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Sharing Education programme
SEP2 Information sessions

Session 2: LESSONS LEARNED FROM SEP1 &
RESEARCH

Lessons learned to date



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- Research projects
 - Collaboration between schools
 - Deliberate poll
 - Multi-agency work
 - Protestant/Catholic contact
- Experience of SEP1
- Further details see:
www.schoolsworkingtogether.co.uk



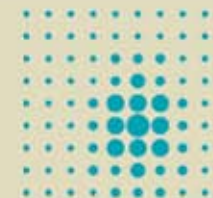
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Collaboration between schools



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- Most schools favour idea of collaboration
- Identify potential constraints on making it work
 - Open enrolment and competition for pupils
 - Ethos factors, including suspicion of motives
 - Selective divide perceived as bigger constraint than denominational divide
- Most say they are involved in some collaboration
- Most existing forms are limited



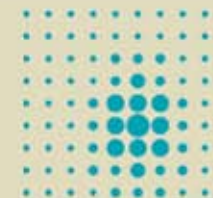
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Deliberate poll



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- Parents ...
 - ... less interested in theoretical aggregates
 - ... more interested in what happens to their child
- Flexible about structures, interested in outcomes
- Support effective collaboration, especially shared resources & facilities



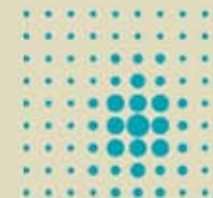
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Multi-agency working



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- Personal relationships are important
- Existing rules sometimes constrain effective collaboration
 - People bend or break rules
 - From informal solutions to formal practice
- Extend involvement to wider stakeholders
- Identity constraints
 - Competition & perceived role of external actors
 - Reticence on dealing with difficult issues



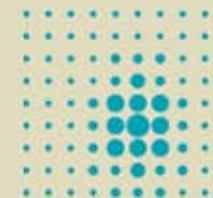
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Protestant/Catholic contact



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- 'superficial' versus 'sustained' contact
- Superficial contact reduces anxiety
 - Recognise pre-existing anxiety & focus on addressing it
- Sustained contact promotes trust & friendship
- Effective contact
 - Equal status, cooperative goals, institutional support
 - Short-term, one-off initiatives less effective
 - Develop long-term, area-based initiatives, with potential to be self-sustaining



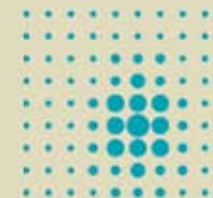
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Experience of SEP1



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- Key challenges
 - Aligning timetables and holidays
 - Distance, transport & travel time
- Emergent issues
 - School rules, dress codes
 - Parents evenings and parent/teacher contact
 - Post-16 curriculum offerings and pupil choice
 - Who gets credit for pupil results
 - Coordination and communication between teachers
 - Imbalances between partners



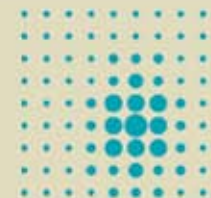
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Experience of SEP1



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- Potential to be realised
 - Video-conferencing
 - ICT
 - Networking among teachers
- Events
 - Dealing with the unexpected
 - Seizing opportunities



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Key priorities



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- Alignment with core school goals
- Alignment with education goals
 - Entitlement framework
 - Learning partnerships
 - Every school a good school
- Teachers are the key to sustainable collaboration
 - Training during preparation phase
 - Effective use of external support
 - Tangible benefits



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