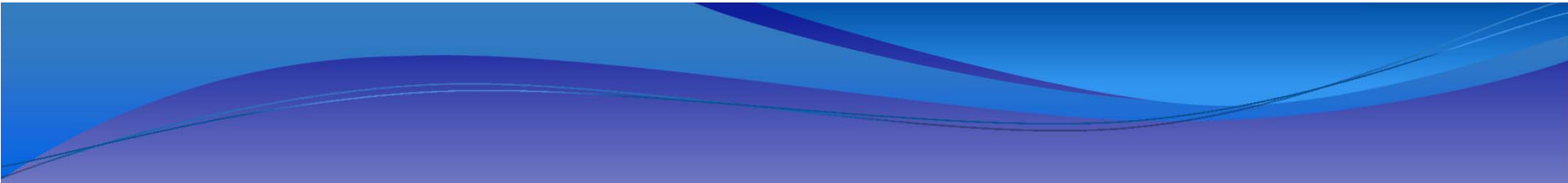




# Creating Place & Belonging in Schools: The New Urban Challenge?

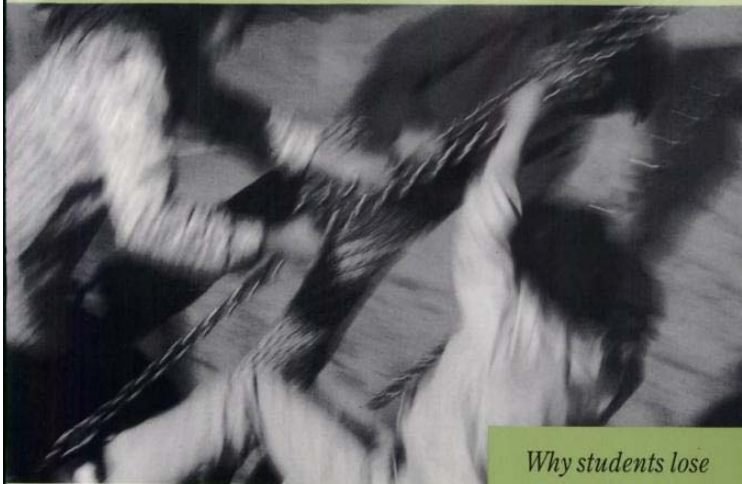
Professor Kathryn Riley  
Institute of Education, University of London  
Poet TioMolina [www.cubartista.com](http://www.cubartista.com)

- 
1. The legacy our young people  
Inherit
  2. The Policy Agenda - Whose  
School is it Anyway?
  3. Young people's lives &  
experiences
  4. Placing our leaders
  5. The legacy we gift our young  
people: The Art of Possibilities



1. The legacy they  
inherit

# Working with Disaffected Students




*Why students lose  
interest in school  
and what we can  
do about it*

KATHRYN A. RILEY ■ ELLE RUSTIQUE-FORRESTER

# Looking back.....

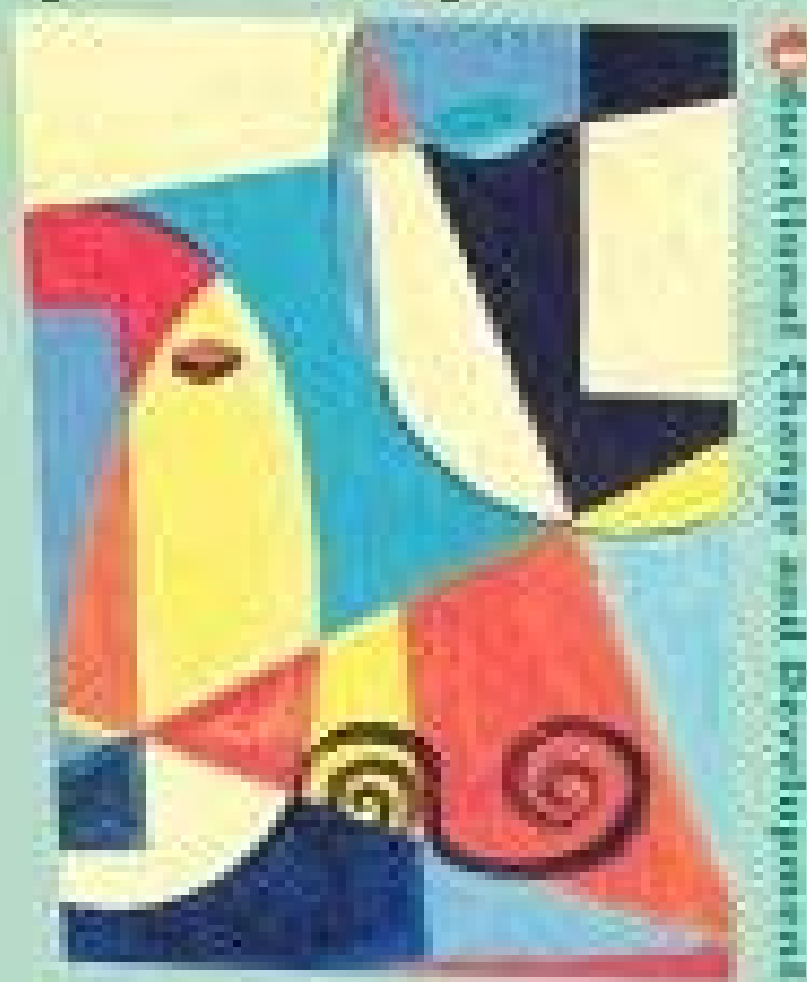
- **Your school experience...**
- Were you on the winning side, the insider-track;  
Did you feel you belonged?
- Did school help you find you place in the world  
& know how to shape it?
- **Or,** were you the losers' track: an outsider who  
didn't fit in,  
or didn't feel you belonged?



