

Kensington Enrichment Program (KEP): How can a heritage site become a collaborative educational partner?

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UCL Laidlaw Research Project – SH6

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Introduction

- London's demographic development; what roles should museums play in local communities?
- Social challenges and events, such as the Grenfell Tower Fire, leave communities fragmented, and pupils feel disconnected in Kensington and Chelsea.
- KEP is a five-year initiative connecting KP with local educational communities and partner schools (KS3/4, SEND).
- How can then heritage sites can become learning partners?

Overview of Research Project

- Six-week fellowship shadowing UCL researchers, Professor Theano Moussouri and Dr. Bin Guo, in their research.
- Consisted of a mix of desk work and fieldwork.

W1

W2

W3

W4

W5

W6

School Profile Research

Participant Observation

Literature Review

Figure 1. Timeline of my research project

- School Profile Research: Contextualized KP's partner schools' student body, identified strengths and areas of further partnership development.
- Participant Observation: Participated and joined KP's school events at KP.
- Literature Review: Placed KEP within an academic context, focused on trauma-informed practices as a potential distinctive strength,

Aims and Objectives

Overall Aim:

How can cultural institutions support local educational communities by forming collaborative alliances?

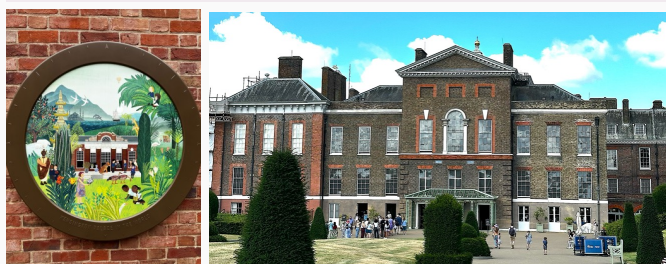
Objective 1:

What KP is doing to support schools and their communities.

Objective 2:

How and to what extent is the KP becoming a community partner?

Figure 2. Aims and Objectives



Findings

(a) School Profile Research

- KP's partner schools have a diverse student body, and they can support these pupils effectively.

What school profile research revealed

Strengths	Schools might benefit from doing the following: • Interdisciplinary learning (e.g., English and History) • Long-term alliances (recurring visits to the palace)
Weaknesses	• School's governance structure can limit flexibility → Multi-academy trusts and local communities (Pennington et al., 2024)

(b) Participant Observation

- Partnering up with schools strengthens communities. e.g., Family Day connected teachers, families, and KP staff.
- Community participation cultivates meaningful dialogue.
- Assessing the long-term impact of KEP requires more data accumulation.

(c) Literature Review on Trauma Studies

- Trauma studies have very little conceptual agreement across disciplines. (Chou, Fred, and Buchanan. 2021)
- KEP's approach is compatible with emerging scholarship arguing for a holistic, community-based approach to trauma, such as Chudzik et al. (2026) and O'Toole (2026)
- KEP's community-centred model may contribute to future scholarship, as no existing works have put frameworks to practice.

Future Directions

- KEP could develop trauma-informed practices and establish itself more firmly as an extended part of school communities.
- More data accumulation is needed for further evaluation.
- The KEP could directly interact with decolonization in the heritage sector, especially given the diversity of student bodies of its partners.

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Laidlaw Scholar's Network



Link to Report

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