School-Community Learning Partnerships for Sustainability

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Introduction to SCLPfS

- 3 yr Australian Research Council Linkage Grant Project **(LP0989314)**

- Documenting 16 VIC case studies of leading schools as nominated by our partner investigators + 5 QLD case studies nominated by researchers

- Quantitative data already exists documenting outcomes in reduction of resource use (water, energy, waste).

- We wanted a qualitative method to capture stories of what they've done, how it went, what helped and hindered, what they'd recommend to others starting SCLPfS

- This will be used to create a Guide Book for partnerships to assist schools starting out in this area

Research Objectives:

The objectives of the research are:

- To analyse patterns of approaches and outcomes of the range of existing school-community learning partnerships for sustainability;

- To identify the factors that are facilitating and limiting the enhancement of educational as well as social and natural capital outcomes of different approaches to school-community learning partnerships;

- To identify principles for the establishment and management of effective learning partnerships;

- To identify the capabilities required of the different stakeholders in building effective community learning partnerships for sustainability and the associated learning processes that can assist in developing these capabilities; and

- To identify the factors that influence the adoption of the lessons learned about effective community learning partnerships for sustainability.

The Most Significant Change Technique
(Davies and Dart 2005)

MSC is a form of participatory monitoring and evaluation. It is an approach that allows for the many stakeholders involved in large complex projects to decide the sort of change to be recorded and analysed.
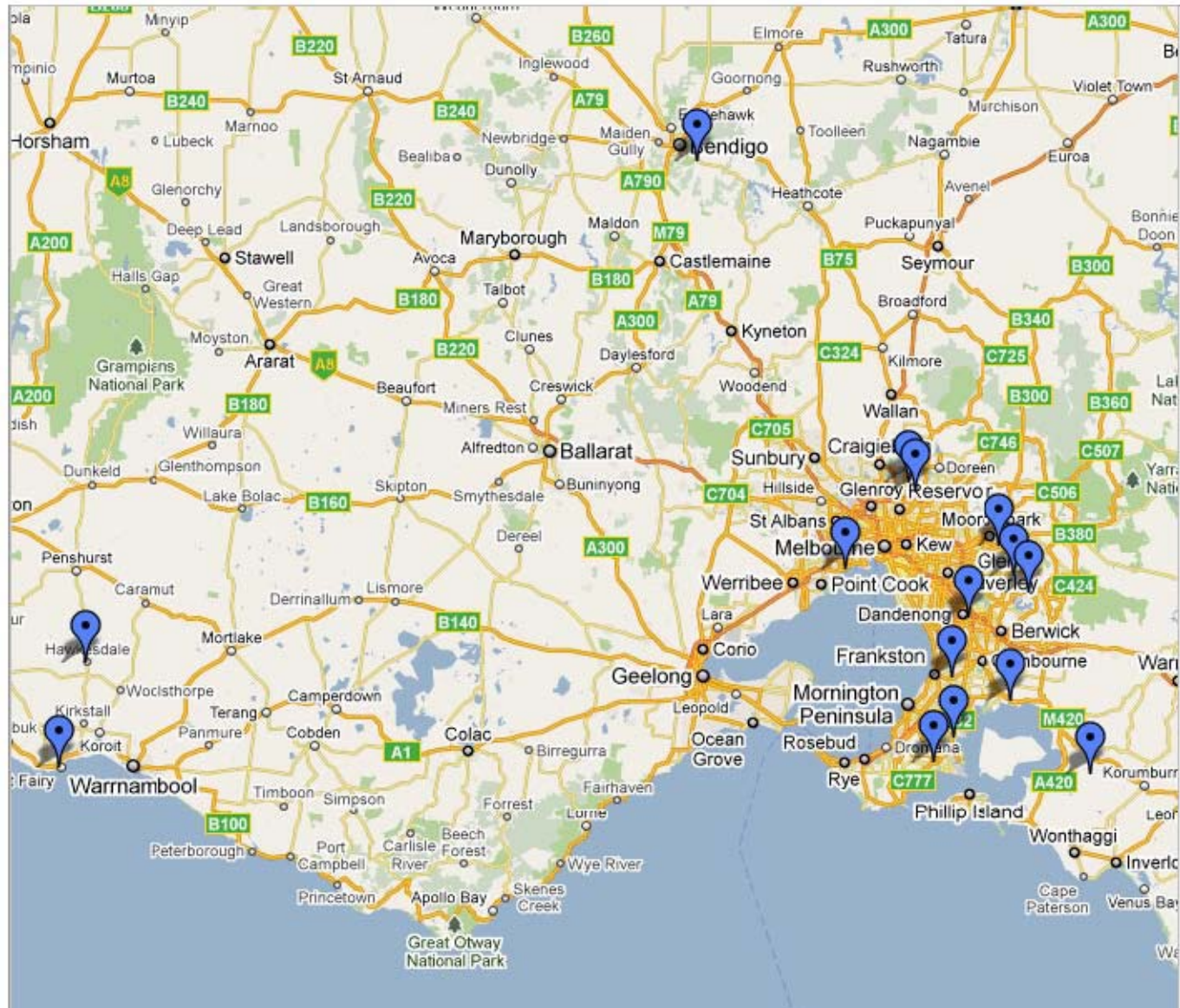
It is better suited in:

- Complex programs that produce diverse and emergent outcomes.

