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Rethinking school: Strengthening connections to communities.

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THESIS

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Declaration

This thesis is being submitted for the award of Doctorate in Applied Educational Psychology. I declare that it is my own work and does not include material that is the work of others without acknowledgement, that I have consulted all materials cited, and have not submitted this assignment for any other academic award.

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October 2016

Overarching Abstract

My thesis considers the role of the school in area-based approaches to supporting children, young people and families and comprises three related chapters. The first chapter, the Systematic Review, includes a review of literature relevant to the area. In the second, the Bridging Document, there is a discussion about the conceptual framework which links the Systematic Review with the Empirical Research. It also explores ethical and methodological issues. The final chapter discusses findings from the Empirical Research, as well as future implications for educational psychologists' practice.

For the Systematic Review, I applied a meta-ethnographic approach to qualitative studies to explore how school leaders facilitate partnerships with the school's local community from experiences of school leaders in both Primary and Secondary schools in the U.K. and abroad. Synthesis of findings from six studies suggested four key concepts which facilitate authentic partnerships between schools and communities: i) belonging, ii) appreciation, iii) reciprocity, and iv) motivation. The line of argument presented offers school leaders a conceptual framework through which to consider their current practices and relations with the community.

The empirical research considered how community organisations understand the role of the school in respect of coordinated area-based approaches to supporting children and families. I was interested in exploring the research question 'how do community organisations describe their relationship and experience of working with schools and other community organisations?' and reflecting on the implications of community organisations working in collaboration with schools and other community organisations. Audio-recorded individual semi-structured interviews were conducted with five members of community organisations offering services to children, young people and families within a Ward in the North East of England.

Constructionist grounded theory was used to analyse the data. Members of community organisations described general factors that supported or hindered relationships between schools and community organisations and reflected on what was successful and meaningful about area-based approaches to supporting children, young people and families which could be built upon. Factors discussed included: i) the drive, motivation and inspiration of community organisations, ii) the complexity and complications of funding, and iii) making a unique, valued and complementary

contribution. My thesis concludes with a tentative model of factors to consider when developing coordinated area-based approaches to supporting children, young people and families. Implications for applied educational psychology are also considered.

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1.0 Abstract

The principle that schools should play a prominent and significant role within their communities is one that has a long history in the UK and is reinforced by policy and national strategy, both historical and present.

A meta-ethnographic approach was applied to qualitative studies to explore how school leaders facilitate partnerships with the school's local community from documented experiences of school leaders in Primary and Secondary schools in the U.K. and abroad. Six studies were selected and a seven step systematic approach was applied which generated an interpretative synthesis and line of argument.

Synthesis of findings suggested four key concepts which facilitate authentic partnerships between schools and communities: i) belonging, ii) appreciation, iii) reciprocity, and iv) motivation. These concepts are discussed in relation to the findings in the studies and supported by relevant theory and research.

The line of argument presented offers school leaders a conceptual framework through which to consider their current practices and relations with the community.

Methodological limitations are presented and possibilities for future research are discussed.

1.1 Community-oriented schools

The principle that schools should play a prominent and significant role within their communities, including building deeper relationships with families and communities, is one that has a long history in the UK and has represented a central element of the educational and social policies of both previous Labour administrations (1997-2010) and the Conservative-Liberal Democrat Coalition government elected in May 2010 (Peterson & Durrant, 2013; Cummings, Todd & Dyson, 2007). Historically, a raft of policy measures and national strategies have been introduced that link to this principle, including Every Child Matters (Department for Education and Skills (DfES), 2003a), community cohesion (Department for Children, Schools and Families (DCSF), 2007), neighbourhood renewal (Cabinet Office, 2001), statutory classes in citizenship education (DfES , 2004), and most prominently in the development, evaluation and subsequent national roll-out of Full Service Extended Schools (FSES) between 2003 and 2010 (DfES, 2003b).

Since the election of the Conservative-Liberal Democrat Coalition government in 2010, the nature of the funding allocation to schools in respect of FSES has changed significantly, with school leaders now being given the choice as to whether they allocate funds to extended service provision. Despite the Coalition no longer allocating resources directly towards extra-curricular and wider services for families and communities, they continue to assert the importance of schools' engagement with and support of families and communities within their locality (Department for Education (DfE), 2010) and introduce complementary policies emphasising society and citizenship (Cabinet Office, 2014).

1.2 Community

Research suggests we strive to foster community in schools because we are drawn to work and live together in ways that help us to make deeper meaning of our lives (Block, 2009; Brown & Hannis, 2008; Rifkin, 2009; Vanier, 2003). Cherkowski and Walker (2014) suggest 'the community we seek to experience and witness in schools is elusive to measure.' (p.205). Sociological perspectives consider community to be built on the foundations of inclusion, openness, vulnerability, appreciating other's value and enabling gracious conflict (Block, 2009; Vanier, 2003). Among psychological perspectives on community, McMillan and Chavis's (1986) seminal work introducing the concept of 'Psychological Sense of Community' is by far the most influential, and is the starting point for most of the research on sense of

community in psychological literature. In their discussions of this construct, McMillan and Chavis (1986) prefer the abbreviated label ‘Sense of Community,’ and offer the following definition:

> Sense of community is a feeling that members have of belonging, a feeling that members matter to one another and to the group, and a shared faith that members’ needs will be met through their commitment to be together. (p. 9).

Sense of community includes four dimensions: membership, shared emotional connection, influence, and needs fulfilment. A dynamic perspective of sense of community also considers shared history, common symbols, and ongoing development as a dimension of sense of community (Fisher & Sonn, 2002; McMillan & Chavis, 1986).

1.3 Leadership for partnerships

For some time, educational and psychological literature has been advocating the benefits of partnerships among schools, families and communities as a means of supporting student achievement and wellbeing (Hands, 2014). The idea that schools should create partnerships with families and community groups has become a commonsense, taken-for-granted aspect of education, yet there is a wide gap between the rhetoric and reality of partnerships in schools in the U.K and abroad (Auerbach, 2012).

The notion of a leader acting in isolation or having a clearly defined role-based function linked to a specific job and to the responsibilities associated with that role is becoming increasingly redundant (Riley & Louis, 2000). Riley (2009) suggests there are layers of leadership of and with the school community, the local community and the broader locality; raising questions about what is meant by community and by community leadership, and about the interface between schools and communities.

While many school leaders recognise the importance of developing a leadership role which takes them beyond the school gates and which is focused on building mutuality and trust connecting schools and communities, they struggle to identify what this role is, or how to reconcile it with their existing role and the daily demands of the job (Riley, 2009). A developing area of leadership research eschews models of more traditional, organisationally focused leadership, in pursuit of models for

transformative leadership, democratic leadership and social justice leadership (Auerbach, 2012). This emergent domain of educational leadership research provides fertile ground for research on leadership for school-family-community partnerships. As models of educational leadership for partnerships continue to develop, Auerbach (2012) asserts conceptual models will need to incorporate more thoroughly the leader's role in promoting healthy and productive relationships between schools and the communities and families they serve if we are to advance knowledge about leadership for partnerships.

1.4 School-community partnerships

Complementing the policy trajectory towards community-oriented schooling, the last two decades have witnessed increasing attention being paid within research literature to the connections between schools and their communities. School-community partnerships take on many forms and, although for some time collaboration between schools and their communities has been described in several bodies of literature, a common established definition seems lacking. Noting the aforementioned complexity of defining 'community' and the ambiguity of the term 'partnership', defining 'school-community partnership' is challenging, and perhaps it could be argued establishing a common, uniform definition reduces the multiplicity and variability of connections between schools and community individuals, organisations and businesses.

The benefits of school-community partnerships as a means for achieving student, school and community goals are widely reported (Sanders & Lewis, 2005; Sanders, 2008; Masumoto & Brown-Welty, 2009). For example, research on school-community partnerships highlights the importance of and possibilities for sharing resources through collaboration: suggesting benefits for families and communities as receivers of services offered by the school, and benefits for schools through the garnering of financial, material and human resources due to the community's increased connection to and investment in the school (Sanders & Lewis, 2005; Masumoto & Brown-Welty, 2009; Hands, 2014; Long, 2010).

Despite a focus on the importance of partnerships, it is still often difficult for schools to know which underlying structures will create partnerships that will effectively engage community participation (Long, 2010). Kladifko (2013) suggests partnerships

between schools and communities are created through leadership, stability, readiness, sustained outreach, reciprocity as well as the alignment and pooling of resources. He describes the nature of school-community partnerships as built on relationships of trust and effective interpersonal communication. 'How schools and communities work together is unique to each context and based on intensively personal relationships, which need to be developed' (Riley, 2009, p.60).

1.5 Method - Meta-ethnography

Given my interest in understanding school-community relationships from the perspective of those involved i.e. local community groups and members and school leaders, I chose to apply a method rooted in the interpretive paradigm. With this in mind I undertook a meta-ethnography as described by Noblit and Hare (1988).

Meta ethnography is a way of comparing and synthesising qualitative studies into a 'holistic interpretation' (Noblit & Hare, 1998, p.10). This method considers how ideas, meanings and social phenomena might connect and interact. Noblit and Hare (1988) propose a seven stage process for synthesising qualitative research:

1. Getting started
2. Deciding what is relevant to the initial interest
3. Reading the studies
4. Determining how the studies are related
5. Translating the studies into one another
6. Synthesising translations
7. Expressing the synthesis

The remainder of this systematic review will follow the process outlined above as a way of generating interpretive explanations of how school leaders facilitate partnerships with the school's local community. It is based on systematic comparison and synthesis of six qualitative studies in this area. Although I followed this seven step process, the approach adopted in qualitative synthesis 'cannot be reducible to mechanistic tasks' (Atkins et al., 2008 p.7). Additionally, meta ethnographic approaches as outlined by other researchers were also used to guide the process (Atkins et al., 2008; Britten et al., 2002).

1.5.1 Getting started (Rationale)

Having attended community primary schools as a child and taught in community oriented schools as an adult, I have developed my interest in the role of the school in the local community. I am interesting in reflecting on how schools support their local community, engage the active participation, ownership and leadership of families and the wider community in the life of the school and facilitate a participative school community.

The idea of schools making important contributions to local families and communities is one that has a long history in England (Cummings, Todd & Dyson, 2007). The potential for schools with a community orientation to play a role as a community resource, opening their facilities to local people, offering community education and providing support to families (Crowther, Cummings, Dyson & Millward, 2003) has been a growing feature of educational policies and practices, particularly when considering how schools can contribute to the regeneration of disadvantaged areas. Conceptualising the school's 'community' is challenging given the complex geographies of school admissions (Crowther, Cummings, Dyson & Millward, 2003), and the equally complex nature of the relationship between place and notions of community (Galster, 2001; Lupton, 2003).

1.5.1a Problematising community

Community is a problematic concept to describe and define distinctly. Concepts of community draw on literature and research from psychological, sociological, theological and organizational perspectives (c.f. Cherkowski & Walker, 2014). The use of 'community' can apply to communities of location, interest, affiliation (Jones, 2006). The term may imply reference to specific bounded communities or wider society. Each community has its own unique identity, values and narratives. Community can be approached as a value which encapsulates a number of concepts, for example, solidarity, commitment, mutuality and trust (Frazer, 1999). Cohen (1985) describes community as relational and playing a symbolic role in fostering people's sense of belonging, connectedness and interdependence. 'People construct community symbolically, making it a resource and repository of meaning, and a referent of their identity' (p.118). Community can also apply to the pursuit of a shared enterprise (Wenger, 1998). Over time, as groups of people define these enterprises and engage in joint activities and sustained interactions to pursue them, a community of practice with a shared repertoire of resources is created. EPs'

community of practice is interwoven with others' communities of location, interest or affiliation. Within this review, the term 'community' will be associated with geographic and spatial connotations, referring to the individuals, families, community groups, organisations and businesses in the locality in which the school exists. The term 'sense of community' on the other hand, will be used to refer to the relational concept of community and capture the spirit of belonging, interdependence, reciprocity and shared emotional connection (c.f. McMillan & Chavis, 1986; Wenger, 1998).

1.5.1b Problematising partnership

'In common parlance, partnership means a relationship of cooperation, shared responsibility, mutual benefit and voluntary participation. The term has come to be used uncritically as a synonym for family and community involvement.' (Auerbach, 2012, p.31). Although partnership implies parity, in practice these partnerships seldom break with the traditional school-centred model in which schools set the agenda and families as well as communities support the school (Warren et al., 2009).

Vincent (1996) argues 'partnership' is a vague term meant to evoke positive, warm feelings and thus should be examined critically. Certain core beliefs must be present for authentic partnerships to exist, such as the conviction that all families and community groups have something to contribute and that all partners are equal. For Auerbach (2012), 'these beliefs are by no means a given in schools' (p.31).

The term 'partnership' is also problematic due to its association with dominant culture values and social practices. Practices adopted by schools to reach out to families and communities are highly ritualised and marginalize diverse communities. Some cultures hold a view of more separate and distinct realms of responsibility for families and educators, and are averse to school outreach in order to protect their privacy (Doucet, 2011). Similarly, poor or working class families are less likely than middle-class families to see home and school as interconnected and aligned with their values and practices (Diamond & Gomez, 2004).

The concept of authentic partnerships is indebted to Anderson's (1998; 2009) work which questions whether participatory reforms in education have challenged the status quo or power relations. Anderson (2009) stresses 'any attempt to thoughtfully reform schools will have to address the creation of schools as authentic social spaces in which students, their parents, school professionals, and the surrounding community are deeply understood, respected and empowered' (p.10).

Auerbach's (2012) continuum of leadership for partnerships progresses from leadership preventing partnerships, highlighting beliefs and practices that separate schools from communities, to leadership for authentic partnerships, associated with empowerment approaches to partnerships and collaborative approaches to leadership. Table 1 summarises key characteristics of the leadership for partnerships continuum.

Within this review, partnerships, namely 'school-community partnerships' will be conceptualised as 'respectful alliances among educators, families, and community groups that value relationship building, dialogue and power-sharing as part of socially just, democratic schools'(Auerbach, 2010, p.731).

In this review I aim to analyse and synthesise existing qualitative literature to explore how school leaders facilitate partnerships with the school's local community, with a view to identifying how school and community collaboration influences the conceptualisation of the role of the school in community development and the role of the community in school development.

