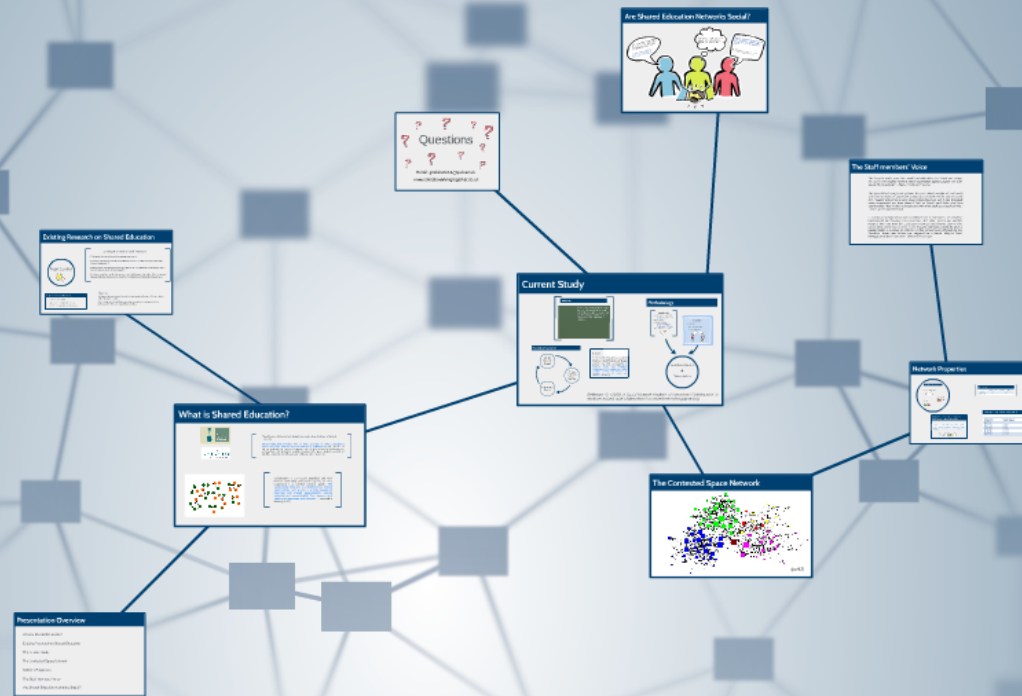


# Are Shared Education Networks Social?

Gareth Robinson, School of Education, Queen's University Belfast

Supervisors: Prof. Tony Gallagher, Prof. Joanne Hughes, Dr. Helen McAnaney



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# Presentation Overview

What is Shared Education?

Existing Research on Shared Education

The Current Study

The Contested Space Network

Network Properties

The Staff Members' Voice

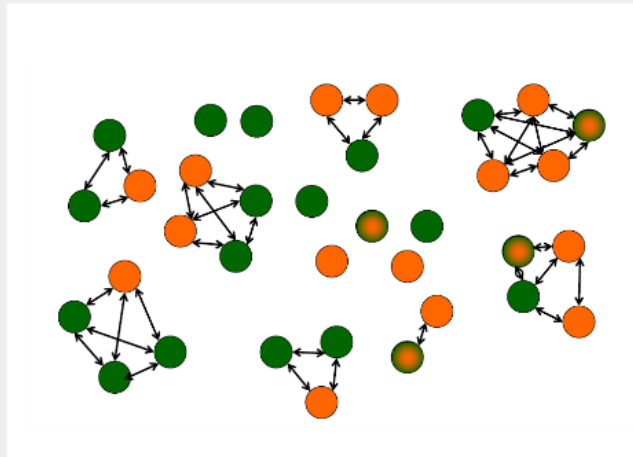
Are Shared Education Networks Social?

# What is Shared Education?



The *Ministerial Advisory Group Report* endorsed a broad definition of Shared Education:

**Shared Education involves two or more schools or other educational institutions from different sectors working in collaboration** with the aim of delivering educational benefits to learners, promoting the efficient and effective use of resources, and promoting equality of opportunity, good relations, equality of identity, respect for diversity and community cohesion. (2013: xii)



