

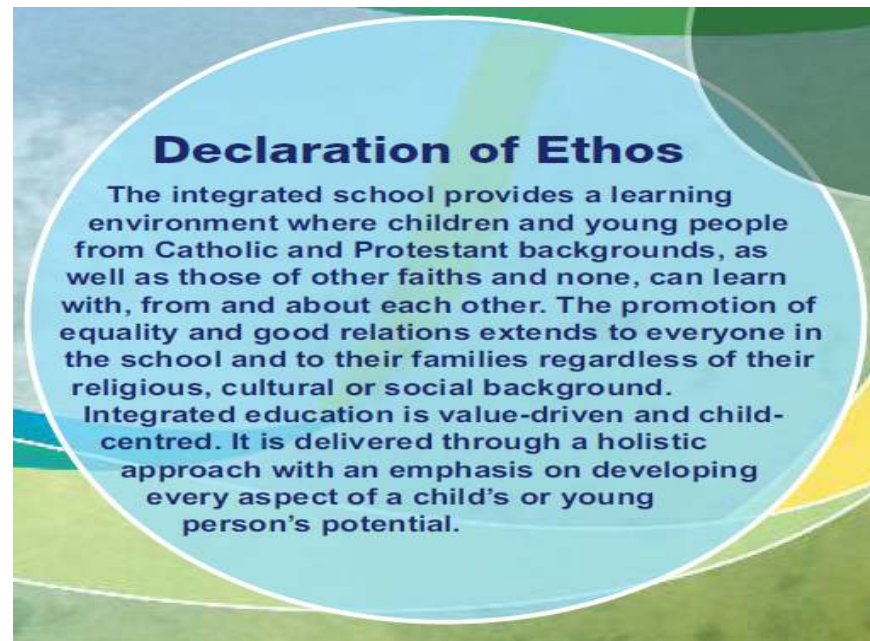
# New-Bridge Integrated College

**11-18**  
**All ability**  
**Boys and Girls**  
**620 pupils**



**45% Catholic**  
**45% Protestant**  
**10% Other**

**100 students in each year group**  
**120 in sixth form**



65 grant-aided integrated schools in Northern Ireland (21,956 pupils)

**7 percent of total pupils**

20 post primary schools 12 thousand pupils

# New-Bridge Integrated College

New-Bridge Integrated College  
Laureate of the Evens Peace Education Prize



**“The school for all the family”**

# Learning Across Difference – Evens Foundation

**CONFLICTMATTERS**  
About | Practices | Approaches | Conferences | [SHARE YOUR STORY](#)

To discover the educational good practices collected around Europe, browse the map geographically, or select the practices according to the different tags.

- Children/Pupils/Students
- Community/Neighbourhood
- Pre-school
- Primary School
- Secondary School
- Teachers
- University
- Whole school community

**Map** | Satellite

**Dealing with controversial issues**  
Country: Northern Ireland  
Education Level: Secondary school  
Approach: Controversial issues  
Target Group: Students, Teachers, Staff, Families  
[www.newbridgeintegrated.org](http://www.newbridgeintegrated.org)  
[Learn more](#)

Map data ©2019 Google, INEGI, ORION-ME

# New-Bridge Integrated College

## Our Mission Statement

- “New-Bridge Integrated College is an integrated all-ability school **welcoming children of whatever creed, culture, class or gender**. We are committed to ensuring that all our pupils are provided with the opportunity to achieve to their full educational potential in a challenging and stimulating environment in which they all feel cherished and valued.”

## Our College Aims

- To enable our pupils to grow mature in their **own beliefs, culture and tradition**
- To promote **peace and reconciliation** by actively seeking knowledge and understanding of other beliefs, cultures and traditions
- To develop in our pupils the self-esteem and self discipline necessary for **responsible citizenship** in a pluralistic society
- To provide a challenging and stimulating environment in which the academic, sporting and personal success of pupils is promoted and celebrated
- To cherish, nurture and **respect each other** regardless of race, gender or other differences
- To encourage individual spiritual development and to work and pray for **peace in our lives**
- To promote the involvement of all members of the College community, whether governors, parents, pupils or staff in the development of the College
- To foster a **caring and responsible attitude** to the College and the local environment
- To create effective links between the College and the wider community



# Dealing with Controversial Issues

## Background



- “Bog child” novel by Siobhan Dowd (studied in Year 10 English)
- Set in 1981, during the troubles in Northern Ireland - book explored the hunger strikers and their struggles with the British Government
- Concerns raised from parents and staff – mixed opinions – sensitive issues raised.
- Question asked ‘Why are we exploring these events?’
- Recognised a learning opportunity as an Integrated school

# Development



- Need for whole school focus on developing a strategy to deal with conversations around controversial issues
- Formed a CRED committee in school (community relations, equality and diversity team)
- History, Religious Studies, Citizenship, English, Art, Science, Principal and Vice Principal
- **CRED Audit** – focus on ‘attitudes and dispositions’ – what are we doing already; where are our strengths; where are the gaps?



c. Within the school ethos/prospectus it should be visible that there is an acceptance of difference and a valuing of diversity.