1.5.2 Deciding what is relevant to the initial interest

Noblit and Hare (1988) assert that in order to avoid making crude generalisations across a range of studies, the scope of a meta-ethnography will be more restricted than traditional meta-analyses. Rather than carry out an exhaustive search, they suggest it is appropriate to carry out a detailed focused search in order to select relevant studies as well as discussions with scholars in the chosen area. This method of selecting relevant papers has been used by others scholars to synthesise qualitative research (Britten et al., 2002). However, given the purpose of this review and pragmatic university requirements, I initially undertook a more traditional exhaustive approach to the search as adopted by Atkins et al. (2008).

A traditional search on four electronic databases (PsycInfo, Scopus, ERIC, British Education Index,) two thesis databases (ProQuest Dissertations & Theses: UK & Ireland and EThOS) and Google Scholar was undertaken between September 2014 and January 2015 using a combination of key search terms which I derived from background reading around community-oriented schools and school contribution to area regeneration and community development (see Table 2).

Table 1 Characteristics of the leadership for partnerships continuum (Auerbach, 2010)

	Leadership Preventing Partnerships	***Leadership for Nominal Partnerships***	***Leadership for Traditional Partnerships***	***Leadership for Authentic Partnerships***
Goals	-Maintain control -Protect school from outside influence	-Maintain control -Comply with mandates -Improve achievement	-Improve achievement and school climate -Meet family and community needs	-Various goals based on mutual interests
Position of Families	-Outsiders -Deficit view	-Clients, visitors, supporters -Deficit view	-Supporters, allies, limited partners -Mix of deficit and assets views	-Equity, social justice, dialogue, empowerment
Position of Community Organisations	-Outsiders	-Resources, services	-Resources, services, limited partners	-Full partners, advocates, leaders
Related models/types of school leadership, role of leaders	-Transactional -Leader as buffer	-Transactional -Leader as buffer, potential bridge -Transactional approach	- Mix of transactional and collaborative -Leader as bridge, listener Two-way approach	-Collaborative -Transformative -Inclusive -Social justice
Related models/types of family and community engagement and school-community relations	-Protective -Fortress -Closed system	-School to home transmission -'Come if we call' -Service -Public relations -Cooperation with community partners	-'Open door' -Partnerships -Family-friendly -Service -Coordination with community partners	-Relational -Two-way accommodation, mutual learning -Empowerment -Partnerships -Collaboration with community partners
Power relations with families and community groups	-Unilateral 'power over' - Large power differential	-Unilateral 'power over' - Large power differential	-Mix of unilateral 'power over' and relational 'power to' -Moderate power differential	- Relational 'power to' -Minimized power differential

Additionally, relevant literature was also retrieved using the 'pearl-growing' technique, i.e. further papers were identified using the references of relevant papers I was made aware of by a key informant in this area (L. Todd, personal communication, October 3, 2014), the references of which were – in turn – checked, until relevant literature was exhausted (Schlosser, Wendt, Bhavnani & Nail-Chiwetalu, 2006).

Table 2 Key search terms

Key search terms: How do ***school leaders*** facilitate ***partnerships*** with the ***school community***?	
educational leader* OR school leader*[1] AND	school-community AND partnership
Generated a total of 111 studies (with some duplication)	

1.5.2a Inclusion Decisions

The inclusion criteria are a set of agreed conditions that studies must meet in order to be included in different stages of the review and are based on relevance to the review question. As a manageable number of studies was returned during the initial search process, additional limits weren't placed on the search.

I screened the results of the search for relevance, reading the title and abstract of the retrieved papers. Where the title and abstract were clearly irrelevant to the review question, the paper was discarded. Where the title and abstract seemed of vague relevance to the review question or the title and abstract alone made it difficult to make an inclusion decision, I read the paper thoroughly before making a decision as to the extent the paper contributed to the review question.

Qualitative researchers from different disciplines and theoretical backgrounds have various criteria for assessing the quality of a study. While some authors have found it useful to apply quality assessment criteria to screen papers and eliminate poor quality studies, others argue determining the quality of research is largely a subjective process involving personal judgement which cannot be determined by following prescribed formulas (Buchanan, 1992) and as such it is fruitless to try to set generic methodological criteria for qualitative research. I was concerned the over-rigorous application of quality assessment criteria could discriminate against papers which appeared to have face validity and to be intuitively good research, and made a decision that every paper meeting my basic criteria would be appropriate for inclusion. In the end six papers were selected for the purposes of the meta-

[1] The asterisk (*) is a wildcard symbol used to retrieve variations on a distinctive word stem or root in most databases, e.g. leader* finds leader, leaders, leadership etc.

ethnography: Sanders and Lewis (2005), Lewis (2008), Brooks (2009), Khalifa (2012), Riley (2013) and Green (2015).

1.5.3 Reading the studies

To become as familiar as possible with each paper's content, the next stage of the meta-ethnography involved reading and re-reading the papers. A table was created to highlight demographic data, including participant information, methods of data collection and research setting (see Table 3).

1.5.4 Determining how the studies are related

Interpretations and explanations in the original studies were treated as data and translated across the studies to produce a synthesis (Noblit & Hare, 1988). Summaries of key findings in each study were mapped using a grid format which helped identify metaphors and concepts. This process enabled some consideration of similarities and differences between papers. Many related concepts became apparent quite quickly through the reading process e.g., 'time, drive and dedication', 'trust, integrity and equality', 'valuing community voice', 'promoting ownership and empowerment'. Through looking at the overlaps and relationship between the key concepts, first and second order interpretations were constructed. It is suggested that in a qualitative synthesis, studies can relate to one another based on one of three assumptions: i) assumption of similarity – studies may be directly comparable as reciprocal translations; ii) assumption of difference - studies may stand in opposition to one another as refutational translations; iii) assumption of inference that goes beyond the parts and says something about the whole organisation or culture - taken together studies may represent a line of argument (Noblit & Hare, 1988). At this stage, I made assumptions that a synthesis of the studies could be taken together to represent a line of argument. Two steps were involved in the process: translating the studies into one another to form a synthesis; and then translating the studies into an interpretive order so that a theoretical line of argument was generated. The next sections will outline these steps followed by a discussion based on the line of argument.

1.5.5 Translating the studies into one another

To aid transparency about my interpretation of the relationships between the studies a coding grid was created (see Table 4). This process of mapping concepts with illustrative quotes helped identify relationships across studies. The papers revealed

eight concepts that embodied ways in which school leaders facilitate school-community-partnerships. Many of the findings and concepts overlapped, revealing the most influential concepts across all of the studies. This led to the development of second and third order interpretations. Third order interpretations were constructed based on the eight concepts and related second order interpretations. They were developed to be consistent with the original concepts but also to extend beyond them; offering a fresh contribution to the literature.

Table 3 Demographic data utilised in each study

Study	Participants	Data Collection	Setting
Sanders and Lewis (2005)	3 Principals 4 team chairs/co-chairs 2 district facilitators 14 additional partnership team members	Case study Semi-structured interviews with school administrators, partnership programme chairs and partnership team members. Documentation analysis, i.e. list of community partners, school plans that identified community partnership activities, school newsletters that described community partners and activities, flyers announcing community partnership activities, reports on and evaluations of community partnership activities, awards relating to community partnership etc. Observations of partnership planning meetings and community partnership activities. Extensive notes and written memos	USA Three high schools who evaluated the quality of their programs of community involvement from good to excellent, reflecting different community contexts and school demographics. Large urban high school in a metropolitan city Large suburban high school in a smaller city Small high school in a rural community

Study	Participants	Data Collection	Setting
Lewis (2008)	Principal and Deputy Principal	Case study N.B. Part of a larger research project	Australia Primary School Suburb – significant number of Pacific Islanders and Vietnamese people, along with Indigenous and Anglo-Australian populations Community "in crisis" – disadvantaged; "poverty is the major factor". (p.4)
Brooks (2009)	8 teachers 7 parents Principal (African American woman, worked at Academy for 10 years, previously recognised as one of the top six secondary principals in the country). Primary school teachers – 95% from White suburban communities	Case study: Semi-structured interviews with teachers, parents and the principal Field notes from observations of formal and informal interactions between parents, teachers, principal Documentation analysis, i.e. Newspaper articles, local and state exam reports, school report cards and school newsletters	USA Public elementary school (Kindergarten to Grade 8) – an underperforming school in a socially isolated African American community, with a reputation for crime, drugs and violence with high transiency rates among teachers, principals and students (1994) which became a thriving residential and business area (2009)

Study	Participants	Data Collection	Setting
Khalifa (2012)	Principal (African American, 33rd year as leader of the school) 13 current and former students 9 teachers 5 support staff 3 community members active in the community Members of 5 different families of current students	Ethnography: Observations Field notes Open ended interviews Home visits Examination of data and media sources Shadowing the Principal on 23 community visits Purposive interviews with Principal	USA Urban Alternative High School (Grades 8 - 12), in a large, poor urban area with approximately 100 students, 65% African American and remainder primarily white with 10% Hispanic or multi-racial. All students had experienced academic or behavioural problems in traditional public schools and were referred or recommended to the school.
Riley (2013)	School principals from Island school and City school Two groups of 8-10 young people per school	Case study N.B. Field work took place in 2009/2010: Extended interviews with school principals, senior leaders and staff with a specific community brief Group discussions with students and an imaging (drawing) exercise Workshop bringing together participating school leaders	UK “Island school” - Full service, extended school for young people aged 11-16 in London - locality around the school housed impoverished communities as well as one of the world’s wealthiest financial districts; high poverty and unemployment rates “City school” - Full service, extended school for young people aged 11-16 in Greater Manchester – historically the locality has housed a predominantly poor white working community but is now more ethnically

Study	Participants	Data Collection	Setting
		Documentation analysis Guided walks in the community surrounding the schools	diverse (Asian families and Easter European families); unemployment is high and vandalism and gangs are common.
Green (2015)	Principals (former and current) Assistant principals Local university leaders Community leaders (e.g., neighbourhood centre directors) School counsellors School–community directors Teachers School board member Police officer	Cross-case qualitative design: Semi-structured interviews Observations in various settings i.e. Community Advisory Meetings with the principal, community leaders, and other school leaders; school open house meetings and various school–community meetings with administrators and community stakeholders. Documentation analysis of State Department of Education achievement data, district accountability reports, school and community meeting notes and agendas, newspaper articles on the schools, internal reports from three community centers, and national publications about the schools. Detailed field notes.	USA Marcus Garvey Community High School - public, urban high school, Grades 7-12, university assisted, full-service community school; 80% of students eligible for free and/or reduced lunch, racially diverse. Carter G. Woodson High School - public, urban high school, 80% of students eligible for free and/or reduced lunch, most racially diverse neighbourhood in the state.

Table 4 Overlapping concepts/themes interpreted from the studies[2]

Concepts	Sanders and Lewis (2005)	Lewis (2008)	Brooks (2009)	Khalifa (2012)	Riley (2013)	Green (2015)
Clear vision and philosophy	"Clearly defined mission" with "a strategic plan, clear action steps, and an ongoing yearly evaluation process" (p.8).	Motivated by strong beliefs in social justice and the need to be proactive in bringing about community change.			School perceived as having a critical role to play in acknowledging the pressures inherent within the community, as well as challenging the stereotypes.	Inclusive, school-community vision linking education and neighbourhoods: Broad vision "to create a community school where children and their families can be successful... and neighbourhoods can be strengthened" (p.14). School as a critical focal point for community development.

[2] Quotes within the table demonstrate direct quotations from participants in the study, rather than a descriptive account or interpretation from the researcher(s).

Concepts	Sanders and Lewis (2005)	Lewis (2008)	Brooks (2009)	Khalifa (2012)	Riley (2013)	Green (2015)
Time, drive and dedication	Working on building their community partnerships for four or more years. "Initially it looks like a big undertaking but don't be discouraged". "When people try to plan something and take on a new initiative, they want to do it big... but it has to grow from something. The roots need to be there... We started very small and we stuck with it". (p.8-9).	Extraordinary level of commitment required to developing community partnerships has "a personal cost in time". Recognition that "a different (leadership) style would give you more time but it wouldn't give you more outcomes." (p.8).	Determined and persistent approach to eradicating issues in the community affecting children and families. Monetary and service oriented commitments made.		Determination to challenge prejudice and reduce racial tensions, springing from a commitment to social justice.	Efforts to address community needs were not restricted to the school or school day.
Trust, integrity and equality	Leaders never promised more than could be delivered. "Say what you are meaning to say. Don't promise something that you can't deliver". (p.9)	Organising events allowing the community to see people from various agencies and services in a different, approachable way. "There were youth workers.. and police liaison officers walking around handing out Easter eggs with baskets in their hands trying to normalise that relationship a bit more".	All staff encouraged to talk to parents about topics unrelated to their child's education to help parents feel more comfortable talking to persons outside of their community. Sincere in their efforts to end asymmetrical relationships with parents and community members.	Parents and community members believed they had equal opportunity to resources and fair treatment. Perceived principal as a family friend and supporter "perhaps... even more than he was a principal.". (p.443) "When they faced difficulties or bewilderment, they (parents and community		

Concepts	Sanders and Lewis (2005)	Lewis (2008)	Brooks (2009)	Khalifa (2012)	Riley (2013)	Green (2015)
		(p.5). Partnerships involved all members equally, working as part of a community rather than acting on behalf of the community.	Changing the schools' norms, values and relationships to form a more egalitarian alliance with parents.	members) turned to him" (p.443) Students and parents saw the principal as "real, as one of them, a person with problems too, but who cared about them and their issues". (p445).		
Valuing community voice	Emphasis on the importance of really listening to community partners. "Community partners are valued here" (p.9)	Facilitated consultations, discussions and meetings at which agencies and residents identified significant issues affecting the community. Receptive to community ideas but also proactively involving the community.	Concerns shared by parents and community members listened to and acted upon immediately; "residents realised their voices did count". (p.67). Parents' voices "respected, expected and needed to ensure their children received a quality education" (p.69).	Principal understood the community's concerns and placed them at the centre of the school-community relationship; "he validated local culture and gave (the) community (a) voice". (p.441). Responsive to and an advocate for community concerns.	Inviting young people in the community to speak of the positive and negative aspects of the local environment.	School leaders joining the community and listening to community concerns and priorities. "A lack of access to health care was one of the most salient concerns for students, thus this was the primary community concern championed at the school". (p.21)

