Killowen Primary School	St. John's Primary School

Shared Education Policy

Killowen & St. John's Primary Schools, Coleraine

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Joint Mission Statement

Together we, Killowen and St John's Primary Schools, are committed to ensuring the health, safety and happiness of every pupil. Through Shared Education, we recognise that we are all different and we like the way our differences are celebrated. Our schools are places where our staff and pupils can develop talents and share them with others whilst we help some to find and develop theirs. Through values of tolerance, harmony, mutual respect and giving of your best, we equip our pupils with the skills they require to reach their full potential and become life-long learners.

Shared Education Vision

Our shared vision is for:

- A vibrant, self-improving Shared Education partnership delivering educational benefits to learners, encouraging the efficient and effective use of resources, and promoting equality of opportunity, good relations, equality of identity, respect for diversity and community cohesion.
- collaboration between both school communities, in a fun learning environment, will empower our young people with the skills and capabilities to make informed choices and contribute positively to an increasingly diverse and inclusive society.

The Shared Education programme aims to:

- Equip young people with the skills and personal capabilities to deal with the challenges of living in an increasingly diverse and complex society
- Enhance the quality of the teaching of the Personal Development & Mutual Understanding (PDMU) area of learning, part of the statutory NI

curriculum, in a range of cross community settings through the sharing of teacher expertise

- Encourage school communities to share their delivery of the NI curriculum with particular reference to PDMU, strand 2
- Facilitate the sharing of resources between schools including teacher knowledge and expertise

The objectives of the policy are to:

- provide all children and young people with an opportunity to participate in a programme of high quality Shared Education on a continued and progressive basis;
- provide greater opportunity for leaders, teachers, youth workers and other non-teaching staff from different organisations to work collaboratively in the interests of all learners and their communities;
- improve access for learners to the full range of the curriculum, to high quality teaching, and to modern educational facilities;
- embed sharing into the ethos of every school;
- improve educational and reconciliation outcomes; and
- contribute to the creation of a more harmonious society.

The intended outcomes of the policy are:

- an increase in the opportunity for young people to learn in a shared environment (both formal and non-formal);

- *an increase in the number of children and young people participating in high quality Shared Education programmes;*

- *qualitative evidence from children and young people of high quality participation, learning, achievement and attitudinal change;*

- *an increase in the number of schools participating in high quality Shared Education programmes; and*

- *an increase in the number of schools sharing facilities and resources.*

Introduction

Shared Education is developing within a wider legislative and policy context that is designed to promote equality and good relations. This includes both an overarching government commitment to develop a more shared society in the future and more specific education goals. The policy will be both supportive of and supported by this wider framework.

The Policy for Shared Education is designed to improve educational outcomes for young people and tackle the significant tail of educational under-achievement that has characterised our education system by breaking the cycle of social disadvantage, educational failure and restricted life chances.

The DE's School Improvement Policy, Every School a Good School, sets out a robust approach to raising standards and tackling underachievement in all schools.

The policy has successfully encouraged a culture within schools of self-evaluation and assessment focussed on self-improvement.

In the final stage of school improvement, the journey from great to excellent, successful systems focus on creating an environment that will unleash the creativity and innovation of its educators. Shared Education has the potential to build on

solid foundations and help facilitate the innovation and the collaborative practice that is a feature of successful education systems internationally.

Department of Education Context

Shared Education will also support the goals:

- raising standards for all; and

- closing the performance gap, increasing access and equity

Shared Education can play a key role

- in building good relations
- increasing co-operation and improving attitudes amongst our children and young people

The Curriculum

The statutory curriculum provides a core enabling framework to promote Shared Education. The Curriculum was revised in 2007 with the aim of empowering young people to develop their potential and make informed and responsible decisions throughout their lives through three key objectives:

- the development of the young person as an individual;

- a contributor to society;

- a contributor to the economy and environment.

The learning area of Personal Development and Mutual Understanding (PDMU) is a key vehicle for embedding Shared Education through the curriculum. It was developed specifically to enable young people across the key stages to learn about themselves and others, developing tolerance, respect and open-mindedness through understanding similarities and respecting differences between people in the local community and beyond in order to help them address the challenges and opportunities they may encounter in society.

