
STATES OF JERSEY



TEACHER RECRUITMENT AND RETENTION (S.R.3/2020) – RESPONSE OF THE MINISTER FOR EDUCATION

Presented to the States on 20th October 2020
by the Minister for Education

STATES GREFFE

Review title: Teacher Recruitment and Retention

Scrutiny Panel: Children, Education and Home Affairs

Introduction: I welcome the Panel’s review of Teacher Recruitment and Retention and thank members for the opportunity to comment and respond to the Report’s findings and recommendations. As many of the findings and recommendations relate to corporate policies which are under the remit of the States Employment Board, I have sought their advice where appropriate and will inevitably be reliant on their actions for any subsequent implementation where changes are planned.

Findings

	Findings	Comments
1.	The Department for Children, Young People, Education and Skills does not collect specific information in relation to whether teachers have left the profession entirely or continued teaching in overseas or non-provided schools. Teachers who move to non-provided schools are currently recorded as ‘other employment in Jersey’.	Agreed
2.	There is a lack of data in relation to the number of teachers who have undertaken exit interviews over the past 5 years. Of the data available to the Panel in 2019, under 20% of staff have engaged in the process.	Agreed
3..	There is a prevailing view that the process for engaging teachers in exit interviews is not effective and there appears to be confusion over the various means through which they can be conducted. The lack of available data supports this position. As a result of the current process there are significant missed opportunities to better understand the teaching workforce and identify areas for improvement underpinned by professional experience. This would be beneficial for both the employer and Teaching staff. The Panel would therefore conclude that the current process is not fit for purpose.	<p>Agreed at the time of the report. This process has improved significantly since the report was. In 2019 the government introduced an electronic leaver survey which replaced the previous paper based exit interview. The new one allows leavers to complete a survey before their last working day.</p> <p>The survey is intended to provide better information on why people leave the government, collates feedback centrally on what it’s like to work for the government and for analysis purposes that facilitate the identification of issues and improvements.</p> <p>Each leaver also has the option of asking their line manager or someone from HR for a face-to-face meeting. Information provided is collated and analysed for statistical purposes and to provide feedback to the area the leaver worked in. We ask the leaver to provide permission so that we are able to provide constructive feedback to the appropriate area.</p> <p>The leaver / exit information is provided in a report for a senior member of the HR department to review.</p>

4.	<p>The overall teacher headcount as of the end of September over the past five years has remained relatively stable. The same can be said of the number of Full-Time Equivalent (FTE) posts. There are, however, concerns that there is a focus on declaring headcount and FTE staff in schools, rather than looking at the needs of the school and children within the community.</p>	<p>Headcount and FTE controls are an important aspect of managing any service. Committing to additional permanent staff resource without the requisite recurrent increase in funding can lead to overspends. The needs of the school and the children are valid factors in the decisions required to ensure adequate resources and funding. A new school funding formula should help to ensure that more resource is available to schools with more need.</p>
5.	<p>The evidence received appears to suggest that there is a small field of recruitment from which to appoint to teaching vacancies. There are also concerns over the level of quality of applicants applying for vacancies.</p>	<p>The default position for recruiting teachers to GoJ schools is to recruit locally. This is the norm for all primary posts, and for many secondary posts. Where smaller fields apply, this is due to the local interest and match of skills of the post in question. Teaching vacancies are mostly recruited on island. T Where schools do have to go to off-Island to recruit, for example, with shortage subjects in secondary education, licences are required. In this field, we are subject to national shortages too. In light of this, the Department also recognises that a more targeted approach to recruitment of teachers is needed. It is intended to have an appropriate strategy in place for Jersey for specialist roles. This approach is likely to include a focus upon developing our existing workforce as well as well as recruiting to specific vacancies.</p>
6.	<p>There is a high retention rate for teachers working in Jersey secondary schools who qualified through the Jersey Graduate Teacher Training Programme. Of the 57 who completed the programme since 2011, 88% are still teaching in Jersey. It should be noted, however, that the Jersey Graduate Teacher Training Programme is specific to Jersey and is not transferable to allow those qualified to teach in other jurisdictions. This may, therefore, be one of the reasons for the high retention rate as those qualified are unable to work elsewhere.</p>	<p>The Jersey Graduate Teacher Training Programme (JGTTP) has successfully added to the talent pool of teachers, and meets the needs of local graduates who cannot move off-Island to complete their Initial Teacher Training (ITT). The high retention rate further demonstrates the benefits the programme delivers. Due to the success of the scheme, and new demand for training opportunities, it has now been extended to include primary school teachers.</p>