Concepts	Sanders and Lewis (2005)	Lewis (2008)	Brooks (2009)	Khalifa (2012)	Riley (2013)	Green (2015)
Promoting ownership and empowerment	Promoted ownership among community partners. "You've got to let them know that you really want them involved.... so that they can buy into it and actually take some ownership for it because you are soliciting their ideas" (p.9).	Facilitated the establishment of a community group, broadly representative and chaired by a member of the community, organised mainly by community members. "Leading with people is important and giving people the skills to be able to manage themselves... giving them the skills to be leaders (is vital)." (p.8).	Invited parents to attend training sessions in the school auditorium before the start of the working day on how to advocate effectively on behalf of their children, the school and community groups. Parents welcome to sit in classes to learn skills their children were studying to support their child with their homework.		Encouraging children to use their knowledge and skills within the school as peer mentors and leaders in team building and icebreaker workshops with younger students.	Parents and community members offered financial workshops on how to repair their credit, buy a house and manage their money. Emphasising student leadership, empowerment and responsibility; "if you want true change to happen, make the kids own it... you have to start building the capacity and ownership of kids". (p.23).
Solidarity and synergy		Working collectively to foster and sustain positive change; School took a leading role in the creation of a community group which adopted a coordinated approach, bringing together service providers, businesses and local residents. "Genuine leadership Extends beyond the bounds of the school... it embraces the whole	Recognition that the community benefitted from the unified efforts of school, families, community groups and services. Supported and facilitated community alliances; principal helped parents and community member form a partnership with the police department and supported their efforts in the community		Actions inwardly focused (within the schools day-to-day practices) and outwardly directed (towards the community), based on the premise that leadership doe not reside in one person.	Community centre leaders aligned, shared and leveraged resources within and across their networks. "The community has to be involved and we have to tap into the resources of the community, and vice versa. They have to see the greater good that their partnership is going to do for students in the future" (p.15)

Concepts	Sanders and Lewis (2005)	Lewis (2008)	Brooks (2009)	Khalifa (2012)	Riley (2013)	Green (2015)
		community. It means embracing their lives and where they are coming from".	by prosecuting trespassers, drug dealers and people who vandalised on the school grounds. Parents regularly kept school staff aware of community issues, creating and deepening a bond between parents and teachers.			Sharing responsibility for the operation of the school swimming pool and exercise facilities with community groups and organisations. e.g. students from the university on internships. Collaborative approach to funding, planting and harvesting a community garden on the school grounds.
Community/ cultural awareness and respect		Awareness of underrepresentation of fathers at school events; conscious effort made to engage families. "If you walk around, you never have Mum, Dad and the kids... at the festival it's special – you have both of them". (p.6) Sensitivity to SES[3] of families in the community; free and subsidised community events, food and	Sensitivity to the fact that most of the children in the community lacked access to medical and dental care, therefore provided a full-service clinic for all students and established a partnership with the community pharmacy. Sensitivity to the "uniqueness of their schools' constituents" (p.78); awareness that many of the African-American parents in the	Principal shared a cultural background with many of the African American students and families.	Awareness of the day-to-day challenges in the challenges in the community concerning gang-related issues; "gang issues 'kick-off' in particular areas and there has been a recent growth in 'tagging'". (p.276). Sensitivity to the embedded prejudices of local, predominantly white working-class	Awareness of significance of making the school's exercise facilities accessible and affordable to the community as there was not another gym in the community. Sensitivity to the economic conditions of the community; as such leaders have organised several financial literacy workshops at school. Awareness of significance of

[3] Socio-economic status

Concepts	Sanders and Lewis (2005)	Lewis (2008)	Brooks (2009)	Khalifa (2012)	Riley (2013)	Green (2015)
		clothing. Awareness of family dynamics/relationships and sources of strains and stresses; adjustment of school timetable to allow an earlier start to the school day.	community were unlikely "to know the proper manner in which to voice their concerns" (p.74). Subsequently, organised "advocacy training" for parents.		community to the arrival of migrant workers; interventions implemented to integrate migrant workers' children with local children.	transforming unused school land into a community garden; addressed a community need and changed how fresh produce was distributed in the community. Expanded to provide a service to a local healthcare facility by growing herbs for dialysis patients.
Dialogue and discourse			Appointment of parent liaisons to inform the principal of events or changes in the community; parents regularly kept school staff (the majority of whom did not live in the community) aware of community issues, creating and deepening a bond between parents and teachers. Initiating forums that allowed two-way conversations between school staff and parents in a non-threatening atmosphere.	Personal exchanges with students and parents. "During home visits, the principal, parents and children would laugh joke and talk about popular culture". (p.446). Parents were frequently present at the school and maintained constant dialogue with the principal and school staff, often about community-based issues. School staff learned from parents what was happening in the community.		

Concepts	Sanders and Lewis (2005)	Lewis (2008)	Brooks (2009)	Khalifa (2012)	Riley (2013)	Green (2015)
				As a consequence of personal exchanges and nurturing relationships, parents and students were willing to trust the principal, despite their general mistrust of other "officials".		

1.5.6 Synthesising the translation

As suggested previously, synthesis involves some degree of ‘conceptual innovation’ or insight that goes beyond the sum of the parts i.e. beyond the interpretation of each study (Strike & Posner, 1983 p. 346). Synthesising the most influential concepts across the studies required further analysis in order to go beyond the first order interpretations (Noblit & Hare, 1988). The eight concepts were grouped into four areas with second order interpretations (see Table 5). A synthesis of first and second order interpretations allowed for a line of argument to emerge, since many of the second-order interpretations, which concerned relationships between themes, overlapped with one-another.

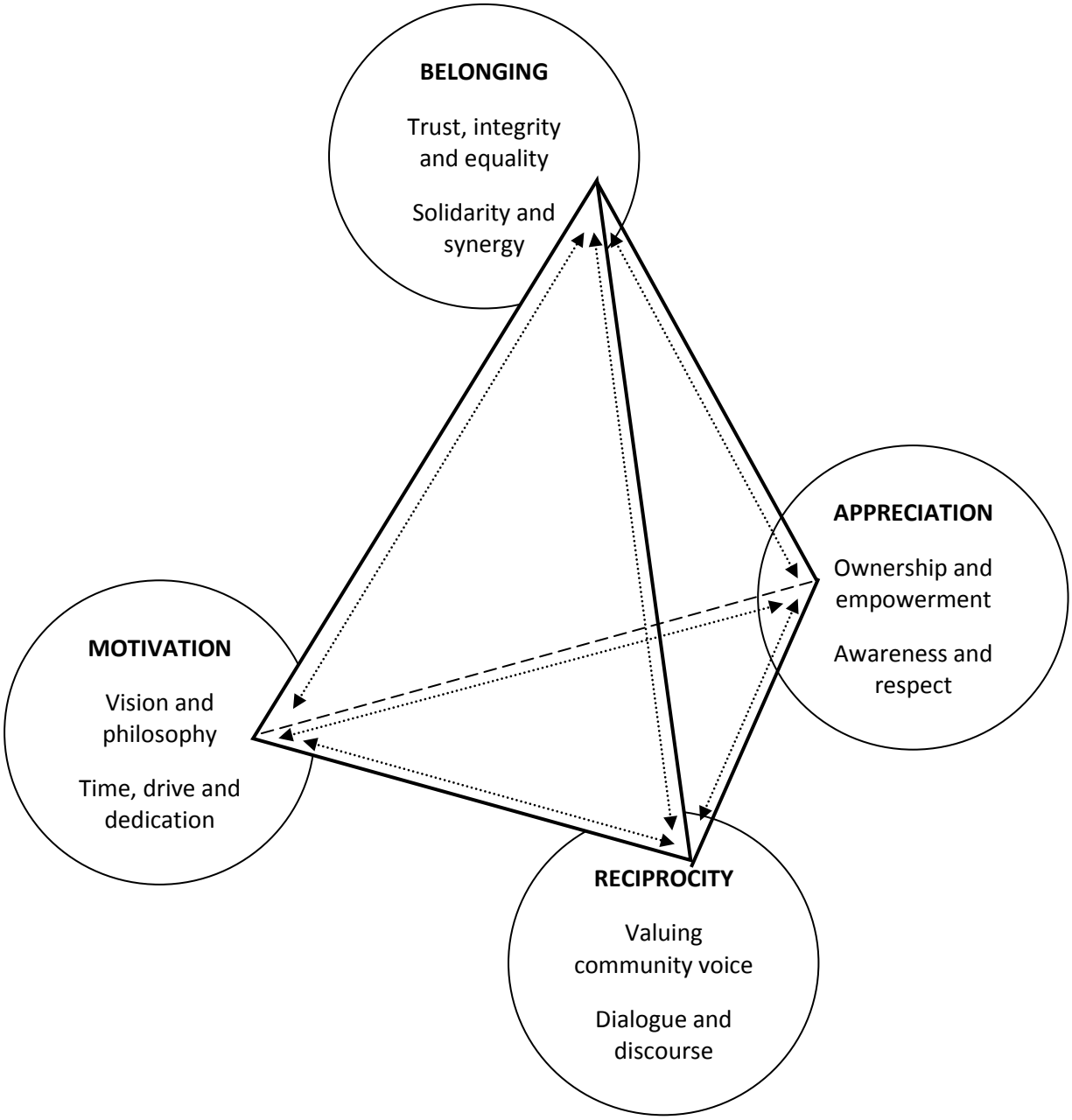
1.5.7 Expressing the synthesis

The line of argument was presented in visual form (see Figure 1) to facilitate understanding of the concepts and their relationship (Noblit & Hare, 1988). The synthesis provides some understanding about how school leaders facilitate partnerships with the school community. Four concepts were found to be in a dynamic relationship. The next section will discuss the line of argument and the four concepts in more detail, namely: belonging, appreciation, reciprocity and motivation.

Table 5 Synthesis, including concepts and second- and third-order interpretation

Concepts	Second order interpretations	Third order interpretations
Trust, integrity and equality Solidarity and synergy	Changing the schools' norms, values and relationships to influence community members' perceptions of their social positioning and contribution. Sincere efforts made to work as part of and in collaboration with the community in a unified alliance rather than on behalf of the community.	***Belonging:*** School leaders transformed relationships with community members and influenced community members' perceptions of their social positioning, collective membership and interdependence through challenging the schools' norms and values, bringing asymmetrical relationships between school leaders and community members to an end, and engaging in inclusionary, collaborative practices.
Promoting ownership and empowerment Community/ cultural awareness and respect	Building on the skills of community members, encouraging them to advocate and take ownership for their own initiatives. Understanding, appreciation and sensitivity to the uniqueness of the community.	***Appreciation****:* School leaders strove to understand the local and cultural context and to discover the challenges, opportunities and resources within their communities; developing new knowledges, appreciation and respect for the sources of strains and pressures in the community, reacting to community concerns and empowering community members to draw on their strengths, skills and resources.
Valuing community voice Dialogue and discourse	School leaders embrace community concerns and priorities and value, encourage and support community initiatives. Frequent exchanges with parents and students about community-based issues strengthen relationships and respect parent knowledges of the community.	***Reciprocity:*** School leaders recognised there are substantial funds of knowledge in homes and communities which can often be overlooked and dedicated time and space to developing more collaborative relationships through valuing genuine dialogue and discourse between community and school members.
Clear vision and philosophy Time, drive and dedication	Perception of critical role of school in shaping, facilitating and inspiring community change. Passionate commitment to growth and development of community partnerships over time.	***Motivation:*** School leaders' passionate commitment to building partnerships with the community was underpinned by strong beliefs in social justice, the perception of their role and responsibilities extending beyond the school gates and the understanding that authentic partnerships grow from something small; requiring patience, resilience and determination.

Figure 1 Line of argument represented visually



N.B. Although belonging is positioned at the apex of the tetrahedron, it is important to note no hierarchical relationship exists between any of the four concepts.

1.6 Discussion

1.6.1 Belonging

The first concept in the line of argument I will discuss is belonging. Belonging represents school leaders' perceptions of community members' social positioning and contribution to the life of the school. It is a complex idea which overlaps with the 'membership' facet of McMillan and Chavis' (1986) construct of sense of community, as introduced in section 1.2. The need to feel a sense of belonging, interdependence and membership is a basic psychological need, demonstrating an intrinsic motivation for relatedness with others (Baumeister & Leary, 1995; Deci & Ryan, 2008; Maslow, 1943; Osterman, 2000; Rifkin, 2009). Baumeister and Leary (1995) argue belonging is as fundamental to our survival as sustenance and shelter. Their 'belongingness hypothesis' claims individuals seek relationships from a variety of sources including family, peers, and school to satisfy the need for a sense of connection with others. Cherkowski and Walker (2014) believe we strive to belong to a group with whom we can be authentic, purposeful and of service. The rise of online social networks, particularly the Facebook phenomenon, is a powerful modern example of the significance of belonging and relatedness (Gangadharbatla, 2008).

School leaders transformed relationships with community members and influenced community members' perceptions of their social positioning, collective membership and interdependence through challenging the schools' norms and values, bringing asymmetrical relationships between school leaders and community members to an end, and engaging in inclusionary, collaborative practices. Through collaboration, embedded asymmetrical relationships gave way to reciprocal relationships in which community members and school leaders came to appreciate each other's values and develop trust in one another. Normalising relationships between community members and school leaders allowed the community to see people from various agencies, services and professions in a different, approachable way.

Rather than working on behalf of the community, many of the school leaders in this review made sincere efforts to work as part of and in collaboration with the community in a unified alliance. Belonging, in this respect, reflects the significance that school leaders place on solidarity and synergy; where the commitment of the school leaders and community members to work collectively and to unify their efforts

creates an energy that is greater than the sum of its parts and fosters positive change which influences the whole community.

1.6.2 Appreciation

The second concept facilitating connections between schools and communities in the line of argument is appreciation. Appreciation reflects leaders' awareness, understanding and sensitivity to the uniqueness of the community. The studies within this review report on the experiences of school leaders across a variety of communities. All school leaders developed and strengthened connections between schools and communities by striving to understand the local and cultural context and to discover the challenges, opportunities and resources within their communities. In doing so, they developed new knowledges, appreciation and respect for the sources of strains and pressures in the community and reacted to community concerns by making changes to school timetables, providing much needed services and extending access to school resources and facilities; for example transforming unused school land into a community garden to address a community need for distribution of affordable, locally sourced, fresh produce.

