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Developing bridging social capital in a pluralistic society: The influence of faith based schools.

Graeme Cross

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Introducing the Key Concepts
Social Capital: Bonding and Bridging

Bonding Social Capital

- Exists when trust and norms of reciprocity are evident within relational networks where participants share a common social identity.
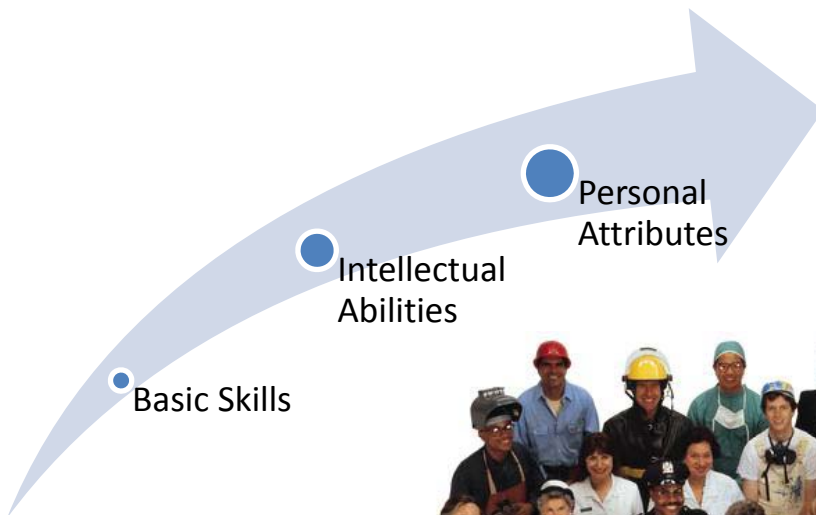
Bridging Social Capital

- Exists when trust and norms of reciprocity are evident within relational networks beyond the confines of intimate and familial social networks.

Social Capital

Putnam (2000)

Bowling Alone: The collapse and revival of American Community. New York: Simon and Schuster

Introducing the Key Concepts
# Social and Civic Attributes

National Interest

Workforce

Effectiveness

Personal
Attributes

Intellectual
Abilities

Basic Skills

Curtis & McKenzie (2001)

Employability skills for Australian industry: Literature review and framework development.