College  
Mission Statement /College aims  
Prospectus/School Prayer/Year Book  
NICIE Core Statement of Principles/Pastoral  
Policies/Programmes. Year 8 – The Whole Me  
project (RE) which celebrates diversity and  
individuality in all pupils (Term 1) Ongoing project  
and art work (name poems Whole Me project  
etc) College Foyer display – symbols of world Res  
represented in the College.

Visuals in foyer are reflective of the school ethos  
and reflected in the prospectus.

Year 8 Word editing activity uses the school  
Mission Statement, Ethos and Values from the  
website

Media BALC class – pupils shared their  
experiences of integration coming from non-  
integrated schools.

Use of Word to make word collages reflecting  
integration

Science – respect for each other's view point  
during class discussions.

All ability work displayed in classrooms.

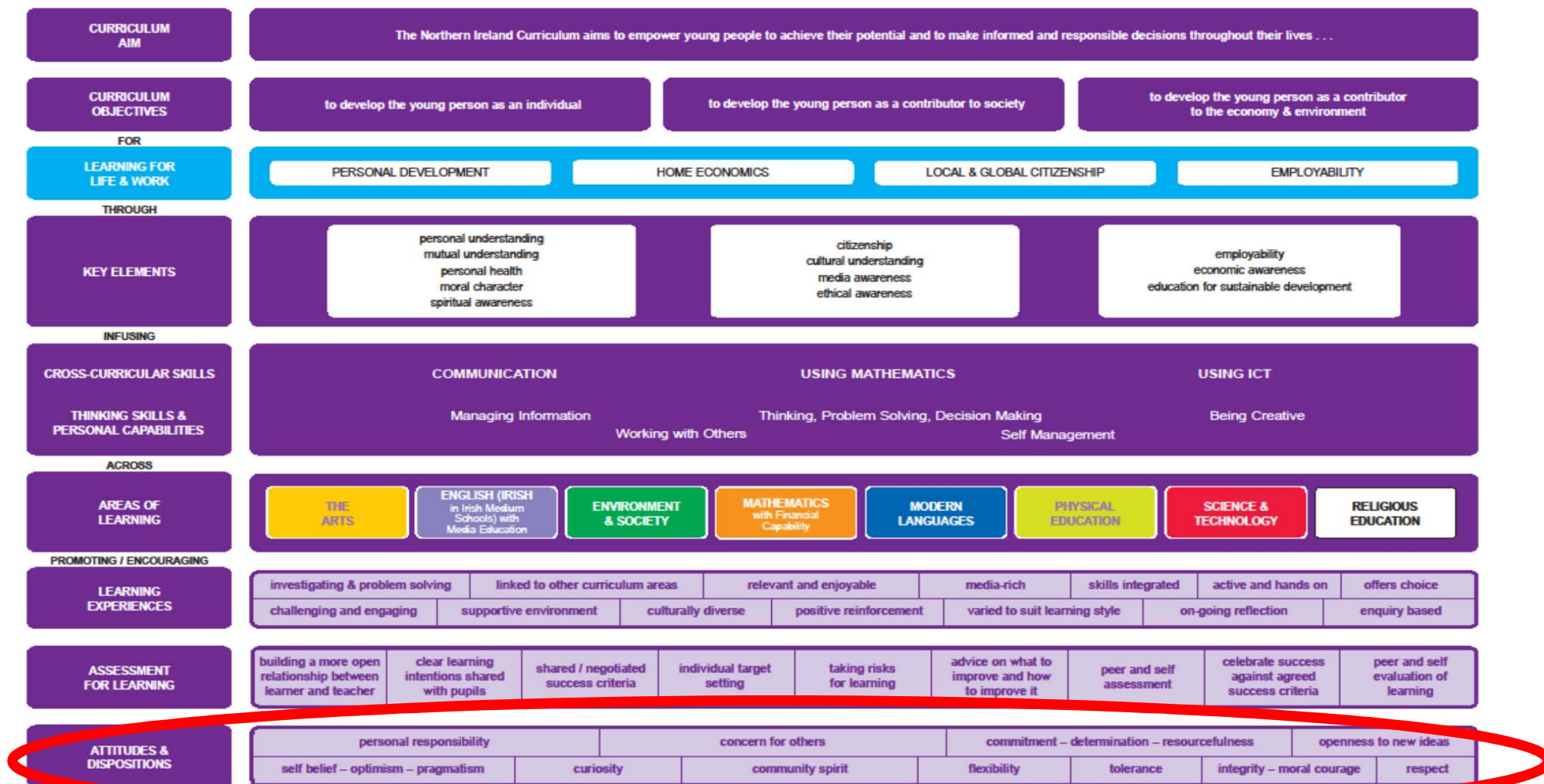
Develop use of restorative practice  
training

1E

ose  
ant



# The Big Picture of the Key Stage 3 Curriculum 11-14



# Attitudes and Dispositions

In addition to the values implied in the Northern Ireland Curriculum Framework, the following **statement of values** underpin each of the Curriculum Objectives.