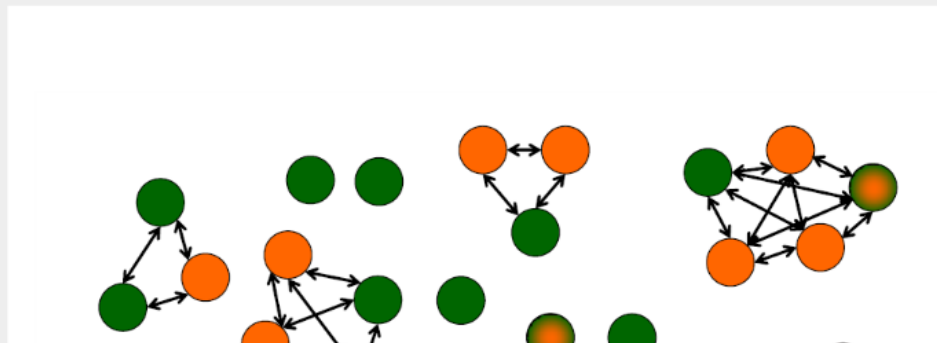
Collaboration is a mutually beneficial and well-defined relationship entered into by two or more organisations to achieve common goals. **The relationship includes: a commitment to mutual relationships and goals; a jointly developed structure and shared responsibility; mutual authority and accountability for success; and sharing of resources and rewards.** *Mattessich & Monsey (1992).*

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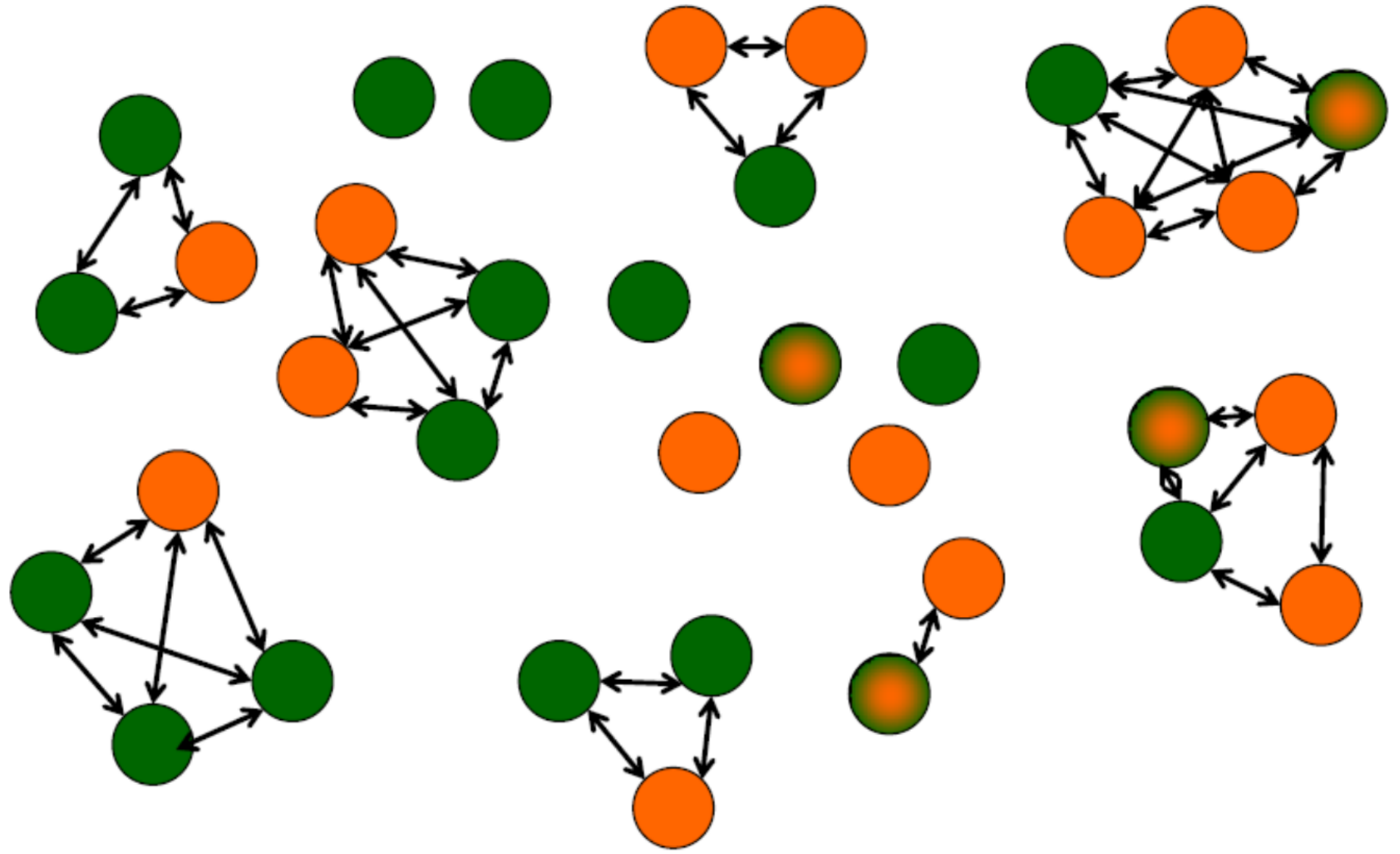
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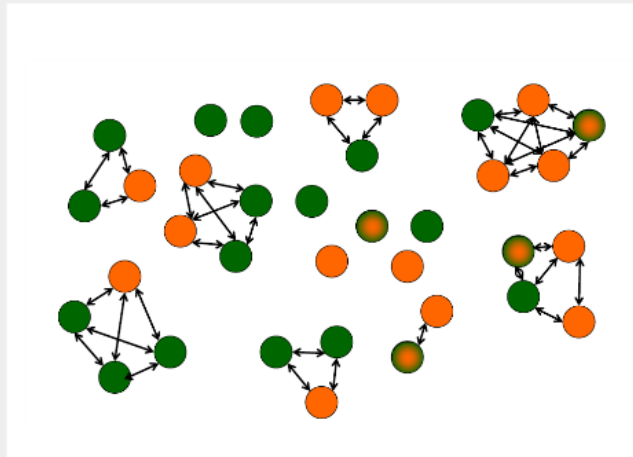