- Programs focused on social changes

- Where the programs are struggling with conventional monitoring and evaluation.

Davies and Dart (2005) argue that this is an approach that **focuses on learning rather than just accountability**

Case Study Schools (Victoria)

WEEC Symposium Outline

School-Community Learning Partnerships for Sustainability

- **Arguments for partnership** – Why do it? What are the outcomes?

- **Models of practice** – What types of partnership occur? What do they do? How do they do it? Who leads it?

- **Capabilities for partnership** – What capabilities are required for effective SCLPfS? How are schools and their communities overcoming any challenges? What does this suggest is needed?

- **Advancing partnerships** – Summary of findings and recommendations for partnership theory and practice. Not a low to high continuum, but a spectrum of approaches suited for different circumstances. The ideal approach varies, it is context specific.

- **Discussion and questions**

Arguments for partnerships and outcomes achieved through them

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Partnerships recommended at national and state levels

- ***Educating for a sustainable future: A national environmental education statement for Australian schools.*** '*Many environmental education developments are best achieved through collaborative action with the local and broader community. This might include partnerships with educational organizations, local councils, businesses, industry and community groups and networks* (Department of Heritage and the Environment, 2005, p. 12).'

- ***Victorian Department of Education and Early Childhood Development (DEECD)*** released in 2008 "*New school ties: networks for success*" by Ros Black FYA.

- Sustainability Victoria altered their **Resource Smart AuSSI Vic** accreditation in 2010 so that the 5th star involved community partnerships

- ***Schools First National Award Program*** launched in 2008 recognising existing partnerships and supporting creation of new ones (significant funding grants available to schools who apply and meet their criteria)

How feasible is it to expect schools to do partnerships?

- Policy ideals are often not implemented unless
    1. There is clear support to do so
    2. It is easy to do so
    3. All parties can see the benefits of doing so

- With school-community partnerships
    - There is not so much support
    - It is not necessarily easy to do
    - But there are clear benefits

- Whether action is taken usually depends on
    - Champion teacher and community members
    - Level of school recognition of partnership benefits

- A lot less is achieved than could be if there was more support for partnerships

Cartoon by Simon Kneebone

Outcomes / benefits of school-community partnerships

- Wide range of beneficial outcomes – learning, students, environment and community

- Hard to prove causal factor for specific activities – as multiple partnerships and activities occur over time

- Many benefits may occur after partnership activity has ceased – affecting behaviours, choice of study, careers, educating others

- Sustainability partnership activities plant seeds that may bloom later in life!

Summary: outcomes for environment

- **Energy and water savings** (reduced usage, efficient equipment, building design, use of rain water or solar power eg: one primary school by 95% water, a secondary school by 50% energy, helping households reduce too – change shower heads & shorter shower challenges, install solar panels)

- **Reduced carbon emissions & carbon sequestration** (walking school buses, bike tracks, Human Powered Vehicles, tree planting & wetlands eg: 9Ha wetland and woodland of one primary school, 3.8Ha "Land for Wildlife" of a secondary school)

- **Habitat restoration & biodiversity** (revegetation, nesting boxes, wildlife protection in & outside of school grounds – creeks, local parks, national parks)

Summary: outcomes for environment (cont)

- **Waste reduction & waterway protection** (litter reduction, nude food / rubbish free lunches, community stormwater education)

- **Vegetable gardens** (reduced food miles, pesticides & packaging, community education)

- **Respect & connection** (ownership, less vandalism, place of their own, how to hang out in nature not shopping centre)

- **Attitude & behaviour change** (grizzle rain, desired rewards, chores)

- **Stewardship** (further study, careers, educating others e.g. primary school teaches others at a community market)

Summary: outcomes for students

- **Knowledge** (reducing environmental impact / restoring environment, growing vegies, water testing, tree planting, etc)

- **Skill development** (leadership, communication, problem solving, project management, interpersonal / teamwork skills, consultation, writing development applications – resilience / dealing with disappointments eg: death, vandalism, delays)

- **Improved wellbeing** (confidence, self esteem, empowerment, pride / satisfaction from achievements & helping others, healthier eating & exercise levels, friendships)

Summary: outcomes for students (cont)

- **Enjoy school more** (have FUN! You don't even realise you're learning. Students want to be there – arrive early to show family members. From saying nothing to telling others all about it. "Getting maths" when apply it)

- **Connection to the community and environment** (positive role models, awareness of career options, ability to enjoy nature, knowledge of local surrounds)

- **Willingness to speak up / advocacy**

Summary: outcomes for schools

- **School functioning** (innovation / passion, financial savings on energy/water bills, improved buildings & grounds, grants eg: one primary school $¼ million since 1993)

- **Reputation & attraction** (Student attraction, awards, approached by partners, media coverage, seen as leader whom other schools follow / change practices too / new programs eg: kindergarten - nappies, primary schools - eco-centre, HPV / salt water watch program)

- **Staff relationships & morale** (social interaction during working bees, satisfaction / morale boosts with grants/awards)

