# The Governance of Schools

## 1. The Purpose

Schools in NI are managed by unpaid boards of governors (BoGs) that work alongside the head teacher to ensure that learning takes place in the best possible environment and that pupils reach academic targets. The task of school governance is difficult - this paper outlines some of the challenges facing school boards and the ways in which the construction of Northern Ireland's education system may contribute to these. Alternative models are identified that could help to ensure that the school system is better able to meet the demands that are placed upon it.

## 2. Context

### 2.1  What is School Governance?

In the business world any limited company will have a board that acts as a body to represent shareholders' interests and works alongside a CEO to ensure commercial success. Similarly, every school in Northern Ireland that receives finance through the public purse (i.e. grant-aided) is legally required to have "a dynamic governing body, where [their] responsibilities are understood within a robust system of accountability".[1]

Businesses are principally concerned with ensuring profitability for shareholders, but measuring the effectiveness of a school requires much more than recording a positive total on a financial balance sheet. The success of a school affects a particularly broad range of individuals, community interests and institutional stakeholders. School governance therefore requires a complex set of skills and the alignment of relationships between inter-dependent groups and people.

### 2.2  School Governance in the NI Education System

The origins of the current system of education in NI can be traced to a letter from the Chief Secretary for Ireland, E.G. Stanley, in October 1831. The Stanley letter set out plans for the development of a national system of education which would admit children of "all religious persuasions [but] not interfere with the peculiar tenets of any". Stanley's system was governed by a National Board of Education consisting of three Anglican, two Presbyterian and two Catholic members. Applications were invited from "Christians of all denominations" to set up a national network of local schools and it was emphasised that joint applications from Catholics and Protestants would be met with financial favour.

Penal Laws introduced in the sixteenth and seventeenth centuries had outlawed the provision of education by the Catholic church and those Protestant denominations that dissented from the established Anglican faith. This draconian legislation had been repealed by the time that the National schools were introduced, but those who had been persecuted remained suspicious of the new system. The Catholic church brought pressure to bear on the National Board to allow them to control their own schools and Presbyterian opposition was so strong that in Co Antrim and Co Down National schools were burned and teachers intimidated. Consequently, by the mid-19th century, only 4% of schools were under mixed management.[2]

[1] DE (2019) *Governor Guide* https://www.education-ni.gov.uk/publications/guide-governor-roles-and-responsibilities
[2] Cohen, M. (2000). "Drifting with Denominationalism": A Situated Examination of Irish National Schools in Nineteenth-Century Tullylish, County Down. *History of Education Quarterly*, 40(1), 49-70. doi:10.2307/369180

The churches were similarly critical of the NI government's efforts to establish a non-denominational system of education following the partition of Ireland in 1921. Eventually, following significant concessions that guaranteed church representation on the boards of state-controlled schools and the overall management of the sector, those Protestant denominations that managed their own schools (Church of Ireland, Presbyterian and Methodist) agreed to transfer their schools to the new system. These transferred schools are classified as controlled schools.

The Catholic church opted to keep its schools outside of the control of the state and, as a result, received lower levels of funding - although the salaries of teachers employed in these maintained schools were met from the public purse. In 1947 maintained schools were offered financial incentives in return for allowing representatives of the state system to sit (as a minority presence) on their BoGs. This division of management failed to gain significant support until 1968 when the Government's offer was raised to 80% funding for capital expenditure and 100% funding for maintenance. Full parity of funding for those Catholic schools that included DE representatives on their BoGs was granted in 1993. The management of schools in this sector is overseen by the Catholic Council for Maintained Schools (CCMS).

Northern Ireland is also home to a number of self-governing, fee-paying schools that had been set up by individual and church benefactors - including some Catholic religious orders - to provide schooling that could lead to higher education. The control of some of these voluntary grammar schools was also ceded to the state; however most (including all of those with a Catholic ethos) declined the offer of greater levels of state funding in return for retaining a higher level of autonomy.