7.	<p>The focus groups highlighted a number of successes in relation to teacher recruitment including, the Newly Qualified Teacher (NQT) programme, information about the costs of living and that Jersey is a safe place to live and work. There is a perception from the submissions that Jersey has higher salary bandings compared to the UK, increased annual leave entitlement and higher standard of living. This, however, should be seen in the context of the increased cost of living. The Panel would argue that whilst the 'raw' salary banding may be higher, they do not take into account the cost of living issues specific to Jersey. It could therefore be argued that, dependent on individual circumstances, some teachers are worse off in real terms than the comparative figures elsewhere. The Executive view is that the current workforce is relatively stable.</p>	<p>The Department does receive highly positive feedback on the NQT programme, and continually strives to refine this in response to feedback. Teachers' pay in Jersey is indeed higher, and school holidays longer than in the UK.</p> <p>As noted in 5., above, the default position for recruiting teachers to GoJ schools is indeed to recruit locally.</p> <p>Where we do need to recruit off-Island, the challenge that we have is the same one across all government roles is about how we can attract people to work in Jersey. This is not just about salaries but also other aspects of living and working in Jersey. We need to focus on strategies for developing our own workforce as well as promoting other positive aspect of moving to Jersey to attract and retain quality applicants. Also, we need to understand and promote aspects of Jersey life that are attractive to teachers at different life stages.</p>
8.	<p>Cost of living, lower starting salaries compared to the UK and the finance industry proving more attractive employment opportunities were highlighted by the focus groups as contributing to the lack of incentive to remain in the teaching profession. Cost of living was highlighted by the Minister for Education and other submissions as being a challenge to effective recruitment. The Panel holds concerns that the decision to cut Newly Qualified Teachers' salaries has not been reversed. The Panel would also raise the contradiction of these observations in relation to some of the perceived strengths that have been outlined on teacher recruitment.</p>	<p>It is important to contrast salaries in appropriate skills / job markets and the evidence available suggests that salary levels for Jersey teaching roles are extremely competitive against those in the UK. The governments employment offer is competitive, however, other organisations including some finance sector have over the years invested in their employment offer, including development opportunities, clear career paths and talent management. Recent events linked to the impact of the pandemic include some Jersey employers, including the finance sector, reducing the size of their workforce.</p> <p>It is noted that no NQT has had a salary cut. In the previous administration an earlier informal policy change was corrected, aligning starting salaries at the initial scale point, as with other jurisdictions. The Minister reported to the Panel:</p> <p><i>“Changes to the starting salary of Newly Qualified Teachers (NQT) were first proposed as part of the MTFP 2017 – 2019 and the introduction of the change took effect from September 2017. From this date most NQTs joining the organisation were paid at the first increment of the Teacher pay scale instead of the previously used third increment. This accords with the original intention of the pay scale, and corrected subsequent informal policy changes. The exception to this change was for trainees already in the Jersey Graduate Teacher Training Programme (JGTP), who had enrolled with the expectation of starting as NQTs on the third point. This was honoured for those starting in September 2017.”</i></p>