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# Existing Research on Shared Education

Pupil Centric!



## Assumptions about staff members

- Wider access to resources
- Build positive relationships between schools
- Promote knowledge sharing across the sectors

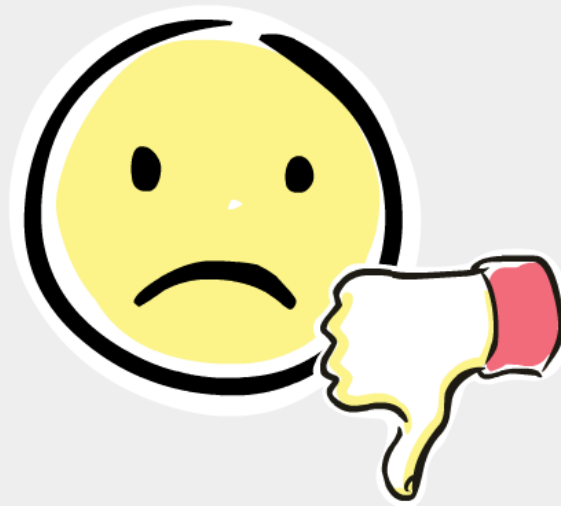
## Existing Research on Staff Members

- Enhanced sharing of expertise among teachers 1.
- Teachers express preservative sentiments about the links developed through Shared Education 1.
- Catholic and Protestant teachers are motivated to collaborate to develop a more broadly based curriculum for pupils. 2.
- Teachers tend to avoid discussing their differences in mixed-faith contexts, argued that this may have the potential to constrain collaborative relations. 2.

## References

1. *Sharing education through schools working together* (Gallagher, Stewart, Walker, Baker, & Lockhart, 2010).
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# Current Study

## Rationale



The social tapestry of relationships between my colleagues and I will determine the pupils' outcomes and the effectiveness of implementing shared education between the schools...

## Methodology

### Questionnaire

- Census of the partnership's staff population
  - The Foyle Contested Space partnership (n=5 Primary Schools)
- Sociometric instrument
- Four collaborative interactions:
  - Exchanging resources
  - Seeking professional knowledge
  - Discussing personal matters
  - Meeting socially in informal settings
- Total of n=92 responses (n=15 missing)

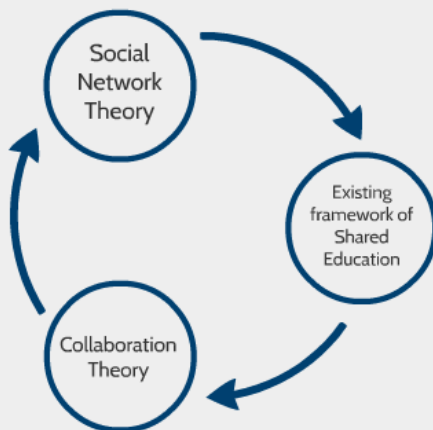


### Interviews

- Semi-Structured
- Network graphs used as prompts
- n=10 interview participants



## Theoretical Framework



### Networks:



Human networks arise as a result of acts by individuals and organisations. The networks created by these acts in turn produce networks that have consequences for individuals and social organisations. **Social networks evolve from individuals interacting with one another but produce extended structures that they had not imagined and in fact cannot see.** (Kadushin, 2012: P 11)