In 1981 Lagan College became the first school in NI to be established by a group of parents who expressly wanted Catholic and Protestant pupils to be educated alongside each other. Lagan and later planned integrated schools and are classified as Grant Maintained Integrated (GMI). Since 1989 the Department of Education (DE) has been legally required to "encourage and facilitate the development of integrated education" - a number of controlled schools have subsequently 'transformed' and have become controlled integrated schools.

There are also 41 Irish-medium (IM) - 36 primary and five post primary - schools or units attached to English-medium schools in NI. IM school and units are to be found in both the controlled and maintained sectors and a proportion are classified as other maintained.

The education system as it is currently manifest is thus one of great complexity and competing community-specific, sectoral interests – 93% of pupils attend schools that are largely separated along the traditional Irish/Catholic-British/Protestant axis.

## Managing Authority / Education Authority (EA)

### Controlled
**(144,718 pupils)[3]**

**Other Stakeholders**
- Transferors Representative Council (TRC)
- Controlled Schools Support Council (CSSC)
- NI Council for Integrated Education (NICIE)

**Governance**
- Publicly owned
- Staff paid by DE
- Contracting Authority is EA
- EA provides maintenance facility management

**School Types**

| Primary | Secondary | Special | Grammar | Integrated |
|---------|-----------|---------|---------|------------|
| 362 Schools (Including 1 controlled preparatory school) | 48 Schools | 36 Schools | 16 Schools | 22 Primary 5 Secondary |

## Managing Authority / Each School's Board of Governors

### Voluntary Grammar
**(50,784 pupils)**

**Other Stakeholders**
- Governing Bodies Association (GBA)

**Governance**
- Self-governing Governors appointed in line with each school's scheme of management
- Employs all staff (teaching and non-teaching)

**School Types**

| Preparatory (Under Other Management) | Grammar (Under Other Management) | Grammar (Under Catholic Management) |
|---------|---------|---------|
| 11 Schools | 21 Schools | 29 Schools |

[3] All figures have been drawn from the from DE annual census 2019-20 https://www.education-ni.gov.uk/sites/default/files/publications/education/revised%203rd%20March%202020%20-%20Annual%20enrolments%20at%20schools%20and%20in%20pre-school%20....pdf

## Managing Authority / Catholic Council for Maintained Schools (CCMS)

### Catholic Maintained
**(123,362 pupils)**

**Other Stakeholders**
- Catholic Schools Trustee Service Representative Council (TRC)
- Commission for Catholic Education

**Governance**
- Staff paid by DE
- Contracting Authority is EA
- EA provides maintenance facility management

**School Types**

| Primary | Secondary | Special |
|---|---|---|
| 360 Schools | 57 Schools | 1 School |

## Managing Authority / Each School's Board of Governors

### Grant Maintained Integrated
**(16,910 pupils)**

**Other Stakeholders**
- NICIE (Sectoral Body)
- Integrated Education Fund

**Governance**
- Self-governing
- Schools are owned and managed by BoG
- Employs all staff (teaching and non-teaching)

**School Types**

| Primary | Secondary |
|---|---|
| 23 Schools | 15 Schools |

## Managing Authority / Various

### Irish Medium
**(5,833 pupils)**

**Stakeholders**
- Comhairle na Gaelscolaíochta (CnaG) (Sectoral Body)
- Iontaobhas na Gaelscolaíochta (InaG)

**Governance**
In line with the managing authority i.e.
- Controlled
- Maintained
- Other Maintained

**School Types**

| Primary | IM Units in English Medium Primary School | Secondary | IM Units in English Medium Secondary School |
|---|---|---|---|
| 28 Schools | 7 Units | 2 Schools | 3 Units |

### 2.2.1 The Composition of Boards of Governors

The current composition of the BoG in each of the various types of school in the NI system was laid down by the Education and Libraries (NI) Order 1986, and the Education (NI) Order 1997. Members represent the interests of:

