



ENGAGING WITH THE COMMUNITY

presented by *Grant O'Hara*



“The challenges of education is everyone’s challenge. As building numeracy and literacy is our collective responsibility, so to is improving the quality of our schools, our collective responsibility. We must build bridges between the school and the home. We must build bridges between the school and the community.”

(2005 Ed World Congress – Dep, Ed Secretary Florencio Abad)

Word Association – Community Engagement

STRATEGY
1ST

BETTER OFF

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- Define Community – Internal & External
- The WHY of forming Partnerships – 15 Reasons to Partner
- Your school brand and the notion of reciprocation
- Types of Community
- Award Winning Partnerships – Student Outcomes
- Partner Contributions
- Making use of your Internal & External community – Group Activities



Defining Community

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Internal Community

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Define Community



Internal Community

Anyone who has a direct relationship with your school & *can assume a 'partnerships in learning' role*

Schools' Internal Community



- Teaching Staff
- Non-teaching Staff
- Students
- Parents
- Ed Queensland
- Support services
- School Cluster



Collaborative Empowerment

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School Cluster – Collaborative Empowerment



Autonomous schools delivering improved outcomes within a system of consistency and accountability

Empowered leaders making local decisions in consultation with communities, business and industry

Evidence informed practice and collaboration driving innovation and improvement.

Department of Education, Training and Employment – Strategic Plan 2014 - 2018



Community Clusters

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School Cluster Example



Thrust – To unify members and develop strategic initiatives that are of real value to the students in ALL of our schools.

Vision – Together to be recognised within the wider community as leaders of innovation in state education.

Mission – To inspire educational leaders to deliver world class education.

Purpose – To provide innovative leadership opportunities for our school communities to engage, excite and intellectually challenge our Cluster members and as such being renowned as leaders in best practice delivery.

Potential School Cluster Initiatives



Excellence in Education

- **Teacher Exchange** - Develop a model to enable teacher exchange across schools to improve pedagogy
- **Professional Development** - Provide PD for leaders and teachers aligned to identified needs, to inspire innovative practice
- **Program Diversity** - Identify and provide high quality programs for specific groups of students to better cater for diversity

Potential School Cluster Initiatives

Operational Issues

- **Best Practice Cluster Research** - Research high functioning Clusters to inform an innovative and effective best practice model
- **Organisational Structure** - Develop the agreed organisational structure and contributions, including finance, time and resourcing for Cluster members to benchmark expectations of participation
- **Strat Plan to Action Plan** - Align the responsibilities of the action plan with the milestones documented in the strategic plan for Cluster members to achieve deliverables and measureable outcomes

Activity # 1 – Collaborative Empowerment

Your group's task is to initiate or re-invigorate engagement with your community - Cluster of Schools. How would you go about this task?
You are going to start with a Purpose Statement.

In your group determine the purpose of your new Cluster:

- A. Purpose Statement Structure (fill in the space)
- B. Three Practical Benefits / Opportunities resulting from setting up a successful Cluster of Schools.



External Community

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Schools' External Community



External community -

Anyone we can have a mutually beneficial relationship with to support our educational goals.

With the proviso ... *there is a WIN / WIN mentality adopted by your school!*

"THOU
SHALL
NOT TAKE
WITHOUT
GIVING
in RETURN"

Who partners with schools?



Government:

- local government (such as local councils and shires) and
- state or federally funded partners such as
 - research organisations,
 - Government departments, and
 - Local Learning and Employment Networks

Who partners with schools?



Community organisation:

- health-related organisations, such as community or regional health centres;
- sporting clubs or associations; charities;
- community support services such as youth outreach centres; youth, family and disability services; and local community environmental
- groups, such as conservation and sustainability organisations.

Community partners also included Rotary Clubs, charitable agencies, aged care facilities and the Returned Services League of Australia.

Who partners with schools?



Educational institutions:

- Universities,
- TAFEs,
- Registered Training Organisations (RTOs), and
- apprenticeship centres

Who partners with schools?