Introducing the Key Concepts
Social Capital: Bonding and Bridging

Bridging
Social
Capital

Social & Civic
Attributes

Bonding
Social
Capital

Child
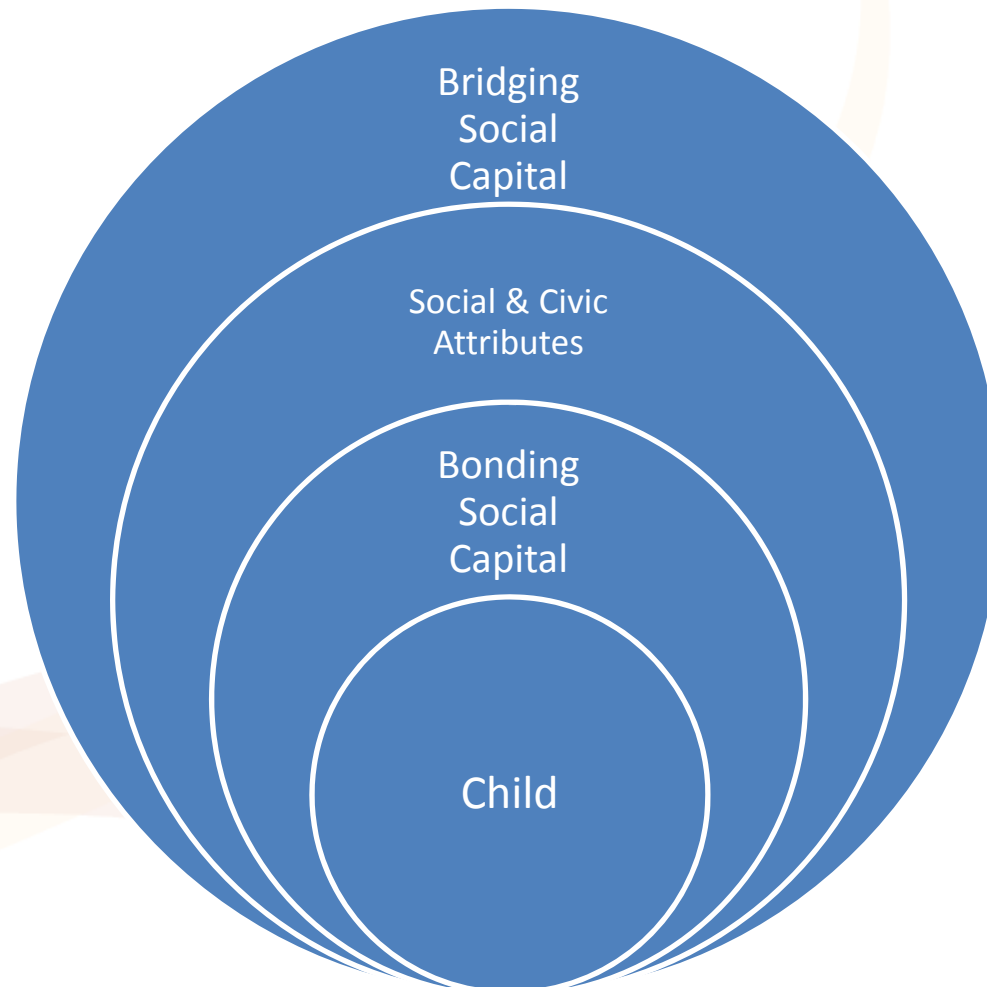
Introducing the Key Concepts

Barry McGaw

"Given the growth of the non-government sector, we need specifically to consider whether that development, in the name of choice and, with government funding, in the name of fiscal fairness, **has positive or negative effects on educational outcomes and on bridging social capital and, ultimately, social cohesion**"

Cited from *The Stupid Country* – Bonnor and Caro (2007, p. 107)

Introducing the Key Concepts
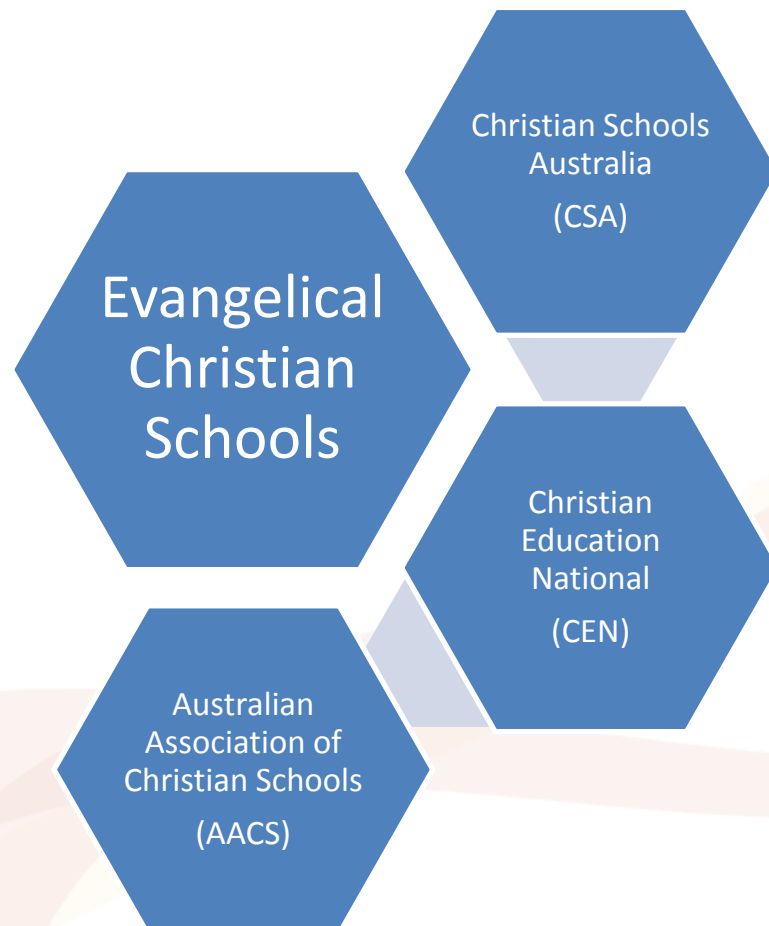# The Issue

Dr Ken Boston

Bridging refers to relations among people who initially may be strangers to each other; perhaps divided by culture, religion and most potently by the social and economic means at their disposal...Bridging is accomplished when children and young people learn that common principles, values, norms of justice and reasonable behaviour are the means for understanding different points of view and getting on well with each other. **Learnt in public schools, these are the building blocks of trust so essential to a liberal society and economy.**

Public schools are the only universally accessible institutions available to accomplish and enhance such bridging as well as bonding, and to lay down the foundation for future reserves of trust, across classes, religions, suburbs and cultures (p. 26).