Social Network Analysis



Thematic Analysis

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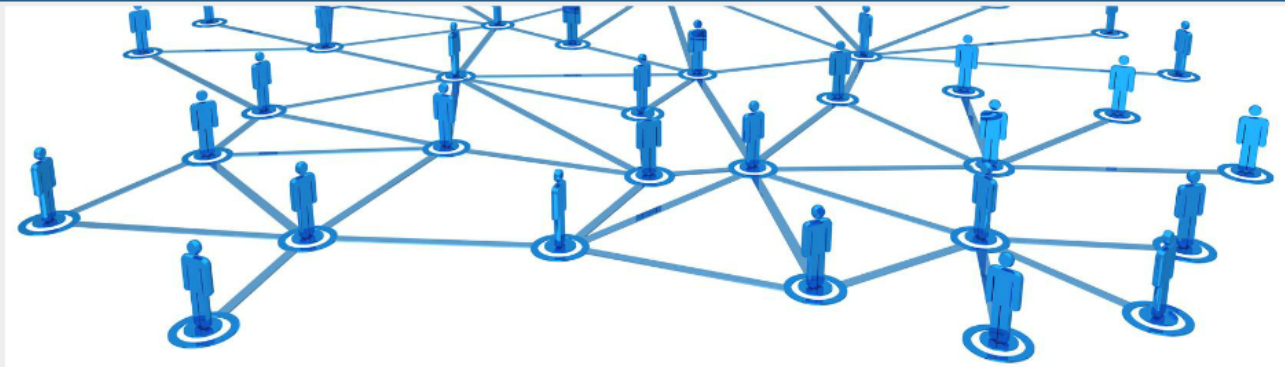
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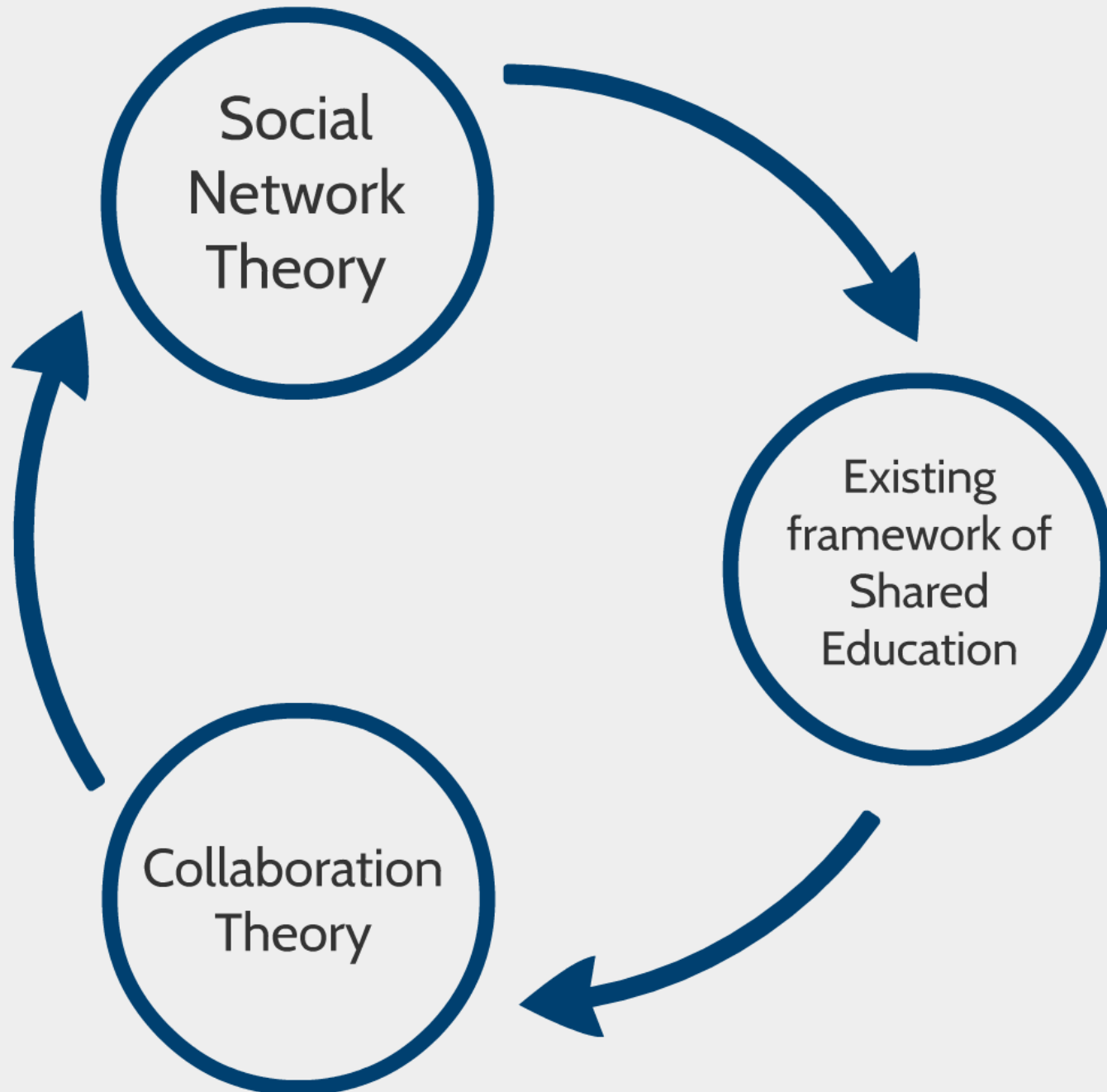
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Social Network Analysis