Summary: outcomes for schools (cont)

- **Staff-community relationships** (improved during environmental projects, flows into other areas eg: art class, reduced hostility)

- **Transition support** (kindergarten to school to workforce or further study eg: primary school G6 mentor kindy in kitchen. Secondary school to primary school concrete couches. Another secondary school sci & env activities with local primary)

- **Student attendance & behaviour** (improved attendance & behaviour, chance for non-academic kids to shine / retention – not problem kids, challenge for academic kids who aren't so practical. Deepened teacher student relationships – talk in ways that you don't in the class)

Summary: outcomes for community

- **Social capital** (increased connections / relationships, sense of community, ownership & trust)

- **Community facilities & resources** (cycling / walking tracks, wetlands, forests / gardens, sporting facilities)

- **Change of practices at home & in community** (students apply it at home, spread it to others in community eg: vegie gardens - muesli bars & herbs, sick, eat together, healthier. eg: energy & water saving eg: shower timers, lights, computer time, recycling)

- **Improved family relating** eg: proud of parents who help, eating together
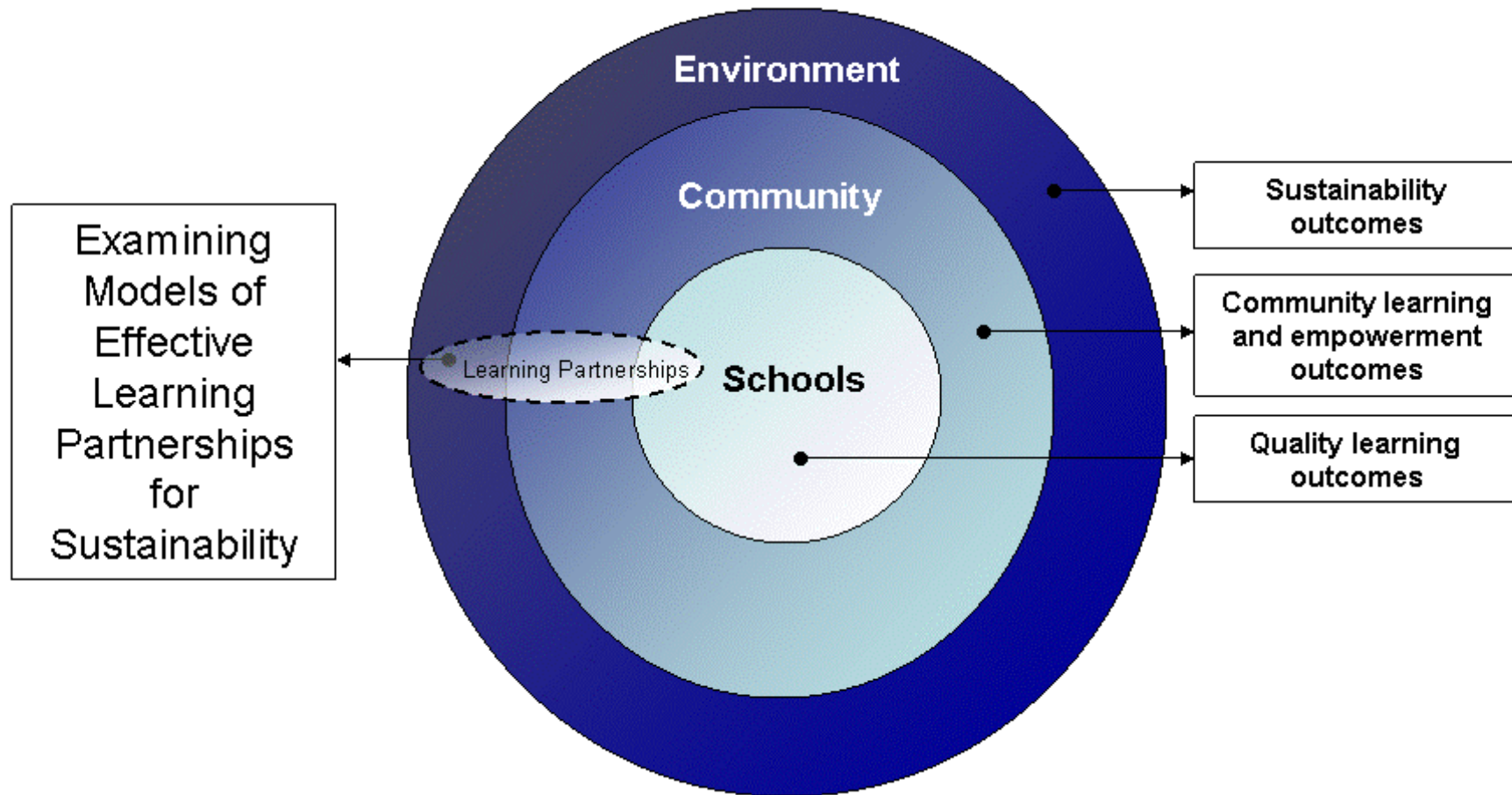
Conclusion: outcomes from SCLPfS

- There are many different possible outcomes dependent on
  - Who the partners are
  - How long the activities go for
  - Type of project
  - Methods used