9.	There is widespread agreement that the current recruitment software (TalentLink) is inefficient and acts as a disincentive for applicants. It has also been highlighted by managers as being a time consuming and restrictive process. The Panel would contend that this system is therefore not fit for purpose. £28 million worth of funding has been allocated over the four years of the Government Plan under the Integrated Technology Solution project, of which part will seek to replace this system.	Agreed
10.	There is widespread agreement that the current Human Resources process is not as effective as it could be in supporting recruitment. Some in the focus groups explained that they had been in post for up to six months without having received a contract. Funding has been set aside in the Government Plan in order to address the HR process.	Agreed at the time of this report. However, since the time of this report there have been some improvements to the recruitment process that include the issuing of contracts. The contract is issued, subject to pre-employment checks, at the time of offer. There is a continuous improvement process underway that will address and improve current issues.
11.	Head Teachers have to give consideration to best practice in relation to providing part-time or job share opportunities, however, unlike the UK, they are not compelled by legislation to give full consideration to anyone with a child up to the age of five. It has been suggested that if the decision to grant part-time hours was not in the best interests of the children in the school then this would go against the strategic priority to put children first. There is also a lack of clarity over who makes the final decision over any appeals for rejected claims for part-time requests.	Headteachers have to comply with local legislation and the Government of Jersey flexible working policy. The Government of Jersey flexible working policy is in accordance with the relevant Jersey legislation and affords all staff the same right of request whether they are parent or not and irrespective of the age of any children. There is no lack of clarity in who makes the decision. In the case of a teacher's request for flexible working it would be the Headteacher who makes the decision, as with the senior line managers in any part of Government. If the teacher then appealed, the decision at the appeal stage would be made by the Director General.
12.	There is a mixed opinion about the current relocation package in place to support teachers who are moving to the Island when appointed. Whilst some examples in the focus groups felt it was comprehensive, others felt very little information was given at all.	The relocation policy was relaunched in September 2019 which provides a generous package and parity for all employment groups. https://soj/SiteCollectionDocuments/01092019%20Relocation%20Policy.pdf#search=relocation%20policy
13.	Work is ongoing to develop new models for workforce planning as there is limited insight and data available in relation to staff turnover.	Agreed – also refer to exit interview narrative and other data available
14.	There was a theme arising from the focus groups that teachers felt undervalued for the work they do. There was an acknowledgment from the Minister for Education that whilst there was a perception of public negativity towards the profession there was also a significant amount of support for the profession as well.	Agreed Evidence from extensive Teachers' Survey feedback states teachers' find higher positive perceptions from within schools and the education service than from the wider public.

15.	There is a conflicting view between the focus groups, submissions and the departmental leadership in relation to the perception that staff are being placed under high levels of scrutiny which is in turn impacting teacher wellbeing	Noted
16.	The focus groups highlighted extreme expectations as one of the main challenges to retention of teachers. This included views that the tasks expected to be undertaken by teachers could not be completed in the time available to do them. There was an acknowledgment from the Primary Head Teachers that expectations had an effect on teacher's wellbeing.	<p>Primary Headteachers said:</p> <p><i>"The workload of teachers and the pressure of expectations from schools, CYPES and parents do have detrimental effect on the wellbeing of our teachers. There is not enough access to outside agencies or services offered by CYPES for us to be able to meet the ambitious goal of full inclusion as set out in the Department Inclusion Policy (May 2016) With better support around us, teachers could refer families to the "Right help, Right time" approach and be able to focus on children's learning within school. We need further funding and support for children with additional needs."</i></p> <p>The Minister is carrying out a comprehensive review of Inclusion and is confident through the Independent School Funding Review and forthcoming Government Plan will seek to address funding issues and support for children with additional needs.</p>
17.	There is a prevailing view that the current workload for teachers is unsustainable and is among one of the largest factors affecting the retention of staff. This is supported by the Minister for Education's view that the average working week for a teacher is 60 hours. There is a view that more pastoral and business support is required to free teachers up to teach which is supported by the Minister for Education.	<p>The Minister for Education acknowledges the concerns regarding workload. She is of the view that some teachers work 60 hours a week; however, no data is held on average weekly working hours. The Minister for Education welcomes the work of officers and the unions on the various workload documents jointly devised and now in place.</p> <p>Further, she advises the Panel that she intends to seek additional funding in the 2021 Government Plan based on the recommendations of the Independent School Funding Review.</p>
18.	The focus groups and submissions highlighted a lack of support for teachers in relation to inclusion, administrative, business, social and emotional support for staff. There is recognition from the Minister for Education that more funding is required to develop an inclusion model for students and increase the opportunities for teachers to collaborate and support each other.	<p>The Minister for Education acknowledges this finding and advises the Panel that she intends to seek additional funding in the 2021 Government Plan based on the recommendations of the Independent School Funding Review. Additionally, the Minister is carrying out a full review of inclusion, with the report and recommendations due in March 2021.</p>
19.	The evidence received suggests that there is a narrow progression route for teachers with many having to take on additional responsibilities without the corresponding progression or promotion. There is also a view that, whilst continued professional development is available, there are limited opportunities for teachers to engage in it.	<p>Teachers taking on extra responsibilities are rewarded with additional payments through the award of Supplementary Allowance (SA) points, also known as promoted points.</p> <p>There is a wide range of CPD opportunities available for teachers, but the Minister acknowledges that this can be further improved. The Minister intends to seek additional funding in the 2021 Government Plan based on the recommendations of the Independent School Funding Review.</p>