Thematic Analysis

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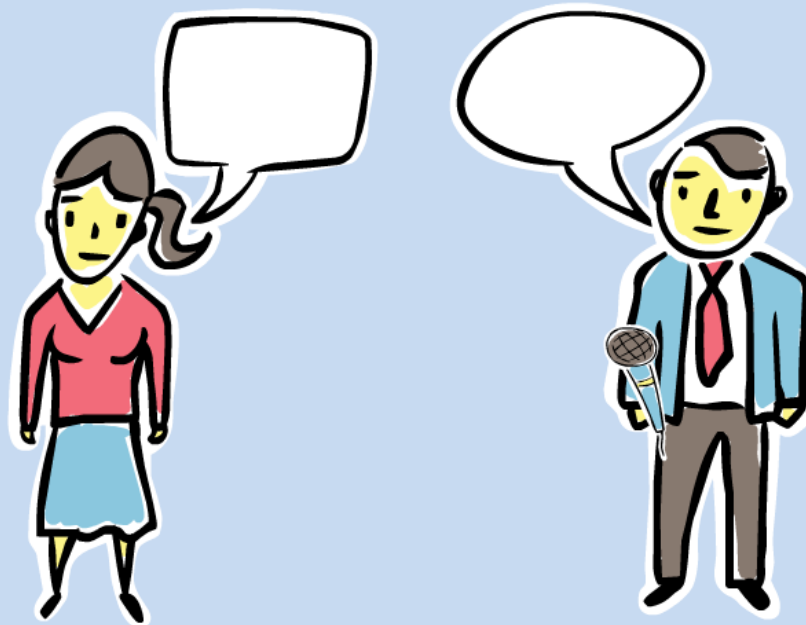
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Social Network Analysis



Thematic Analysis

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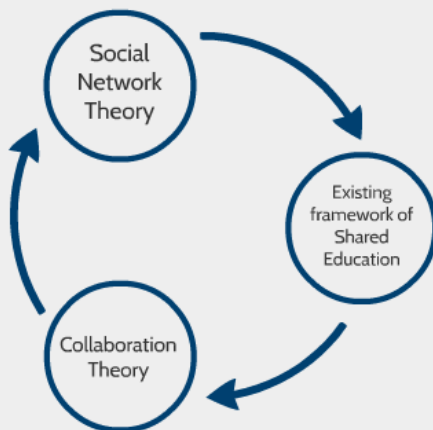


### Interviews

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- Network graphs used as prompts
- n=18 interview participants



