

Shared Classrooms/ Deepening Learning Programme Aim 1:

To increase awareness of the benefits of cross-sectoral collaboration in terms of deepening the learning experience for pupils involved in Area learning Communities.

| PQH Positive Indicators: Key Area 1...Shaping the Future | | | | GTCNI Aspects of Competences |
|---|--|--|---|-------------------------------------|
| 1.1 | 1.2 | 1.3 | 1.4 | |
| <p>Shows vision and conviction focused on improving learning</p> <ul style="list-style-type: none"> • Articulates a vision for the school • Identifies priorities for improvement • Demonstrates appropriate values and vision in own practice, actions and outcomes | <p>Understands and responds to the local and national context</p> <ul style="list-style-type: none"> • Vision is grounded in inclusion and takes account of diversity of the school and wider community • Keeps well informed about developments in education policy • Learns from experience, applies new understandings and adapts approaches & solutions to situations | <p>Thinks, plans and acts strategically</p> <ul style="list-style-type: none"> • Takes a long term perspective • Uses logic and analysis to make plans and move things forward • Encourages creativity and new ways of doing things | <p>Involves and inspires stakeholders</p> <ul style="list-style-type: none"> • Is a credible and persuasive leader, involving and including others • Motivates and inspires, creating a positive climate focused on achievement • Respects and strengthens others, making them feel more capable and confident | |
| <p>Examples</p> <ul style="list-style-type: none"> • <i>Core values of equity, diversity and inter-dependence are promoted in policy and practice</i> • <i>Young people access all teaching programmes irrespective of learning needs or diversity of background</i> • <i>Commitment to excellence and continuous improvement</i> • <i>All stakeholders understand aims, remit and required impact of programme</i> • <i>Positive opportunities for learning promote mutual understanding and trust through an appreciation of differences and similarities</i> | <p>Examples</p> <ul style="list-style-type: none"> • <i>Opportunities provided for young people to build upon previous experience within local and wider community</i> • <i>Young people supported in representing themselves in local and wider contexts</i> • <i>Schools link with range of local community groups e.g. minority/ethnic groups</i> • <i>Avoidance of duplication of local services devoted to young people in different contexts</i> • <i>Issue based programmes are relevant to both programme aims and needs of local context (young peoples' views are sampled to ensure relevance)</i> | <p>Examples</p> <ul style="list-style-type: none"> • <i>Realistic targets and objectives set via community consultations</i> • <i>Provision that meets needs of communities involved ensured by school leadership</i> • <i>Planning is securely rooted in project aims and principles</i> • <i>Planning takes account for progression through a series of impact milestones</i> • <i>Policies and procedures for protection of young people generated with and communicated to parents</i> • <i>Regular self-evaluation is used to baseline, inform planning and review impact</i> • <i>Capacity is raised to manage continuous improvement leading to</i> | <p>Examples</p> <ul style="list-style-type: none"> • <i>Awareness raising of benefits of cross-sectoral collaboration in local community</i> • <i>Trust in cross-sectoral collaboration established in community</i> • <i>Parents invited and welcomed in all schools within ALC where their children attend</i> • <i>Stakeholders regularly informed of policies and procedures</i> • <i>Young people empowered to develop critical understanding of community services</i> • <i>Effective Pastoral Care policies generated with and communicated to parents.</i> • <i>Young people and parents regularly informed of policies</i> | |