Corporations and Business:

- Banks
- Mortgage Brokers
- Clothing companies
- Sports Supplies
- Catering companies
- Beverage
- Printers
- Etc



Who partners with schools?

Other:

- Art galleries,
- statutory bodies,
- religious organisations and
- fee for-service programs.

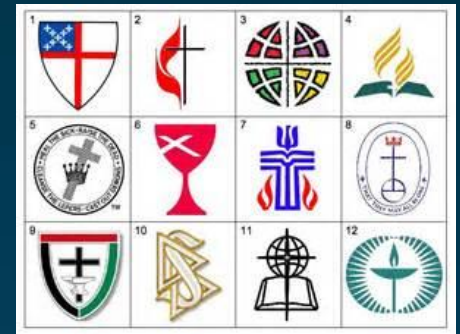




Figure 6 Percentage of schools within state or territory by type of partner(s)

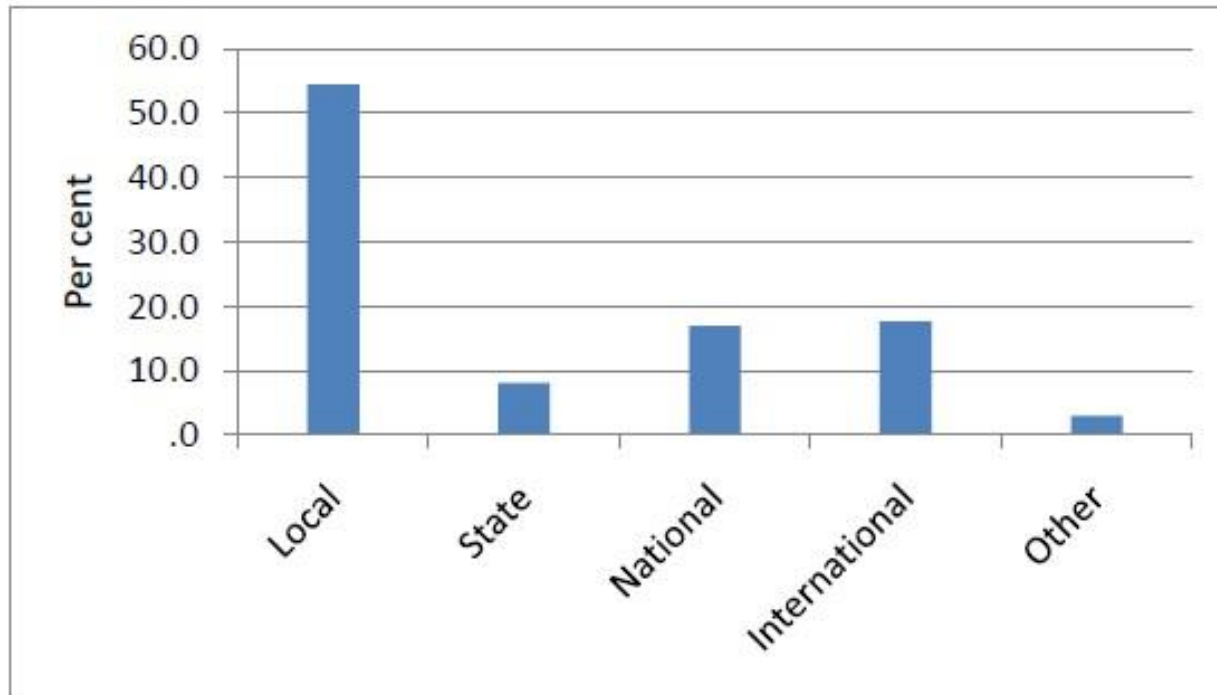


Figure 7 Percentage of business partnerships by type



The WHY of forming Partnerships

– 15 Reasons to Partner

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Is there a new way to look at generating funding for your school?

Stronger Corporate Partnerships

What are Corporations/ Business Looking for?



15 Reasons to Partner:

1.

