

## 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: <b>Key Area 6...Strengthening Community</b>				<b>GTCNI Aspects of Competences</b>
<b>6.1</b>	<b>6.2</b>	<b>6.3</b>	<b>6.4</b>	
<p><b>Effective Partnerships with stakeholders.</b></p> <ul style="list-style-type: none"> <li>• Welcomes the community into the school</li> <li>• Consults effectively with stakeholders</li> <li>• Builds partnerships via effective relationships</li> <li>• Builds effective multi-disciplinary teams</li> </ul>	<p><b>Works with parents, carers and across multiple agencies to achieve pupil well-being.</b></p> <ul style="list-style-type: none"> <li>• Commitment to principles of Safeguarding Children</li> <li>• Promotes pupil well-being</li> <li>• Listens to and understands needs of parents/carers</li> </ul>	<p><b>Recognises and takes account of diversity.</b></p> <ul style="list-style-type: none"> <li>• Understands the needs and aspirations of others</li> <li>• Equality is embedded in leadership and decision-making</li> <li>• Welcomes diversity as a strength</li> </ul>	<p><b>Takes responsibility for leadership of the wider educational system and for community development.</b></p> <ul style="list-style-type: none"> <li>• Challenges community division and acts to break it down</li> <li>• Leadership builds trust and cohesion in the community</li> <li>• Supports young people and families to address barriers to learning</li> </ul>	
<p><b>Examples</b></p> <ul style="list-style-type: none"> <li>• <i>Realistic targets and objectives set via community consultations</i></li> <li>• <i>Opportunities provided for young people to build upon previous experience within local and wider community</i></li> <li>• <i>Young people supported in representing themselves in local and wider contexts</i></li> <li>• <i>Stakeholders regularly informed of policies and procedures</i></li> <li>• <i>Schools link with range of local community groups e.g. minority/ethnic groups</i></li> <li>• <i>Young people empowered to develop critical understanding of community services</i></li> <li>• <i>Provision that meets needs of communities involved ensured by school leadership</i></li> </ul>	<p><b>Examples</b></p> <ul style="list-style-type: none"> <li>• <i>Policies and procedures for protection of young people generated with and communicated to parents</i></li> <li>• <i>Effective Pastoral Care policies generated with and communicated to parents.</i></li> </ul>	<p><b>Examples</b></p> <ul style="list-style-type: none"> <li>• <i>Core values of equity, diversity and inter-dependence promoted in policy and practice</i></li> <li>• <i>Young people and parents regularly informed of policies and procedures for dealing with complaints</i></li> <li>• <i>Young people access all teaching programmes irrespective of learning needs or diversity of background</i></li> </ul>	<p><b>Examples</b></p> <ul style="list-style-type: none"> <li>• <i>Awareness raising of benefits of cross-sectoral collaboration in local community</i></li> <li>• <i>Trust in cross-sectoral collaboration established in community</i></li> <li>• <i>Parents invited and welcomed in all schools within ALC where their children attend</i></li> </ul>	<p>1 (a) Situate their practice within the value framework set out by GTCNI</p> <p>6 (b) Understands what is known about the factors that hinder learning</p> <p>8 (a) Has a knowledge and understanding of the significant features of pupils' cultures and any implications for learning</p> <p>8 (b) Has a knowledge and understanding of the significant features of pupils' languages and any implications for learning</p> <p>8 (c) Has a knowledge and understanding of the significant features of pupils' faiths and any implications for learning</p> <p>9 (a) Know and understand their responsibilities under the Special Educational Needs Code of Practice</p> <p>9 (b) Fulfils responsibilities under SEN Code of Practice</p> <p>9 (c) Knows the features of the most common special needs</p> <p>10 (b) Uses strategies for</p>