1. We value each individual's unique capacity for spiritual, moral, emotional, physical and intellectual growth;
2. We value equality, justice and human rights within our society and our capacity as citizens to resolve conflict by democratic means;
3. We value the environment as the basis of life and the need to sustain it for future generations; and
4. We value each individual's right to work and to earn a living in accordance with personal preferences and attributes.

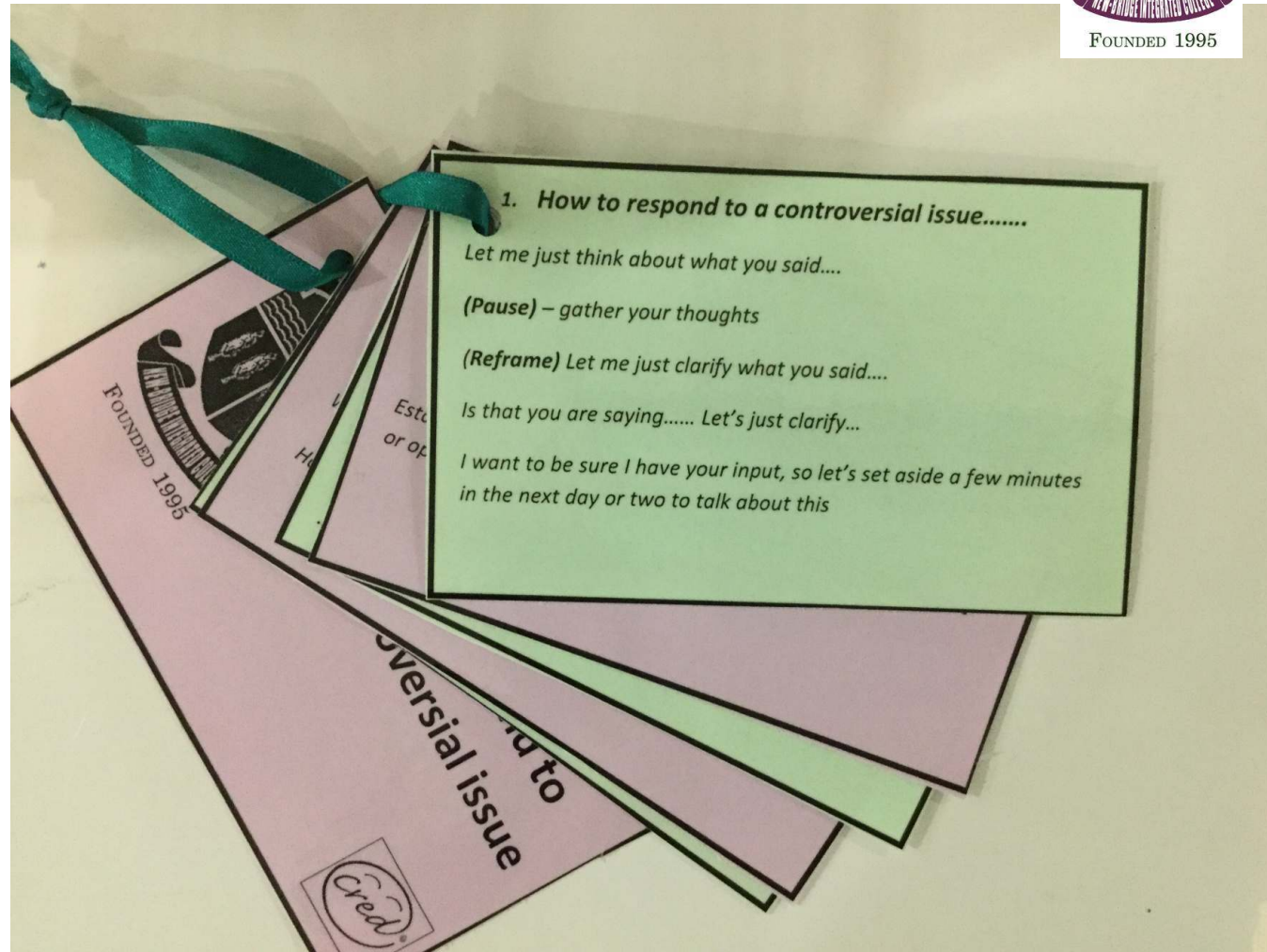
|                             |                                     |  |                    |                  |  |             |                       |                           |
|-----------------------------|-------------------------------------|--|--------------------|------------------|--|-------------|-----------------------|---------------------------|
| ATTITUDES &<br>DISPOSITIONS | personal responsibility             |  | concern for others |                  | commitment - determination - resourcefulness |             | openness to new ideas |                           |
|                             | self belief - optimism - pragmatism |  | curiosity          | community spirit |  | flexibility | tolerance             | integrity - moral courage |

# Whole School Approach

- Demonstrated a need for upskilling all staff and in turn upskilling pupil
- Staff Training led by CRED Committee – staff workshops, scenario training, role play ‘what if’, use of language prompts (CRED key ring)
- Framing Controversial issue – is it public/social/personal/moral & ethical
- Clarifying controversial issue – “freedom of expression”
- Whole school focus on developing speaking and listening...
- Developing the language of compassion



# Staff CRED Key Ring 'The Script'





# Developing school guidance on teaching controversial issues



- ✓ facilitating discussion;
- ✓ developing the competency to skilfully disagree with others;
- ✓ developing communication and thinking skills;
- ✓ emotional development;
- ✓ managing emotional responses; and
- ✓ developing attitudes and dispositions.