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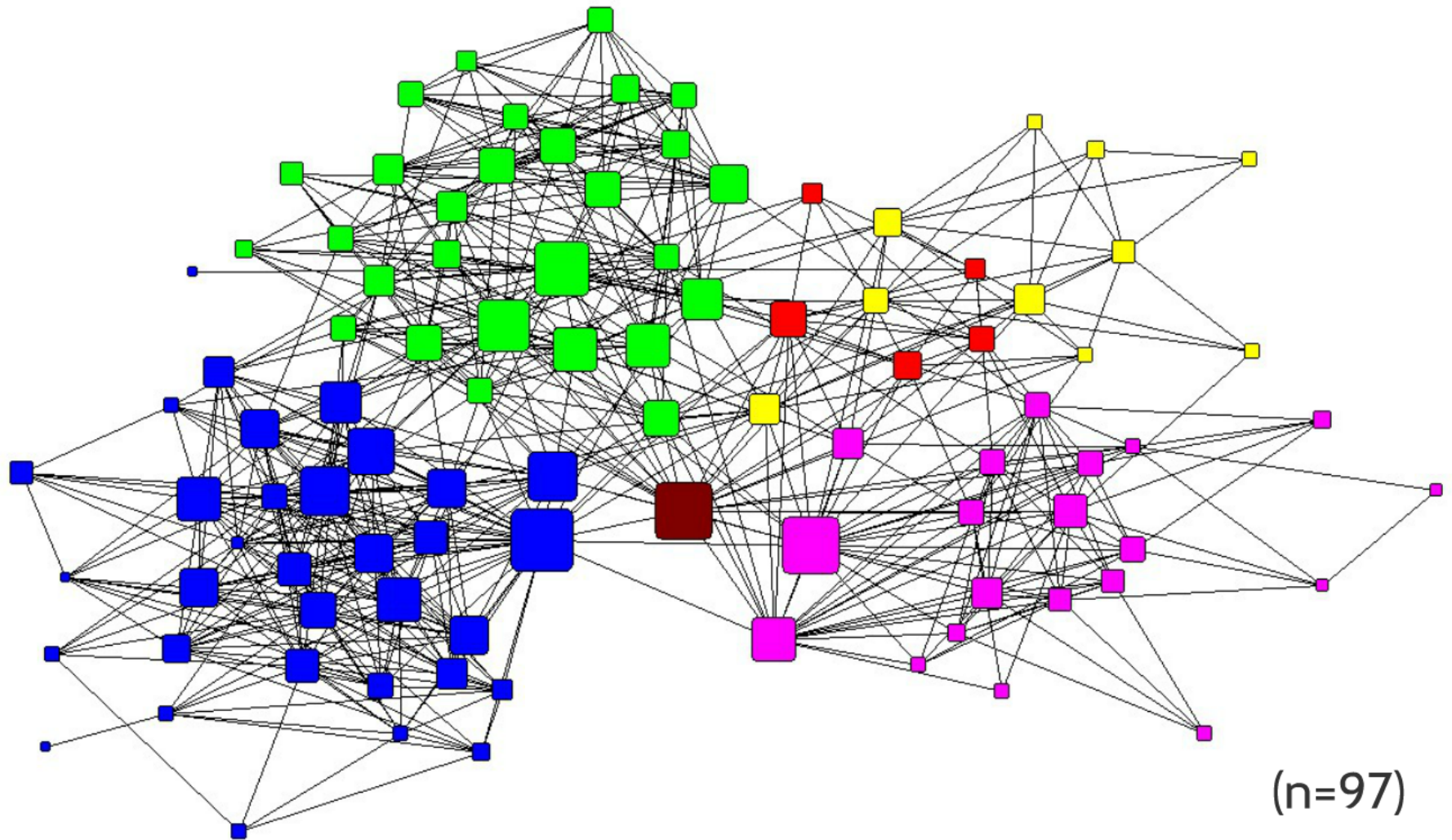
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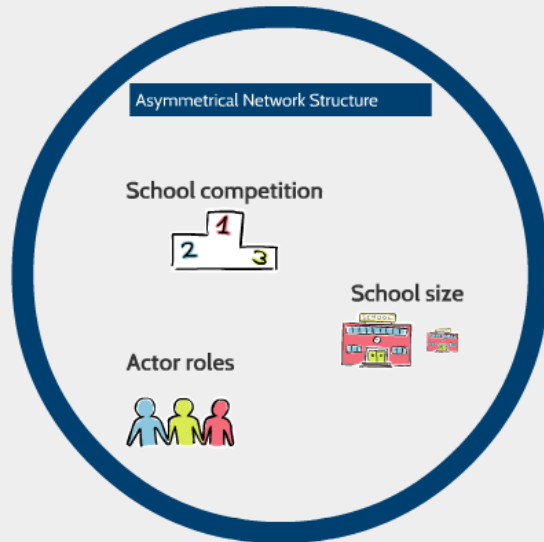
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# The Contested Space Network





# Network Properties



## Reciprocity

	Whole Network (n=87)	Direct Involvement Only (n=44)
Arc Reciprocity	0.709	0.762
Dyad Reciprocity	0.549	0.615

## Comparison of Social Interactions by Involvement in Shared Education

Who have you most often spent time with in an informal social setting?