20.	<p>There is substantial evidence to suggest that poor and abusive pupil behaviour is becoming an increasing challenge to teacher retention. Whilst there are policies in place to mitigate and manage these issues, there is concern about the lack of a full exclusion policy in the Island.</p>	<p>The evidence of staff turnover shows that Jersey has a good record of retention, especially when compared to other jurisdictions. The retention rates for staff in teaching roles is high. The current turnover figure of 2.7% is lower than the turnover across government which is currently 7%.</p> <p>The Minister for Education is committed to developing a successful inclusive education system. Whilst this provision exists in the Education (Jersey) Law for exclusions, the focus should be on providing the Right Help at the Right Time, and strong inclusion services to support students and their teachers.</p>
21.	<p>A lack of funding for schools has been identified as having a major impact on retention due to the added pressure it places on teachers to undertake additional tasks. The Minister for Education has commissioned an independent review of school funding which was due to report during early 2020. However, due to the Covid-19 pandemic, the report was not presented to the Council of Ministers until July 2020.</p>	<p>The evidence of staff turnover shows that Jersey has a good record of retention, especially when compared to other jurisdictions. The retention rates for staff in teaching roles is high. The current turnover figure of 2.7% is lower than the turnover across government which is currently 7%.</p> <p>The Minister for Education intends to seek additional funding in the 2021 Government Plan based on the recommendations of the Independent School Funding Review.</p>
22.	<p>There is widespread agreement that poor recruitment and retention of teachers has a direct impact on students learning, behaviour and feeling of security.</p>	<p>It is widely acknowledged that teachers are the single most important influence on the outcomes for education, naturally any issues with recruitment and retention of teachers can have an impact on students. Thankfully, the recruitment and retention of teachers in Jersey is not poor.</p>

Recommendations

	Recommendations	To	Accept/ Reject	Comments	Target date of action / completion
1.	<p>In order to provide clearer data in relation to the reasons why teachers are leaving Government of Jersey schools, the Minister for Education should update the leavers' questionnaire to include the options of whether a teacher is moving to a non-provided school, continuing in the profession overseas, or leaving the profession entirely. There should be a requirement for the questionnaires to be completed and the relevant data collected, maintained and analysed so that any relevant trends can be identified.</p>	Minister for Education	Partially accept	<p>The leaver survey includes a section called 'Reason for Leaving'. This section allows leavers to select up to three choices for leaving and a section where they can provide additional details on their reason for leaving. This information is provided to central HR so that any relevant trends can be identified, and action taken to address significant issues.</p> <p>There is no compulsion for departing teachers to complete the leavers' questionnaire, but it is very much encouraged.</p> <p>The government intends to improve on this process and how this information is shared with Director Generals/Directors.</p>	

2.	<p>The Minister for Education should, in consultation with relevant Human Resources professionals and the Head Teachers, develop an exit interview process which is consistent in its approach and collects both qualitative and quantitative data. This should be cognisant of the professional nature of teaching, the opinions of professionals at all levels of responsibility and subsequent value should be given to this. It should actively encourage staff to participate in the interviews and clarify the various means through which they can be conducted with a target of 100% of staff undertaking them. Whilst the ongoing Covid-19 situation is acknowledged, this should be completed to allow it to be rolled out by the end of May 2021 for the first available time that staff are able to hand in their notice during the academic year.</p>	Minister for Education	Accept (already in progress)	<p>In 2019 the government introduced a leaver survey which allows leavers to complete a survey before their last working day. The survey is intended to provide better information why people leave, feedback on what it is like to work for the government and also to identify any improvements that can be made.</p> <p>Each leaver also has the option of asking their line manager for a face-to-face meeting if they prefer. Information provided is collated for statistical purposes by HR and it also used to provide feedback to the area the leaver worked in. We ask the leaver to provide permission so that we are able to provide constructive feedback to the appropriate area.</p> <p>The leaver / exit information is provided in a report for a senior member of the HR department to review.</p> <p>The government intends to implement a new electronic process whereby the departing employee is automatically sent a form offering an exit interview. This means when processing a leaver notification the People Hub will email to the leaver a letter acknowledging their departure and a link to the leaver survey. The letter will also advise staff that they should meet with their line manager to arrange a face to face exit interview.</p>	
3.	<p>The Minister for Education should provide clarity on the relative headcount versus full time equivalent in schools. Priority should be given to expanding job share opportunities within full time equivalents because of the flexibility this provides head teachers to enable flexible working and providing for the needs of the individual schools and community.</p>	Minister for Education	Partially accept	<p>Headcount and FTE controls are an important aspect of managing any service. Committing to additional permanent staff resource without the requisite recurrent increase in funding can lead to overspends. The needs of the school and the children are valid factors in the decisions required to ensure adequate resources and funding.</p> <p>A new school funding formula will be developed in 2021 in order to match resource allocation to need, in line with the recommendations of the Independent Schools Funding Review.</p>	