# Methodologies to explore Multiple Perspectives

Four Corners Debate

Hot Seating

Line of Continuum

Conscience Alley

Agree/Disagree

Mantle of the expert

Freeze Frame

graffiti board;

Washing Line

Spectrum Debate

Post it Barometer

Walking Debate

KWL

no easy answers board;

What is it?

This activity encourages pupils to record any thoughts and feelings around topics for which, as the name suggests, there may be no easy answers. The method aims to demonstrate to pupils that nobody including the teacher has all the answers!

**NO EASY ANSWERS**

How does it work?

1. A particular area of the room is dedicated as a 'no easy answers board' where pupils can write and record their thoughts on the issues which they cannot find answers to. These may be questions which can be displayed as they arise during the topic
2. At various points during the course of a topic, questions may be revisited in order to see if pupils' thoughts, ideas and opinions have developed.
3. At the end of a topic, pupils might discuss and consequently decide if the question has been answered or not. If yes, the question might be removed from the board. If no, the question may remain and pupils may wish to return to it at a later time

# KWL Board

- **KWL**

The KWL Chart starts students thinking about

- what they **K**now about a topic,
- what they **W**ant to know, and
- what they have **L**earned in the end.

This note-taking device guides students through a three-step process to activate background knowledge, develop a purpose for learning, and summarize





