



An Institute of



Place-based Approach to Educational and Social Equity: The Value of Research-Practice Partnerships and Possibilities for Singapore

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Future-Ready Society Conference: Peers, Places and Platforms - The Future of Empowered Communities

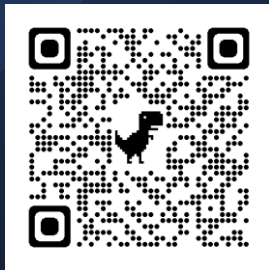
Wednesday, 23 October 2023
Tangs Plaza, Marriot Hotel

INSPIRING LEARNING
TRANSFORMING TEACHING
ADVANCING RESEARCH

Research Practice Partnerships – What are they?



NNERPP



WT Grant Foundation

<https://nnerpp.rice.edu/rpp-knowledge-clearinghouse/>

<https://rpp.wtgrantfoundation.org/>

A Research-Practice Partnership (RPP) is a “long-term collaboration aimed at educational improvement or equitable transformation through engagement with research. These partnerships are intentionally organized to connect diverse forms of expertise and shift power relations in the research endeavour to ensure that all partners have a say in the joint work” (Farrell, Penuel, Coburn & Daniel, 2021).

5 Principles:

- **Long-term** collaborations.
- Focus on educational **improvement** or equitable transformation.
- Engagement with **research** as a leading activity.
- Intentionally organized to bring together a **diversity** of expertise.
- Employ strategies to **shift power relations** in research endeavours to ensure that all participants have a say.

- Not just in education context
- Outcomes include: trust, strong partnership, usable knowledge, capacity building for partnership work, system improvement.

Rethink improvement ***within, between***
and ***beyond*** schools (Chapman, 2016).

RPP Examples from Scotland & Singapore



School Improvement Partnership Programme
SIPP

Innovating to tackle educational inequality

September 2015

Using collaboration and enquiry to tackle educational inequality



University of Glasgow | Robert Owen Centre for Educational Change



- Partnership working across/beyond schools focusing on **problems of practice**.
- **Action research** and evidence for sustained changes.
- **Leadership opportunities** and staff professional learning at all levels.
- **Reciprocity and mutual benefit** to all involved.
- Collaboration focus on **long term** and **capacity building**.
- Strategic **improvement planning** linked to SIPP
- Partners are **diverse**, including schools, local authorities, Education Scotland and other agencies.

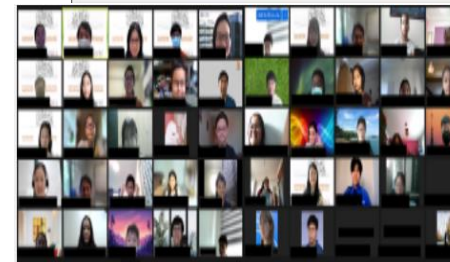
KNOWLEDGE BUILDING COMMUNITY

www.kbsingapore.org

1 Analyse-Reflect-on Technology (ART) at KBC



KBC is a ground-up initiative that brings together teachers on a regular basis to generate and improve **idea-centric practice and research**.

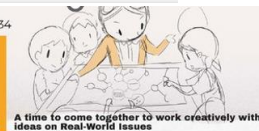


2 Student Knowledge Building Design Studio

An Experimental Design Space to investigate the full potential of **students' ideas and students voices** through a Principle-based Approach with Learning Analytics and Real World Problems.

NTU research project
IRB No. IRB-2019-10-034

Student Knowledge Building Design Studio 2022



A time to come together to work creatively with ideas on Real-World Issues

Data Science & Sustainability

Date: 24th Nov (face-to-face, NIE2-01-02 [IoT@NIE Learning Lab])
5, 25th Nov 2022 (Virtual, Zoom Meet)
Time: 9 am to 4 pm
Lunch & snacks, and a transportation (via school) or transportation fee (individual student) will be provided for day 1. Participants will receive S\$10 food voucher upon completion of the Design Studio.

Students at the KB Design Studio will get to



Engage in data science practices to formulate investigative questions, collect/search data, analyse data, interpret results, communicate findings.



Engage in creative and critical discourse and work on real and authentic problems concerning environmental issues



Work as a Knowledge Building community with peers and new friends, scientists, and journalists, to overcome design challenges.



Experiment, build and improve ideas with evidence on real-world problems.