Return on Investment (ROI)- the sponsorship is treated like any other investment, it is assessed on the total amount of money it returns to the corporation (generally middle to long term);

15 Reasons to Partner



2.

Community Investment Initiatives (CII)- a deliberate strategy to invest in- *make a difference*- community initiatives. Often used to engage staff in charity work to enhance community goodwill in the company;

15 Reasons to Partner



3.

Brand Exposure and Awareness (BEA)- i.e. Level of TV/ Radio/ Press etc. generated via media and signage value assessment;

15 Reasons to Partner



4.

Brand Fit- a clear indication that the two brands think and feel the same way as determined via brand analysis;

15 Reasons to Partner



5.

Target Market Fit (TMF)– the brand talks to the sponsor’s target market and offers new ways to connect to the same target market (including new media and other contemporary communication opportunities);

15 Reasons to Partner



6.

Business 2 Business (B2B)- Business to Business opportunity for revenue growth & business support;

15 Reasons to Partner



7.

Strategic Directions (SD)- National/ State ROI/Awareness, supporting specific elements of the corporation's strategic plan- Eg. Mkt to new market segments as part of a growth plan;

15 Reasons to Partner



8. **Strategic Alignments (SA)**- introduction & meaningful connections to Federal, State and Local government and any other business partner that can support the corporation's growth strategy;

15 Reasons to Partner



9.

Below The Line (BTLA)- Direct to the consumer marketing activity- i.e. the capacity to individually reach (communicate with) a new audience via direct email or mail database activity with special offers and member incentives that drives business; (i.e. advertising which is not paid for and which no commission is paid to an advertising agency e.g. work by staff manning an exhibition);

15 Reasons to Partner



10.

Ownership and Culture (OC)- the capacity to own an unencumbered & clearly defined property that has brand congruency and fits the corporate culture including the capacity to align with high profile individuals that can enhance a sponsor's brand image, objectives and purpose;

15 Reasons to Partner



11.

The Benefits (MCBB)- generally the benefits of 'value' fall into the Money Can't Buy categories; secured to reward/ bonus staff, key clients or customers. I.e. The opportunity to present 'novel experiences' to staff and key stakeholders as a distinct outcomes from the sponsorships;

15 Reasons to Partner



12.

Make a Difference Factor (MDF) - also falls in to the Corporate Foundation philanthropic area, but sits in the sponsorship realm as well, creates goodwill for the company and offers new promotional leverage opportunities;

15 Reasons to Partner



13.

Ambush Opportunity (AO)- in response to a competitive corporate environment where a competitor 'owns' a particular category of business, sport or the arts (for example) and the company wishes to dilute this corporate advantage by entering the market in an 'oppositional' sponsorship capacity (i.e XXXX venture into the Beach Cricket Series, in opposition to Carlton's 'ownership of the Australian Summer of Cricket space.)

15 Reasons to Partner



14.

Longevity (L)- Sponsorship seldom falls into the quick fix category. Corporations are seeking the capacity to build and leverage their associations with the entity across a sustained period of time. This gives them the opportunity to work their involvement and maximise all opportunities.

15 Reasons to Partner



15.

For The Love Of (FTLO)- more rare these days but may still occur at all sponsorship levels. The sponsorship is due to the decision 'makers' personal interest or love of a particular property. The High Net worth Individuals may become a personal sponsor of a property.



Your school Brand and the Notion of Reciprocity

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Is your school in shape to partner with?

Are you partnership ready?

Remember the Power Brand?





UNIFIED UNDER ONE VISION
LOVED

USE THE SAME + LANGUAGE
EXPECTATION = REALITY

Is your school worth partnering with?

Is your school ready to partner?

Activity # 2 - Partnership Ready

As a group agree on your educational goals – 1 or 2 will be fine

Establish a vision based on your goals i.e. What you want to achieve in relation to your students ...

Determine your educational values – Up to three (refer to your Goals)

Brainstorm and list corporations / business that may benefit from an association with your school and choose one, based on your school's goals, vision and values.

List some of the benefits that your school can reciprocate to this potential new partner. Try to get to 7.