- Multiple benefits
  - School
  - Students
  - Community
  - Environment

The outcomes identified from the case stories fitted the initial model we proposed for SCLPfS

Models of practice

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Models of practice

- **What they do and how they do it in more detail?**

- **Who they partner with?**

- **Who leads it?**

- **Four Case Studies from Practice**

- **Applying Uzzell's Theory**

Cartoon by Simon Kneebone

Wide range of activities done in partnership

- Audits in home or community
- Biodiversity in school grounds
- Charity – collect donations
- Climate change play
- Concrete couches
- Conferences – kids teaching kids
- Eco-Centres
- Energy related activities
- Environmental rap music
- Festival – community education
- Frog Watch
- Garden & vegetable garden
- Human Powered Vehicles (HPV)

- Making bird nesting boxes
- Mural in the school grounds
- Outdoor classroom
- Primary school education day
- Resource Smart AuSSI
- River detectives program
- Rubbish free lunch
- Stephanie Alexander KGP
- Sustainable transport
- Tree planting
- Waste reduction – recycling & composting
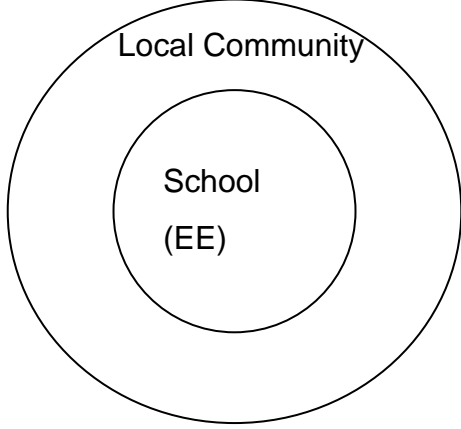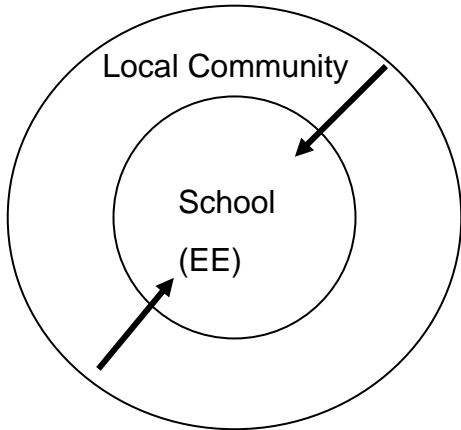- Water Watch
- Wetlands

Types of Partners

- **Families** (Parents, Grandparents, Aunties and Uncles)

- **Community volunteers**

- **Community groups** (Scouts, Landcare, Historic Society, Rotary, Men's Shed)

- **Service providers** (Energy, Water, CERES, Planet Savers, Carbonetix)

- **State government departments** (SV, DHS, EPA, Transport, DPI, Catchment Mgmt Authorities)

- **Parks or gardens organisations** (Royal Botanical Gardens, Parks VIC)

- **Not for profit organisations** (Foundation for Young Australians, Community Gardens Organisations, Greening Australia, Environmental Education in Early Childhood VIC)

- **Local government** (Development Action Committees, TENs)

- **Higher educational institutions** (TAFE, Universities)

- **Health organisations**

- **Business** (Nurseries, Hardware, BHP, Quarries, Restaurants)
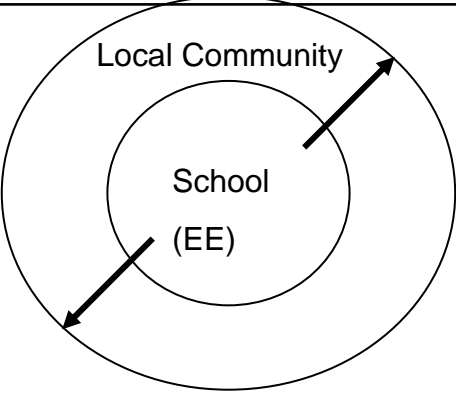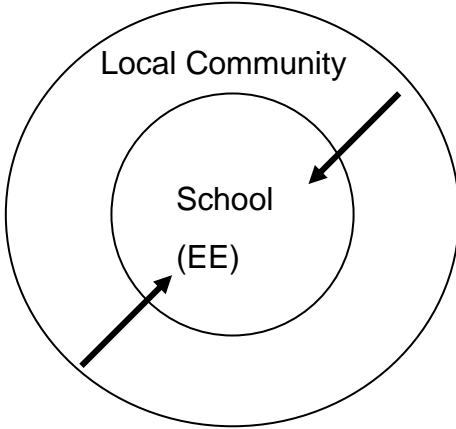
- **Other schools**

Methods used

- **Partner programs** eg: Water Watch, AuSSI, Planet Savers, RACV Energy Breakthrough, LfS, SAKGP

- **Student Clubs** – tasks such as volunteer for gardening, recycling tasks, rubbish free lunches.