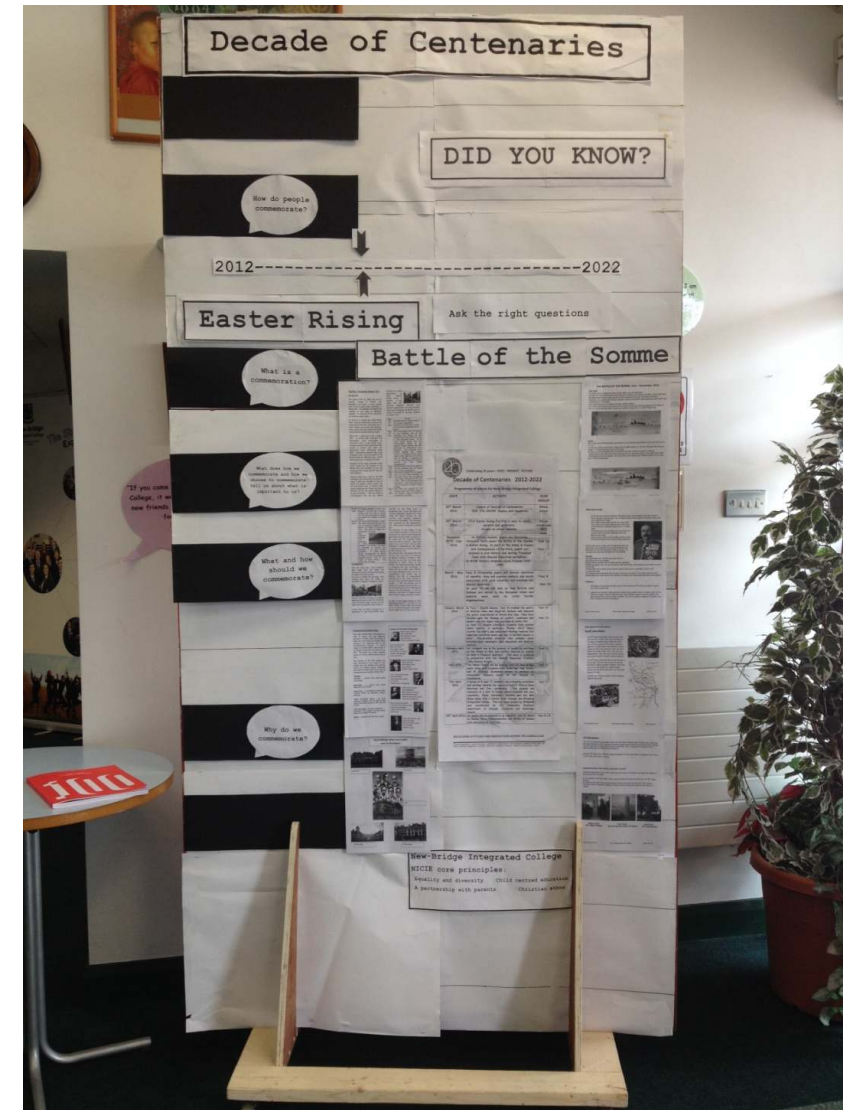


Celebrating 20 years – PAST, PRESENT, FUTURE

# Decade of Centenaries 2012-2022

Programme of events for New-Bridge Integrated College

| Date                        | Activity  | Year Group                    |
|-----------------------------|---|-------------------------------|
| 22 <sup>nd</sup> March 2016 | Launch of Decade of Centenaries<br>'DID YOU KNOW' display and resources.  | Whole school                  |
| 22 <sup>nd</sup> March 2016 | 1916 Easter Rising Factfile is sent to staff, parents and governors.<br>Access on school website.   | Whole school<br>and CRED team |
| November 2015-<br>July 2016 | In History lessons, pupils are discussing historical facts about the Battle of the Somme & Easter Rising. As part of the study in Causes and Consequences of Partition, pupils are involved in oral History and writing Troubled Tales with Shared Education workshops.<br>In GCSE History students study Ireland 1932 - 1949 | Year 10<br>Year 11            |
| March - May<br>2016         | Year 8 Citizenship pupils will discuss questions of identity; they will explore symbols and words associated with each tradition and examine our shared identities.<br>In year 10 we will look at how Britain and Ireland are united in the European Union and positive work done by cross border organisations.              | Year 8<br>Year 10             |
| January -March<br>2016      | In Term 1 English lessons, Year 10 studied the poetry of Wilfred Owen and Siegfried Sassoon and analysed the poets' experiences of World War One. They have focused upon the themes of conflict, loneliness and   | Year 10                       |



## The Belfast/ Good Friday Agreement.

The Belfast Agreement is also known as the **Good Friday Agreement**, because it was reached on **Good Friday**, 10<sup>th</sup> April 1998. It was an **agreement**, between the British and Irish governments and most of the political parties in Northern Ireland, about how Northern Ireland should be governed.



The Good Friday Agreement brought to an end the 30 years of sectarian conflict in Northern Ireland known as 'The Troubles'. It was ratified in a referendum in May 1998. The agreement set out the rules to put in place a power-sharing assembly to govern Northern Ireland by cross-community consent. The deal proved difficult to implement and was amended by the St Andrew's Agreement in 2006.

General John de International Decommissioning talks. It monitored firearms, ammunition



Parliamentary copyright image Northern Ireland Assembly Cor

On July 19 1997, restoration of their monitoring IRA activity Fein would be ad Secretary of State, that she believes the so Sinn Fein were in While all were breakthroughs in the were still plentiful appeared remote. Democratic Unionist Unionist Party (UKU over the same issue

## Factfile: The Easter Rising 1916

### Background

The period 1912 to 1922 was one of massive change in Ireland and throughout the world. It was a period that included great social upheavals, a World War, the division of Ireland and creation of the state of Northern Ireland. The events of 1912 to 1922 have an enduring legacy today.

In 1916 all of Ireland was under British Rule. The First World War, known at the time as the Great War, had broken out in 1914. Britain was at war with Germany. Many young Irish men joined the British Army to defend Britain and the Empire.

World War 1 broke out on the 4 August 1914. In Ireland both Unionists\* and Nationalists\* were encouraged to voluntarily enlist in the British Army.

Germany as a good opportunity to rebel against British forces in Ireland. It was these men who believed "England's Ireland's opportunity" they would challenge to Ireland and stage an for Easter 1916.

| Date                       | Event   |
|----------------------------|---|
| Sun 23 <sup>rd</sup> April | MacNeill places the Sunday Ind cancelling all V The rising was hours.                           |
| Mon 24 <sup>th</sup> April | The rising beg of key build buildings the General Post o is now O'Con noon Patrick Proclamation |

## What is Remembrance Day and why do we remember?

Each year the 11 November is commemorated across the world because at the 11<sup>th</sup> hour on 11 November 1918, an armistice was signed to end the Great War (now known as the First World War). Remembrance Day and the act of remembrance is a day when we remember all those who have been involved with, and affected by, war and conflict since World War One. On Remembrance Day there is a two minute silence at 11am.

Today people across the world wear a poppy as a symbol of hope. The reason for this is because a poem was written 'In Flanders Fields' which mentions poppies growing.

In Flanders fields, where poppies blow  
Between the crosses, row on row,  
That mark our place; and in the sky  
The larks, still bravely singing, fly  
Scarce heard amid the guns below.

families. This year, 2015 their aim is to raise £37 million.

Remembrance can often focus on battles and conflicts rather than those who have been affected by war. This is why memorials are so important as they can record names or act as a symbol of remembrance.