Wilson, L (2003)

Religious schools and Australian Democracy.
Independence, 28 2), 25-28.

Introducing the Key Concepts
Religious Homogeneity - Evangelical Christian Schools

Christian Schools
Australia
(CSA)

Evangelical
Christian
Schools

Christian
Education
National
(CEN)

Australian
Association of
Christian Schools
(AACS)

Characteristics:
- Commitment to alignment between curriculum and a Christian world-view.
- Employment restricted to those who have a personal Christian faith.
- Support of school's ethos and curriculum an enrolment requirement.

Research Design
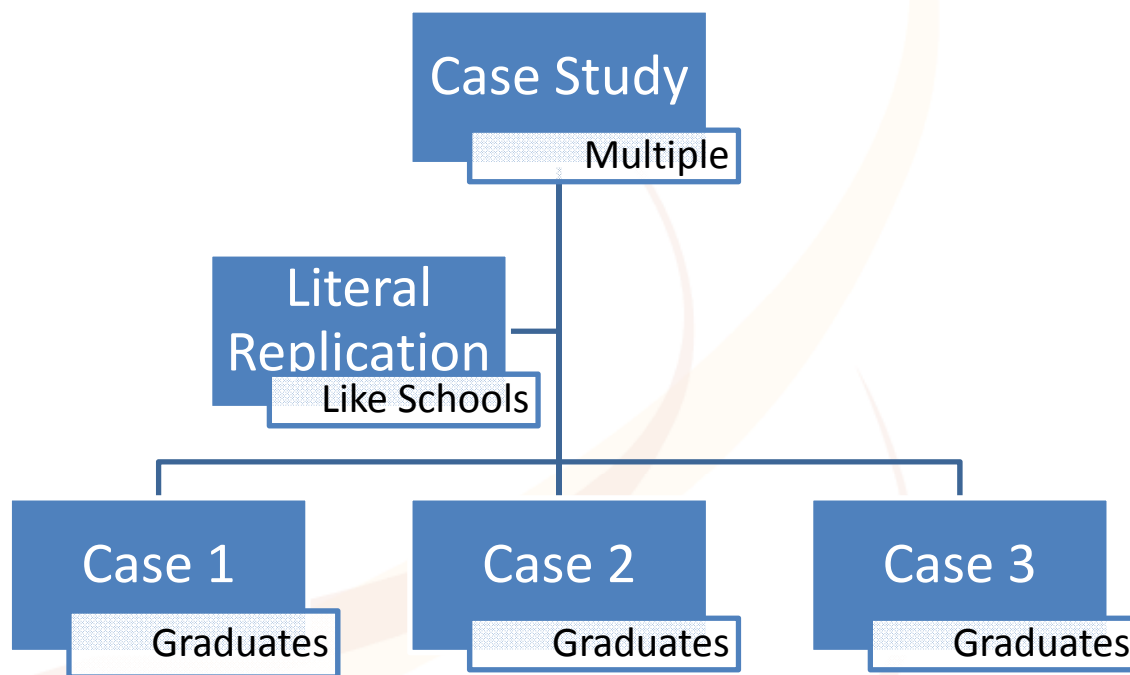# The Aim & Overarching Question

The Aim

To investigate the influence that religious homogeneity, within the context of evangelical Christian schools in Perth Western Australia, has on the development of social and civic attributes and the capacity of students to form bridging social capital when they enter and engage in a pluralistic workplace.

The Overarching Question

How does the nature of religious homogeneity within an evangelical Christian school's context, influence the preparation of students to successfully form bridging social capital when they enter and engage in a pluralistic workplace?

Research Design
Methodology – Multiple Case Study

	Databases & Number of Participants (x?)	Stage 1 Individual Interviews	Stage 2 Follow Up Interviews & Member Checking	Stage 3 Documents	Stage 4 Semi-Structured Interviews
Case 1 - 3	Graduates (x8)	Semi-Structured	Semi-Structured		
	Parents (x8)	Semi-Structured			
	Employers (x8)	Semi-Structured			
	Educators (x8)				Focus Group
	Documents			Content Analysis	