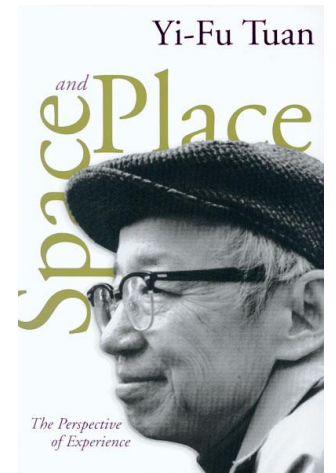


University-Family-School-Community Partnerships

- **Place-based approach:** “A community of people bound together because of where they live, work or spend a considerable proportion of their time, come together to make changes to that place which they believe will improve the physical, social or economic environment and in doing so tackle issues of inequality” (McBride, 2018,p. 4)
- Schools are often the **heart** of a community, a place with a sense of being and belonging.
- But schools are often spaces, **not places** → How to reconceptualize the role of schools?
- Schools as **community hubs**, or community schools
 - **Holistic, integrative** approach to support not just students but families and communities to work together.
 - **Empowering** and building community capacities to create win-win situations in improving equity.
 - **Leadership** and **backbone** organisations are important.



“What begins as undifferentiated space becomes place as we get to know it better and endow it with value. ... if we think of space as that which allows movement, then **place is pause**. .. The pause makes it possible for a locality to become a **center of felt value**” (Tuan, 1977, p. 6, 138)



School as Community Hubs Examples from Scotland and Australia



Children's
Neighbourhoods
Scotland

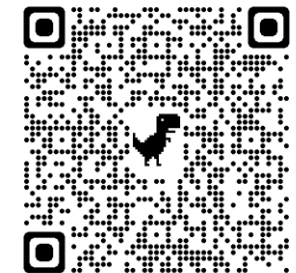
<https://childrensneighbourhoods.scot/>

- CNS (2018-2022) aimed to increase **community participation** and agency, increase children's and young people's **voices** and agency, and support **partnerships** between organisations and services to improve **equity** outcomes.
- A **Capabilities** Approach was used with children and young people so that they have a **voice** in determining their aspirations and goals.
 - CNS children and young people determined that *Life, Education, Standard of Living, Health, and Play* are the priority capability domains to tackle.



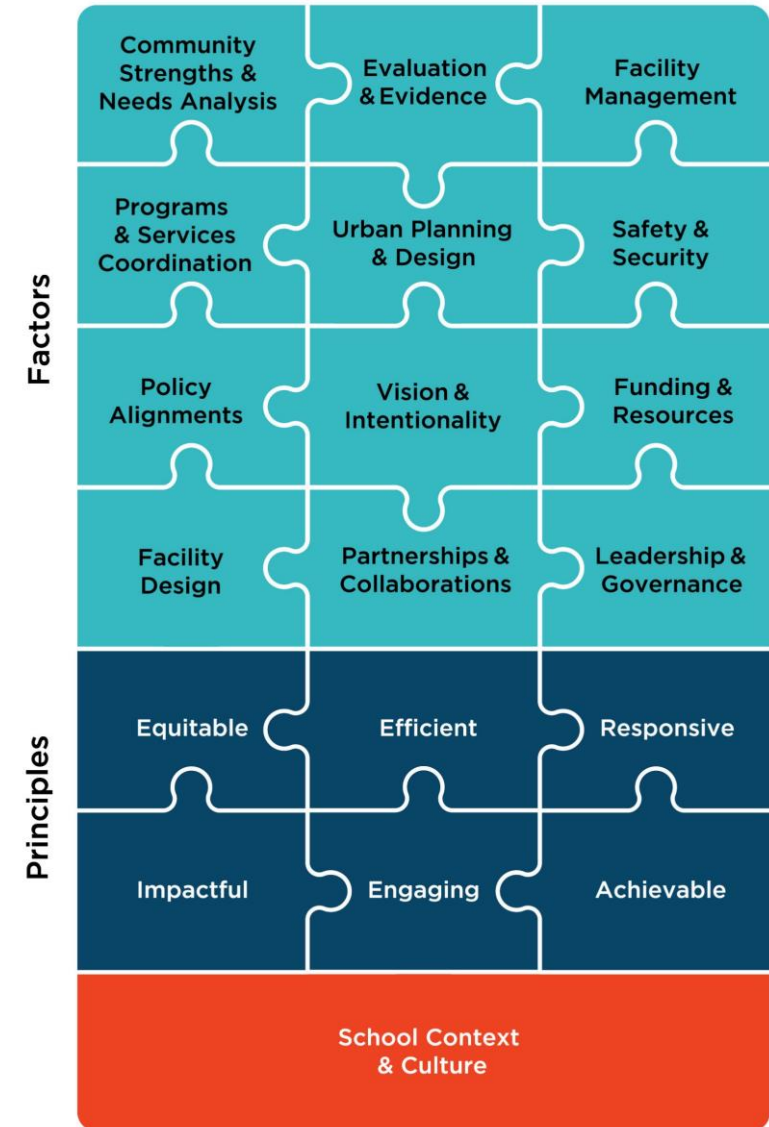
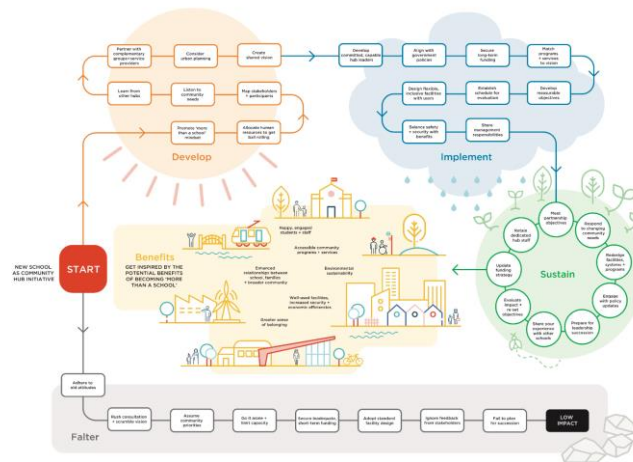
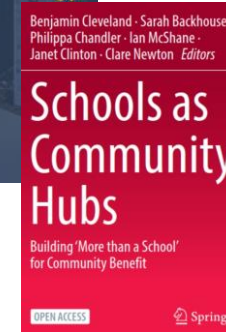
<https://sites.research.unimelb.edu.au/learn-network/home/projects/building-connections>