• Those who originally founded the school i.e. **foundation governors (e.g. transferors or trustees).**
• Those who fund the education system (tax- payers) i.e. **Education Authority (EA) and DE governors.**
• The pupils enrolled at the school i.e. **parent governors.**
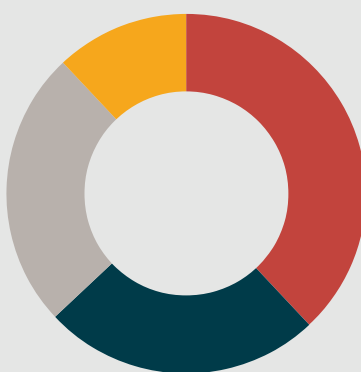• The school staff i.e. **teacher governors.**

The composition of the BoGs in the NI system differs according to sector. The BoG of a controlled school is legally required to include a proportion of representatives from the Protestant churches (transferors) but only controlled integrated schools have places reserved for members delegated by the Catholic church.  Similarly, whilst Catholic trustees have guaranteed seats on the BoGs of Catholic maintained schools there are no places for transferors.  The governors assigned by DE and EA to a board of any type of school may be drawn from a different community/religious background to that of the school's founders, but this has not always been without difficulties.  In 1981 two Catholics were appointed by the local Education and Library Board to the board of a controlled school before pressure from Protestant churches and other controlled schools forced them to resign. It was argued that, since pupils at state schools are Protestant, they should only be represented by Protestants.[4]

Boards range in size - from eight to 36 members - in respect of the relative size of the school that they govern.  In the smallest schools, a BoG can have more members than teachers in the school.  A three-teacher maintained rural primary, for example, may have a BoG with nine or ten members.  Notably, research in GB has shown that the size of a school's governing body is unrelated to its effectiveness.[5]
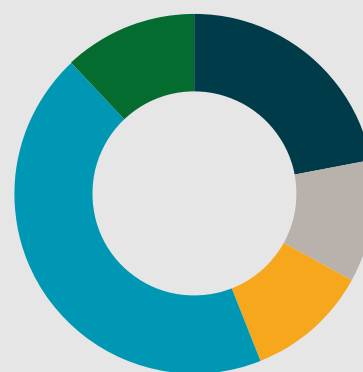


**Governors in Large Controlled Integrated Schools (21)**

**Governors in Large Controlled Schools (24)**

**Governors in Large Maintained Schools (27)**

| ● Trustees | ● Teacher Governors | ● Parent Governors | ● EA Governors | ● Transferors | ● DE Governors |

### 2.2.2 The Duties and Responsibilities of Boards of Governors

Since 1991, under the Local Management of Schools scheme, financial responsibilities have been delegated to mainstream schools in NI (Special schools operate to a different system). The budget assigned to each school is set using the Common Funding Formula and determined by: the number and age of pupils; the relative size of the school; costs associated with school buildings; and "a range of other factors which recognise the distinctive features of individual schools and certain pupils that give rise to significant and unavoidable costs".[6] In certain circumstances schools can seek additional resources from centrally held funds.  The BoG in conjunction with the principal of each school is responsible for setting a School Development Plan and for the use of their budget to address the educational outcomes and priorities identified in it. They are required to ensure the most effective use of resources.

Working alongside the principal, the governors are also responsible for maintaining an ethos that reflects principles of "the school owners and promoters" and promotes the moral, spiritual, intellectual, social and personal development of all its pupils.[7]

The BoGs of all schools have a statutory duty to ensure that provision is made for religious education in the curriculum. The RE programme must be in line with the DE endorsed core syllabus that has been developed by representatives of the Catholic, Presbyterian, Anglican and Methodist churches, although schools are free to build on this in a way that best suits the needs of their pupils and the ethos of the school.  Guidelines also stipulate that the BoGs in controlled schools are responsible for ensuring that the programme of RE being offered is non-denominational.