- **Student action teams manage projects**
  – Primary school's rubbish reduction & bike shed (from 3 to 25 riding to school)
  – A secondary school administers small grant program for sustainability projects

- **Embedded into curriculum**
  – Art projects in gardens eg: a secondary school's concrete couches came from Yr 9 art
  – Media studies topics on sustainability eg: a primary school's song & film making project
  – Commerce project on sale of garden produce or trees propagated

- **Kids teaching kids conferences** – students sharing ideas between schools eg: River Health Conferences, Sustainability Toolbox

- **Home audits** eg: at one primary school a teacher's science assignments require students to investigate & improve practices at home (energy, water, composting). At another students do home energy audits as homework.

- **Reflective diary / journal** eg: a kindergarten's recycle ted goes home with a diary / journal for parents to record what recycling ted does in their house. Families review the information written by others and add further ideas

- **Blogs / online student congresses** eg: students have developed & participated in blogs, wikis and Ning sites.

Types of Activities – Uzzell's Framework: (1999)

Example of Model	Type of Activities (as suggested by Flowers et al…2009)	Uzzell, D (1999)
MODEL ONE: **School as an isolated island**	Classroom teachers preparing "sustainability activities" as part of curriculum assessment in various subjects	Local Community School (EE)
MODEL TWO: **School invites members of the local community organisations into school to discuss or take part in specific topics related directly to the curriculum**	Organisations invited in to: -Assist in school energy audits -Give grants and awards -Donate items, eg, water tank -Give presentations, talks, discussions	Local Community School (EE)

Types of Activities – Uzzell's Framework: (1999)

Example of Model	Type of Activities (as suggested by Flowers & Chodkiewicz 2009)	Uzzell's (1999) diagram
MODEL THREE: **School as a guest of the community**	School visits to: -Attending council run events -Excursions to wetlands, coastal river habitats…	*Local Community — School (EE)* (concentric circles with double-headed arrow pointing outward)
MODEL FOUR: **School as a social agent**	Organisations work with schools for environmental change… eg, schools involved in Landcare, other community garden projects, environmental forums and events	*Local Community — School (EE)* (concentric circles with arrows pointing inward)

Example of JOINTLY INITIATED PARTNERSHIP at a Primary School in Melbourne's Outer Eastern suburbs
Restoring nature to school and community life

- **Type 4 Activity**
  - Wetland development – Started in 1993, turned a 9 hectare paddock into a wetlands/woodland area with tree plantings, boardwalks, walking tracks and bird watching facilities

- **Partners**
  - Community Volunteers (staff and community members); Community Groups, (Scouts, Historical Society, Community Market Committee, Wetlands committee, parks/gardens organisation); Local Government; State Government, (SV, Parks Victoria); Business (Water Utility Cos, local quarry, nursery, mineral resources co, regional waste management group); Not for Profit/Philanthropic Sector, Wettenhall Foundation, Envirofund (National Heritage trust); Service Providers, (CERES); Local feeder secondary school

- **Most significant change.**
  - Restoring nature to school and community life.

Example of SCHOOL INITIATED PARTNERSHIP at a Secondary School in Melbourne's Northern Suburbs Generation Next Doing Their Best

- **Type 4 Activity -** Leadership role with Local Government in developing TEN network and also sustainability forums in the local area with links to the national and global. Major activities coordinated by Sustainability Coordinator through the Lizards Environment Club

- **Partners –** Community Groups (Darebin Creek management Committee, Frog Watch…), Local Government, State Government (EPA, SV), Business (Bunnings), Service Providers (Waterwatch, ResourceSmart, CERES, Firestarter), Other Schools (teachers and students from local primary and secondary schools)

- **Most significant change.** The personal growth of the students – as leaders, as teachers and as role models.

Example of COMMUNITY INITIATED PARTNERSHIP at a rural Secondary School
People Power Together We Achieve Sustainability

- **Type 4 Activity**
  - Improving local parks and reserves especially "Our Playce" program which led to an interpretative walking track at the Common

- **Partners**
  - **Families; Community Volunteers; Community Groups** (District Development Action Committee (HADDAC), Landcare, Waterwatch); **Local Government** (Moyne Shire Council); **State Government** (DPI, CMA, SV, DSE); **Higher Education Institutions; Business** (SW Waste Reduction Group); **Service Providers** (Firestarter, ResourceSmart)

- **Most significant change**
  - The development of the skills and abilities that students learn as a result of being involved in a number of environmental projects during their school years.

Example of SCHOOL INITIATED PARTNERSHIP at rural primary school
Red Lentil Soup: Our Sustainable World

- **Type 4 Activity**
  - Stephanine Alexander Kitchen Garden project incorporated into "Our Sustainable World" leading to the development of an Environmental Centre and Community Kitchen Building

- **Partners**
  - **Families, Community Volunteers** (former staff, retired people); **Community Groups, (**Rotary, Men's Shed, Church Group); **Local Government** (Moyne Shire); **State Government,** (SV, DSE); **Business** (Merrijig Inn, Pacific Hydro..); **Service Providers**, (SAKG, ResourceSmart); **Local kindergarten**

- **Most significant change.**
  - It is about long-term, slow change that starts with a sound philosophical base and a vision and embeds sustainability lifestyles in everyday life - taking opportunities when they arise.