	Direct Involvement (n=44)	No Direct Involvement (n=38)
Avg Degree	5.636	2.474
Density	0.131	0.067



## Density of Social Relations by School

School ID	Social Meets
A (n=5)	1
B (n=10)	0.422
C (n=28)	0.206
D (n=33)	0.109
E (n=20)	0.194

## Asymmetrical Network Structure

School competition



School size



Actor roles



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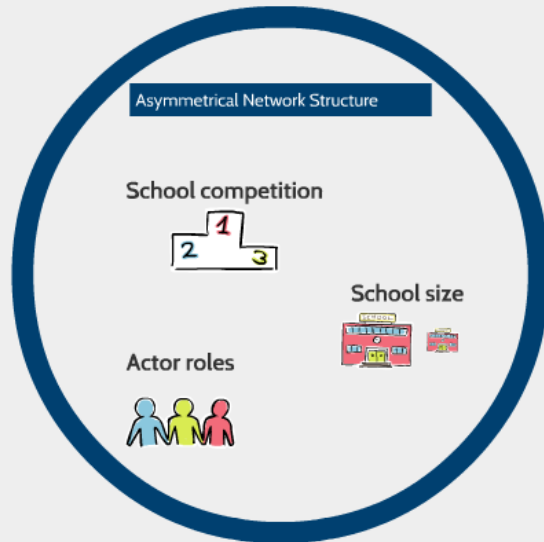
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# The Staff members' Voice

*"We keep in touch, yeah. We would text quite often, just about how things are going and **maybe nothing about Contested Space project but just about life in general.**" - Elaine, Controlled Teacher*

*"We just clicked straight off, y'know. We just clicked straight off and made sure that we went out socialising at night as well as during the day, we really did. **I regard myself as a very open minded person but it has probably even astounded me how close I feel to David and John and how comfortable I feel in their schools and with their staff as a result of this.**" - Janet, Maintained Principal*

*"...a massive number of my staff as well here are in their forties, we would've lived through the Troubles in the seventies. And while I said to you not that many of them are from the local area a few are and they've been in this school when we've lost children to the Troubles. **We had a child hit with a rubber bullet, a number of children in this school were affected by the Troubles—home was blown up, stepped on a bomb—they've lived through all of that.**" Rosaleen, Maintained Principal*