[4] Gibson, F., Michael, G. & Wilson, D. (1991) Discrimination and Education https://cain.ulster.ac.uk/issues/discrimination/gibson1.htm
[5] Balarin, M., Brammer, S., James, C. & McCormack, M (2014) "The School Governance Study" Business in the Community
https://www.educationandemployers.org/wp-content/uploads/2014/06/school-governance-study-bitc-bath-university2.pdf
[6] EA (2019) *The Common Funding Scheme 2019-20* https://www.education-ni.gov.uk/sites/default/files/publications/education/common-funding-scheme-2019-2020-final-draft.pdf DE (2018)
[7] *Every School a Good School: The Governors' Role* https://www.education-ni.gov.uk/sites/default/files/publications/education/Governor%20Guide%20-%20June%202018.pdf

# 3. Issues

### 3.1 Sectoral Separation and the Reproduction of a Divided System

Community separation is embedded in the system of school governance by the presence of clerics and representatives of the Catholic church (trustees) on the BoG of maintained schools and Protestant denominations (transferors) on the BoGs of their controlled counterparts. Governors sit on interview panels for the appointing of teaching and other staff in the school. The inherently community-consistent and, in some instances, denominationally-specific composition of BoGs has the potential of ensuring that, consciously or unconsciously, candidates sympathetic to one particular denomination could be favoured ahead of candidates of another faith, or, that those who practice faith are preferred to those who do not. Having a 'single identity' appointment panel would be unconscionable in almost any other workplace but in schools the potential for such discrimination is made permissible by the exception of teachers from protection under Fair Employment laws.[8]

In 2007 a new body was proposed, the Education and Skills Authority (ESA), that would rationalise and replace the structures for the administration of education. It was intended that ESA would absorb the functions of CCMS and that its governing board would include no protected, reserved places for church representatives. However, following a period of fierce political wrangling and intense lobbying, compromise was reached and the Education Authority (EA) was eventually established in April 2015. Places were guaranteed for four (Catholic) trustees and four (Protestant) transferors on EA's 20-member board. CCMS retained its status as a stand-alone, sectoral, arms-length body.

The degree of faith and denominational influence in the strategic management of the controlled sector has also increased in recent years. The Controlled Schools Support Council (CSSC) was brought into being in 2016. CSSC (which includes representatives of the transferor churches) has progressed plans for the promotion of a non-denominational (but overtly Christian) ethos in the schools under their auspices.[9]

Governors face potentially contradictory instructions in respect of religion. They have a statutory duty to ensure that the school day includes an act of collective Christian worship, but are also required to ensure that education is provided in an inclusive environment. BoGs are tasked with ensuring that the school is accessible to pupils of all religious denominations for teaching in subjects other than RE. Evidence suggests that there has been an increase in the proportion of the population that do not fit within the traditional binary Catholic/Protestant axis of faith.[10] The overtly Christian denominational influences embedded in the composition of BoGs may impact upon the ability of schools to adapt to meet the changing profile of their pupils and to accommodate those with non-Christian beliefs or those of no faith.

### 3.2 Recruitment, Selection and Training of Governors

Governors carry considerable responsibilities. Their role is demanding, and, if a school is to be effectively managed, they need a diverse range of high-level skills. The role is unpaid and the rewards for those who choose to volunteer to serve on school boards are social rather than monetary. The complicated nature of school governing makes recruitment challenging and retaining governors difficult. In addition, the reach of the school's founders may affect the range of candidates deemed eligible to serve on a BoG. In 2012 the body that represents voluntary grammar schools (GBA) reported that, for Catholic voluntary grammars, the Catholic Bishops would seek to select governors who would "toe their political line".[11]

Training for governors is voluntary and is provided for all sectors by EA. The training currently on offer relates only to compliance with legislation (GDPR - Data Protection, Bullying in Schools Act) or policies (Area Planning) and procedures (Staff Recruitment).[12] There is no mechanism for auditing the training needs of BoGs. Evidence suggests that, if governors are to fully understand and fulfil the responsibilities of their role, mandatory training is essential.[13]

### 3.3 School Sustainability and Transformation

The Bain Report ("Schools for the Future") in 2006 identified a need for improved strategic planning of the schools' estate. In particular, the report raised issues around the viability of the existing pattern of schools at a time when pupil numbers were falling. It proposed that the educational needs of a geographical area should be prioritised over the maintaining of a multitude of divided school types and advocated sharing and collaboration between schools rather than enforced integration.

