



# moving

forward together...

## Historic Transferor Relationship

Controlled schools are 'church-related schools' because in the 1930s, 40s and 50s, the Church of Ireland, Presbyterian and Methodist churches transferred their school buildings, pupils and staff into state control on the understanding that the Christian ethos of these schools was maintained. This agreed principle was enshrined in an Act of Parliament.

As a result of this, Transferors were given rights of representation on school management committees (equivalent now to Boards of Governors) and Education Authorities (now Education and Library Boards). Transferors were also given rights of representation in the management of new Controlled schools built subsequently by the state.

In the present day, Transferors seek to work in partnership with principals, parents, teachers and Board representatives in the governance of schools, and with other educational professionals and community representatives as members of Education and Library Boards.

Transferors from the Church of Ireland, Presbyterian and Methodist churches work together at a policy level within a grouping formally recognised by the Department of Education and known as the Transferor Representatives' Council (TRC).



**Chairman:**  
Rev. Dr DJ Watts, Clerk of the General Assembly of the Presbyterian Church in Ireland

**Vice-Chairman:**  
Rev. Dr JB Glenny

**Hon. Treasurer:**  
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The TRC represents the Church of Ireland, Presbyterian Church in Ireland and Methodist Church in Ireland in matters of educational policy in NI

**Core values in Controlled Schools in Northern Ireland**  
- Transferors' perspectives



# Ethos of Controlled Schools



## Opportunities for discussion of Ethos

There may be opportunity for a school Board of Governors to discuss the issues of a mission statement and core values, perhaps when framing or reviewing the school prospectus or other policy documents. The TRC encourages such reflection and offers the following as a Transferor's contribution to a discussion of the distinctive aims of a Controlled school.

## Suggested Vision Statement

Controlled schools should offer an understanding of the world and the place of humanity in it within the context of belief in God and the Christian faith. This should be reflected in daily worship and by the values espoused by the schools. It should also be reflected in the relationships which the schools seek to promote at all levels. The schools should foster tolerance of and respect for the beliefs of others and should also respect the rights of those with no religious belief.

## Core Values

As Transferors, we urge that schools reflect the foundational Christian value of the revelation of God and humankind's response, through our concern for, and attitude to, others and the world in which we live.

We would encourage the inclusion of core values within the life of the school and its community, based upon the Bible and shared Christian understanding, which reflect:

- The rights and responsibilities of the individual
- Relationships within the school
- Preparation for adult life

## Overarching Christian Emphases

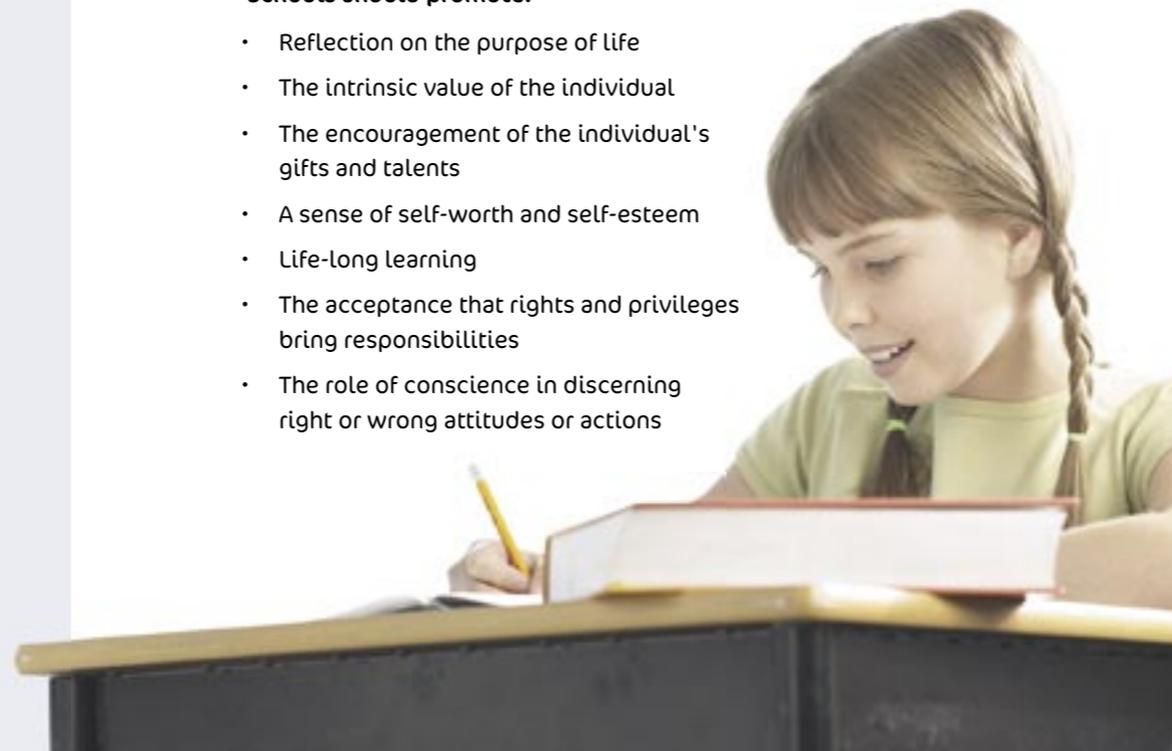
Schools should promote Christ-like principles of:

- Forgiveness and reconciliation
- Justice, compassion and peace in the world
- Responsibility in using God-given talents
- The command to love God and our neighbour
- Stewardship of creation

## Individual Level

Schools should promote:

- Reflection on the purpose of life
- The intrinsic value of the individual
- The encouragement of the individual's gifts and talents
- A sense of self-worth and self-esteem
- Life-long learning
- The acceptance that rights and privileges bring responsibilities
- The role of conscience in discerning right or wrong attitudes or actions



## Interrelationship Level

Schools should promote:

- Faithfulness in relationships
- Friendship / loyalty
- Appreciation of individual differences
- Tolerance and a capacity to share
- Interdependence and team work
- Fairness / equality of opportunity
- Honesty / integrity
- Caring attitudes
- Positive ways of resolving conflict

## Preparation for Adult Life

Schools should promote:

- Responsible citizenship
- Exploration of the values which build community
- The importance of strong family relationships
- Development of social skills
- Awareness of environmental issues
- A willingness to challenge injustice
- An appreciation of the Christian heritage of this land
- An appreciation of culture and the arts
- An appreciation of the richness of cultural traditions