In addition, all subject strands provide opportunities for teachers to design learning programmes that explore identity, diversity and promote reconciliation

Particularly :-

- *Religious Education*
- *World Around Us*
- *Literacy*
- *Drama*
- *The Arts*

<u>Appendix 1</u>

<u>What is Shared Education?</u>

Shared Education is described as the organisation and delivery of education so that it:

- Meets the needs of, and provides for the education together of learners from all Section 75 categories and socio-economic status;
- Involves schools and other education providers of differing ownership, sectoral identity and ethos, management type or governance arrangements; and
- Delivers educational benefits to learners, promotes the efficient and effective use of resources, and promotes inclusion in terms of equality of opportunity, good relations, equality of identity, respect for diversity and community cohesion
- Specifically, Shared Education involves the sustained provision of opportunities for children and young people from different community, as well as social and economic, backgrounds to learn together.

It is expected that Shared Education will be organised and delivered in such a way that promotes equality of opportunity and social inclusion by providing opportunities for children from differing Section 75 groups (e.g. children from different religious backgrounds, children from different racial backgrounds, children with and without disabilities, children who are carers or school age mothers) and

from differing socio-economic backgrounds to learn together at school and in less formal education.

Appendix 2

Core Principles Underpinning the Delivery of Shared Education

- Support of leadership, staff, children and young people, parents and the wider community;
- Clearly defined vision and outcomes for all experiences;
- Effective planning and arrangements for monitoring and evaluation; (for schools this will be embedded in the School Development Plan);
- Adequate training for teaching and support staff;
- Engagement with and support from the relevant Managing Authority.
- To encourage and facilitate collaborative working across educational providers, on a cross sectoral basis, to deliver educational and social benefits to learners, promote equality of opportunity, good relations, equality of identity, respect for diversity and community cohesion.

Appendix 3

Types of sharing

There are a wide range and variety of opportunities for Shared Education. Examples include:

- pupils coming together from different sectors for curriculum based collaboration, for example to study a specific subject through a shared class, or to undertake a project;
- schools sharing to provide greater access to expertise, facilities and resources;

- *children and young people involved in statutory and voluntary youth work settings coming together to learn in an informal education setting;*
- *shared planning days to develop and co-ordinate shared activities;*
- *joint teaching and learning/assessment policies for shared subjects, joint pastoral policies and joint action plans within each School Development Plan to promote attainment;*
- *shared professional development for teaching and support staff youth workers and early years practitioners;*
- *shared teaching and non-teaching staff;*
- *joint training for Boards of Governors;*
- *shared Board of Governors or joint sub-committees;*
- *shared accommodation or campuses.*

Appendix 4

Develop Effective Monitoring and Evaluation Arrangements

Effective monitoring and evaluation arrangements for Shared Education are in place through a combination of appraoches.

DE in conjunction with its Arm's Length Bodies will require schools engaging in Shared Education programmes to outline specific plans and goals for Shared Education in their School Development Plans.

The Education (School Development Plans) Regulations require schools to outline their strategies for raising the standards of attainment among all pupils. It is expected that School Development Plans will explicitly set out the contribution Shared Education programmes are expected to make in raising pupil attainment.

In monitoring and evaluating arrangements for Shared Education, the Department will seek to assess the attitudes of children and young people through on-going research (e.g.: Young Life & Times survey).

Where schools and other educational institutions are in receipt of a Shared Education funding, the Education and Training Inspectorate will explicitly review the use of that funding in its inspection reports particularly in relation to:

- *the added value of such Shared Education activities;*

- *the quality and effectiveness of the Shared Education activities;*

- *the value for money of the funding provided; and*

- *the sustainability of the initiatives.*

The Chief Inspector's Report, which is published biennially, will make specific comment on the current range and extent of Shared Education activities across the education sector, highlight good practice and make recommendations regarding how these could be extended and improved.

Appendix 5

Promote engagement with Parents, Carers and Wider Community

Specific plans for engaging with parents, caregivers and the wider community will be expected within their plans for advancing Shared Education. Schools will be expected to specifically reference this within their School Development Plans.

In advancing Shared Education, the Department and its Arm's Length Bodies will encourage schools and other educational establishments to continue to develop meaningful ways of giving children and young people a voice and of listening and responding to their views. This is in line with UNCRC Article 12 (Respect for the views of the child) which encourages adults to listen to the opinions of children and involve them in decision-making