



Knowledge Exchange Seminar Series (KESS)

...is a forum that encourages debate on a wide range of research findings, with the overall aim of promoting evidence-based policy and law-making within Northern Ireland



Shared Education and collaboration between schools in a contested space setting

Dr. Gavin Duffy & Prof Tony Gallagher
Sharing Education Programme
Queen's University Belfast

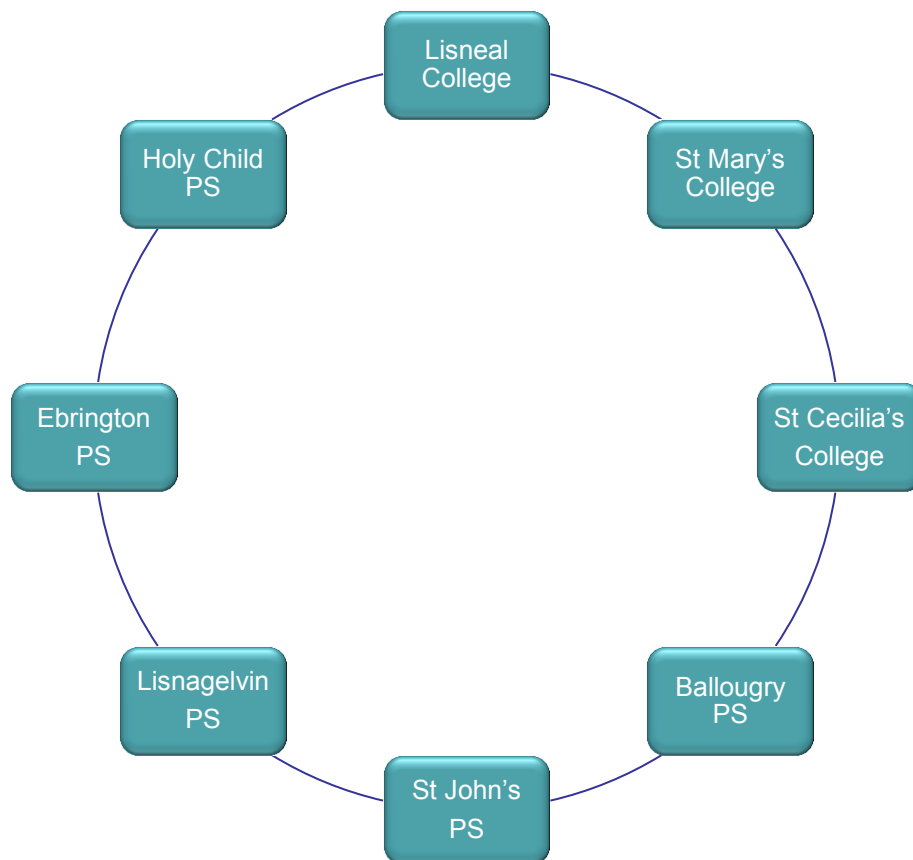
Interface and Contested Space Programme

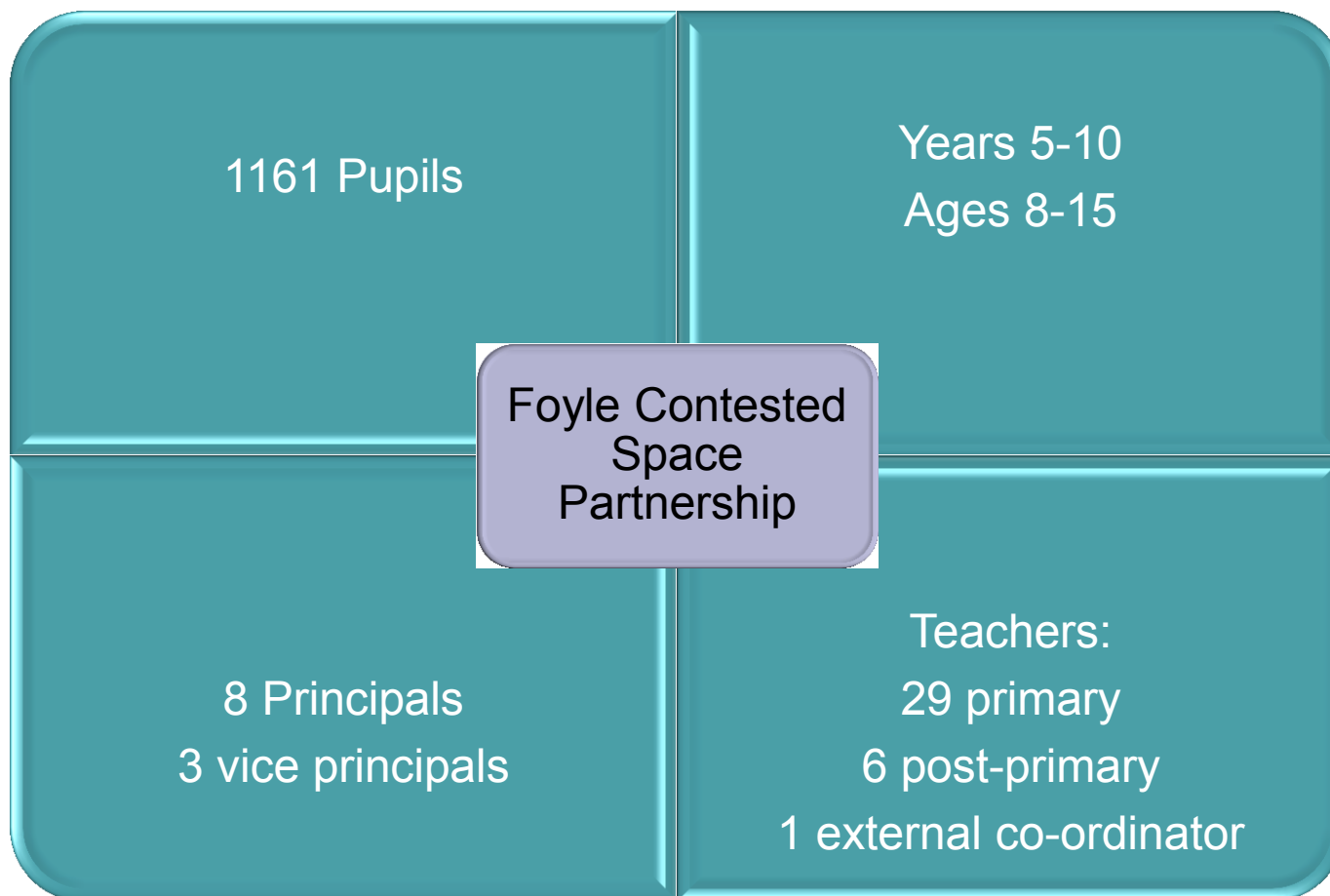
OFMDFM and AP initiative £ 4M

Phase:1 (2011 – 2014) Phase: 2 (2012 - 2015)