				<p>communicating effectively with parents</p> <p>10 (c) Uses strategies for communicating effectively with colleagues and personnel from relevant child and school support agencies</p> <p>21 (a) Employs strategies that motivate and meet the needs of pupils with special and additional educational needs</p> <p>21 (b) Employs strategies that motivate and meet the needs of pupils who are not learning in their first language</p> <p>23 (e) Collaborates with parents</p> <p>23 (f) Collaborates with external agencies</p> <p>27 (a) Liaises orally in an effective manner with parents or carers on their child's progress and achievements</p> <p>27 (b) Liaises in written reports in an effective manner with parents or carers on their child's progress and achievements</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><b>Effective Partnerships with stakeholders.</b></p> <ul style="list-style-type: none"> <li>• Welcomes the community into the school</li> <li>• Consults effectively with stakeholders</li> <li>• Builds partnerships via effective relationships</li> <li>• Builds effective multi-disciplinary teams</li> </ul>	<p><b>Works with parents, carers and across multiple agencies to achieve pupil well-being.</b></p> <ul style="list-style-type: none"> <li>• Commitment to principles of Safeguarding Children</li> <li>• Promotes pupil well-being</li> <li>• Listens to and understands needs of parents/carers</li> </ul>	<p><b>Recognises and takes account of diversity.</b></p> <ul style="list-style-type: none"> <li>• Understands the needs and aspirations of others</li> <li>• Equality is embedded in leadership and decision-making</li> <li>• Welcomes diversity as a strength</li> </ul>	<p><b>Takes responsibility for leadership of the wider educational system and for community development.</b></p> <ul style="list-style-type: none"> <li>• Challenges community division and acts to break it down</li> <li>• Leadership builds trust and cohesion in the community</li> <li>• Supports young people and families to address barriers to learning</li> </ul>	
<p><b>Examples</b></p> <ul style="list-style-type: none"> <li>• <i>All school staff understand aims of cross-sectoral collaboration</i></li> <li>• <i>Code of Conduct established to guide staff on effective collaboration</i></li> </ul>				<p>19 (b) Creates and maintains a learning environment with appropriate clarity of purpose for activities</p> <p>23 (c) Collaborates with teaching staff</p> <p>23 (d) Collaborates with support staff</p>

## 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><b>Examples</b></p> <ul style="list-style-type: none"> <li>• <i>Celebration of young peoples' progress and successes</i></li> </ul>	<p><b>Examples</b></p> <ul style="list-style-type: none"> <li>• <i>Young people involved in planning, decision-making and evaluation</i></li> <li>• <i>Classroom environment promotes mutual respect, trust, positive relationships and attitudes towards others</i></li> <li>• <i>Young people supported to develop an understanding of how to behave in different situations i.e. actively listen to opinion of others</i></li> <li>• <i>Content of plans reflects diverse and specific needs of young people involved</i></li> </ul>		<p>7 (b) An understanding of the significance of pupil voice</p> <p>7 (c) A knowledge and understanding of a range of strategies to establish an effective learning environment</p> <p>23 (a) Contributes to the life of the school</p> <p>23 (b) Contributes 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><b>Examples</b></p> <ul style="list-style-type: none"> <li>• <i>Continuous professional development for staff</i></li> <li>• <i>Staff deployed according to skills, talents and interests</i></li> <li>• <i>School has clear role and sense of identity within ALC</i></li> </ul>	<p><b>Examples</b></p> <ul style="list-style-type: none"> <li>• <i>Policies and proven procedures established to promote and maintain pupil well-being</i></li> <li>• <i>Policy established to manage effective communication with parents/carers</i></li> <li>• <i>Effective policies and procedures for Child Protection established</i></li> <li>• <i>Open – door policy maintained for dealing sensitively with parental concerns</i></li> </ul>	<p><b>Examples</b></p> <ul style="list-style-type: none"> <li>• <i>School Self-evaluation informed by 360 degree consultation of all stakeholders</i></li> <li>• <i>All staff involved in decision-making processes of School Development Planning (SDP)</i></li> <li>• <i>Parents and pupils consulted in generation of SDP</i></li> <li>• <i>Consideration of auditing perceptions of pupils in shared classrooms as part of SDP</i></li> </ul>	<p><b>Examples</b></p> <ul style="list-style-type: none"> <li>• <i>School is seen as focal point in community for promoting cohesion and local identity</i></li> <li>• <i>Part of ethos of school to challenge division and act to break it down</i></li> </ul>	<p>12 (a) Understands the interrelationship between schools and communities they serve</p> <p>15 (a) Plan lessons that enable all pupils (including those with special needs) to meet the learning objectives</p> <p>15 (c) Plan lessons showing an awareness of potential areas of difficulty and confusion for pupils</p>