*There are many forms of memorials to commemorate all those across the whole island of Ireland who have died as a result of war.*

At Thiepval in France a monument stands which commemorates all those on the allied side in the First World War who do not have individual graves. Their names are







## Teaching Controversial Issues at Key Stage 3



## New-Bridge Integrated College Case Study: Teaching Controversial Issues

Developing a whole-school approach to  
teaching and learning about controversial issues



# Development



- Introduced a **Pupil CRED Charter** - pupil voice
- **Teaching Controversial Issues Policy** - guidance
- Produced **Timeline of potential events perceived as controversial** Eg Remembrance , Commemorating the past
- Introduction of **Factfiles** – explored with pupils and staff - sent home to parents “becoming more informed”
- NI Curriculum Council for Education endorsed this work through Case Study – guidance material produced and **distributed to all NI schools**
- Development of **restorative practices** – enhanced pupil leadership



# Upskilling pupils – capacity building

When managing discussions teachers might find the following approaches helpful:

- Establish and remind pupils about **ground rules for discussion – safe space.**
- **Depersonalise the issue** by using: – case studies; – card sorting activities; or – drama role-play.
- **Focus on facts** and evidence rather than opinion.
- **Using ‘time out,’ pause the discussion.** Give pupils time **to think** and calm down. Rather than pick up the discussion at the point it was paused, you can open the discussion from a different perspective.
- Reminder of **Speaking and Listening Skills**
- Focus on the **consequences of pupil comments** – feelings....
- Allow pupils time to reflect during and at the end of the lesson.

# Upskilling Pupils – Capacity Building

## CRED Charter

## Restorative questions

**C**ourtesy – listen to others and take turns to speak.

**R**emember; everyone's opinion is important.

**E**verybody matters.

**D**iscuss – don't argue!



### Restorative Questions 1

- What happened?
- What were you thinking at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what way have they been affected?
- What needs to happen next to make things right?

Video

[https://www.youtube.com/watch?v=GzJeTd0KJJA  
&feature=youtu.be](https://www.youtube.com/watch?v=GzJeTd0KJJA&feature=youtu.be)

# Impact

- **Relationships** between teacher and pupil strengthened
- Staff confidence improved
- Wraparound approach to pupils developing skills of critical literacy and self reflection – transferrable skills
- Thinking Skills/Personal Capabilities - **Analysing multiple perspectives**
- Embed fundamental **values of integrated education** through pastoral programme eg Morals, values and beliefs.....
- **Proactive approach** to dealing with controversial issues
- Capacity Building – pupil voice – **language of compassion**
- Alumni; Evaluations from pupils and parents; Disseminating good practice across other local schools. ‘What Integration Means to Me’
- Welcoming committee; Anti-Bullying Ambassadors; Educating the Heart Programme – teaching compassion/empathy – global citizenship







*esevens*  
foundation



## **Parental feedback:**

96.7% Agree to Strongly Agree - the school actively promoting its integrated ethos.

92.7% Agree to Strongly Agree – the school respects diversity and welcomes members from all communities.

92% Agree to Strongly Agree – children are taught to appreciate people who have different backgrounds to their own..