## 2.The Policy Agenda - Whose School is it Anyway?

# Whose School Is It Anyway?

Kathryn A. Riley



• Educational Change and Development




## □ 3. Young People's Lives & Experiences



# Numbers that will change our World

- **9 -88cm:** Predicted rise of sea levels in next century
- **200 metres:** Rate at which Argentina's Upsala Glacier (once the biggest in South America) is disappearing each year
- **One billion:** Global rate of population growth every 15 years
- **50 billion:** Number of devices connected to & by Internet by 2020

- 
- What do the children & young people in your school experience in their daily lives:
    - ☐ In the classroom?
    - ☐ In the playground?
    - ☐ On their way to school?
    - ☐ In their communities?

# School as a Place

- **Physical environment**
  - Can be conducive to your learning, or taxing on you as a learner.
- **Ecology of relationships**
  - Can be healthy & caring, or depressing & sapping of energy
- **Narrative of everyday school life**
  - Can contribute to development of your emotional map, or rattle your self-confidence




## ❑ 4. Placing our Leaders

# Place


- **It's about belonging, roots & connections**  
Place where I am from, the place where I  
live, the place I'd like to be
- **It's an emotional response** to the world,  
connecting us to our sense of self,  
identity, worth
- **It's a physical space**, a location that is  
important to us

# Leaders of place

- Seek to understand young peoples' lives & experiences & connect to the wider archipelago of surrounding communities.
  - Think beyond school gates & connections to wider archipelago
- Create spaces within school which are safe & inspirational.



5. The legacy we gift  
our young people –  
The Art of  
Possibilities

- 
- Is this school a place where all young people & adults feel they belong?
  - And if not, what are we going to do about it?



# What Motivates our Young Researchers?

- *If children don't belong in schools, they don't belong anywhere*
- *When you come from somewhere very different, it's important to feel welcomed*
- *We want to create a community where everyone feels they belong: staff, students & parents*

# What are the benefits?

- Research inquiry helps you dig deeper into important issues; discover new things & learn how to collect knowledge & information from different sources.
- It's good for our future. We learn to understand the world differently.
  - It builds confidence & skills.
- People tend to think that students can't do research but we can. Sometimes we can find out more from other young people than adults.
  - It helps us understand people ....., particularly their feelings & emotions. We learn what makes people feel comfortable & uncomfortable & how to encourage them to talk to us.
  - We're the next generation & what goes on now in schools has a big impact on our future.

A word cloud on a black background, framed by blue and purple gradient borders on the left and right. The words are in white, sans-serif font, with varying sizes and orientations. The most prominent words are 'Safe', 'Family', 'Friendship', 'Involved', 'Happiness', and 'Kindness'. Other words include 'Home', 'Together', 'Happy', 'Welcomed', 'Stress', 'Trust', 'Equal', 'Groups', 'Importance', 'Interaction', 'Learning', 'Unity', 'Secure', 'Teamwork', 'Socialising', 'Uniform', 'Community', 'Contribution', 'Respected', 'Sharing', 'Comfortable', 'Fit', 'Productive', 'Joyful', 'Fair', 'Relaxed', 'Satisfaction', 'Welcome', 'Responsibility', 'Equality', and 'Stress'.

Safe  
Family  
Friendship  
Involved  
Happiness  
Kindness  
Home  
Together  
Happy  
Welcomed  
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Fit  
Productive  
Joyful  
Fair  
Relaxed  
Satisfaction  
Welcome  
Responsibility  
Equality

# Some Reflections

- **Students**
  - The learning for the young people involved in the project on place & belonging is transformational
    - Ensuring our young learners feel that school is 'a place where I belong' is not easy: but *when you feel good, you learn well*
- **Teachers**
  - Catching the energy & commitment of new teachers transforms learning
- **Leadership of place**
  - Creating place & belonging
  - Anchored in equity & social justice
- Extends beyond the school gate & is connected to wider archipelago
- **Schools**
  - Critical role to play in helping – or hindering young people to find their sense of place



- **TioMolina:** Benjamin Zephaniah

- 'Everybody's Doing It' ... ..a great metaphor for  
*'making schools places that children & adults  
feel they belong'*

- **Our gift to our children in the art of  
boundless possibilities**



- K. Riley (2013) *Leadership of Place: Stories from the US, UK & South Africa.*  
London: Bloomsbury

- Professor Kathryn Riley & Poet TioMolina
  - [www.cubartista.com](http://www.cubartista.com)

# LEADERSHIP OF PLACE

STORIES  
FROM SCHOOLS IN THE US,  
UK AND SOUTH AFRICA

KATHRYN RILEY

Foreword by John MacBeath and Karen Seashore Louis



BLOOMSBURY