*The planning of the schools' estate… should be co-ordinated in order to optimise the use of accommodation and resources across the education system.*

*Proposals for new schools, or re-organisation, or rationalisation of schools should demonstrate that options for collaboration and sharing on a cross-community basis have been considered and fully explored.*[14]

In response, the DE developed their Policy for Sustainable Schools.[15] The policy set out six criteria for assessing a school's viability: a quality educational experience; stable enrolment trends; sound financial position; strong leadership and management; accessibility; and strong links with the community.

[8] Transforming Education briefing paper 1 provides a fuller discussion of this.
[9] https://www.cssccni.org.uk/schools/ethos-self-evaluation-toolkit
[10] Transforming Education briefing paper 2 provides a fuller discussion of this.
[11] http://www.gbani.org/governors-independence-key-to-successful-schools/

[12] https://www.eani.org.uk/school-management/school-governors/school-governor-training
[13] Creese, M. & Earley, P. (1999) *Improving Schools and governing bodies* Routledge, London
[14] The Bain Report (2006) https://dera.ioe.ac.uk/9777/1/review_of_education.pdf
[15] https://www.education-ni.gov.uk/sites/default/files/publications/de/a-policy-for-sustainable-schools.pdf

In 2014 DE launched the Shared Education Joint Campuses programme in response to educational priorities identified in the NI Executive's 'Together: Building a United Community' initiative. It has however been pointed out that, where schools of different cultures and value sets are required to collaborate, tensions between the schools, school population, parents and wider community may occur.[16] This has been most evident in the development of campuses where schools are co-located and share infrastructure. The Shared Education campus approved for Moy is illustrative of some of these problems. Two schools, St John's (maintained) Primary School and Moy (controlled) Primary School, were to be provided with new premises on a shared site. The existing identity of each school was to be preserved: each was to retain their own governing board, staff team and school uniform. Classes would generally be separated, and each school would have their own daily assembly to reflect their faith profile and sectoral ethos. The gym, dinner hall and a computer suite would be shared. Local stakeholders (including representatives of the planning authorities for maintained schools, CCMS; and controlled schools, EA) were required to agree whether two new school premises would be built or whether there would be one school but with two entrances. Support for a two-buildings-one-campus model was initially enthusiastic but, six years later, the project has been unable to make significant progress and, at one stage, the local priest disengaged with the process, stating that many parents would prefer a fully integrated solution.[17]

In 2015 DE produced a circular to provide guidance on how schools managed jointly by transferor churches and the Catholic trustees could be implemented within the current legislative framework.[18] Efforts have been made to establish a joint faith school through a merger between Desertmartin Primary (one of the very few schools still managed through the Church of Ireland) and the neighbouring maintained primary, Knocknagin. It has not been possible to achieve consensus between the managing authorities and Desertmartin Primary closed in August 2020.[19] There have been no other proposals submitted for the establishing of such a school.

In 2017 the Department published guidance on how controlled, maintained and voluntary grammar schools could transform to integrated status. Since 1998 twenty-five controlled schools in NI have transformed - these schools are classified as controlled integrated (CI). As yet, no Catholic maintained school has transformed. However, in 2014, the parents and governors of Clintyclay Primary School, Dungannon, did seek integrated status and, at the time of writing, four Catholic maintained schools have balloted in favour of becoming integrated. No Voluntary Grammar has yet followed this path.