The capacity to appreciate life circumstances is considered to be an adaptive coping strategy by which people positively reinterpret problematic life experiences, bolster coping resources, and strengthen social relationships (Emmons & McCullough, 2003; McCullough, Kilpatrick, Emmons, & Larson, 2001). Showing appreciation may also promote a charitable perception of other people and a person's social community, a heightened sense of interdependence and cooperation, and prosocial reciprocity (Sheldon & Lyubomirsky, 2004).

Appreciation also represents the value school leaders' placed on empowering communities by building on the skills of community members, and encouraging them to advocate and take ownership for their own community-based initiatives. School leaders were committed to the notion of promoting ownership among community partners and were respectful and appreciative of community members' strengths, skills and resources. Rather than leading for the community, school leaders lead with the community, for example facilitating the establishment of community groups chaired and organised by community members and teaching community members skills to advocate effectively on behalf of themselves, their children, the school and community groups. School leaders promoted the importance of and possibilities for

community members to establish a sense of control, authority and autonomy in their interactions with school leaders, services and agencies, building on the capacity and ownership of community members.

1.6.3 Reciprocity

The third concept facilitating partnerships between schools and their communities is reciprocity. Reciprocity reflects how school leaders positioned community members' value and contribution in relation to themselves and other school staff. It captures the interdependence between the school leaders and community members to share and exchange knowledges and narratives about both the school and community for mutual benefit.

For school leaders and staff in the studies reviewed here, frequent personal exchanges with parents and students about community-based issues not only created and deepened relationships between school and community members, but enabled school staff who lived outside of the local area to learn from parents what was happening in the community. School leaders respected community knowledges, embraced community concerns and priorities and valued, encouraged and supported community initiatives. By joining the community and listening to community concerns and priorities, school leaders were able to champion the most salient community concerns and place them at the centre of the school-community partnership. In being both responsive to and an advocate for community concerns, community members felt school leaders 'validated local culture and gave community voice' (Khalifa, 2012; p.441).

School leaders recognised there are substantial funds of knowledge in homes and communities which can often be overlooked and dedicated time and space to developing more collaborative relationships through valuing genuine dialogue and discourse between community and school members. Knowledge about the local community and culture was constructed by school leaders as a valuable mutual resource which enabled them to learn more about children's out-of-school lives, and use this to enrich their experience within school and the community. The concept of reciprocity overlaps with the concept of social capital (Putnam, 2000). Similarly to social capital (SC), reciprocity represents the connections, interdependence, and shared values, knowledges and resources in a community that enable people to trust one another and form collaborative relationships. The schools reported in this review

were influential in developing communities with high SC and structures of opportunity; demonstrating many of the school SC indicators as defined by Catts and Ozga (2005: see Figure 2). Please refer to section 3.1.1 for further discussion of the social capital concept.

1.6.4 Motivation

The final concept facilitating connections between schools and communities in the line of argument is motivation. Motivation represents the clear vision and philosophy of school leaders to shape, facilitate and inspire community change. School leaders in the studies reviewed here were motivated by strong beliefs in social justice and perceived their role and responsibilities as extending beyond the school gates. Many school leaders described the importance of being proactive in facilitating partnerships linking schools and communities and of having a vision of how the school will become a critical focal point for supporting the development of a stronger community. For some school leaders the vision they described was broad and all-inclusive whilst for others it was defined with a strategic plan, clear steps for action, and ongoing evaluation.

The concept of motivation also encapsulates the time, drive and dedication of the leadership teams reported in this review to nurture and develop community partnerships over time. School leaders' passionate commitment to building partnerships with the community stemmed from a recognition that authentic partnerships in which children, families, school staff and the school community are truly understood, respected and empowered have to grow from something small and require patience, resilience and determination. Many school leaders made direct reference to or alluded to the personal costs of building community partnerships. Springing from a commitment to social justice, school leaders recognised their efforts to address community needs and priorities must not be restricted to action within the school gates and the school day. They were motivated to pursue respectful alliances among school professionals, families, and community groups and considered their role in a broader context; perceiving the school as a valuable resource for local communities whose potential should be developed.

1.7 Conclusion

The process of meta-ethnography involved interpretation of interpretative studies and in that sense the task was subjective (Noblit & Hare, 1988). However, I have made

every effort to be transparent in the decisions I have taken with regard to translating the studies into the other and developing a line of argument. I was guided by previous researchers who argue that meta-ethnography is less to do with making grand claims about knowledge and more about understanding the issues and contributing ideas about the socio-cultural systems to a particular field of study (Britten et al., 2002; Noblit & Hare, 1988; Robson, 2011). This meta-ethnography has reviewed research that explored how school leaders facilitate school-community partnerships. It has considered a number of concepts which affect and are affected by one another in a dynamic interaction to facilitate authentic partnerships between schools and communities. The line of argument presented offers school leaders a conceptual framework through which to consider their current practices and relations with the community, and to develop ways to bridge home, school, and community in order to create partnerships that will effectively engage community participation.

It is recognised that neither this line of argument nor any other conceptual framework could possibly represent the richness, variety and complexity of all the experiences of all school leaders striving to promote school-community partnerships. It may, however, represent a humble starting point for considering how to incorporate the school leader's role in promoting healthy and productive relationships between schools, communities and families. It may be useful for future studies exploring how schools promote partnerships with communities to undertake their research within a common theoretical construct, line of argument or model. School-community partnerships take on many forms and have a broad range of objectives: a familiar framework for research may allow for easier comparison of findings and discussion.

1.7.1 Limitations

Some of the limits of this meta-ethnography relate to my personal interest and experiences. These experiences sparked and kindled my interest in the topic and have driven my research and I feel it is important to acknowledge my own bias as the researcher for this review. I chose to research the topic of school-community partnerships for a variety of reasons. In my journey to becoming a qualified Educational Psychologist, it seems pertinent to me appreciate that children do not enter an isolated environment when they pass through the school gates. I strongly believe in the significance of overlapping spheres of influence and promote an ecosystemic lens (Bronfenbrenner, 1979; Bronfenbrenner & Ceci, 1994) to capture

the complex, dynamic, and reciprocally influencing relationships of individuals, groups, families and communities over time in my practice. Learning taking place within the school grounds is shaped and formed by the multiple environments within which children grow and develop. In turn, learning experiences that children garner from attending school affect their relationships with home and community. As I develop and reflect on my practice as a Trainee Educational Psychologist, I recognise the importance of appreciating how these multiple environments influence a child‘s learning and development.
My interest in this research topic has also been greatly influenced by previous experience, as detailed in section 2.1.1.

Research exploring authentic home-school-community partnership practices is in its infancy. The effort undertaken by schools to restructure their culture, customs and rituals offers rich opportunities to reconceptualise and reconstruct home-school-community partnerships. Teacher involvement in action research to determine effective ways to link with families and communities may be an effective means of advancing understanding and building partnerships on firmer empirical grounds. Perhaps another significant area for further exploration is the skills and support needed by school leaders, teachers and members of school staff that will promote working in partnership with communities and families. A clearer understanding of which policies and actions best support both school level change and community practices that engage teachers, children, parents, and their communities in learning partnerships may be useful to consider.

Chapter Two - My stance as a researcher: A bridging document

2.0 Introduction

This chapter describes my journey from systematic review to empirical research and aims to capture my thoughts, considerations and reflections as they arose during the process. I begin by explaining my personal rationale for my research focus which follows with a discussion of my assumptions underlying the research. The systematic review and the empirical research rest on particular assumptions about how I perceive the world, claims to knowledge and research which have all influenced decisions I have made throughout the research process. Following an explanation of how my assumptions guided the methodology I favoured, my role as a researcher and my interpretations of the data, I have also considered the influence of my epistemological and ontological stances on my understanding of quality and ethical issues.

2.1 Developing a research focus

2.1.1 Personal rationale

A focus on school-community partnerships and the role of the school in relation to local communities has stemmed from my experience as Trainee Educational Psychologist and my background as a Primary School teacher. Whilst on placement at the end of my first year of the training programme, I had a conversation with an Assistant Head Teacher during which she described the family and community orientated ethos of the school and the efforts of the school to restore and engender positive supportive relationships with local community settings and services, for example the youth and community centre, the leisure centre, organised groups and clubs (i.e. Cadets), the police, colleges and businesses. The Assistant Head also spoke of projects organised by the school to offer opportunities for students' parents to access free vocational training and employability support delivered at the school. Throughout the conversation, to me there felt genuine regard for the role of the school in fostering relationships with the community and in promoting the use of the school site as a community resource for hosting projects and activities in the local area. Reflecting on this conversation led me to think back to my experience of teaching in a school where the hall was utilised to hold adult exercise classes on

evenings, the grounds to host college sports tournaments at weekends, and the Children's Centre to provide English for Speakers of Other Languages (ESOL) workshops; and even earlier still to my experience as a child attending a small village school in which the relationships between the community settings such as the school, church, community centre and pub were pivotal in supporting children's development and wellbeing.

Additionally, I am interested in how EPs can work with schools to strengthen their connections to communities within a context of reduced and restructured services for children and families and with consideration of the greater emphasis on joined-up and collaborative approaches to supporting family and community needs. Likewise, challenging the narrow and limited perception of an EP's contribution and demonstrating the potential for EPs to work across different contexts and functions to a wider audience is particularly important in response to the evolving social and political climate.

Jones (2006) sees the merging of education and social care departments into Children's Services departments as offering a wealth of opportunities for innovative practice in 'Community Educational Psychology' (CEP). He claims EPs have a rich knowledge and experience of working in, with and for communities; not solely individuals. Mackay (2006) also emphasises how well placed EPs are to make holistic contributions to development and well-being across all settings in the community. He claims Cyril Burt expressed and practised a clear commitment to Educational Psychology as Community Psychology; promoting a view of EPs in relation to the communities they served. Mackay maintains the Community Psychology (CP) foundations of the EP profession in Scotland have been evident since the 1950s, in which services for children were presented as a community collaboration involving health, education and social work. A review of EP practice in Scotland in 2002 (Scottish Executive Education Department (SEED), 2002) reaffirms the place of the EP across a variety of contexts in the home, school and community. Mediating factors in Scotland, however, must be taken into account. The statutory EP role in England has a narrow legislative focus, tying EPs to their duty to contribute to the statutory assessment of children in school settings; whereas a much broader vision of the EP role in Scotland is embraced; reflective of the commitment to providing a holistic service addressing the needs of CYP across the settings of home, school and community (as captured in the 'Currie Matrix' (op. cit.; p.70) for which

there is no equivalent for EPs in England). Despite this, Stringer, Powell & Burton (2006) suggest many aspects of EP practice could be considered exemplars of CP practice.

2.1.2 Research Rationale

As a researcher, I have favoured an interpretive paradigm and qualitative methods. My decision to use interpretivist approaches stemmed from my ontological and epistemological beliefs that reality is dynamic, fluid and constructed within cultures, social settings and our relationships with others. I wanted my research to privilege and be grounded in the experiences, understandings and perceptions of the individuals participating in the research whilst acknowledging the social and political influences impacting those experiences. With this in mind, it was important to me to be aware of the context within which community organisations are operating and to be sensitive of how politicised community working and the social and educational sectors have been historically and continue to be at present.

2.1.3 Community Psychology: a practice framework

Nelson and Prilleltensky (2005) define CP as 'the sub-discipline of psychology... concerned with understanding people in the context of their communities, the prevention of problems of living, the celebration of human diversity and the pursuit of social justice through social action' (p.22). Despite having been formalised in Britain by Bender in 1967, the development of CP in Britain has been limited, although there is now such a Section in the BPS. The CP Section of the BPS points to constructing enabling contexts and inclusive practices, striving for social justice and improving health and well-being as fundamental value orientations for CP (British Psychological Society, 2014). Collaboration, empowerment and systems-level intervention are also value-driven actions at the heart of CP. A community orientation in Educational Psychology bridges and unifies disciplines and agencies from across education, health, social services and the voluntary sector. Jones (2006) claims Community Educational Psychology (CEP) seeks psychological understandings for the shaping power of community and brings to the surface the values and beliefs that influence social systems whilst drawing attention away from within-person factors.

The aspirations of CP complement my values and principles and encapsulate my belief in the potential holistic contribution of applied psychology to the lives of children and families for the benefit of communities and society.

2.1.4 Moving from systematic review to empirical research

The meta-ethnography reviewed a range of literature which explored how school leaders facilitate partnerships with the school's local community from documented experiences of school leaders in both Primary and Secondary schools in the U.K. and abroad. My review of the literature suggested four concepts; belonging, appreciation, reciprocity and motivation, which interact to facilitate authentic partnerships between schools and communities. It outlined a conceptual framework through which to consider existing school-community practices and to develop ways to bridge home, school, and community in order to create partnerships that will effectively engage community participation.

As I note in the meta-ethnography, research exploring authentic home-school-community partnership practices is in its infancy. As my literature review concentrated on the experiences of *school leaders* in facilitating partnerships with communities and families, I wondered whether it would be meaningful to focus my empirical research on the experiences of *community members* in recognition of the significance of:

- School leaders engaging in inclusionary, collaborative practices with community members (Belonging);
- Understanding the local and cultural context and the challenges, opportunities and resources within the community (Appreciation); and
- The interdependence between school leaders and community members (Reciprocity).

2.2 Assumptions underlying the research

My writing, researching and thinking assumes a relativist epistemology and stems from a social constructionist stance. This stance is based on philosophical assumptions that contrast with those from a positivist paradigm. The positivist perspective is characterised by rationality, objective reality of the natural world and the discovery of truth, whereas the social constructionist perspective considers reality itself to be relative to social practices and values, socially defined and created through human agency and beliefs (Andrews, 2012).

Positivism is underpinned by a realist ontology which assumes knowledge within research can be discovered, observed or collected and used to describe a world

which exists independent of our constructions. Research from a social constructionist perspective, however, holds a relativist ontology which assumes that individuals construct their own interpretations, social experiences (Burr, 2003) and co-create meanings and realities in relation to others in social, cultural activities.

Language is a significant aspect of socially constructed knowledge. The same event or experience can be described in many different ways, contributing to alternative ways of perceiving and understanding it, yet all descriptions are equally accurate and meaningful (Willig, 2008).