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| | | <p><i>better provision</i></p> <ul style="list-style-type: none"> • <i>Staff are effectively deployed to realise project aims</i> • <i>Effective auditing, procurement and resource management</i> • <i>Effective financial management is focused on enhancing impact for the money invested</i> | <p><i>and procedures for dealing with complaints</i></p> <ul style="list-style-type: none"> • <i>Programme promotes the development of young peoples' social and political awareness</i> • <i>Young people are consulted to ensure the project serves the needs in their local context</i> • <i>Young people participate regularly, show high levels of interest, motivation, commitment and enjoyment</i> • <i>Young people accept responsibility and participate confidently in decision-making within the programme and their wider community</i> | <p>languages, faiths and any implications for learning</p> <p>9 (a) Know and understand their responsibilities under SEN Code of Practice</p> <p>14 (b) Set appropriate learning objectives taking account of the demands of the NIC</p> <p>21 (a) Employ strategies that motivate and meet the needs of pupils with special and additional educational needs</p> <p>21 (b) Employ strategies that motivate and meet the needs of pupils who are not learning in their first language</p> |
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Shared Classrooms/ Deepening Learning Programme Aim 2:

To break down barriers and develop trust between educators on a cross-sectoral/cross-community basis.

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| <p>Examples</p> <ul style="list-style-type: none"> • All school staff understand aims of cross-sectoral collaboration • Code of Conduct established to guide staff on effective collaboration | | <p>Examples</p> <ul style="list-style-type: none"> • Planning is securely rooted in programme aims and principles • Provision meeting the needs of communities involved is ensured by school leadership • Ensure targets and objectives are both realistic and achieve good consensus | <p>Examples</p> <ul style="list-style-type: none"> • Provide adequate opportunities for staff in both same and different contexts to discuss and generate solutions to emerging issues (technology may be used to facilitate) • Constant reminders of aims and desired benefits to all staff throughout the programme | |

Shared Classrooms/ Deepening Learning Programme Aim 3:

To widely disseminate a model for integrating pupils taking part in shared classrooms.

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| <p>Examples</p> <ul style="list-style-type: none"> • <i>Dissemination is based on the assumption that the programme aims and principles will confer benefits on educational contexts across NI e.g. School Development Planning, Senior Management interview competences, inspection reports</i> | <p>Examples</p> <ul style="list-style-type: none"> • <i>Model for dissemination is sensitive to audience needs and views</i> | <p>Examples</p> <ul style="list-style-type: none"> • <i>Dissemination takes account of current and anticipated rights legislation and educational initiatives</i> | <p>Examples</p> <ul style="list-style-type: none"> • <i>Participating young people used as 'voices' for dissemination</i> • <i>In keeping with the programme aims young people are consulted in development of dissemination model</i> • <i>Celebration of young peoples' progress and successes</i> | <p>7 (b) An understanding of the significance of pupil voice</p> <p>12 (b) Understand the potential for mutual development and well-being</p> <p>23 (a) Contribute to the life of the school</p> <p>23 (b) Contribute to the development of the school</p> |

Shared Classrooms/ Deepening Learning Programme Aim 4:

To create a mechanism to ensure the sustainability of cross-sectoral shared classrooms and relationship building at a deeper level.

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| <p>Examples</p> <ul style="list-style-type: none"> • Continuous professional development for staff • Staff deployed according to skills, talents and interests • School has clear role and sense of identity within ALC • Clear understanding of aims and benefits conferred by cross-sectoral shared classrooms • Programme has a high profile within the aspirations of school leaders | <p>Examples</p> <ul style="list-style-type: none"> • Effective policies and procedures for Child Protection established • Model for shared classroom practice responds to local needs, views and characteristics | <p>Examples</p> <ul style="list-style-type: none"> • School Self-evaluation informed by 360 degree consultation of all stakeholders perceptions of school provision • Beginning of School Development Planning at Area Learning Community level with respect to shared classroom practice • All staff involved in decision-making processes of School Development Planning (SDP) • Parents and pupils consulted in generation of SDP • Consideration of auditing perceptions of pupils in shared classrooms as part of SDP | <p>Examples</p> <ul style="list-style-type: none"> • School is seen as focal point in community for promoting cohesion and local identity • Part of ethos of school to challenge division and act to break it down • Policies and proven procedures established to promote and maintain pupil well-being • Policy established to manage effective communication with parents/carers • Open – door policy maintained for dealing sensitively with parental concerns • Stakeholders perceive clear benefits from emerging practice | |