Types Of Communities

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Ask yourself these questions:

1. Where is your school located?
2. Describe the neighbourhood where your school exists.
3. Classify them according to the list below. You may have more than one classification.

urban

suburban

indigenous

rural

rich

depressed area

poor

remote

industrial

Key Point

Different types of communities have different social, political, economic and cultural conditions.

Community Resource Categories

There are several types of resources:

- Human
- Social
- Material
- Financial
- Natural and Physical

Doomadgee Example



Discussion

- Describe your school neighbourhood – e.g. rural, urban, depressed, indigenous etc.
- Identify the community resources available to your school – e.g. human, social, material, financial, natural and physical
- Find ways of coordinating effectively with the community in order to make full use of its resources
- Suggest a project that your school community could undertake that would be 'right' for your school.

Activity # 3 – Beyond the School Gates

Literacy Enhancement

Your school is located in a poor region

You have decided that you are going to focus on improving literacy skills in your P-4 Year levels

How can your internal and external community assist?

What resources will you call on and how will these resources be best used?

Produce a 7 Step Action Plan and determine the three key outcomes that you are seeking to achieve (the outcomes that sit under the improving literacy skills imperative).



Award Winning Partnerships – Student Outcomes

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Community Engagement – Student Outcomes

- Improve student engagement
- Improve academic outcomes for students
- Enhance the social wellbeing of students – local to global
- Broaden vocational options and skills.

Award Winning Partnerships

Improve student engagement

Many schools are motivated to form a partnership by the desire to re-engage students in learning.

- These partnerships focused on the emotional, behavioural or cognitive dimensions of engagement.
- With their partners, schools developed programs that would improve student motivation to succeed, reduce inappropriate behaviour, improve attendance at school, and reduce the number of students dropping out of school.

Award Winning Partnerships

Improve academic outcomes for students

Schools either approached, or were approached by, potential partners in order to:

- improve student literacy or numeracy skills
- expand the performing arts curriculum (including improving musical performance, enhancing creativity)
- use science-based projects to connect students with the world outside school
generate greater interest in mathematics and science
- develop bi-lingual capabilities in students and staff
- develop a better understanding of local history or Australian history
- increase knowledge and appreciation of other cultures
- provide learning around livestock breeding, farm management, horticulture, agriculture
- teach students about the impact of human behaviour on the environment, including on marine life.

Award Winning Partnerships

Enhance the social wellbeing of students

- The desire to improve social and emotional wellbeing led to a number of partnerships targeting physical inactivity, poor nutrition and obesity.
- Schools and their partners aimed to teach students about growing healthy food, preparing healthy meals and the benefits of exercise and being fit.
- School partnerships with sporting associations generally focused on teaching students particular skills, such as surf lifesaving, sailing or water sports.
- Schools were especially keen to address the needs of 'at risk' students. Many of these partnerships aimed to connect with young people and/or families who were feeling isolated from their communities.

Award Winning Partnerships

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Broadening vocational options and skills

Vocationally-oriented partnerships were set up to help students make informed career choices.

- Some partnerships aimed to improve knowledge of particular professions, such as engineering, law, marine biology or architecture.
- Others offered practical experience in manual activities related to a specific trade, occupation or vocation. These partnerships aimed to teach students the specifics of a trade or job, and generic workplace-related skills such as communication, team work and problem solving.

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Global Partnerships



- Some partnerships wanted to improve student awareness of global issues, teach students about the value of active citizenship and assist overseas schools.
- Great examples of Global connections – Finland and Israel and Schools that show support post natural disasters etc.

Award Winning Partnerships

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Activity # 4 – Building a Global Community

Educational Outcome – To increase knowledge and understanding of other cultures

How do you go about establishing a global ‘friend’?

What are the possibilities for your Year 6 class?

What Win / Win partnership arrangements could you develop with your global friend?

Determine your five point action plan and suggest 3/4 GREAT engagement suggestions.



Partner Contributions

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How can Partners Contribute?

