explores the achievements and limits of post war reform and the egalitarian aspirations of the 1960s and 1970s He registers the impact of the Thatcherite revolution of the 1980s and of the New Labour governments which were its inheritors Turning to the twenty first century Jones tracks the educational consequences of devolution and austerity The result is a book which is more attentive than any other to the ever increasing diversity of education in Britain This comprehensive and accessible overview will have a wide appeal It will also be an invaluable resource on courses in educational studies teacher education and sociology *Innovation in Teacher Professional Learning in Europe* Ken Jones, Giorgio Ostinelli, Alberto Crescentini, 2023-10-11 This book presents critical perspectives on teacher professional learning and professional development as interpreted in 14 countries across Europe Bringing together experts from across Europe the book fulfils a need for a better understanding of the changing nature of teacher professional learning in national policy contexts and of the cultural differences existing between various systems It discusses the new thinking that has emerged in the field of teacher education alongside new models that reflect the changing patterns and policies relating to the ways educational professionals maintain and enhance professional practice The book highlights that new models of teacher leadership and practitioner inquiry have a strong focus on pedagogy and social justice It also examines briefly the challenges brought about by the Covid pandemic and the ways in which new approaches to professional learning specifically the use of new technologies have begun to transform practice in some countries in Europe The book gives insights into the ways in which professional learning

policy is interpreted and applied in practice It will be highly relevant for researchers and post graduate students in the fields of teacher professional learning and development school leadership comparative education and educational policy and planning

Educational Regimes and Anglo-American Democracy Ronald A. Manzer, 2003-01-01 Manzer's comparative political study of schools in Australia Canada New Zealand the United Kingdom and the United States focuses on five fundamental problems in the historical development of Anglo American educational regimes the original creation of systems of elementary education in the nineteenth century as publicly provided and publicly governed the transformation of secondary schools in the early twentieth century to match the emerging structure of occupational classes in capitalist industrial economies the planning for secondary schools in the development of the welfare state after the Second World War the accommodation of social diversity in public schools from the 1960s to the 1990s in response to increasingly strong assertions of ethnicity language race and religion not only as criteria for equal treatment but also as foundations of communal identity and more

Addressing Ethnic Conflict through Peace Education Z. Bekerman, C. McGlynn, 2007-04-02 This collection on peace education includes contributions from an international group of scholars representing a wide variety of geographical conflict areas and exemplifying the multiple venues of peace educational labour A strong emphasis is given to integrative and sustained long term peace education efforts

Democratizing Education and Educating Democratic Citizens Leslie J. Limage, 2013-10-08 The essays in the book are organized into three sections in order to address the conceptualization of democracy and citizenship reform efforts towards democratization in various societies and educational efforts to foster democratic citizens Each is written from a different historical and national perspective by an international panel of prominent comparative education scholars and each tackles the theme of democracy and civic duty in education

Citizenship Education and Lifelong Learning Michael Williams, Graham Humphrys, 2003 Across the globe citizenship education is high on the reform agendas of policy makers and educators The collapse of the Soviet Union and the entry of former Soviet bloc states into the European Union the fragmentation of the former Yugoslavia the major population movements from poor to rich countries and the increased threats of international terrorism and civil wars in many states have all added to the need to provide up dated and reflective approaches to citizenship education Within nation states the impact of globalisation on social economic and political structures has caused power shifts across and within international borders demanding greater citizenship awareness and participation The effect of these changes and the practice and needs of citizenship are profoundly affected by the distinctive particulars of the places in which they occur This is an essential ingredient in any understanding of what is happening and of any program addressing the resulting citizenship challenges Too often citizenship education has been perceived simply as a matter for schools In this book the discussion is extended to embrace post school education It is acknowledged that the educa

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