Under the current structures and systems, Bain's aspiration that "educational needs of a geographical area should be prioritised over the maintaining of a multitude of divided school types" has proven impossible to fulfil. It is the sectoral separation of support structures and the lack of formal avenues for collaboration between BoGs rather than parental opposition that has prevented progress in many instances. In 2017 researchers from Ulster University conducted the first of a series of Community Conversations in areas facing school enrolment pressures. Through these an inclusive dialogue was facilitated between policy makers, statutory organisations and local education stakeholders (parents, BoGs etc) representing controlled, maintained and integrated schools. Plans that emerged from one of these (for the development of an integrated school solution to issues identified in the Carnlough and Glenarm area) could not gather the necessary buy-in from all local schools to ensure "stable enrolment" and therefore failed to meet the sustainability criteria.[20]

### 3.4 School Premises

The current complicated pattern of ownership of the school estate has emerged over many years. Many of the schools that have been managed within the controlled sector since the 1920s had been transferred from auspices of Church of Ireland, Presbyterian or Methodist authorities – many of these remain bound by enduring legal covenants (e.g. stipulating that the property must be used for educational purposes). In addition, although EA is responsible for the disposal or repurposing of closed controlled schools any monies eventually raised from a sale must be returned to DE and not EA. Consequently, a controlled school that has been deemed to be unsustainable and closed, can rarely be simply sold in the open market. EA has no incentive to monetise these potential assets and DE has no role in pushing for a sale. This byzantine combination of legal binds, management responsibilities and property ownership in combination with the impact of the sustainable schools policy have contributed to a proliferation of boarded up and abandoned "ghost schools".

Maintained schools, GMI schools and voluntary grammar schools are less constrained and, although there may also be some legal hurdles to be overcome, if property is to be sold, any monies accrued may be passed to the school's managing authority directly. Vacant properties and sites can therefore be moved-on comparatively swiftly and often profitably.

[16] McGuinness, S., Bates, J., Roulston, S., O'Connor, U., Quinn, C. and Waring, B. (2018), "Empowering School Principals to Overcome Turbulence in School Partnerships through Governance Systems for Equity, Renewal and Peace: Northern Ireland", in Taysum, A. and Arar, K. (Ed.) *Turbulence, Empowerment and Marginalisation in International Education Governance Systems (Studies in Educational Administration)*, Emerald Publishing Limited, pp. 137-157. https://doi.org/10.1108/978-1-78754-675-220181008
[17] https://www.bbc.com/news/uk-northern-ireland-51285234
[18] DE Circular 2015/15 Jointly Managed Schools https://www.education-ni.gov.uk/sites/default/files/publications/de/2015-15-jointly-managed-schools.pdf
[19] https://www.bbc.com/news/uk-northern-ireland-50459892
[20] https://view.publitas.com/integrated-education-fund/carnlough-and-glenarm-community-conversation/page/1

# 4. Governance Models

The system of school governance described above is not the only possible model – different regions and different nations have adopted different approaches. Alternative models have also been proposed for NI although not all of these have been tested in the real world. One such model is that of a school-community partnership where health, community and other agencies and concerns are represented in the management of schools and the school serves as more than simply a place of education from 9:00 to 3:30. This model would, potentially be in line with DE's extended schools programme where schools develop additional activities that support learning, raise school standards and promote healthy lifestyles. Under this system schools would provide education in a broader sense and, at the same time, serve as community hubs. Research has shown that the interagency relationships fostered in similar networks can exert a 'multiplier effect' where all partners benefit substantially from the collaboration. [21]

An Assembly research paper on school governance was produced by Caroline Perry in 2011.[22] This paper identified the potential of federal models to "share responsibility and accountability in new ways". Perry proposed that these could take the form of either Hard Governance which she described as a single governing body, shared by a number of schools linked together in a common federation, or Soft Governance where each school within the federation has its own governing body overseen by a joint governance committee. Although there has been little action to progress these models, they do seem to be of particular relevance in the context of shared education and school sustainability.