# Next Stage of Development

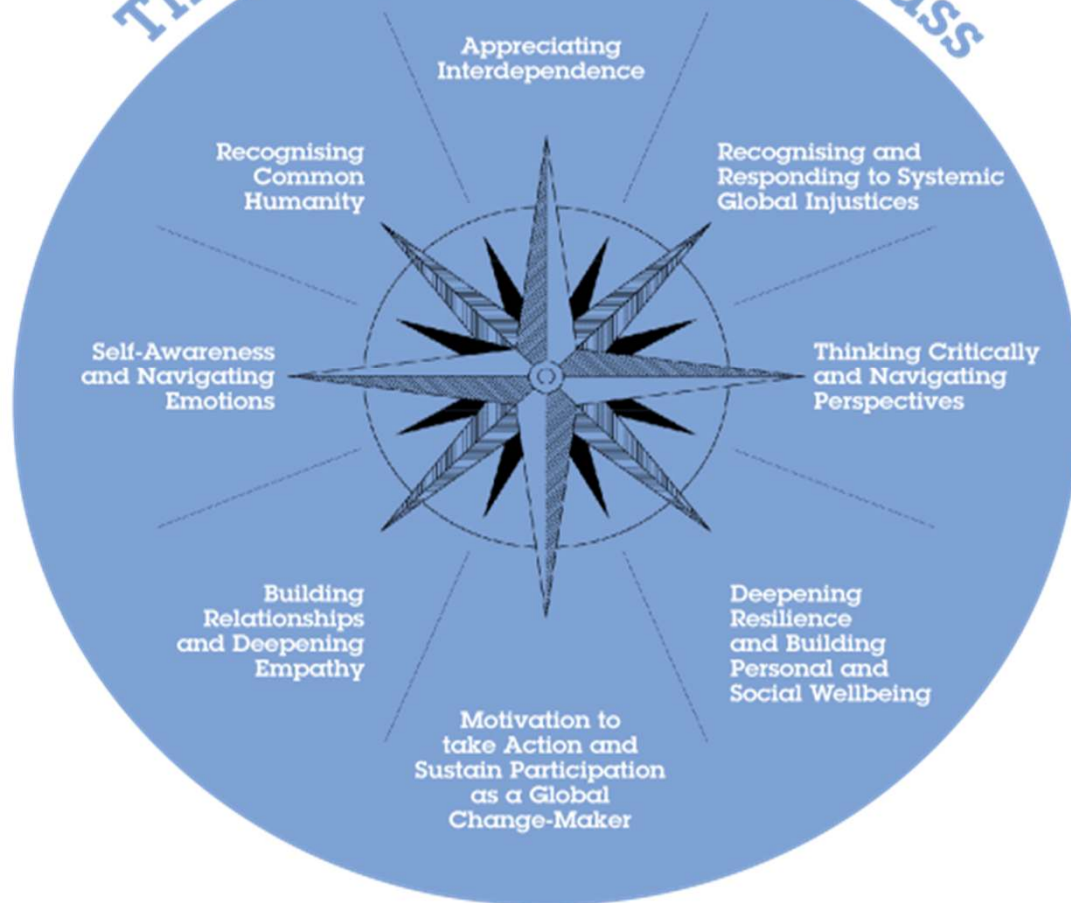
## Compassionate Communication

**“ Educating the Heart supports teachers and young people as they navigate their way through our interconnected and ever-changing world.”**



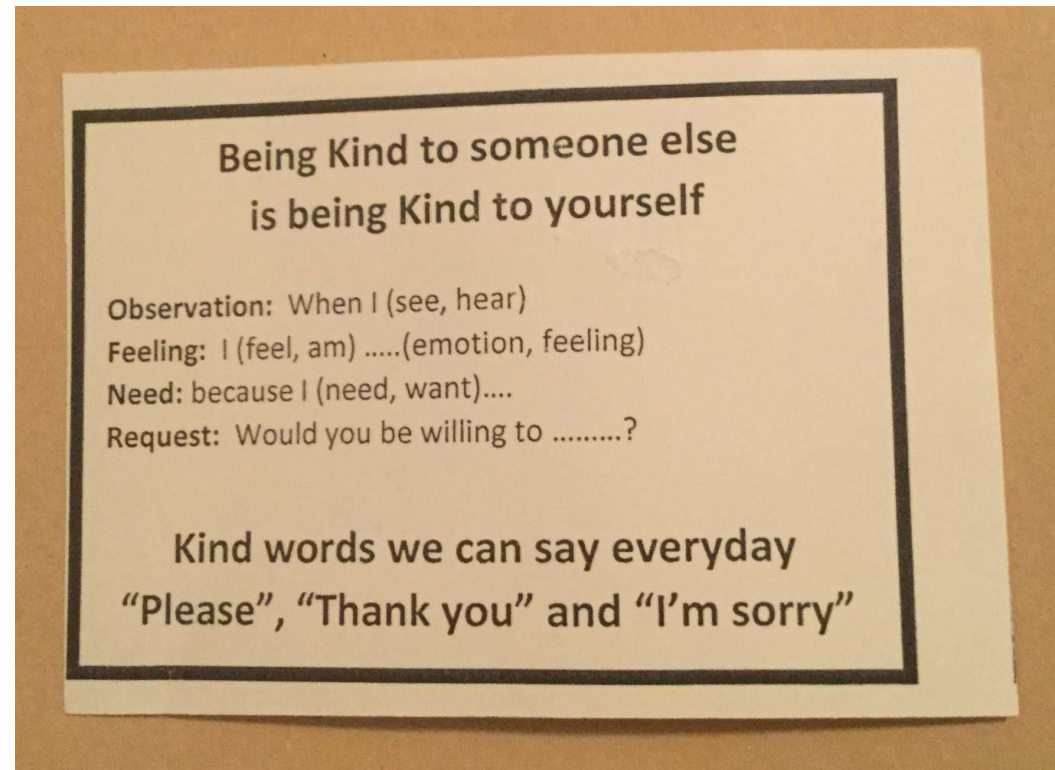
- **Children in Crossfire – Richard Moore**
- **6 lessons pilot**
- **Developing skills**
- **The Compassion Compass**
- **Growth Mindset**
- **Attitudes and Dispositions**

# The Compassion Compass





# Language of Compassion – Compassion Cards (A6)



## Language and Empathy







NEWBRIDGE INTEGRATED  
COLLEGE, BANBRIDGE  
WE WILL SUPPORT EACH OTHER  
TO BUILD POSITIVE RELATIONSHIPS,  
ACCEPTING OF DIFFERENCES.  
WE WILL GRASP OPPORTUNITIES  
WHILST MAINTAINING A BALANCE  
FOR FRIENDSHIPS TO FLOURISH.  
WE ARE DEDICATED TO  
PROMOTING PEACE.



