Educational approaches in contested space contexts: The development of Shared Education in Northern Ireland


Queen's University Belfast - Research Portal:
Link to publication record in Queen's University Belfast Research Portal

Publisher rights
Copyright 2015 The Authors

General rights
Copyright for the publications made accessible via the Queen's University Belfast Research Portal is retained by the author(s) and / or other copyright owners and it is a condition of accessing these publications that users recognise and abide by the legal requirements associated with these rights.

Take down policy
The Research Portal is Queen's institutional repository that provides access to Queen's research output. Every effort has been made to ensure that content in the Research Portal does not infringe any person’s rights, or applicable UK laws. If you discover content in the Research Portal that you believe breaches copyright or violates any law, please contact openaccess@qub.ac.uk.

Download date: 02. Jan. 2019
Educational approaches in contested space contexts: The development of Shared Education in Northern Ireland

Gavin Duffy, Tony Gallagher & Mark Baker
Defining contested spaces
## School enrolment trends

<table>
<thead>
<tr>
<th>2014/15</th>
<th>School type</th>
<th>% Catholic students</th>
<th>% Protestant students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secondary</td>
<td>Protestant</td>
<td>3</td>
<td>81</td>
</tr>
<tr>
<td></td>
<td>Catholic</td>
<td>97</td>
<td>1</td>
</tr>
<tr>
<td>Integrated</td>
<td></td>
<td>36</td>
<td>47</td>
</tr>
<tr>
<td>Grammar</td>
<td>Protestant</td>
<td>11</td>
<td>70</td>
</tr>
<tr>
<td></td>
<td>Catholic</td>
<td>97</td>
<td>1</td>
</tr>
</tbody>
</table>
Common textbooks & curriculums

Religiously integrated schools

Contact programs to bring children together

Equal treatment of separate schools
Making institutional boundaries porous
Concept of shared education

- Regular and sustained contact/learning between pupils
- Collaboration between educators
- Embedded within the curriculum
## Sharing Education Programme Phases

<table>
<thead>
<tr>
<th>Phase</th>
<th>School Partnerships</th>
<th>Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phase 1 (2007-2010)</td>
<td>12</td>
<td>65</td>
</tr>
<tr>
<td>Phase 2 (2010-2013)</td>
<td>12</td>
<td>72</td>
</tr>
<tr>
<td>Phase 3 (2014-2015)</td>
<td>17</td>
<td>43</td>
</tr>
</tbody>
</table>
Underpinning Theory

Intergroup/Contact Theories

Shared education

Collaborative Effectiveness

Network theories
Schools in isolation

Emergent partnerships organic/enacted

Less sustainable and irregular shared activity

Sustained and regular shared activity

Culture of Collegiality

Institutional Interdependence (symbiotic)

Collaboration Continuum

(Duffy et al 2014)
Derry/Londonderry Schools

Catholic maintained

Controlled
8 schools
3 post primary & 5 primary
4 Maintained (Catholic)
4 Controlled (Protestant)

Pupils
Primary 5 – Year 10
Ages 8 – 15
1,161

Educators
8 School leaders
35 teachers
4 teaching Co-ordinators

Foyle Contested Space Partnership

Shared learning theme: Addressing social needs
Social impact of shared education

- 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
Educational impact of shared education

- Teacher and school leader networks
- Professional development
- Sharing resources, equipment and expertise
- Creation of new knowledge and practices
- Pupil engagement
- School Improvement
The advancement of shared education

Programme for Government commitments

Shared Campuses

Shared Education Signature Project

Legislation and Policy