- Recognising schools as **under-utilized** community assets, Australian Research Council funded *Building Connections: Schools as Community Hubs (2019-2022)* to better design and share school infrastructure to improve education and strengthen communities.
- Future of young people is the responsibility of the whole community, and basis for a new **social compact** with schools to enable young people to take an active role in their community.
- School as Community Hub aims to become “**more than a school**”



How to Hub Australia

- Community hubs are family-school-partnerships driven by universities to provide resources that holistically support the needs of children → Support learning and wellbeing of young people, especially those facing disadvantage.
- Core features of community hubs:
 - People
 - Partnerships
 - Programs
 - Place
- Benefits include:
 - Happy and engaged staff and children
 - Accessible community programmes & services
 - Enhanced relationships between families, schools, community
 - Well-used facilities, increased security, economic efficiencies
 - Greater sense of belonging
 - Environmental sustainability

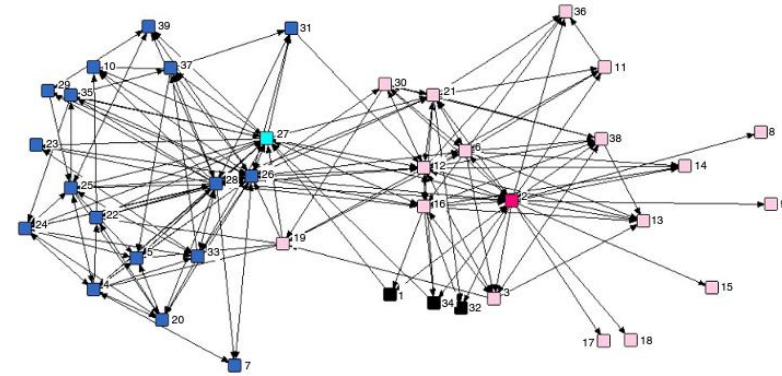


Infrastructuring



- Infrastructures are systems that shape and sustain practice.
- **Infrastructuring** are activities that redesign components, relations, routines of schools and districts that influence what takes place in classrooms (Penuel, 2019).
- Partnerships need to change infrastructures to improve.

Boundary Spanners



- Aka Reticulists, Knowledge intermediaries, Knowledge brokers
- Characteristics:
 - Familiar with boundary **communities**
 - Skilled **communicators** and **translators**
 - Excellent **networkers**
 - Strategic & **Contextually** astute
 - **Problem solvers**
 - **Risk-takers**, out-of-the-box (Chapman, van Amersfoort & Watson, 2017)
 - Time & patience & a lot of **chill pills...**

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