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


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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>
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</thead>
<tbody>
<tr>
<td>Secondary</td>
<td>Protestant</td>
<td>3</td>
<td>81</td>
</tr>
<tr>
<td>Catholic</td>
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<td>97</td>
<td>1</td>
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<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>Catholic</td>
<td></td>
<td>97</td>
<td>1</td>
</tr>
</tbody>
</table>
Common textbooks & curriculums

Contact programs to bring children together

Religiously integrated schools

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>
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</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
Collaboration Continuum

- Schools in isolation
- Emergent partnerships organic/enacted
- Less sustainable and irregular shared activity
- Sustained and regular shared activity
- Culture of Collegiality
- Institutional Interdependence (symbiotic)

(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