Conference Calls to Action...

PLACE

We are calling for a place-based change approach that is visible in policy and practice, including in the Programme for Government.

PEOPLE

We are calling for the meaningful and equitable engagement of all relevant stakeholders in communities, including children and young people, in the implementation of place-based approaches.

PROCESS

We are calling for systems level change in the areas of funding, implementation and impact infrastructures.

WE WANT OUR CHILDREN AND YOUNG PEOPLE TO
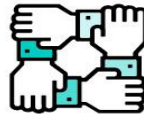
THRiVE

RATHCOOLE & MONKSTOWN

PROJECT BOARD

Dep Education
Public Health Agency
Controlled Schools Support Council
Dep for Communities
Education Authority
Antrim Newtownabbey Borough Council
NHSCT
Stranmillis University College
Barnardo's
The Executive Office
Department of Justice
Sub-group representatives

SCHOOLS GROUP

Kings Park PS
Hollybank PS
St James PS and Nursery
Whitehouse PS and Nursery
Abbots Cross PS
Abbey Community College
Rathcoole PS and Nursery

COMMUNITY/YOUTH WORKERS GROUP

Listening Ear
Rathcoole CREW
NACN
Monkstown Boxing Club
Monkstown Village Initiatives/SPARK

Team JVC
Rathcoole Neighbourhood Renewal
RATH Community Group

DESIGNATED TEACHERS GROUP

Social Services Gateway
Education Authority
CAMHS
Designated Teachers – 7 schools

IMPACT GROUP

FINANCE GROUP

PARENT CHAMPIONS

EARLY YEARS GROUP

Abbey Sure Start
Abbey All Sorts
Monkstown Nursery
Rathcoole Nursery and Foundation Stage
Whitehouse Nursery
St James Nursery
Abbots Cross Foundation Stage
Newtownabbey Methodist Mission Playgroup
Hollybank Playgroup
Kings Park Foundation Stage

CHURCHES GROUP

THRIVE

COLLABORATIVE INVESTMENT

Café Conversation

OVERVIEW

BUILD RELATIONSHIPS AND TRUST

CO-CREATE WITH KEY STAKEHOLDERS

SOURCES OF SUPPORT CONFIGURED STRATEGICALLY

ADOPT A WHOLE COMMUNITY APPROACH TO EDUCATION

BUILD A VISION, WITH COMMON GOALS AND SHARED VALUES

MAKE A PLAN OF AGREED ACTIVITIES AND INTERVENTIONS

CONSIDER EFFECTIVENESS AND GATHER EVIDENCE

TEST AND LEARN AND DON'T REINVENT

RESOURCE AND FUND

CONSIDER THE CO-ORDINATING ORGANISATION

BUILD RELATIONSHIPS AND TRUST

THIS TAKES TIME

Recognise issues and deal with them openly and promptly

Don't try to cope with difficult situations in isolation. Staff involved may require support from other outside agencies

Don't be driven by your own agenda without being completely transparent about it from the beginning - critical for building trust and rapport to drive towards meaningful change

Ensure continuity and sustainability of relationships and coordinating organisations

Really invest in relationship care and maintenance - continually and meaningfully

Build trust

Don't damage the level of trust between the Department / community / school / families

Effective communication in timely manner between partners

Spend time developing relationships and this will foster trust

Create the space for conversations and convening
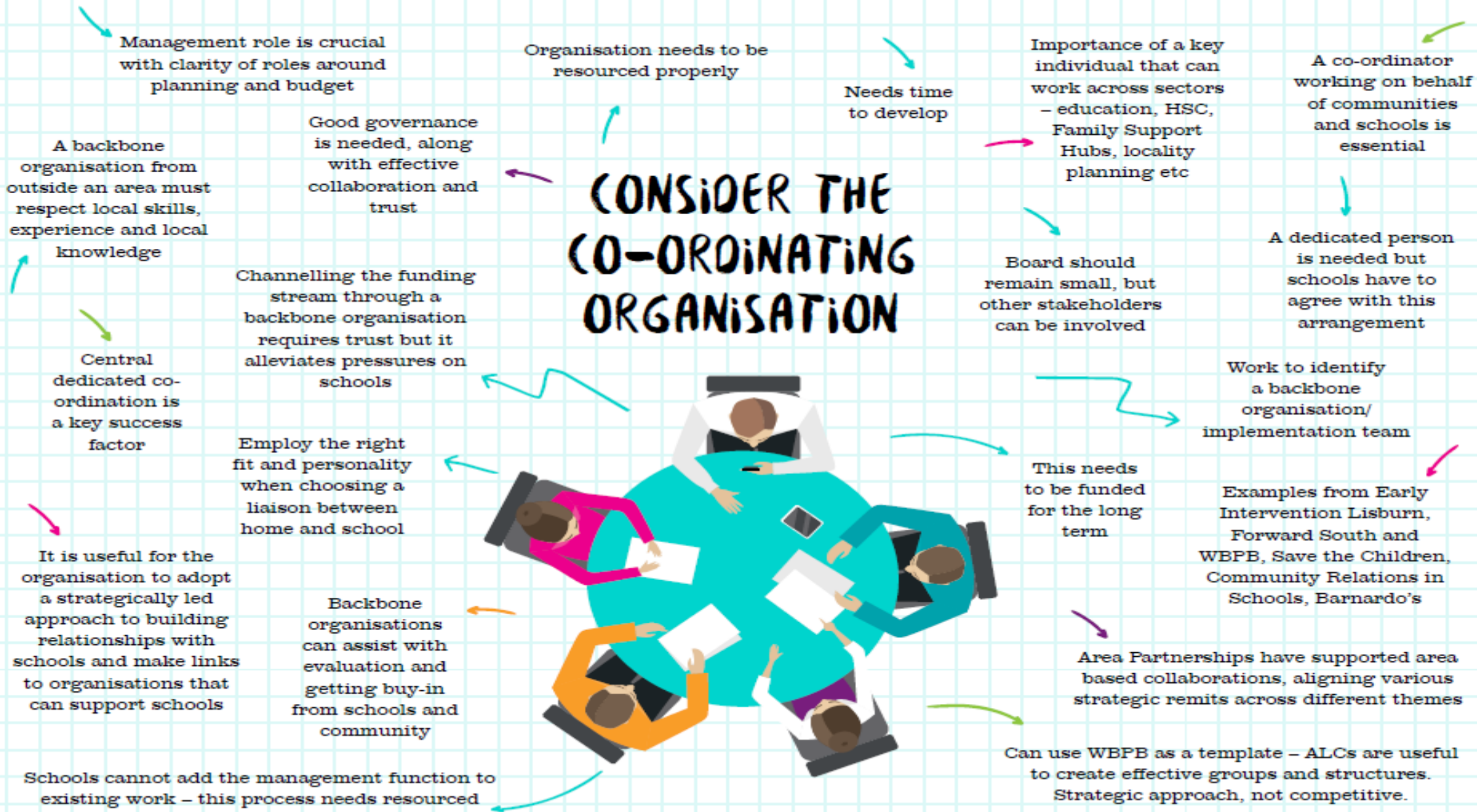
Take time to develop open, friendly relationships with families on their terms