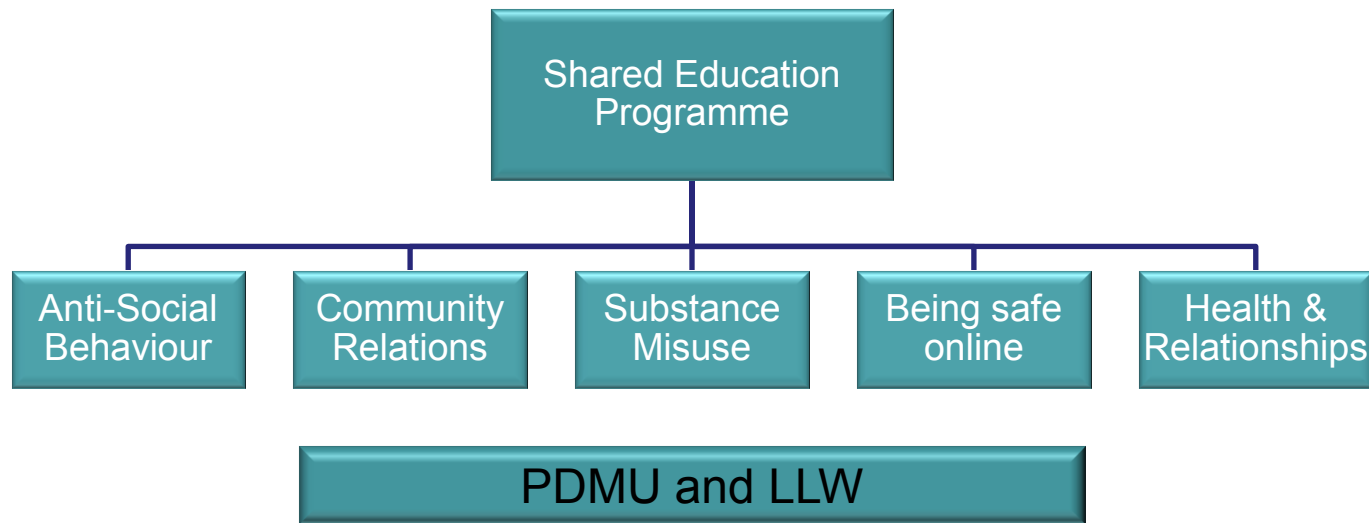
- early years and parenting programmes;
- **shared space targeted and delivered through schools**
- interface youth engagement programmes
- shared neighbourhood programmes targeted at families







Shared education programme based on social need



Case Studies

| | |
|---------------------|---|
| Case Study 1 | Primary School 1 (Controlled) Primary School 2 (Maintained) |
| Case Study 2 | Primary School 3 (Controlled) Primary School 5 (Controlled) Primary School 4 (Maintained) |
| Case Study 3 | Post Primary School 6 (Controlled) Post Primary School 7 (Maintained) |
| Case Study 4 | Post Primary School 6 (Controlled) Post Primary School 8 (Maintained) |

Data collection

- Ethnographic observations
- Semi Structured interviews
- Focus groups
- Informal interviewing
- Field notes

Characteristics of collaborative effectiveness

An effective learning network is characterised by:

- An agreed ***purpose and focus***
- A community of connected ***relationships***
- Good quality and intensive ***collaboration***
- Opportunities for ***collaborative enquiry and professional reflection***
- Supportive ***leadership*** and ***accountability*** distributed across schools
- Opportunities for ***capacity building and support*** for teachers/leaders

Networked Learning Theory of Action. Adapted from Katz et al. 2008: 115

Social Impact

Pupils and
educators
moving
across the
contested
space

Sustained
and
meaningful
contact
between
participants

Relationship
formation

Reduced
prejudice
and anxiety

Stronger
connections
between
schools and
community
services

A teacher's perspective on change

I remember the first time we ever went over to [the other school], our children were very, very apprehensive and so were our bus drivers, because we were in our school minibus with our logo, and now, I don't think anybody thinks twice about it. I think everybody just – you build up in your head that if you do this, something will happen. If we go here in our school uniform, somebody is going to hurl abuse at us. Or if we go about the [Catholic side] in our minibus, somebody will throw stones at it. And then when things like that don't happen you start to go, 'right, now it's okay.' Nobody really notices. We walk in and out of other schools and nobody says, 'Why are you here?' or, 'What are you doing? You shouldn't be here.' As time goes on, and as the children talk to the other children, it has to have a positive impact.