Rethinking Uzzell's School as a social agent

Local
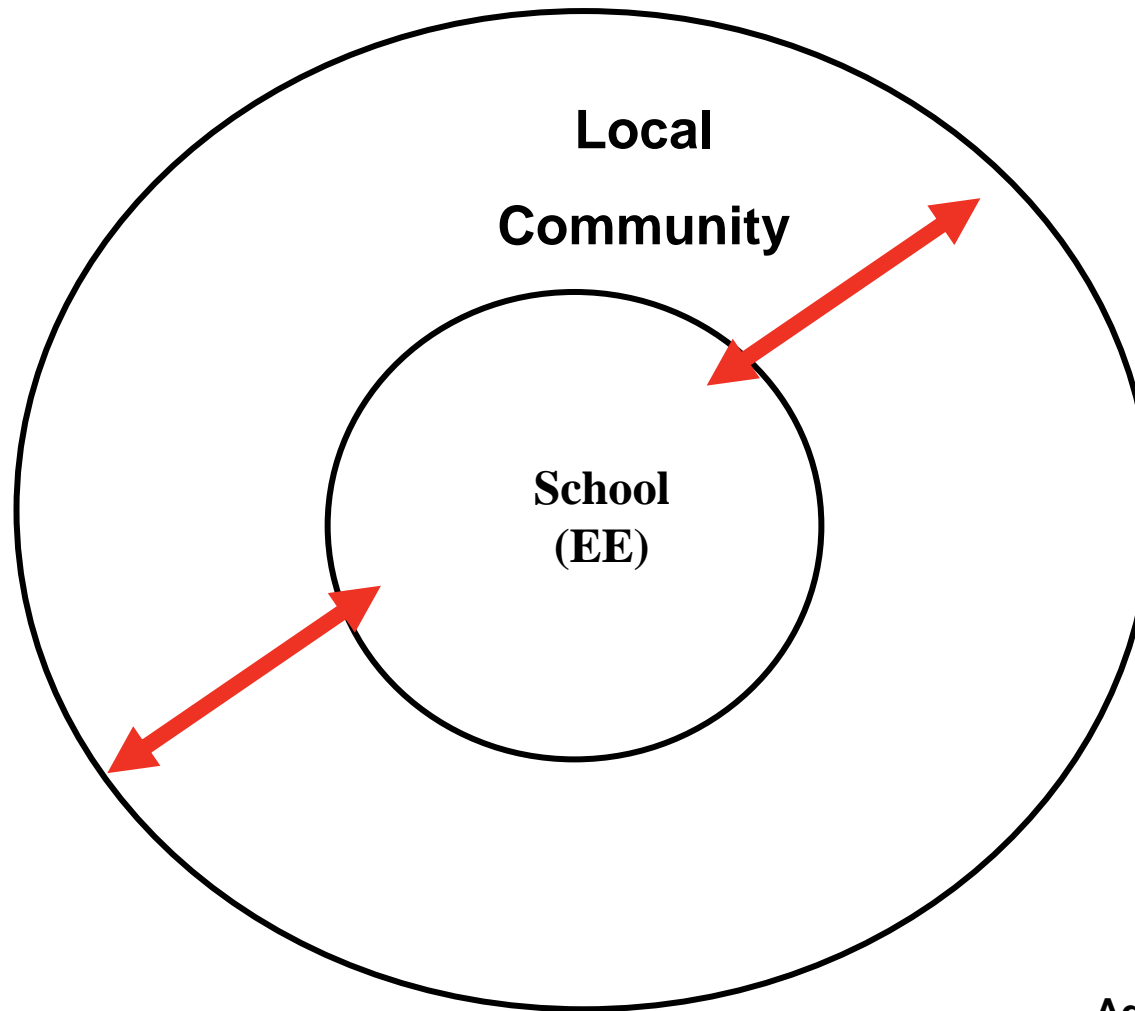
Community

School (EE)

Capabilities needed for effective school-community learning partnerships for sustainability

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Capabilities for SCLPfS

- *Few have all the skills needed* - negotiation, relationship, consultation, problem solving, project management skills and many more

- *Few schools have a paid coordinator position* – most rely on a Champion Teacher who gives their time above normal workload.

- **The result** = risk of burnout, projects and partnerships stopping if champion leaves.

- Short term, ad-hoc projects, with opportunities taken as they arise

- Not long term, ongoing partnerships that develop and mature, not strategic planning and joint management of projects

- Yet that is what is recommended as ideal in partnership literature

Capabilities – partnership recruitment

- Partners tend to be parents & family members

- Recruitment occurs through newsletter, kids volunteering their parents & parent networks

- Staff story at a primary school - a parent of a child in Grade 2 came up and said "Are you still interested in some rock?" I said "Yes, definitely". She said well **my husband manages a quarry** in Tynong and he seems to think we could have some. ($4,000 rock free, just pay cartage)

- Staff story at a primary school – The staff member smiled, "you can write in the newsletter until you're blue in the face, but then, **when the kids say, 'My Dad does this', then the parent has to come up with the goods.** It might not be straightaway but it will eventually happen."