# Are Shared Education Networks Social?



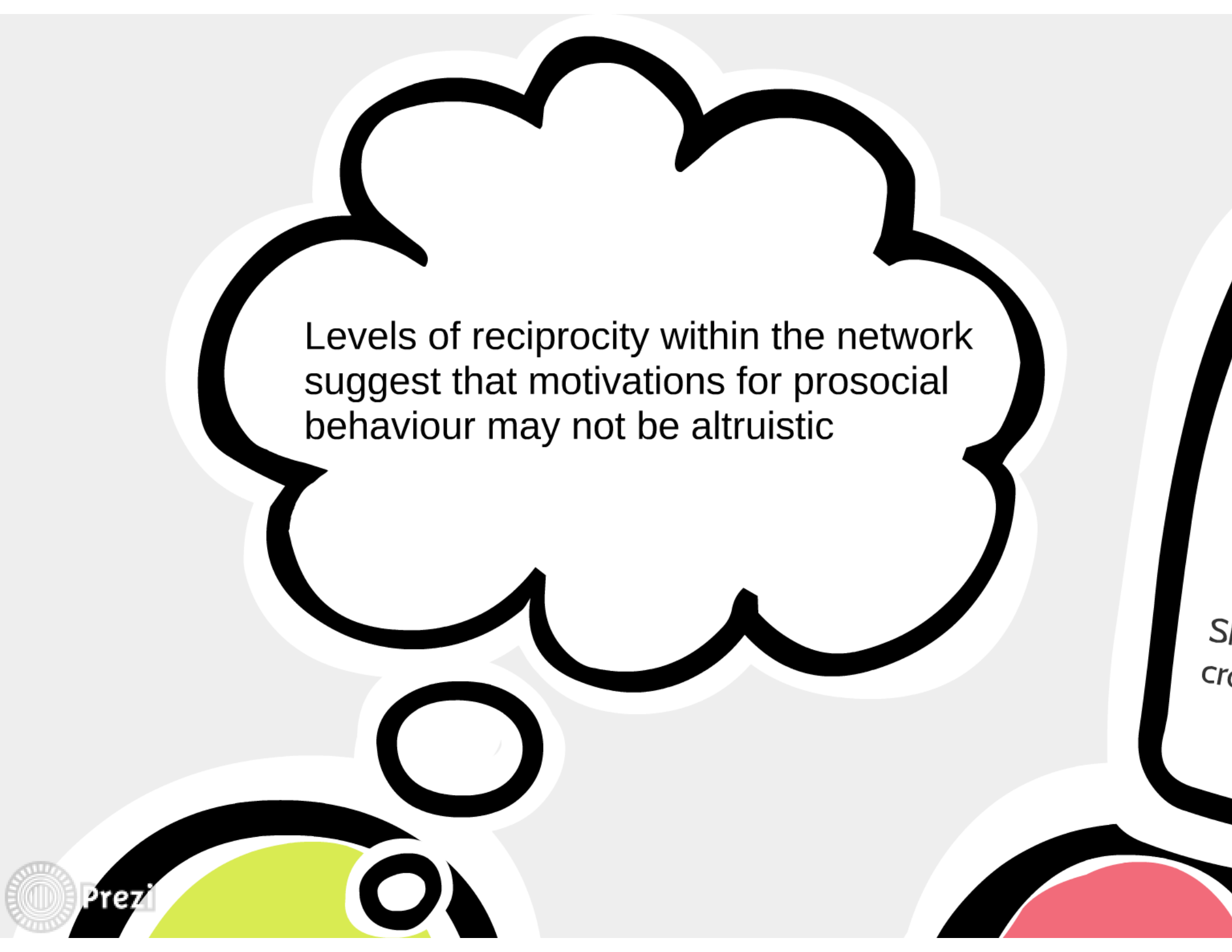


Direct involvement in Shared Education enhances institutional relationships between Controlled and Maintained schools

Shared Education contributes to a more cohesive cross-sectoral community of staff members

A higher number of staff members reported shared social interactions and discussion of personal matters, indicating an increase in social outcomes for those directly involved

Staff members take ownership and control of certain aspects of activity, empowering them as practitioners



Levels of reciprocity within the network suggest that motivations for prosocial behaviour may not be altruistic

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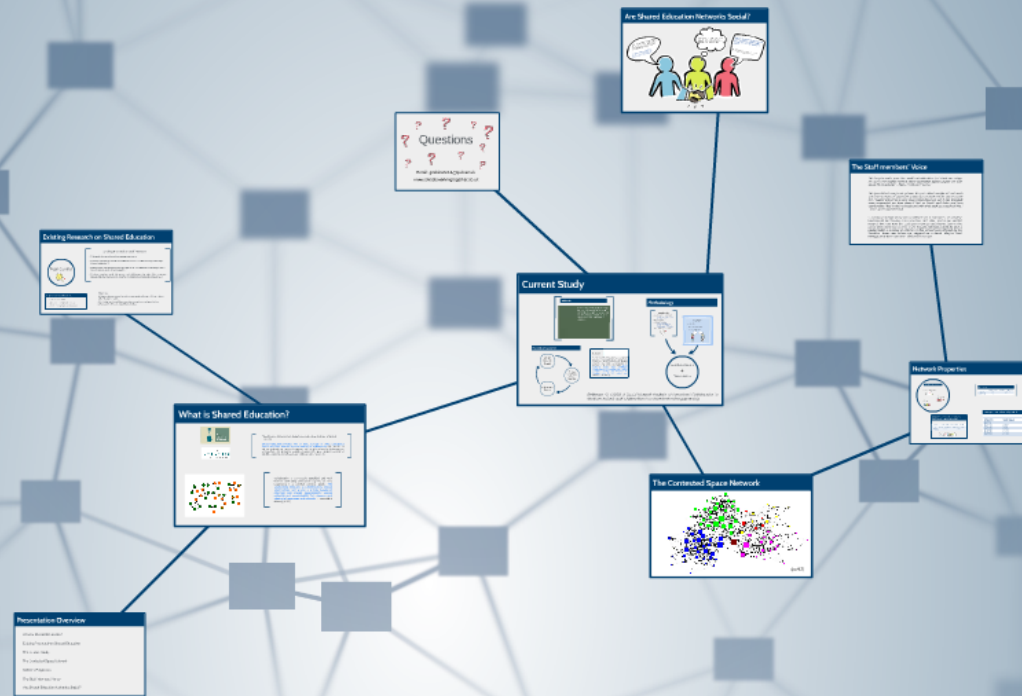
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Email: [grobinsn14@qub.ac.uk](mailto:grobinsn14@qub.ac.uk)

[www.schoolsworkingtogether.co.uk](http://www.schoolsworkingtogether.co.uk)



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