



4 BUILD RELATIONSHIPS AND PARTNERSHIPS

“Partnerships are by nature inefficient. It’s only sensible to collaborate if real collaborative advantage can be envisaged. Achieving collaboration requires a great deal of energy, commitment, care and resource”.

Professor Chris Huxham speaking at the PINS ‘Partnership’ event

Across the Pupil Inclusion Network programme of seminars and workshops the complexities and challenges of partnership work arise again and again. Voluntary sector agencies recognise that relationships and partnerships between organisations create pathways for children and young people. And that sharing in success and challenges results in better practice and in turn better outcomes for learners.

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PEN PICTURE: APEX Inclusion and the Museum 2Go2 Project

'Apex Inclusion' believes all young people should have equal opportunity to achieve their potential, whatever their circumstances. Our beliefs and value base extend from more than 25 years experience working with young people in a variety of settings, predominantly in schools for the last 8 years. School can be the most continuous presence in a young person's life; therefore the opportunity to work in partnership with education and learners is instrumental in achieving positive outcomes for those we work with.

Apex was contacted by the National Museums Scotland (NMS) regarding their Museum 2Go2 Project. The purpose of Museum 2Go2 was to re-engage and reignite an interest in science for pupils who were disconnected from the subject or wider curriculum. The project involved working with two groups of young people in S1-S3 from two different local authorities. Participants were involved in the selection process with a mixture of self and directed referrals. Apex's consultation with each school's Science Department, Guidance Teachers and Depute Rectors' ensured the project had a holistic view of each young person to tailor the project to individual needs. The objective was ambitious - to create a science show and perform to visitors in the Grand Gallery of the National Museum of Scotland.

Phase 1 of the project was so successful that our partnership was extended into Phase 2 whereby pupils from the Apex Inclusion service worked with design company O-pin to create a piece of contemporary jewellery. The participants' completed jewellery pieces have been photographed and will be displayed in the new Art and Design Galleries of the museum in 2016.

For the young people involved in the initiative there was opportunity to prepare and deliver a professional presentation. They had to work in teams and perform at the NMS in front of a live public audience. All the while they were involved in a cross curricular experience of science, using literacy and performing arts skills, while developing core Curriculum for Excellence capacities. This was an opportunity for those less interested in science to engage in a whole new way and even consider a potential science related career.

The Museum 2Go2 participants themselves told us they enjoyed taking part in a cross-curricular experience of science using literacy and performing arts skills; reporting increased self confidence, evidenced by their presentation and performance. The impact of working successfully in a team was tangible.

"After the performance I felt great because I talked in front of lots of people."
- Project participant.

This example of a successful partnership is allied to several ingredients: communication, co-ordination, collaboration, openness, trust and agreed goals and values. The cross-fertilisation of education, third sector, National Museum and young people that this project represents is rich in all of these areas, adding value to existing relationships that continue to be strengthened by further, ongoing developments.