Capabilities – partnership recruitment

- Secondary College (staff) – the staff member explained that the students will be given responsibility to source the materials for projects such as building the garden. They **ask their parents and relatives to donate materials, and may ring up local businesses.** She said that in the end the students were competing with each other "You know, my auntie's got a nursery. So's my uncle. We can get it cheaper…"

- Businesses donate materials or money

- Rarely active participants

- Unless win-win situation

- eg: A secondary school & Sunrise Energy Management, Carbonetix – technology, use of SETS data, advice on grant applications, joint presentations, understand each other's needs
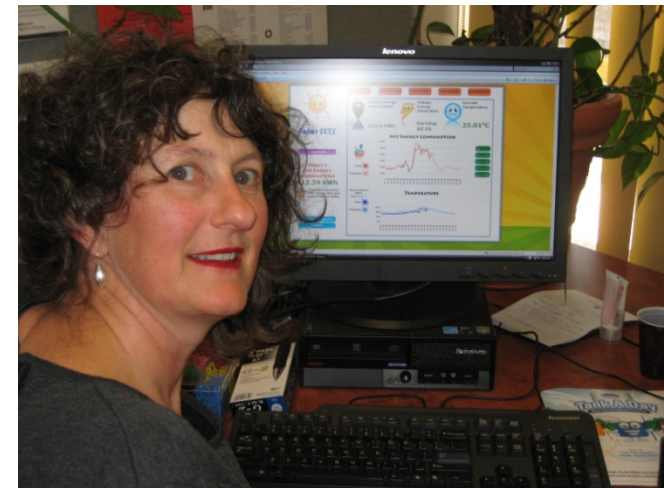
Capabilities – partnerships with business

Benefits to business

- **Profile and marketing** – signs, thank you letters, banners, certificates, inclusion in newsletter

- **Annual reports** – list donations as demonstration of their Corporate Social Responsibility

- Businesses can't work with all schools

- **Tend to donate to local school** - if contacted by them or if know someone at the school / have children at the school

- This equals a short term, once off transaction, not really a true partnership
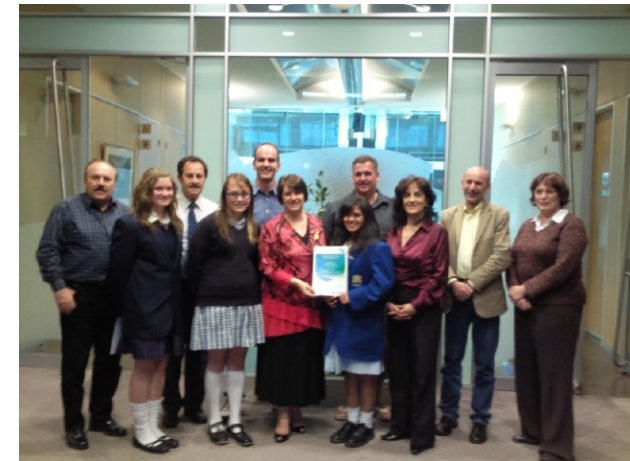
Capabilities – partnerships with parents & community

Depth of partnership also varies

- It can be a **once off or regular donation of goods, money or time to do a task**
  - A grandfather at a primary school, whose grandson is also in prep, volunteers his time two or three days a week. Fred does so to earn his pension!
  - A parent at a primary school brought his excavator and shaped the land for the frog bog for free

- Benefits include: Making friends, learning skills, satisfaction at achievements, spending time with your children, helping the environment or school, having fun

- Challenge – small number of eager volunteers, often same people who do reading, computing, sport coaching, canteen

Capabilities – partnerships with parents & community

- Number of volunteers varies from community to community

- In case studies where lots of volunteers
  - Rural schools with strong community networks
  - Natural beauty so community is committed to environmental issues
  - Inspiring vision that people want to be a part of

- Teachers advise us it takes time to build relationships
  - Need to feel invited and welcomed to join in
  - Need to have clear roles for them to do
  - Need to feel supported and productive
  - Need to feel can have input

- Then they may want to take on more responsibility

Capabilities – partnerships with parents & community

- Joint management & responsibility for tasks

- A primary school Garden Team - consisting of staff, parents and community members, do *fundraising*, organise three to four *working bees* a year, *organise events* and the *pickup and delivery of donated materials*. They do the *correspondence* too, including *thankyou letters to donors* and try to keep everyone informed about what is occurring with the garden and eco-centre. The team members give their time, share their skills and knowledge doing *gardening, construction jobs and landscaping*.

- A primary school Wetland Committee

- A primary school SAKGP (Grade 3-6) – 4 parents on committee even though their children not in program, they're in prep & grade 1

Capabilities – school support for partnerships

- Time required to build partnerships

- Activity level varies at each school based on:
  - Champion Teacher
  - Number of volunteers
  - Parent networks / contacts
  - Level of school support

- Support for Champion Teacher
  - Part time paid position
  - Full time paid position
  - Others sharing the load
  - Budget for activities

Capabilities – school support for partnerships

- Part time paid position

- A staff member at a secondary school replied "You have to have **key staff who are prepared to put in above and beyond what they normally do.** I mean the staff champion was driving the projects in the primary schools and finally we decided to give a **very small time allowance to that role, but you need the support of curriculum people and the support of admin**. If you don't have the **support of your principal class** you just can't do it, because it really is a job beyond what you do. You get back from investing your passion, but the workload is huge".