Community and business partners helped schools to address their particular needs in a wide variety of ways.

- Professional Training/Professional Development for staff
- Vocational offerings or training
- Creative productions or exhibitions
- Government or quasi-government programs
- Health & fitness promotion or improvement
- Environmental projects
- Service learning
- Expertise with 'at risk' and vulnerable students
- Mentoring

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Award Winning Partnerships

The award-winning partnerships were those where the contribution of the partners went beyond the provision of goods or money to helping schools develop programs designed to address specific needs relating to improving outcomes for students.

Award Winning Partnerships

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Who Benefited?

- Students
- Teachers
- Partners
- Parents/families
- Whole school
- Community (local and abroad)

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How specifically did the Partners benefit?

- New ideas generated by young people.
- Better understanding of 'at risk' youth in the local community, not only of their needs but also of their capabilities and potential.
- Personal satisfaction – self esteem, confidence and ability that resulted from this contact.
- Educational institutions – benefited from having trainee teachers gain one-on-one experience with students prior to the completion of their teaching qualification.
- Professional development opportunities that have been associated with some partnership programs.
- Partners reported a sense of satisfaction from investing in the future of local the community.
- Positive media attention.

Award Winning Partnerships

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What were the improved academic outcomes?

- the emergence of a new culture of academic excellence in the school deeper understanding of particular subjects
- improved musical, carpentry, photography and other skills
- greater cultural awareness and empathy
- improved literacy, numeracy, communication or ICT skills greater awareness of ecology
- enhanced critical and analytical skills
- better integration of theory and practice in subjects
- better appreciation of the needs of particular groups, such as the elderly
- improved understanding of nutrition and the benefits of exercise.

Award Winning Partnerships

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Making practical use of your Internal & External community

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Internal Resources

In the majority of main stream schools much of a schools 'support' lies within it's internal school community?

How well does your school know it internal school community? How comprehensive is your school's database?

If you needed to could you run a report on e.g. all the parents that are electricians in your school?

Internal Hot List of Supporters

Your school database management system is the most important 'operational' resource.

Your Customer Relationship Management (CRM) system is the most important element of your Community Relationship Engagement strategy.

Community Resources	Currently Use
Human Resources	School family database Emergency services Trades people Specialist - literacy and numeracy Sporting organisations Theatre Companies Lions /Rotary Clubs Wild Life Experts Parents – Multi-cultural (Indian, Japanese, Chinese) Past students of note City Councils Recycling
Material Resources	Science centres Farms Zoos Aquariums Historical Society Beaches Environmental centres Cultural Indigenous centres Gymnasium
Financial resources	Fetes and Fairs – parent and small business support <ul style="list-style-type: none"> ▪ Bankers ▪ Lawyers ▪ Accountant ▪ Marketing / Media ▪ Builders ▪ Electricians ▪ Project Managers

Activity# 5,6,7,8 – Community Engagement

RURAL

REMOTE

DEPRESSED

SUBURBAN

Your Educational Goal is – Engaged Partners – Strong relationships across sectors, agencies and jurisdictions.

Your school goal – is to promote the school, showing it off as part of your overall Community Engagement Plan

Your group's task – is to create an event that engages with your school's internal and external community. Give your event a name.

Create two lists – list one – resources that you can call on in your internal community and how they will be used & list two resources that you can call on in the external community and how they will be used.

In summary

1. Educational Goals

- Improve student engagement
- Improve academic outcomes for students
- Enhance the social wellbeing of students – local to global
- Broaden vocational options and skills.

2. Vision

3. Educational Values

4. Why – to connect with your community/ purpose

- Cultural Initiative
- New Way to look at funding – sponsorship
- Build Global Community
- Community Engagement

5. What – is the best way to go about working with your community.

Activity Summary

1. School Cluster Project
2. Partnership Ready
3. Beyond the School Gate – Literacy Enhancement
4. Building a Global Community
5. Community Engagement
 1. Urban
 2. Rural Community
 3. Depressed Area
 4. Remote region

Group work and Presentations