Don't underestimate the time required to effect change

Don't think everything can be resolved quickly; partnership and relationships takes time

CONSIDER THE CO-ORDINATING ORGANISATION

Management role is crucial with clarity of roles around planning and budget

Organisation needs to be resourced properly

Needs time to develop

Importance of a key individual that can work across sectors – education, HSC, Family Support Hubs, locality planning etc

A co-ordinator working on behalf of communities and schools is essential

Good governance is needed, along with effective collaboration and trust

A backbone organisation from outside an area must respect local skills, experience and local knowledge

Channelling the funding stream through a backbone organisation requires trust but it alleviates pressures on schools

Central dedicated co-ordination is a key success factor

Board should remain small, but other stakeholders can be involved

A dedicated person is needed but schools have to agree with this arrangement

Work to identify a backbone organisation/ implementation team

Employ the right fit and personality when choosing a liaison between home and school

This needs to be funded for the long term

Examples from Early Intervention Lisburn, Forward South and WBPB, Save the Children, Community Relations in Schools, Barnardo's

It is useful for the organisation to adopt a strategically led approach to building relationships with schools and make links to organisations that can support schools

Backbone organisations can assist with evaluation and getting buy-in from schools and community

Area Partnerships have supported area based collaborations, aligning various strategic remits across different themes

Schools cannot add the management function to existing work – this process needs resourced

Can use WBPB as a template – ALCs are useful to create effective groups and structures. Strategic approach, not competitive.

CONSIDER EFFECTIVENESS AND GATHER EVIDENCE

ETI could support/ encourage schools to get involved in collaboration networks

Don't try to force universal programmes across the country, localised solutions are best fit

Don't impose onerous reporting templates, make target setting, monitoring and evaluation templates manageable for schools and organisations

We must measure value added not only GCSE benchmarks

Needs to be opportunity for peer review

Look at other evidence-based programmes

Don't try to reach too many outcomes all at once

Don't develop too much paperwork and evaluations to put off families off

Regular opportunity to review and for partners to feedback

Don't do onto with the school/community partnership. Effective, & relatable evidence gathering

Learn from others

Don't measure impact purely based on academic attainment

Use school data – attendance, attainment, attitudinal

Parent self efficacy questionnaires valuable

Make sure that we have the right targets across the relevant areas

Whilst data, evaluating and measuring value are extremely important - do not make the processes overly administrative and restrictive

Invest in reflective learning practices that embed learning and support true implementation

Don't over-administrate evaluation processes

Align evidence, implementation and outcomes-clear theory of change

As well as reporting on target numbers, it is key to capture the impact. Evaluation should take place from the beginning to the end of projects and programmes; informing review, ongoing improvement, and development; and sharing best practice models which may be adapted elsewhere or inform future developments

Evaluate

Be driven by evidence of what works and make evidence based decisions

Link outcomes/impact of collaboration to (Inspection and Self Evaluation Framework (ISEF) (or what the new version of ISEF will be)

BUILD A VISION, WITH COMMON GOALS AND SHARED VALUES

Early wins are important, all stakeholders need to see benefit

How to get buy-in from everyone is crucial

Identify key individuals with a strong sense of the collective goal

Trust the process – stay focused on what is best for local children and families

Effective collaboration and cooperation essential

Passion for children is essential, with a common goal and understanding of the overarching aims & objectives

Key is to find the carrot – common goals that everyone can buy in to and see the wins

Use a community development approach to identify needs and scaffold the supports around those

Shared vision is critical along with effective leadership and committed, diverse team

Understand the needs of an area, consult and use demographic evidence

Ensure the community and schools are understanding of your aims and objectives

Need skilled person to facilitate this process to ensure strategic focus

Need to be innovative and build excitement

Agree shared goals

Develop a shared vision and values

Time management important – focused meetings with effective empowerment of participants. If people feel they are on the margins, they lose interest

Opening schools to be full service schools with health and community and voluntary organisations working together with a common aim