# New-Bridge Integrated College

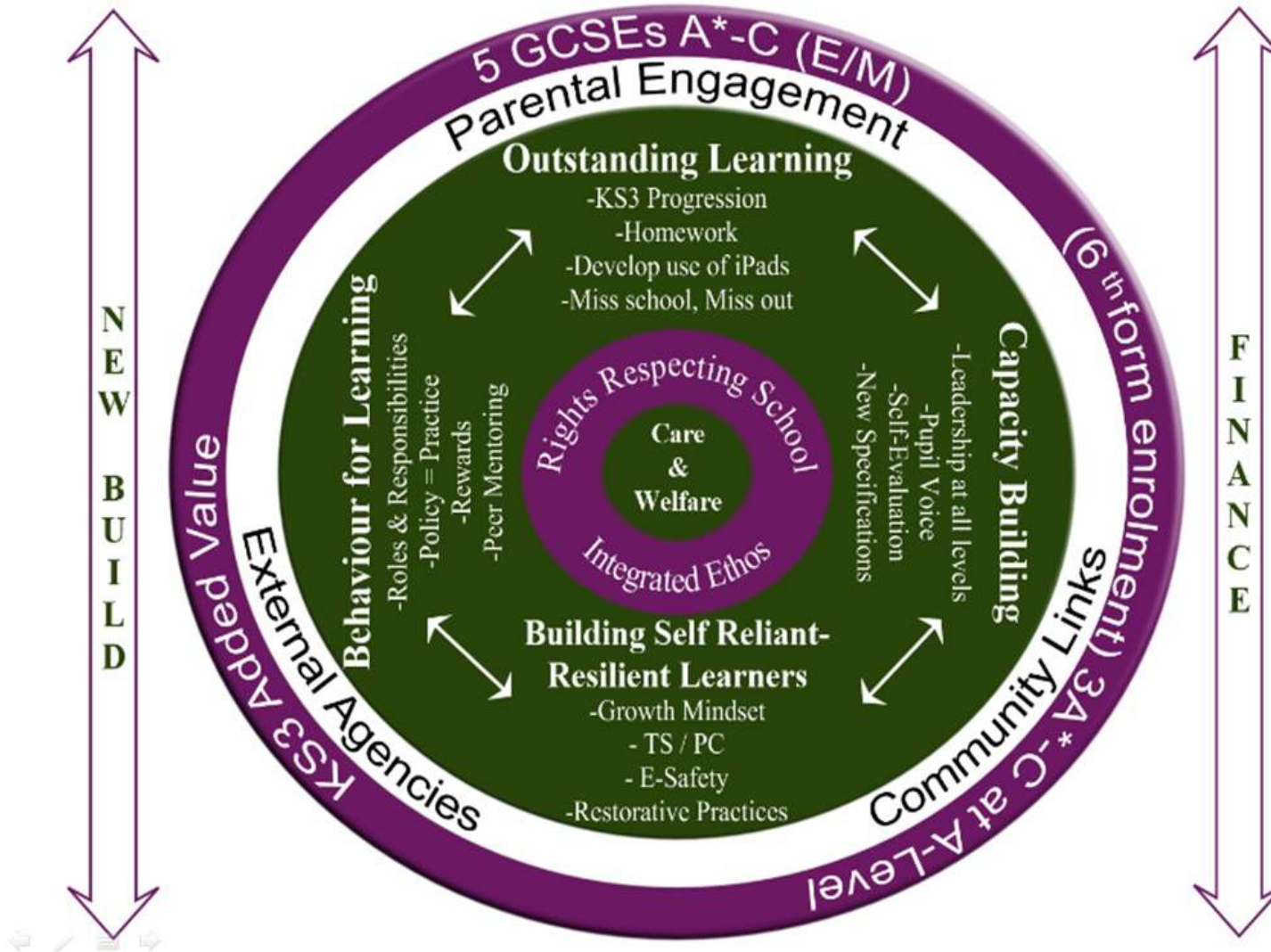
- ✓ CRED Audit
- ✓ Staff Training – focus on ‘language’
- ✓ CRED Key Ring
- ✓ Development of Factfiles – “historical significance”
- ✓ Wider community involvement ie parents
- ✓ Development of methodologies to deal with a controversial issues – capacity building
- ✓ CRED Pupil Charter
- ✓ Restorative Practices
- ✓ Focus on ‘Speaking and **Listening**’
- ✓ **Language of Compassion/Language of Empathy**
- ✓ Visible signs of our values

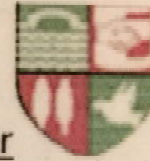
**“Look and look again”**





# School Development Plan 2017-2020



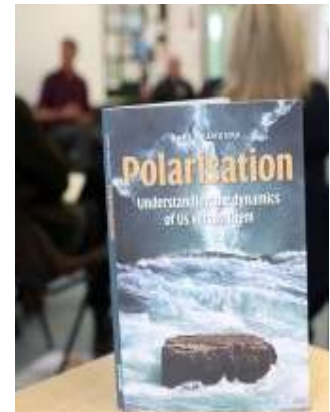


New-bridge College Prayer

May God give Blessings on All  
Whose Lives Build Our School  
Both Parent and Child  
Both Young and Old  
Both Wisdom and Youth  
Stranger and Friend  
Both Male and Female  
Catholic, Protestant and Others  
Both Visionary and Builders of the Vision

With the Eye of the Weaver  
You have Chosen Us  
Such Different Threads  
To be Gathered into Unity  
So that the World Might be Changed.







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“Look and look again”