The extant literature about school and community partnerships spanned many overlapping disciplines and this arguably warranted attention. In order to explore school-community partnerships from multiple perspectives, I considered research from a range of academic disciplines including sociology, education and psychology. As a trainee EP, my practice is underpinned by psychological theory; however, I value equally the contribution of educational and sociological theories and research to my developing practice and the shaping of my identity as an EP. The process of wider reading helped me to take a reflexive stance and consider and explore further my values as a researcher and a practising psychologist.

2.3 Methodological Considerations

Originally in considering the scope, focus and design of my empirical research, I set out to explore the research question; 'How do families and community members understand the role of schools in relation to local communities?', and considered focus groups to be an effective method to encourage dialogue and discussion between participants. I wondered whether hearing one another's views and experiences may provide opportunities for participants to reflect on similarities and differences in their knowledges and narratives which stretched beyond the level of the individual and enabled cultural knowledge to be shared and built upon with the group.

During a conversation with my supervisor, however, I was reminded of the potential of research conducted from a social constructionist viewpoint to engage participants in thinking critically about their experiences and the experiences of others and to empower participants to explore opportunities for changing practice and challenging

paradigms (Freedman & Combs, 1996; Kincheloe, 2012). With this in mind, I revised my research question and focused on the experiences of *members of community organisations* as I felt members of community organisations may be in more of a strategic position to implement change and therefore the research may have a greater transformative potential. As a result of changing my research focus, I also changed my approach from focus groups to semi-structured interviews as it offered a more flexible approach which was consistent with my world view and compatible with my preferred choice of data analysis.

Charmaz (2006) advocates a data-generating method which allows researchers to view the researched phenomena in the same way as participants in the research area see it and allows appropriate data that effectively answer the research questions to be obtained. In light of this, I believed that semi-structured interviews were an appropriate and effective data-generating method.

2.3.1 Semi-structured interviews

Semi-structured interviews provided an opportunity for me to invite the participant to share their views and reflect on their experiences using open questions which were designed to guide the conversation but not restrict. In designing the interview guide, it was important to me to create an environment which I hoped would encourage the participant to speak freely and openly and allowed the participant space and opportunity to redefine the topic we were exploring together and share their understandings, knowledges and insights.

I offered the research participants the option of seeing the interview guide before the interview itself after the first participant who expressed an interest in partaking in the research shared she felt worried that she might be unable to answer my questions or that her answers may be unhelpful. Two of the five research participants asked to see the guide ahead of the interview. I wonder whether sharing the interview guide with these particular participants helped to put their minds at ease and provided them with an opportunity to reflect on their answers ahead of the interview so they felt comfortable and in control of the information they shared with me. I also invited the participants who wished to see the interview guide ahead of the interview to suggest additional or alternative questions, however neither of the participants shared any suggestions or considerations.

2.3.2 Data Analysis: Constructionist Grounded Theory

Grounded theory (GT) was originally developed by Glaser and Strauss (1967) as a method for social scientists to move from data to theory so that new theories could emerge, specific to the context in which they had been developed (Strauss & Corbin, 1990). The basic tenet of GT is to generate data, allow free discovery of theory derived from the data and limit researcher preconceptions. There are-many varied ways of conducting research using GT; some more prescriptive (c.f. Strauss and Corbin, 1990), and others more flexible (c.f. Charmaz, 2006). Mills, Bonner and Francis (2006) depict GT as a methodological spiral that begins with Glaser and Strauss' original text (1965, 1967) and continues today. They suggest 'researchers, who first identify their ontological and epistemological position, are able to choose a point on the methodological spiral of grounded theory where they feel theoretically comfortable, which, in turn, will enable them to live out their beliefs in the process of inquiry' (p.7).

In identifying my ontological and epistemological position, the version of GT I felt most theoretically comfortable with was social constructionist GT. I used social constructionist GT as a guiding theory; 'a set of principles and practices', which any researcher can fine tune to suit the context of the particular research project (Charmaz, 2000; 2006) due to time constraints of carrying out the research as part of the doctoral programme.

I was also mindful that having started this research project with an initial scoping study of the literature in the substantive area before starting the data generating process, it may have been difficult to justify using a more prescriptive and traditional version of GT, for example classic GT, which suggests that starting with a literature study may constrain the free discovery of theory and, hence, defeat the main dictum of grounded theory approach (Glaser and Strauss, 1967). As versions of GT have developed, however, it is believed that some understanding of the research area through literature study may increase the theoretical sensitivity of the researcher when generating theory from the data (Strauss and Corbin, 1990).

2.3.3 Role of Researcher: Insider, Outsider

Although GT conceptualises the role of the researcher in the research process as a 'witness', who uses her skills to capture and represent a clear picture of what is going on in the slice of social reality she has chosen to research, social constructionist

versions of GT conceptualise the role of the researcher as actively constructing a particular understanding of the phenomenon (Willig, 2008).

Although social constructionism suggests that both the participant and the researcher are actively involved in ascribing and co-constructing meaning (Crotty, 1998), I am aware that despite striving to carry out my research with my research participants, I am the person to have made the majority of the decisions, from creating the research questions and designing the interview guide to interpreting the data and writing up this thesis. It is in this sense that my role has positioned me to some extent as an insider, as I have been engaged with and sensitive to the phenomenon I am researching. Simultaneously I have been positioned as an outsider, as I am not familiar with the culture of the community organisations who have engaged in the research, I do not interact naturally with the community organisations, nor do I have previously established relationships with the community organisations.

My position as an insider and an outsider to the research domain proved to be both a help and a hindrance in collecting data. Generally, it is thought that the recruitment of informants can be potentially difficult when the researcher does not occupy the position of an 'insider', largely because the researcher must first establish trust and rapport with the group. Although recruiting participants was challenging as it was difficult to establish which community organisations were active in the geographical area my research focused on, when I approached the community organisations as I became aware of their existence, members were generally keen to 'voice' their experiences to someone who was willing to listen to them.

I am also aware my role as an outsider placed me in a potential position of power and acknowledge it is likely this affected how knowledge came to be created, particularly given I constructed the area for research in the first instance and wrote up the thesis. At times during the interview process I was conscious that as an outsider it felt as though there was a barrier separating me from the phenomenon I was researching, despite trying to minimise the power differential between myself and the participants. At other times, where I felt more of an insider nonetheless, I still seemed to encounter difficulties in collecting rich data because it felt to me that the participant assumed I was familiar with the phenomenon and I already knew the answers to the questions I was posing. In this instance, much of the interaction

between us seemed to have gone unsaid with meaning often communicated via a shared understanding of vague comments, insinuation, and incomplete sentences and descriptions ending with phrases such as, ‘you know’.

2.4 Quality and ethics

According to Altrichter and Gstettner (1993), Mockler (2013) and Furlong and Oancea (2007), quality in qualitative research demands a commitment to ethics.Guillemin and Gillam (2004) have developed a framework for thinking through ethical research practice in qualitative research which I have found a helpful tool for understanding the nature of ethics in qualitative research and how ethical practice in research can be achieved. Guillemin and Gillam (2004) distinguish two different dimensions of ethics in research; ‘procedural ethics’ and ‘ethics in practice.’ Procedural ethics describe the ethical principles and guidance expected by relevant ethics committees and to undertake research involving humans and professional codes of conduct; for example, the British Psychological Society (British Psychological Society, 2009) and the Health and Care Professions Council (2012); whilst ethics in practice refer to the everyday ethical issues that arise in the doing of research. Guillemin and Gillam refer to ‘ethically important moments,’ where the researcher does not necessarily feel uncertain of how to respond or proceed, and yet recognises the approach taken or the decision made has significant ethical implications.

Reflexivity is thought to be a ‘sensitising notion’ that facilitates ethical practice in the complexity and richness of social research. Guillemin and Gillam assert that ‘in the actual conduct of research, the reflexive researcher will be better placed to be aware of ethically important moments as they arise and will have a basis for responding in a way that is likely to be ethically appropriate, even with unforeseen situations’ (p. 277). It was important to me to adopt a reflexive research process to ensure my practice was ethical and I was upholding the interests of my participants. I tried to maintain my integrity as a reflexive researcher by being mindful of the interpersonal aspects of my research, the potential impact of the questions I posed and the potential impact of my responses.

Chapter Three - How do community organisations understand the role of the school in respect of coordinated area-based approaches to supporting children and families?

3.0 Abstract

Coordinated area-based solutions to the wellbeing of families create opportunities to explore what happens in schools and what happens beyond their gates holistically, beyond a school improvement approach. Area-based solutions can harness resources and tap local knowledge and creativity, develop innovative approaches beyond national policy, develop shared understandings and commitments to communities and create structures which are responsive to local needs (Dyson and Kerr, 2011).

The study considered how community organisations understand the role of the school in respect of coordinated area-based approaches to supporting children and families. Audio-recorded individual semi-structured interviews were conducted with five members from community organisations offering services to children, young people and families within a Ward in the North East of England. The study explored the research question 'how do community organisations describe their relationship and experience of working with schools and other community organisations?' and reflected on the implications of community organisations working in collaboration with schools and other community organisations.

Constructionist grounded theory was used to analyse the data. Members of community organisations described general factors that supported or hindered relationships between schools and community organisations and reflected on what was successful and meaningful about area-based approaches to supporting children, young people and families which could be built upon. Factors discussed included: i) the drive, motivation and inspiration of community organisations, ii) the complexity and complications of funding, and iii) making a unique, valued and complementary contribution. A tentative model of factors to consider when developing coordinated area-based approaches to supporting children, young people and families is presented and implications for educational psychology are considered.

3.1 Introduction

3.1.1 Conceptualising community

Community has become an important notion in British social policy over the last ten years. In recent policy documents, the government has emphasised the importance of 'bringing people together in strong, united communities' (Department for Communities and Local Government, 2014)**.** The Big Society agenda promotes the development of families, neighbourhoods and communities by encouraging and rewarding community action, creating the Big Society Capital from dormant bank and building society accounts and campaigning for social action; 'making it easier for people to work together to benefit their community and the lives of those within it' (Cabinet Office, 2014). A number of policies by The Department for Communities and Local Government and The Cabinet Office emphasise society and citizenship, and reflect the importance of aspects of community including shared norms, values and experiences, participation and reciprocity, and extending and deepening social networks. Examples include:

- Bringing people together in strong, united communities (Department for Communities and Local Government, 2014)
- Promoting social action: encouraging and enabling people to play a more active part in society (Cabinet Office, 2014)
- Giving people more power over what happens in their neighbourhood (Department for Communities and Local Government, 2013a); and
- Helping troubled families turn their lives around (Department for Communities and Local Government, 2013b)

Flint (2011) emphasises 'a healthy society is dependent on the nature and quality of relationships that exist within and between communities' (p.4). The concept 'social capital' (SC) is used to describe and measure the effect of such relationships (Putnam, 2000). Psychology, however, has been sceptical of the term, perceiving SC as 'a vague buzzword, used by different people to mean many different things and thus to mean very little.' (Perkins, Hughey, & Speer, 2002, p. 36). Putnam (2000) defines SC as 'connections among individuals – social networks and the norms of reciprocity and trustworthiness that arise from them' (p.19) and argues SC is inseparable from experience of community. Despite psychology's reluctance to adopt this term, related psychological concepts have been well researched. Perkins,

Hughey and Speer (2002) consider the psychological concepts underpinning SC to include cognitive factors such as sense of community and collective efficacy or empowerment; and behavioural factors such as neighbouring (see below) and citizen participation.

Sense of community includes four dimensions: membership, shared emotional connection, influence, and needs fulfilment (McMillan & Chavis, 1986). A dynamic perspective of sense of community also considers shared history, common symbols, and ongoing development as a dimension of sense of community (Fisher & Sonn, 2002; McMillan & Chavis, 1986). Collective efficacy or empowerment is described as a process by which people, organisations and communities gain control and influence over their affairs (Rappaport, 1987). Zimmerman, Israel, Schulz, and Checkoway (1992) conceptualised empowerment to include three components:

- Intrapersonal - how people perceive their capacity to influence social and political systems important to them
- Interactional - the transactions between persons and the environment that enable persons to master social and political systems; and
- Behavioural - the specific actions persons take to exercise influence on the social and political environment

Neighbouring is defined as the instrumental support and resources persons provide or gain from other community members (Perkins, Hughey & Speer, 2002). Neighbouring acts include, for example, supervising a neighbour's child, borrowing a tool, sharing information and discussing shared problems (Perkins, Hughey & Speer, 2002). Neighbouring is related to citizen participation which describes the process in which people are motivated to take part in decision making in organisations and environments that affect their lives. Citizen participation plays a role in many community settings, including work settings, neighbourhood regeneration, political participation and public services (Wandersman & Florin, 2000). Precursors to SC including communitarianism, place attachment, community satisfaction and community confidence are also largely psychological (Perkins, Hughey and Speer (2002).

The ability of SC to transform communities is at the heart of the 'Big Society' political narrative which describes the government's 'driving ambition: to put more power and opportunity into people's hands' (Cabinet Office, 2010). St Clair and Benjamin (2011)

are critical of government assumptions that individuals are ambitionless, resulting in poor educational and vocational outcomes. They suggest, rather than limited aspirations, individuals have limited social resources and constrained structures of opportunity in their communities.

West-Burnham et al. (2007) summarised the characteristics of communities with high social capital. Characteristics include shared social norms and values, clear and rich lines of communication with shared language, openness, participation and a high level of caring and sharing. Catts & Ozga (2005) however, claim characteristics and indicators of social capital are largely unsuitable because they derive from associations that reflect middle class preoccupations, fail to take account of gender, ethnicity and disability, and neglect the context or culture in which social capital is being measured. Consequently, they have attempted to define more meaningful indicators, derived from CYP, families, teachers, school staff and other professionals, which may be useful in exploring the role of the school as a site of social capital development (Figure 2).

Figure 2 School social capital indicators (Catts & Ozga, 2005)

- Community and family contacts with school
- Attitudes to school among communities and within families
- School-related social activities-among staff, and with community
- Friendship networks among staff, among students, and with communities
- Participation in school governance by staff, students, parents and communities
- Relationships with and among teachers and other school staff members
- Teachers' relationships with other professionals
- Communication and information within schools and with communities
- Responsiveness to particular issues, including diversity

3.1.2 Community-oriented schools and services

The rationale for community-oriented schools in the UK is not unlike that underpinning similar developments abroad where the role of the school is increasingly being reconceptualised around a wider set of family and community interests (Moss, Petrie & Poland, 1999). The policy interest in England in the role and potential of community-oriented schools to deepen and extend schools' relationships with children, families and their communities mirrors that of a number of other nations, most notably the development of full-service schooling in the USA (c.f.