4.	The Minister for Education should direct Skills Jersey to undertake research in order to establish the median graduate starting salary in Jersey by individual sector, as well as the Island as a whole. This should then be used as the starting point for any consideration in relation to the starting pay of Newly Qualified Teachers.	Minister for Education	Partially accept	The Minister cannot commit Skills Jersey to carry out this research, but she does commit to requesting if Statistics Jersey can complete this as stand-alone research or as part of their current labour market statistics. The Minister cannot commit to any actions taken following the findings of any research. Pay, terms and conditions are the responsibility of the Sates Employment Board. The Minister will always be supportive of ensuring that starting pay is set at a level that does not produce significant recruitment challenges.	
5.	The Government for Jersey should consult with recruiting managers at all levels and gather their views on what a suitable and successful recruitment software package should entail, prior to undertaking any procurement process.	Council of Ministers	Accept	This will be reviewed as part of the government's integrated technology solution. We are also updating a number of processes within the current system which will improve the candidate journey.	
6.	The Minister for Education should provide further clarity on how part-time and job-share opportunities within schools are enabled, with an emphasis on the application of flexible working and the developing policies of the Government of Jersey in respect of equality. Support should also be provided to Head Teachers in relation to timetabling and any other obstacles, and a 'can-do' attitude should be adopted to enable wider part-time and job share opportunities.	Minister for Education	Reject	The Government policy on flexible working is available for all staff to read and it provides sufficient clarity on the process and the statutory rights to request flexible working. The Policy requires Headteachers to give an employee's application careful consideration and to be as flexible in accommodating them as the business and operational needs of the service permit.	
7.	The Minister for Education, in consultation with People Hub, should ensure that an HR professional with specific experience, knowledge and training of the challenges and issues being faced by the education system oversees the development and implementation of recruitment strategies in education. This role should sit within the Department for Children, Young People, Education and Skills and have responsibility for the entire onboarding process for teachers and their families, especially those being recruited from overseas. This should also give consideration to the wider personal/family circumstances associated with the person being recruited, both financial and societal.	Minister for Education	Reject	As part of the Target Operating Model in People and Corporate Services, a dedicated resourcing, workforce planning and talent function has been established to improve talent acquisition and planning across all areas of government. A Senior HR Business Partner within People Services has specific responsibility for CYPES. The Minister notes the positive comments of the <i>NEU</i> : "One of the main successes for attracting new teachers to the island is the relocation package that comes with being recruited off island." The relocation package and all it provides is the responsibility of SEB who will endeavour to ensure it remains competitive and successful in attracting overseas applicants.	

8.	The States Employment Board should ensure that the Minister for Education is fully involved and informed of any developments in relation to new models for workforce planning. This is in order to ensure that the relevant data is being collected and analysed in respect of the recruitment and retention of teacher and lecturers.	SEB Minister for Education	Accept	As part of the Target Operating Model in People and Corporate Services, a dedicated resourcing, workforce planning and talent function has been established to improve talent acquisition and planning across all areas of government. The Minister for Education will be informed as developments in workforce planning progress.	
9.	The Minister for Education should establish, alongside the current Teachers' Survey, a qualitative approach to listening to and gathering the views of teachers and lecturers in relation to the issues which affect them as professionals. This should seek to develop specific improvements and outcomes that promote a genuine value in the profession and inspire confidence that genuine professional dialogue exists between teachers, lecturers and leadership.	Minister for Education	Reject	<p>The biannual Teachers' Survey has now taken place three times, with results analysed and actions taken, alongside teachers' unions and professional associations. In addition to this the Department has the following in place:</p> <ul style="list-style-type: none"> -Regular staff surveys at school level -Union working groups on workload, use of data, assessment etc. -Half-termly Education Consultative Council with all teachers' unions -new CYPES forum with other staff unions -the Education Partnership and Forum -Ministerial visits to schools (temporarily postponed due to Covid) including bespoke time on every visit for teachers to talk directly with the Ministers 	