Teacher School 6: 15.09.12

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Educational Impact

Teacher and
school leader
networks

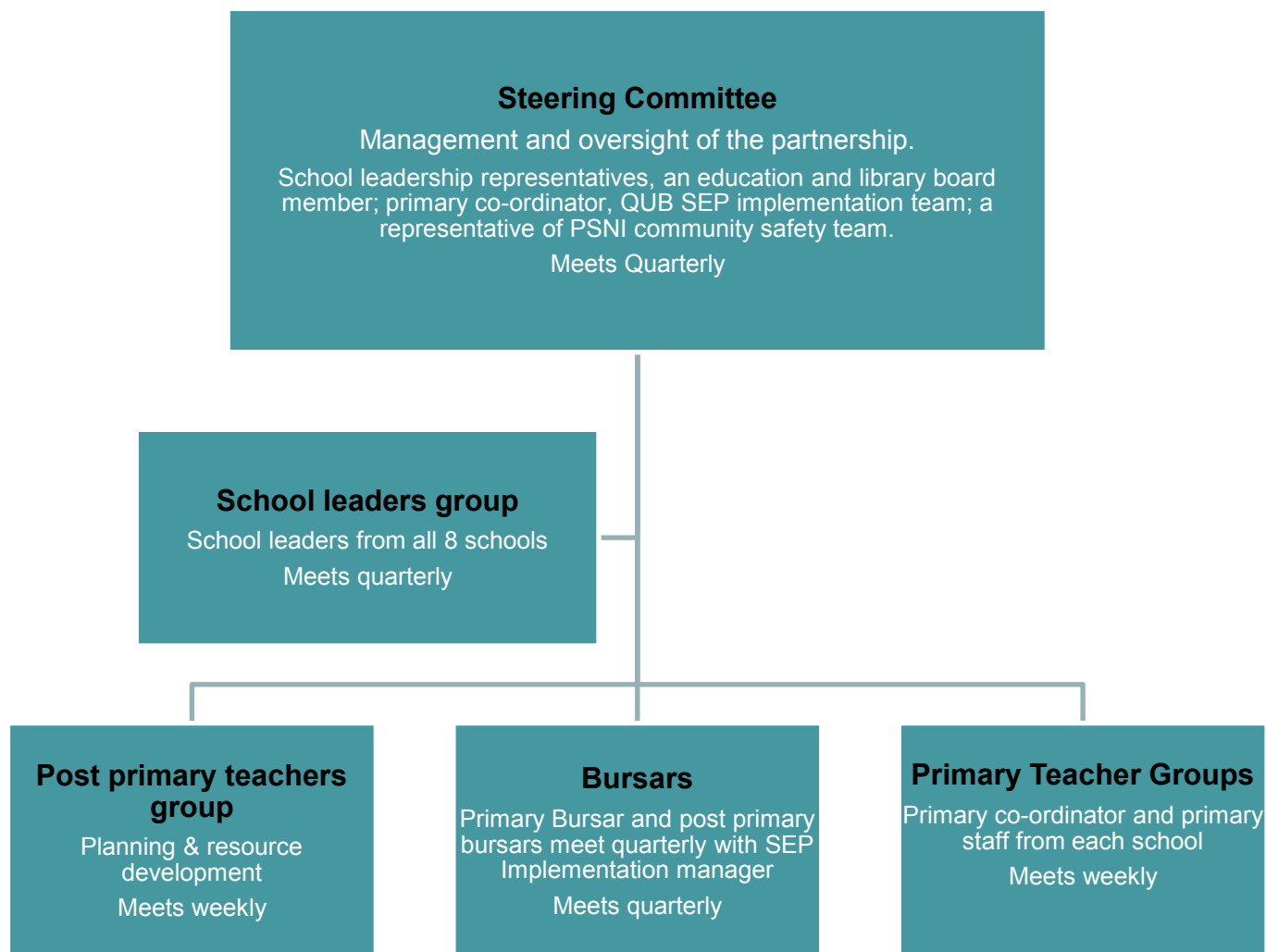
Professional
development

Sharing
resources,
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Creation of
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Pupil
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School
improvement



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Wider Impact

- Demonstrates an example of schools in social partnership - focused on local context
- Demonstrates an effective model of shared education (locally and internationally)
- Demonstrates a model of sustainable partnership
- Demonstrates a model of systemic change





Northern Ireland
Assembly



The Open
University



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