Shared education initiatives have prompted greater co-operation between the BoGs of twinned schools. Governors attached to the primary schools of Moneynick and Duneane formed a collective sub-committee for the appointment of a shared teacher. There have also been examples of the creation of planning committees including governors from schools moving towards a shared campus. [23]

The education systems that operate north and south of the border in Ireland share the same historical roots. The pre-eminence of the Catholic church has been in something of a decline in the Republic of Ireland, not least with respect to the church's place in the management of schools. In the face of demographic and social change, the Forum on Patronage and Pluralism opened debate around the possibilities for the creation of multi-faith and non-denominational schools. In September 2017 the umbrella body for community national schools, the Education and Training Boards Ireland, made the decision not to provide "faith formation" classes within the school day. The 23 schools that they run offer a multi-belief programme of RE rather than communion and confirmation classes. There is also a network of 92 primary and 17 second-level Educate Together, parent-led schools where "no one religion or worldview is given priority over another".[24] The boards of management of Educate Together schools include the school principal and one member of the teaching staff elected by the teaching staff, two members selected from the parent body, two members nominated by the founding 'patron', and two members of the wider community who are chosen by the other members of the board. There are no places reserved for church representatives. Parental involvement in the management of schools in Scotland is particularly strong. The 2006 Scottish Schools (Parental Involvement) Act replaced school boards with Parent Councils. Significantly, the act also allows for a single Parent Council to manage more than one school.

In almost total contrast to the system here, schools in Finland are not required to have governing bodies. Municipal bodies are responsible for funding schools. They appoint head teachers and arrange schooling to meet local circumstances. Central government provides legislation, top-up funding and guidance on what should be taught, and how. [25]

# 5. Concluding Comments

In NI schools are managed in partnership between head teachers and boards of voluntary governors. The role of school governor is a complex and challenging one. Careful selection processes and training are both vital to ensure that schools have governors equipped with the necessary skills.

The size and composition of boards is determined by a complex set of formulae that ensure that they are made up of representatives of specific stakeholder groupings i.e. trustees/transferors/founders, teaching staff, parents, and state funding bodies. Denominational representation is enshrined in legislation. The BoGs of controlled and maintained schools are highly unlikely to include more than only a very small minority of governors (if any) with a community identity that does not match the community composition of the pupils and staff team.

Governing bodies are tasked with maintaining school ethos and will consequently reflect the identity and community composition of the institution's founders. It is the BoG that appoints teachers to the staff team. This system serves to enshrine self-replication and solidify the separation of schools.

This is, however, not the only possible model for the governance of schools. The Bain Report in 2008 recognised the potential benefit from management with a focus on meeting community needs rather than sectoral concerns. Such a body could manage a cluster of schools from different sectors.

The New Decade, New Approach agreement, drawn up by the Westminster and RoI governments and endorsed in January 2020 by the NI Executive parties, includes a commitment to an independent review of education. If the education system is to be reformed, then attention needs to be paid to the way in which schools are governed. It is important that any new model arising from this review should build on established sharing, cooperation and integration and contribute to the most efficient use of limited finance.

Historically, vested denominational interests have prevented the development of a common system of schooling. The review would need to consider the status afforded to church nominees within the governance of schools (and indeed throughout the management of education) and the community separation inherent in the approved distribution of places on the boards of schools in different sectors. Courage and sensitivity will be required in equal measure if new solutions are to be found.

[21] Valli, L., Stefanski, A. & Jacobson, R. (2018) School-community partnership models: implications for leadership, *International Journal of Leadership in Education*, 21:1, 31-49, DOI: 10.1080/13603124.2015.1124925
[22] http://www.niassembly.gov.uk/globalassets/Documents/RaISe/Publications/2011/Education/8611.pdf
[23] Hansson, U. & Smith, A. (2015) *A Review of Policy Areas Affecting Integration of the Education System in Northern Ireland.* https://www.ulster.ac.uk/__data/assets/pdf_file/0016/225070/Integrated-Education-Scoping-Paper.pdf
[24] https://www.educatetogether.ie/about/overview/
[25] https://www.educatetogether.ie/app/uploads/2019/01/Educate-Together-Patronage-Manual.pdf

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The Governance of Schools

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