10.	<p>An urgent revaluation should be undertaken by the Department for Children, Young People, Education and Skills; with outcomes reported to the Minister for Education of the aims of teacher performance scrutiny. This should include the consistency of application of current processes and its effectiveness in developing staff. A clear statement guiding the culture of performance scrutiny to one of collaborative support rather than top down judgement should be developed with classroom teachers and lecturers. Funding should also be allocated to enable professional development requirements.</p>	Minister for Education	Partially accept	<p>My Conversation, My Goals (MCMG) is a government wide performance management scheme that was launched in February 2019 to encourage regular discussions between colleagues and line managers. It aims to go beyond a typical performance review and appraisal, colleagues are encouraged to adopt an outcomes-based approach. In schools, alongside regular check-in meetings, the MCMGs meetings take place three times a year to review performance, development, or values-based goals.</p> <p>The Minister notes the positive comments the Panel received from NASUWT and is pleased that a Union representing a large part of the Teaching workforce acknowledges the positive way the Review Framework has been developed.</p> <p>Following a three-year 'all schools' pilot, the Review Framework has only been live for one year and Covid-19 has delayed school reviews since March 2020. The Framework will be reviewed once a full rotation of schools' reviews has been completed.</p> <p>The Minister for Education intends to seek additional funding in the 2021 Government Plan based on the recommendations of the Independent School Funding Review.</p> <p>Comments from NASUWT:</p> <p>"In other areas, the NASUWT has been encouraged by steps the Department has taken to embed workload and wellbeing considerations into the development of policy. This was particularly evident during the development of the Jersey Review Framework. The Department was clear from the outset that while the process of review should be challenging, it should never be overly time-consuming or cause unnecessary anxiety to school staff, or result in them facing excessive and unnecessary workload burdens.</p>	
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11.	The Minister for Education should identify clear actions to reduce workload through direct consultation with classroom teachers and lecturers via regular forums and focus groups. This should have a clear focus on wellbeing and identify long-term sustainable actions that support staff in their key role of teaching.	Minister for Education	Accept (already in progress)	As noted above., this has already been actioned.	
12.	As a matter of urgency, the Minister for Education should identify funding to increase the business support for schools. This should be done in order to free up teachers from having to undertake tasks that are not directly related to the key role of teaching in the classroom.	Minister for Education	Accept	The Minister for Education intends to seek additional funding in the 2021 Government Plan based on the recommendations of the Independent School Funding Review.	
13.	The Minister for Education should develop a new multi-agency inclusion model for schools as a matter of priority. This policy should target support for students to the most relevant agency in order to reduce the burden being placed on teaching staff in relation to addressing emotional support amongst students.	Minister for Education	Partially accept	The Minister's Department is committed to developing strong early help processes to ensure children, young people and their families get the 'Right Help at the Right Time'. The Minister is carrying out a full review of inclusion, with the report and recommendations due in March 2021. The review will be wide ranging and comprehensive and the Minister is prepared to consider all options. There is also a review of CAMHS. The Minister cannot at this time commit to any policy decisions without a broader evidence base to support them, the inclusion review will provide this.	
14.	The Minister for Education should review the current offer of continued professional development opportunities for teachers in the Island and explore the implications of increasing the funding available for teachers to undertake training both on and off-island. This should also ensure that classroom teachers are given allocated time in order to share best practice within and across establishments.	Minister for Education	Accept	The Minister for Education intends to seek additional funding in the 2021 Government Plan based on the recommendations of the Independent School Funding Review.	

15.	In developing a new inclusion model for schools, the Minister for Education should give consideration to amending the exclusion policy to provide the option of full student expulsion from a school or college. Therefore, there should be a requirement for a specific provision, separate to the schools, with a focus on identifying and addressing the underlying issues with the long-term success of the young person at its heart.	Minister for Education	Partially accept	The Minister is carrying out a full review of inclusion, with the report and recommendations due in March 2021. The review will be wide ranging and comprehensive and the Minister is prepared to consider all options.	
16.	The Minister for Education should ensure that any recommendations arising from the Independent School Funding Review are implemented as soon as practicable, ideally in time for January 2021.	Minister for Education	Accept	The Minister intends to seek additional funding in the 2021 Government Plan to ensure that recommendations are implemented as soon as is practicable.	