Dryfoos, 1994), New Community Schools in Scotland (c.f. Sammons et al., 2003), extended service schools in Australia (c.f. Black et al., 2010) and extended schools in Northern Ireland (c.f. McGill, 2011). The trend across nations is for there to be no single blueprint for community-oriented schools and services, granting schools the freedom to 'decide what constitutes their local community, what the needs of that community are, whether interventions are best directed at the level of the young person, the family or the community and which interventions should be employed (Black et al., 2010).

Community-oriented schools consider the role of the school in a broader context of community needs and priorities and see the school as a valuable resource for local communities which should be developed (Cummings, Todd & Dyson, 2007). The community-oriented philosophy has been embodied by a number of government initiatives and agendas in England, most prominently in the development, evaluation and subsequent national roll-out of Full Service Extended Schools (FSES) between 2003 and 2010. Meeting the needs of families and communities was identified as one of the key policy drivers in the development of FSES. The move towards FSES encouraged school leaders to provide facilities or services to children, families and other members of the community in which the school is situated, for instance childcare; activities for children and young people beyond the school day, all year round; adult education; parenting support including family learning; and access to health and social care support services (Gilby, Mackey, Mason, Ullman and Clemens, 2006).

3.1.3 Coordinated area-based solutions and the role of the school in the community

Coordinated area-based solutions to the wellbeing of families and the education of children and adults have been shown to be more effective than having single services or organisations working independently (c.f. Dyson & Kerr, 2011). As well as offering a route to greater efficiency, coordinated area-based solutions create opportunities to explore and address what happens in schools and what happens beyond their gates holistically, beyond a school improvement approach. Dyson and Kerr (2011) suggest that locally-developed area-based solutions can harness resources and tap local knowledge and creativity, develop innovative approaches

beyond national policy, develop shared understandings and commitments to communities and create structures which are responsive to local needs.

Research exploring the role of the school in the community has identified that although attending a good school makes a difference to the outcomes of children, even – perhaps especially- to the most disadvantaged children (Raudenbush, 2012; Sammons, 2007; Sylva et al., 2012), many of the factors that shape children's outcomes originate beyond the school gates (Dyson, Kerr & Wellings, 2013). Dyson and colleagues assert schools cannot, on their own, tackle the disadvantages of background or place or reverse the effects of those disadvantages on children's life chances. They suggest 'the most effective way to make a difference is likely to be through coordinated approaches which simultaneously tackle issues in children's schools, in their family and social backgrounds, and in the places where they live'. (Dyson, Kerr & Wellings, 2013, p.86) and advocate that the scope, ambition and achievements of area-based initiatives, such as the internationally renowned Harlem Children's Zone in New York City, can be achieved in this country if schools continue to increasingly work in a range of partnerships with other schools, services, organisations and agencies to improve children's and families' outcomes (Dyson, Kerr & Wellings, 2013; Wellings & Wood, 2012).

As English children's zones and coordinated area-based solutions develop, further research exploring the role of the school in the community is warranted as the likelihood is that schools will be key partners (though not necessarily leaders of) coordinated area-based solutions. The aim of this research was to explore whether there is a role for schools in local communities and what that role may be from the perspective of representatives from community organisations in a Ward in the North East of England. The research question; 'How do community organisations describe their relationship and experience of working with schools and other community organisations?' was held in mind.

3.2 Methodology

3.2.1 Constructionist Grounded Theory

The study was conducted as a constructionist grounded theory study as described by Charmaz (2000, 2006). Constructionism is a research paradigm that denies the existence of an objective reality, 'asserting instead that realities are social constructions of the mind, and that there exist as many such constructions as there

are individuals (although clearly many constructions will be shared)' (Guba & Lincoln, 1989, p. 43). Rather than develop a theory and then systematically seek out evidence to verify it, as a researcher using grounded theory, I have set out to generate data and then systematically developed a theory derived directly from the data. My rationale for conducting the study using this method of analysis is further outlined within section 2.3.2.

3.2.2 Social Context

This research took place in a political ward in a city in the North East of England. The ward is ranked as the most deprived in the city. When measured against indicators designed to assess the social and economic health of an area, the ward generally scores poorly. Unemployment is high, levels of qualifications and skills are low and health is poor for many residents. Half of all children in the ward live in a low income household and 15% of children live in single parent households. Optimism about the future prospects for the area is low as is satisfaction with the area as a place to live. In the City Council's annual residents' survey, however, the ward scores above average for a sense of belonging to the local area and social capital, reciprocity and resilience appear to be strong. Strong community ties, often based on extended family connections and longevity in the area, are also frequently reported by members of the community.

To address some of the issues affecting the community, the primary voluntary sector organisation in the city has recommended investment in community development work, closer working between voluntary groups and private and public sector employers and prioritising approaches that develop resilience and build social capital. This made me wonder about the nature of partnership between schools and the families and communities they serve in the ward. I was keen to understand further the nature of the school-community relationships and to explore the role of the school in the community through the development of a grounded theory research project.

3.2.3 Community organisations

Representatives from community organisations offering services to children and families within the ward were informed about the project via email and telephone calls and invited to take part. Twenty community organisations were approached and representatives from five community organisations chose to participate in the research. The role of each participant within their community organisation varied and

was influenced by the purpose, size and reach of the organisation. For example, one participant was the Service Manager of a regional team within a national organisation, whilst another was a Coordinator of an after-school community learning hub (Appendix 1).

Once participants were recruited and informed consent obtained (Appendix 2 & 3), dates and times of interviews were negotiated with each representative.

3.2.4 Research Design

Individual semi-structured interviews were conducted with five representatives from community organisations. Data collection consisted of individual one-to-one interviews conducted by me in a location that was convenient and appropriate to each participant. To guide and support each interview, I developed a semi-structured interview framework in response to previous literature exploring how professionals understand the nature of school-community relationships (c.f. Cummings, Todd & Dyson, 2007). The framework included questions such as, 'How would you describe your relationship and experience of working with schools in (the area)', 'How do the actions of schools impact on your work, if at all?', 'Are there any actions schools are taking already in relation to local communities in (the area) that you are aware of?' and 'How do the actions of the schools impact these communities?' (Appendix 4). Although a semi-structured framework was developed to support discussion, this study was designed to be exploratory and I was particularly interested in finding out what participants believed to be important or interesting and hoped for information to emerge naturally from only a small number of more open, broad questions. Charmaz (2006, p.26) suggests by devising a few broad, open-ended questions the researcher encourages "unanticipated statements and stories and to emerge".

Most of the interviews lasted between 45 and 60 minutes. With the permission of the participant, all the interviews were audio-recorded to preserve the spoken words. Ethical approval was granted by Newcastle University.

In order for researchers to understand the experiences of the participants, it is important to build a level of trust so that the participant feels safe enough to share their story (Booth and Booth, 1994; Charmaz, 1991). It was therefore important from the outset to create a space for dialogue where representatives from community organisations felt safe and comfortable. In my practice as a trainee educational psychologist, I value approaches based on narrative therapy which embrace a stance

of critical curiosity. As I considered this research an extension of my practice, I adopted a similar stance which I hoped would promote deeper exploration and discussion of community organisation representative's views and experiences.

3.3 The Analysis Process

I transcribed the audio-recorded interviews and analysed them according to the abbreviated constructionist version of grounded theory. General analytic steps included: review of the transcripts; coding of the transcripts; development of themes around these codes; construction of analytic categories from the themes, and linkage to the previously identified analytic categories into a coherent process (Charmaz, 2006; 2009). The full process is described in Table 6.

Table 6 The Analysis Process

Stage	Analysis
1.	Audio-recorded interview A was transcribed.
2.	Descriptive, line by line coding of transcript A took place, to prevent the 'taking off on theoretical flights of fancy' (Charmaz, 1995, p. 37).
3.	Tentative, initial codes were constructed, during which the data itself was the best indication of relevant and meaningful categories.
The above steps were repeated after interviews B, C, D and E.	
4.	As more data were generated, the more focused the coding became, which led to the dynamic construction of categories (focused codes) and themes (theoretical codes). Comparisons were made between data, incidents, contexts and concepts (Charmaz, 1995). Different codes represented similar and overlapping categories, and categories relevant to certain individuals. (Appendix 5).
5.	Initial writing up of data occurred, using verbatim data where possible to privilege individuals' views, experiences and narratives.
6.	After conceptual analysis of data was developed, tentative interpretations of the categories and themes were shared with the participants over email and participants were invited to meet as a group to discuss the development and construction of the model.
7.	The evolving writing process was used to clarify and hone analysis, as suggested by Charmaz (1995) and literature was woven into the discussion of the themes.

3.4 Findings and Discussion

The analysis process was carried out in order to offer an interpretation of the research question. The participants are renamed Sophie, Phoebe, Emily, Thomas and Henry. Three major themes are discussed, each fleshed out by referring to the categories I believe overlap, complement or relate to one another and using quotations to support my interpretations. I weave links to previous research into my findings, before explaining my model which depicts factors to consider when developing and delivering coordinated area-based approaches to supporting children and families. I hope to present the developing model to the participants and that it resonates with their perceptions of the process of working with schools and other community organisations to develop and deliver coordinated area-based approaches to supporting children and families.

3.4.1 Theme 1: The drive, motivation and inspiration of community organisations

3.4.1a Being aware and responsive to the context, social demographic and needs of local children and families

Such awareness and responsiveness was important to all participants and seemed to act as a guiding principle to the work of community organisations represented in this study.

Participants were aware of the community identity and social demography of the local area and referred to a commitment to supporting children's access to community resources and meaningful experiences outside the family home. Anderson (2009) reinforces the importance of thoughtfully reforming services for children and families to ensure communities are 'deeply understood, respected and empowered' (p.10). Adjusting the ethos and vision of community provision to meet the community's needs and preferences seemed prevalent in participants' experiences of working with local children and families:

"We have...workshops…on the back of bikes...we work in...satellite communities during the Summer and...invite...kids...to take part in more creative and practical workshops...in their communities...kids in disadvantaged communities don't travel...

far to access activities...We respond to need geographically by moving rather than expecting people to move to us". (Thomas)

Participants acknowledged the changing economical and political climate and the impact on opportunities for children and families. There seemed a sense of care and duty to respond to the evolving context in which community services were being diluted, restructured and reduced or where funding for the offer or initiative had lapsed:

"We do as much as we can...to...teach new skills, increase responsibility and independence and give...[the young people]...an idea of what's going on in their community". (Henry).

3.4.1b Supporting the engagement of children, young people and families in community services

Such support underpinned the drive, motivation and inspiration of community organisations represented by the participants. Although the nature of community organisations' services represented in this study differed, participants shared similar experiences of engaging children and families in their organisations' services offered. Participants considered the young people who engaged in their services as advocates of the organisation and described word of mouth as an effective way for children and families to be made aware of the resources available in their community:

"..."My brother has been, my dad went, my uncle went, my cousin went, my friend goes"...that's probably the most significant way that kids get to know about us". (Thomas).

Participants acknowledged the value of genuine community engagement and authentic participation, although it seemed as though community organisations saw their role primarily as informing the community and engaging predominantly in one-way communication (Arnstein, 1962). They suggested more could be done to raise awareness of the opportunities available within the community for the community and were mindful of potential barriers to engaging children, young people and families in community services, for example Phoebe explained:

"I was in (a school) the other day and...[the teacher] was curious about...what [the organisation] could offer and wanted to make links but was still reticent about the

exclusiveness of (our organisation)...because it's not seen as a community venue that parents of her school community could come and visit".

The significance of building families' confidence in the services that community organisations were offering was also noted by Thomas:

"Kids who live in the area...have to get to know [the provision] first, then their parents have to know it and trust it, then they can come".

Participant reactions to obstacles and how to overcome them were varied. For some participants there seemed a sense of uncertainty, incapacity, helplessness or hopelessness in bringing about change to the ways children, young people and families are made aware of services and resources in their community (Peterson, Maier &Seligman, 1993). For others, there seemed a sense of possibility and opportunity and a motivation and enthusiasm to develop more effective approaches of community engagement, for example assigning or appointing a 'Community Coordinator' in every school to liaise between the school and community sector, creating a 'Catalogue of Community Services', and establishing a central point for coordinating community services within the Local Authority.

3.4.1c Promoting inclusion; reducing group ownership and possession

Promoting inclusion; reducing group ownership and possession also contributed to this theme. Participants referred to their organisations' drive to promote an inclusive ethos and to provide services to the community which were accessible and empowering (Rappaport, 1987; Zimmerman, Israel, Schulz, and Checkoway, 1992), yet appreciated the significance of barriers caused by existing conflicts between families in the community they serve, barriers caused by community organisations providing services from within formal buildings which some individuals and families may find intimidating, threatening or exclusive, and barriers caused by beliefs and unwarranted assumptions made by schools and families:

"School's...neutral turf...[it] is really accessible for kids 'cause they know where it is, they know the kind of staff who are gonna be around, they know their way around so they feel comfortable already". (Emily)

"The entire room was white...and it was privileged children...meeting the author and...I looked out the window...at the (council estate) and I thought why on earth are

we not taking [the author] out to (the community centre); he can do the morning here, he can do the afternoon in (the community centre).Why can't we do that?". (Phoebe).

"Small is beautiful...[Our previous premises] was brilliant because of its cheapness to run, its flexibility and its accessibility. People saw a shop unit, window open in the shopping centre, walk past, "Wow what are the kids doing in there? Pottery? Hey!", and just walk in and out. Here it's a bit enclosed, a bit big, a bit restrictive I think". (Thomas).

3.4.2 Theme 2: The complexity and complications of funding

3.4.2a Establishing sources of funding and the implications of funding

Establishing sources of funding and the implications of funding was predominant in all participants' experiences of working with schools and other community organisations. Participants made reference to limited school budgets, "faltering funding" and limited government investment in community initiatives as significant influences preventing the growth and development of community-oriented approaches:

"Organisations themselves have become more stretched. We're...doing more for less". (Thomas)

"[School] budget is a big thing...we have a menu of offers...and all those offers cost" (Phoebe).

