



Shared Education

A School Leadership Perspective

The Context



- The Shared Education Act ... responsibility to facilitate, promote and encourage...
- Pathfinder schools in QUB programme to SESP huge expansion of Shared Education
- DE, EA now taking lead roles in Funding and Implementation
- The move from Cross Community Contact trips and events
- SE experiences must be embedded in the curriculum, facilitate regular, sustained contact and must bring about positive outcomes in terms of both learning and reconciliation

Why Shared Education?



- The moral imperative and the belief that we can, should and do make a difference to young people's livesfamilies and communities
- The responsibility of School Leaders and Governors under the SE Act
- The potential to provide better experiences for young people of all ages by collaborating to extend the breadth and improve the quality of experiences
- The potential to enhance the professional development of staff

The Leadership Challenges



- Gaining the commitment of governors, staff, parents and the wider community to the development of a Shared Education Partnership
- Promoting a clear understanding of what Shared Education is ... and what it is not...!
- Fitting this in with other priorities – working smart to ensure that the Shared Education programmes help meet priorities
- Building trust, good communication, shared vision, expectations...

Shared Education – The Leadership Journey

- The impact on school leadership determined by the context...
- School competing and working in isolation to collaboration and cooperation – from us to we..
- From working for the children in your school ... to the children in the whole area (ESaGS)
- From being responsible for children's experience in own to school to children's experience in a Shared Education activities

Shared Leadership



- Operational and in some cases strategic planning – Area Based Planning and Shared Campuses
- Identifying shared school improvement priorities
- Monitoring and Evaluation
- Managing staff performance
- Conflict resolution – different values, ethos, expectations,

Leading Curriculum Change – Opening Minds

- Shared Education should promote improvement in **educational / learning and reconciliation outcomes**
- What do reconciliation outcomes look like? Relationships????
- What curriculum areas are likely to promote the development of knowledge, understanding skills and attitudes which will bring about reconciliation
- Challenge school leaders and other stakeholders to think more deeply about what young people will learn about and how they will learn

Some big questions for Educational Leaders

- Can we have a shared understanding of what reconciliation looks like?
- What are the challenges of living in and contributing to cohesion in a culturally diverse society?
- What skills, abilities and attitudes do we need to develop in our young people so that they can contribute positively?
- How do we organise shared learning – at system, school and classroom level so that we maximise opportunities for positive outcomes

In order to promote reconciliation...



- **What** do we want our young people to learn?
- **How** will the activities we engage them in help them learn?
- How will we know what they have learned?

Building on a solid foundation – The Northern Ireland Curriculum - Next Steps

- Start the discussion – the objectives of the NI Curriculum
- Do we need to add ... Re-emphasisehighlightrethink....refresh
- What are the areas where Shared Education partnerships could do with support?
- Curriculum Materials? Training?
- The role of CCEA???

Implications for...



- School Leadership
- The curriculum
- Teaching and Learning – learning collaboratively – **engaging** with others
- Teachers Professional learning
- The systemDE, EA, ETI, CCEA, all stakeholders