Participants also made reference to schools' expectations of community organisations and the services they offer and suggested schools were reluctant to make contributions towards financing community endeavours, despite being in a comfortable financial position:

"[Schools] expect stuff...for free but...there can be quite a lot of money sloshing around...there was never any offer of "Oh we'll pay you for your time or we'll give you a contribution"...there was never any money for the arts and crafts stuff that we took; it was just as though it was an expectation". (Sophie).

Although participants expressed that in response to austerity measures and funding reductions community organisations were working in collaboration more frequently,

the significance of maintaining funding sources to sustain community programmes seemed to contribute towards a sense of competition for resources between community organisations, which some participants suggested had an impact on the capacity for collaborative working:

"Other organisations...don't want all of their young people to disappear because...their funding will be targeted...they'll advertise (another community project or programme) once/twice, but that's...the cut off". (Henry)

Auerbach's (2012) continuum of leadership for partnerships introduced in section 1.5.1b, may suggest this nature of relationship in which community organisations position one another as resources, services and limited partners prevents authentic partnership (see Table 1).

Henry also shared that some community organisations showed animosity towards others who received substantial financing to implement national initiatives within the context of cuts to funding for local community services:

"'£500,000,000 last year...to deliver this programme...announced when there were so many cuts going on in other youth services and sectors that the (programme) didn't get the best reception when it first started...[Other community organisations] just see a nice big shiny new youth service being dropped in the middle of (the city) and all of a sudden…all of the council's youth provision went and the drop-in centres". (Henry).

3.4.3 Theme 3: Making a unique, valued and complementary contribution

3.4.3a Finding ways into schools, appealing to schools and broadening schools' priorities

All participants made reference to the challenge of finding a route into schools:

"It starts off with emails trying to find your way in – that's your most difficult part – getting past the secretary is always the hardest thing to do in any school" (Henry).

"I know from previous experience how difficult it is to make a blind approach to a Head teacher, so normally it would be through somebody who knows somebody as a route in" (Thomas).

Participants explained their most successful experiences of engaging with schools stemmed from exploiting existing personal connections and it was difficult to instil the value of school-community partnerships where no personal link was already established:

"Where personal relationships build through the cultural capacity of the school approaching us or because they've crossed paths with us or they've met someone (who has had a positive experience of engaging with the community organisation), then the barriers (to engaging schools) are much less." (Phoebe).

Crowther, Cummings, Dyson & Millward (2003, p.39) claim:

> So much depends on what the individuals who lead [schools] see as their priorities...if schools' contributions are important, they cannot simply be left to individual inclination...some judicious mixture of formal guidance, pressure and incentives might well be acceptable.

To facilitate relationships with schools, participants suggested it was important for community organisations to raise school leaders' awareness of how complementary community programmes can be to aspects of the curriculum and the impact of children's engagement in community programmes on school-related outcomes.

Adopting a more collaborative approach to engaging schools and colleges was suggested as a more effective means of promoting school-community partnerships. There seemed to be a sense of schools feeling overwhelmed by the number of organisations approaching them and some participants were concerned that schools were losing interest in working with community organisations.

"I've got no doubt [the schools] get phone calls from quite a few community organisations saying...you can see why they're getting switched off and disengaged... it looks as if the outside is massively unorganised". (Henry)

3.4.3b Establishing an identity and positioning in the school and community

This subtheme overlaps considerably with the 'membership' facet of McMillan and Chavis' (1986) construct of sense of community and the need to feel a sense of belonging (Baumeister & Leary, 1995; Deci & Ryan, 2008; Maslow, 1943; Osterman, 2000; Rifkin, 2009). It is also relates to the concept "Belonging" detailed in the systematic review (see section 1.6.1).

All participants described the structure, the origin, and the ethos underpinning their organisation. Participants referred to a “journey” or a “learning curve” and the extent to which the organisation’s identity had evolved over time. Thomas, for example, noted the importance of being flexible and adapting to the community whilst Sophie emphasised the importance of having realistic expectations and making compromises; accepting that schools’ preferences may not align with those of community organisations.

Participants acknowledged the importance of recognising there are multiple community programmes for young people and families. Participants explained they may find themselves without a purpose or unable to make a valuable contribution unless they offered a service which was unique and complementary. For some participants, the programme or provision they offered overlapped with something the school or another community organisation was already delivering which led to confusion amongst staff, students and families. It was felt schools’ planning and decision making was rushed and short-sighted; resulting in the duplication and overlap of programmes and projects for children and families. Emily explained, *“it feels like our role is a bit precarious. We don’t want to make ourselves redundant if all of our kids went to somewhere else”,* suggesting a tension between desire to signpost appropriately and loss of work or purpose to others

All participants emphasised the significance of building relationships to maintain their presence and strengthen their position within a school and community. For some participants, there was an overall positive feeling that the contribution they made was valued and they worked in partnership with the support of school staff to deliver something meaningful for children and families. Yet other participants made reference to feeling a separation and disconnection from the school community, despite delivering community programmes from within school buildings:

“If I had a school email address...it would...make me more part of the [school] staff...I don’t have a staff badge I have an ‘associate staff’ badge so...it makes [the students] feel like...“What do you do here miss?” and...I think that’s the same for staff...they’re like “...I’m not quite sure who you are and what you do”.” (Emily).

For some participants, establishing an identity and position in the local community involved internal tension and conflict within their community organisation. Participants who are members of community organisations with a national reach spoke of the

challenges of maintaining local links within the demands of the “bigger picture”. Other participants referred to inconsistency between the community-oriented principles underpinning the ethos of an organisation and the business plan and vision of managers and executives.

“There’s a strong tension and a battle within the organisation to know what the priority is and why we’re doing it.” (Phoebe).

3.4.3c Striving to develop communication

Striving to develop communication also contributed to this theme and relates to the concept “Appreciation” detailed in the systematic review (see section 1.6.2).

Participants described facing challenges communicating with teachers, due to the pressure and commitment of teaching. There was an appreciation that teachers are busy, tired, have many responsibilities and limited time and availability. There was also recognition that staff turn-over in schools and changes to the organisation and responsibilities of staff led to difficulties sustaining effective communication sources.

“Teachers are being pulled in every direction” (Thomas).

“One of the barriers to engagement is the oppression of the education system on individual teachers...if my employer asked me to do what the government expects of a teacher, I would have a case for bullying and harassment” (Phoebe).

“Heads of Years change...relationships build down and you...find that you’re trying to find different contacts within the school who potentially might be happy to let you come into school and...they’ve got relationships...to make that happen”. (Henry)

With this in mind, participants highlighted the importance of supporting teachers and reducing the “burden” put on teachers to offer outreach opportunities by emphasising the potential for community organisations to work in partnership with schools, for example by offering to take responsibility for organising and running youth clubs, extracurricular activities and community service awards programmes on the school site; making links to the curriculum and criteria assessed by Ofsted explicit in the planning of community projects; and being mindful of teacher commitments across the school calendar when organising meetings to plan, review and evaluate community projects and programmes.

Participants suggested relationships could be improved if there was greater opportunity for schools and community organisations to communicate with one another; to share knowledges about young people and families; to share information about the role and contribution of community organisations within the local area and how they might complement one another; to compare the motives and agendas of schools and community organisations and where they might overlap; to plan meaningful and impactful projects and think ahead; to make time to evaluate and feed back the impact of engagement in community programmes and projects; and to develop and improve opportunities in the community in response to suggestions and contributions made by schools and other organisations:

"I think about [our relationship with the Secondary School in the local area] being closer...I think it's just about understanding where you're both coming from...I sometimes wonder is it about us sharing what we do: is it about that cross-over?" (Sophie).

3.5 Conclusion

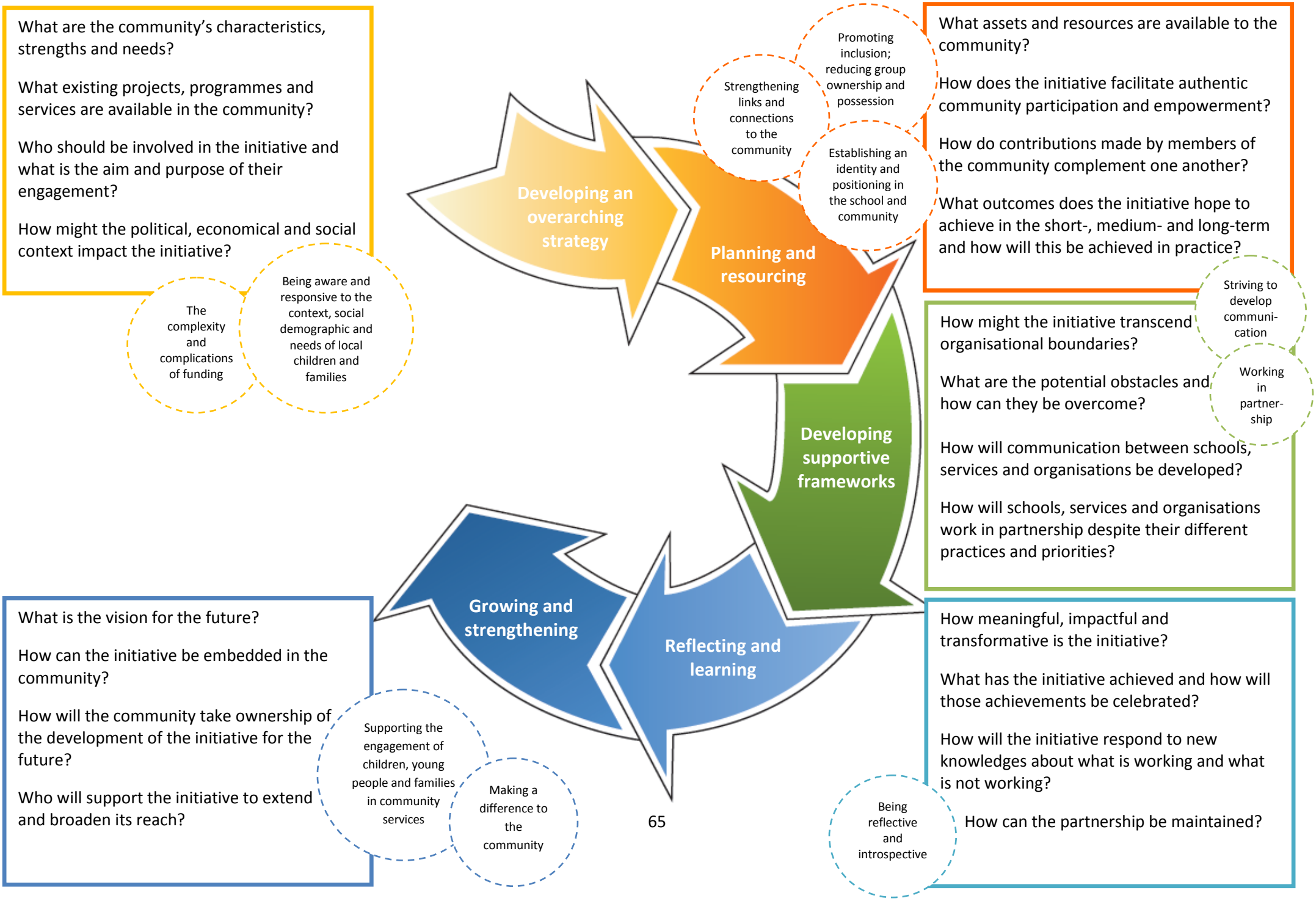
In this final section, I outline conclusions that can be made from this study about how community organisations and schools can develop and deliver coordinated area-based approaches to supporting children and families. Implications for practice are also considered.

In response to the question: 'How do community organisations describe their relationship and experience of working with schools and other community organisations?', members of community organisations described general factors that support or hinder relationships between schools and community organisations and reflected on what is successful and meaningful about area-based approaches to supporting children, young people and families which may be built upon. Factors discussed included: i) the drive, motivation and inspiration of community organisations, ii) the complexity and complications of funding, and iii) making a unique, valued and complementary contribution.

Having applied a constructionist grounded theory approach to analyse data generated in interview sessions with members of community organisations, I have created a tentative model, outlined in Figure 3 below, depicting factors to consider when developing and delivering coordinated area-based approaches to supporting children and families. The model illustrates five key stages in the process of

designing effective community-oriented area based initiatives; depicted by the five arrows in the centre of the model. Around the outside are some questions which relate to each of the stages in the design process. The questions aim to bring together some of the thoughts, ideas and considerations shared by the participants in a cohesive way and are intended to support discussion, decision making and reflection.

Figure 3 A grounded theory model depicting factors to consider when designing community-oriented initiatives



3.6 Limitations and further research

Throughout this research, my epistemology has influenced the questions I have asked, the method I have used, my approach to analysis of the data I have generated and the models I have constructed. It is important to recognise that my research is presented as one interpretation and not a unilateral, unequivocal truth; as I re-read and discuss my research with others, the themes and narratives I privilege transform and evolve. For example, if I were to repeat this research, I may focus instead on the preoccupations and tensions participants discussed, or their conceptualisation of idealism and the gulf between what could be and what is.

Pragmatically, this research needed to be conducted within a time sensitive period and its write-up needed to satisfy university word count boundaries. As a result, I was limited to presenting a condensed version of my findings and have undoubtedly overlooked some of the data as represented in Figure 3.

Practically, the depth of my research has been reduced as a result of completing the research as part of my doctoral training, relocating to another region and starting a family. Had I have had more time, I would have liked to have discussed the grounded theory model with the participants involved in my research before considering a Participatory Action Research project to take the model forward, perhaps initially as an audit tool. It may also have been worthwhile to create a working group with the participants and other representatives from schools and community organisations to consider how to support the development of community-oriented initiatives and authentic partnerships, utilising Figure 3 as a stimulus for discussion.

3.7 Implications for Educational Psychology

Educational Psychologists are well placed to be key partners of coordinated area-based approaches to supporting children, young people and families with their rich knowledge and experience of working in, with and for communities. Mackay (2006) argues it is the legitimate agenda of educational psychology to challenge social and legislative structures on the basis of values and principles of social action firmly grounded in the methodology and evidence base of psychology.

Broadening the application of psychology to the community and demonstrating the potential for EPs to work across different contexts is particularly important in response to the evolving social and political climate. A reconstruction of educational

psychology practice is essential if our profession seeks to actively shape our future as a profession committed to applying psychology to make a positive change with and for communities. Stringer, Powell and Burton (2006) suggest construing educational psychology as community psychology can assist the profession in more effectively communicating about what it has to offer children, young people and families, adults who work on behalf of them, and local and national policy.

To support the development and delivery of coordinated area-based approaches, EPs may promote relationships within and between communities that engender a sense of connectedness, belonging and empowerment and harness the values and principles of community educational psychology in their practice. Feelings of belongingness, for example safety, acceptance and support, relate to a number of 'needs' and 'givens' reminiscent of Maslow's hierarchy of needs and the Human Givens approach (c.f. Griffin & Tyrrell, 2013; Maslow, 1943). Connectedness and belonging are associated with healthy psychological functioning and development (Pittman & Richmond, 2007) and influence socio-psychological resources, such as self-esteem, self-control, self-efficacy and self-concept (Stevens, Lupton, Mujtaba and Feinstein, 2007). Positive social connections offer opportunities for alliance in the face of adversity, self-validation, support and emotional security (Majors, 2012), enhance resilience (Battistich & Hom, 1997), provide a buffer against anxiety or depression in adulthood (Bond et al., 2007; Sargent, Williams, Hagerty, Sauer & Hoyle, 2002). Jones (2006) claims Community Educational Psychology (CEP) seeks psychological understandings for the shaping power of community and brings to the surface the values and beliefs that influence social systems.

Baxter (2002) suggests EPs are well positioned to contribute to government policy, particularly in the areas of design, implementation and evaluation of community interventions. As important as contributing at national policy levels is, promoting the values and principles of coordinated area based approaches is also possible through making psychology services more accessible to the whole community and to allocate time to the community of children, young people and families, rather than schools. EPs must be mindful, however, of avoiding false dichotomies in which the school is seen as being something fundamentally different from the community: the school is a community in its own right (Mackay, 2006).

Reflecting on my research experience and findings, I recognise the implications not only for Educational Psychology more generally, but for my own developing personal practice. Through conversations with members of community organisations and schools, I have learned the importance of acting as a bridge between families, schools and community organisations. As an EP, I have a detailed knowledge of the school and its context, the education system and the range of resources available inside and outside of the Local Authority which I am able to share with families and community organisations. Likewise, through carrying out my research, I have also acquired a detailed knowledge of programmes, projects and services within the local community which I am now able to share with families and schools with whom I work. In the future, in my personal practice, I will strive to keep up to date with the opportunities available to children, young people and families in their communities and share these knowledges as best I can. I will also be respectful and appreciative of the potential obstacles community organisations face in creating partnerships that foster community participation and support organisations to overcome difficulties engaging, communicating and developing relationships with schools.

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Appendices

Appendix 1: Participant information

Role of participant	Description and purpose of community organisation
Coordinator of an after-school community learning hub for a local organisation	Local organisation After-school learning hubs in schools or community centres Access to computers and one-to-one learning support to complete homework, coursework, qualifications. Support for children and young people (8-25 years) and their families Support for adults who are interested in getting back into education, training or employment. Youth clubs Summer school
Manager of a regional team for a national organisation	National organisation Runs local Youth Inclusion Projects with children (13-16 years) identified as “at risk of offending” by local agencies Delivers National Citizen Service (NSC) programme
Manager of a Learning and Participation programme for a national organisation	National organisation Visitors’ centre, cultural venue, archive and gallery Runs a programme of exhibitions and events for the public Runs a Learning and Participation programme for schools and community groups Educational visits Professional development opportunities for teachers
Manager of a local community outreach organisation	Local organisation Delivers outreach “street activity workshops” on a fleet of bike trailers to local communities across the city Runs creative after-school and holiday activities for children (5-16 years) including woodwork, pottery, cookery, art, music, dance and bike maintenance Camping trips and bike rides Behaviour support projects and activities for local schools
Manager of a regional team for a national organisation	National organisation Neighbourhood based projects working with children and young people (13-25 years) on a “street-level basis” to enhance overall wellbeing Individual and group work and opportunities for social, educational and physical activities Partnership with local business development organisation to develop skills for employment with 13-19 year olds. Alternative Educational provision for local Secondary schools.

Appendix 2: Participant Information Sheet

Alice McIntosh
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Rethinking school: Strengthening connections to communities

Information Sheet

My name is Alice McIntosh and I am a Trainee Educational Psychologist, currently working in local schools in the Walker and Walkergate area and in the third year of the Applied Doctorate in Educational Psychology Programme at Newcastle University. I am about to begin my research exploring the role of the school in the community. This research is being supervised by Professor Liz Todd. The project has been approved by the University's Research Ethics Committee, which means anyone taking part will be fully aware of what the research is about, their part in it and what will happen to any ideas or information they share.

INVITATION

I am asking you to take part in a piece of research that will involve exploring whether there is a role for the school in the community and what that role is/might be. The research will involve sharing your views and experiences of school-community relationships and reflecting on the implications of strengthening connections to communities.

WHAT WILL HAPPEN

I will contact you to arrange an opportunity to meet with you and discuss your views and experiences of school-community partnerships. We will negotiate the time, date and place for the interview together. I will ask you some questions about the role of local schools in relation to local communities.

TIME COMMITMENT

The interview will last approximately 1 hour and will be audio-recorded.

YOUR RIGHTS

You can of course decide not to be part of this research and you may decide to stop being a part of the research project at any time without explanation. You have the right to ask that any data you have supplied to that point be withdrawn/destroyed. You have the right to omit or refuse to answer or respond to any question asked.

BENEFITS AND RISKS

I hope that the research project will outline community organisations' understandings of the potential for schools with a community orientation to have an impact and a key role in meeting and supporting the needs of children, their families and the wider community. I hope that these understandings will be shared with school leaders and community representatives to help strengthen relationships between our schools and the local communities they serve.

It is unlikely that this research project will present any known risks to participants.

CONFIDENTIALITY/ANONYMITY

The information collected will remain anonymous. Data generated during the course of the research project will be kept securely in paper or electronic format as appropriate and retained for a minimum of 12 months following data collection or the minimum time required by law.

Data may be used for the purposes of presentation at conferences or publication. All data will be anonymous.

FOR FURTHER INFORMATION

If you have any questions about this research project at any time then please contact me by telephone 07927786666 or email a.r.mcintosh@ncl.ac.uk or contact Liz Todd by email at liz.todd@ncl.ac.uk.

Appendix 3: Participant Consent Form

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Rethinking school: Strengthening connections to communities

Consent Form

Please Initial Box

I confirm that I have read and understand the information sheet for this research and have had the opportunity to ask questions about it.	
I understand that my participation is voluntary and that I am free to withdraw at any time, without giving reason.	
I agree to take part in the above research.	
I agree to the interview being audio recorded.	
I understand that any information given by me may be used in future reports, articles or presentations by the researcher and that it will be fully anonymised.	
I understand that my name will not appear in any reports, articles or presentations.	

Name of Participant……..... Date……

Signature……....

Name of Researcher……..... Date……

Signature……..

Appendix 4: Interview Guide

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Rethinking school: Strengthening connections to communities

Interview Guide

1. What is your role in your organisation?

2. Do you work in any way with schools?/ How would you describe your relationship and experience of working with schools in {Name of Ward]? Would you like to work more with schools? If so how? What would make that happen? What gets in the way? etc

3. How do the actions of schools impact on your work if at all? (i.e. do schools help your work or do they provide this organisation with work…. etc)

4. Are there any actions schools are taking already in relation to local communities in [Name of Ward] that you are aware of?

How are these actions related to the perceived strengths, needs and priorities of local communities in [Name of Ward]?

How do the actions of the schools impact these communities/ fit into wider interventions within local communities?

What do you consider the implications of working with local schools to be?

- Do you consider there to be any possibilities afforded by working with local schools?
- Do you consider there to be any challenges?

5. How would you describe your relationship and experience of working with other community organisations?

What do you consider the implications of working with other organisations to be?

- Do you consider there to be any possibilities afforded by working with other organisations schools?
- Do you consider there to be any challenges?

If you were to work with any other organisations, who might they be?

6. Are there any other organisations in this area you would suggest I should speak to? Do you know any organisations that work with schools that I could contact?

Appendix 5: Example of Constructed Grounded Theory Analysis of Data over Time

Although I include a sample of analysis in these appendices for ease of reading, full transcripts and analysis can be provided on request.

Example of initial coding:

Initial Codes	**Narrative data to be coded**
	I: So if you were to think hypothetically about what role the school might take in response to or in relation to the community, can you see a role that the school could take?
Making links to the community Opening up the school building Inviting parents into the school Offering opportunities for training Extending access to facilities Teacher responsibility Schools as a community resource Appreciation School as a community resource	P: I feel like there should be links, it's wrong for a school to just be this closed off building.. especially when the parents don't really know what's going on in school.. there needs to be a relationship there and it would really help if they invited more people in and worked with people. I know I was working with another school on a grant application to help kids from the Roma community with their English and stuff and the main way they wanted to do that was to get parents to go to the school because then the parents might see it as more important and get their kids to come and it's all joined up. And they were saying they could, for the parents they could provide vocational training because they have all of this equipment in the school like professional grade woodworking and things and it's the same here.. there are such good facilities for health and beauty and things like that so it feels like you could be helping a lot more. By saying that I don't wanna make it the responsibility of the teachers 'cause they have plenty to do but just the school itself it feels like everything that's here is a resource that should be a community resource not just kids. Especially when the kids are the ones that appreciate it least really.. I think the problem with the ones that come into the learning hubs is that well they just don't understand why it's important whereas school leavers and adults and parents often will be like "I really want to progress and I want to do.. you know anything you can give me would be great" and so if the school could provide that kind of thing... I think that would be a really positive thing so the school is like a community centre like a community hub kinda thing.

Example of the development of focused codes/categories from initial codes across all five interviews

Colour coding: Emily, Henry, Phoebe, Sophie and Thomas

Category 4: Finding ways into schools; appealing to schools; broadening schools' priorities

Personal links; Teacher endorsement; Limited routes in to schools; History of working in area; Meetings with the Head; Staff willingness; Schools financially motivated; Evidencing and justifying the impact of involvement - important contribution;

Teachers seeing the impact of the programme; Teachers under pressure; Teacher workload; Trying to find your way in; Getting past the secretary; Finding a contact; Establishing relationships with staff who are supportive, understanding, accommodating and proactive; Changing school context; Focus on citizenship reflected in the curriculum; Overwhelming number of organisations approaching schools/opportunities for YP; Schools "switching off"; Adopting a collaborative approach to engaging schools/colleges; Elusive nature of engaging schools; Encouraging and approaching schools; Establishing trust; Making the lives of schools' easier; Saving the college work; Weighing up the costs and benefits; Serving mutual benefit; Instilling the value of the program; Promoting the "suitability" of the program;

Limited strategic links; Personal relationships with local schools; Investing in being a "membership" school; Developing strategic partnerships; Managing schools' expectations; Marketing; Recognising individual differences between schools and their priorities, Appealing to the personal values and interest of teachers; Struggling to engage schools; Impact of National Literacy Strategy; Impact of OfSted agenda; Teachers' individual beliefs and motivations; Teachers' "cultural capacity"; Impact of the curriculum; Building on existing relationships and connections to schools; Confident Head teachers; Demonstrating the impact of children's engagement in community programmes on school outcomes; Raising schools' awareness of what is on offer;

Making the most of personal connections with teachers/head teachers; Difficulty getting in to schools where no connection exists; Making links with individual teachers; Raising staff awareness and understanding; Connections and inroads

Complementing the curriculum; Approaching schools to help raise YP's awareness of provision within the community; Using schools for marketing; Mutual benefit; Making the most of existing relationships with teachers; Making connections with teachers; Building on historical engagement with schools; Supportive teachers; Making initial contact with schools; Making a blind approach; Finding routes into schools; Varying relationships with schools; Teachers' personal values and focus; Providing something that is valued; Providing something that is streamlined, affordable and purposeful; Personal values and passions of head dedicated teachers.

Example of coding, category and theme development:

Theoretical codes/ Themes	**Focused codes/ Categories**	**Initial Codes**	**Narrative data to be coded**
			I: So what gets in the way of that working? Or what would you improve?
Making a unique, valued and complementary contribution	Finding ways into/ appealing to schools	Instilling the value	P: I think one thing that would be ideal is if the values of the programme were instilled into the teachers so say for example through certain sessions throughout the course of a week.. it might be a case that they've got a session were the school are actively promoting, "you know if you want to get into this you need to do some volunteering and the (*name of community programme removed*) is a good way of doing it" that's total idealism, I know the teachers are swamped as it is and if they need to them start learning about different community organisations to be able to help deliver and promote this forward then it would be difficult. *(Name of person removed)* from the Volunteer Centre she is a prime example of what every ideal – if there was one of her in every school that would be ideal – her knowledge in Newcastle is second to none. We've had some sessions run with her where she's sat down and just had an open conversation with groups of young people, found out were their interests were and then directed them, give them contact names, numbers off the top of her head directing them in what they can do additional on top of school and education to open these doors for them. I think that in a school where they can actually see the benefit and push it so in the short term I would say let every door open so we can give the option out to every young person. There are some other schools were we've had real difficulties getting in to and that's because they've deemed that the programme wasn't suitable for their students before we've had the option of giving it out and that's
Growing, reflecting...	Being reflective...	Idealism	
Making a unique, valued and complementary contribution	Pressures on teachers	Swamped teachers	
Growing, reflecting and being aspirational	Being reflective...	Idealism	
Drive, motivation and inspiration of community organisations	Supporting engagement of CYP and families	Community coordinator	
	Supporting engagement of CYP and families	Raising YP awareness of opportunities in the community	
Drive, motivation and inspiration of community organisations	Promoting inclusion/ reducing group ownership	Inclusive ethos	
Drive, motivation and inspiration of community	Promoting inclusion/ reducing group	Suitability of programme	

organisations	ownership		because they might potentially be in the Bahamas with their family
		Social mix/inclusion	over Summer so they didn't see the mix working well, where social mix
Growing, reflecting and	Being reflective and		and social inclusion is one big part of this programme and it's the nicest
being aspirational	envisioning an ideal	Idealism	part of the programme so I guess that's what idealism I would like to
			instil.