Capabilities – school support for partnerships

- At one primary school the coordinator is **paid 1 day a week as a Sustainability Coordinator** to write grant applications, coordinate activities and help make it all happen. She emphasises that **"it's so important that if schools are serious about it, they need someone who's out of the classroom.** That's the only reason I can do what I do, because I don't have a class responsibility. **If you've got responsibility for a class, you don't have the head space, you don't have the time for all this other stuff".** Those teachers that are committed to it often end up doing it during their own time. She said that **"The Department gets a lot of unpaid work out of its teachers for achievements in sustainability".**

Capabilities – school support for partnerships

- **Full time paid position**

- One primary school as an Environmental Scientist on staff. The children have one hour of environmental science per week across the school and integrated inquiries are linked to the rest of the school.

- Another primary school has an Environmental Education specialist, manages farm & property, has each class once a week. Trialling a new curriculum approach where two classes will spend 5 weeks in transportable in environmental setting.

- A third primary school also has an Environmental Education Specialist, and has every class once a week, helps students to design and implement projects for the eco-centre, new gardens, mentoring younger students and much more!

Capabilities – school support for partnerships

- **Others sharing the load**
  - Community partners taking on responsibility
  - Other teachers assisting with activities or embedding it in the curriculum
  - Principal as champion)

- **Budget provided** in recognition of
  - Benefits to students personal growth
  - Value of learning approaches
  - See reputation benefits and financial benefits for school
  - See it as a drawcard for enrolments
  - Community is green and are asking for sustainability activities

Capabilities – limits to success

- Limited by methods used - Student Clubs
  - *Time available for activities* (lunch, after school, miss a lesson or two)
  - *Number of participants* (able to be supervised, miss classes)
  - *Competes with sport* & other extra curricular activities
  - *Champion Teacher's time* available to organise & supervise activities
  - *Unable to meet student demand* (waiting lists, elections)

- If sustainability is such a priority for the future of our Earth, our children and ourselves, surely *we need to find another way – a way to make it easier for schools to do partnerships, environment clubs and sustainability activities.*

Capabilities – more support is needed for schools & communities to do partnerships

- It's unrealistic & unsustainable to expect over worked Teachers to do partnerships

- They need to be supported. Helped:
  - To build the skills needed
  - To learn about potential partners
  - To identify potential projects & how to do them
  - To design activities to be included in the curriculum
  - To develop relationships with partners & gain funding

- This would reduce risk of burnout & collapse of programs

- Enable more to be achieved

Capabilities – the role of local government

- Local government Environment Officers are starting to assist schools in these ways

- Some now **hold regular Teacher Education Network Meetings** (TEN) for staff at all schools in their areas

- At one secondary school in Melbourne's North, the sustainability coordinator is adamant that a factor enabling the formation and maintenance of secure partnerships and resources is through the **snowballing effect of 'conversations**' – returning to face-to-face interaction with colleagues, with people at conferences, and through the local **Teacher Environment Network (TEN) meetings. Such conversations lead to new ideas, activities, support and opportunities that may otherwise be unavailable.**

Capabilities – the role of local government

- Some even **organise curriculum activities and professional development** sessions

- Some **invite schools to participate in their projects**
  - Mornington Peninsula Shire Council's Climate Conversations Project with a local primary school – 3,000 residents attended & heard the students talk about their activities
  - Strathfieldsaye Community Enterprise & City of Greater Bendigo invited local primary schools primary schools to be involved in design of community recreational facilities

- Some even facilitate **regional projects for students from different schools to work together** eg: Moyne Shire & Warnambool City Council Youth Officer, Our Playce Youth Leadership Program with a local secondary school

Capabilities – conclusion

- There are many benefits from partnerships

- Schools need more support
  - partnership brokers,
  - funding,
  - professional development,
  - assistance to design sustainability activities & embed them into the curriculum,
  - assistance on how to do effective sustainability partnerships & assistance to do them

- Local government is stepping up providing some of this support. This is to be encouraged.

- Without it current practice is likely to continue – ad-hoc, short term projects & partnerships, dependent on Champion Teacher, vulnerable to cessation from burnout or loss of key volunteers

Recommendations for advancing SCLPfS in theory and practice.

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Preliminary Synthesis : Weaving Case Stories and the Literature

- Case stories demonstrated benefits of learning partnerships beyond student learning outcomes.

- Tendency in the literature to be school-centric. The case stories acknowledged that a partnership is a more reciprocal relationship.

- Case stories described context-responsive at different levels or intensities of partnerships.

- Case stories documented a range of partnerships that were school-initiated, community-initiated or jointly-initiated.

- The partner community varied – from geographical to virtual.

- The research identified specific capabilities and limitations in the formation and nurturing of the appropriate partnership types.

The outcomes of partnerships identified from the case stories fitted the initial model we proposed for SCLPfS

Rethinking Uzzell's School as a social agent

Local Community

School (EE)

A more reciprocal and dialogical model but

School-centred?
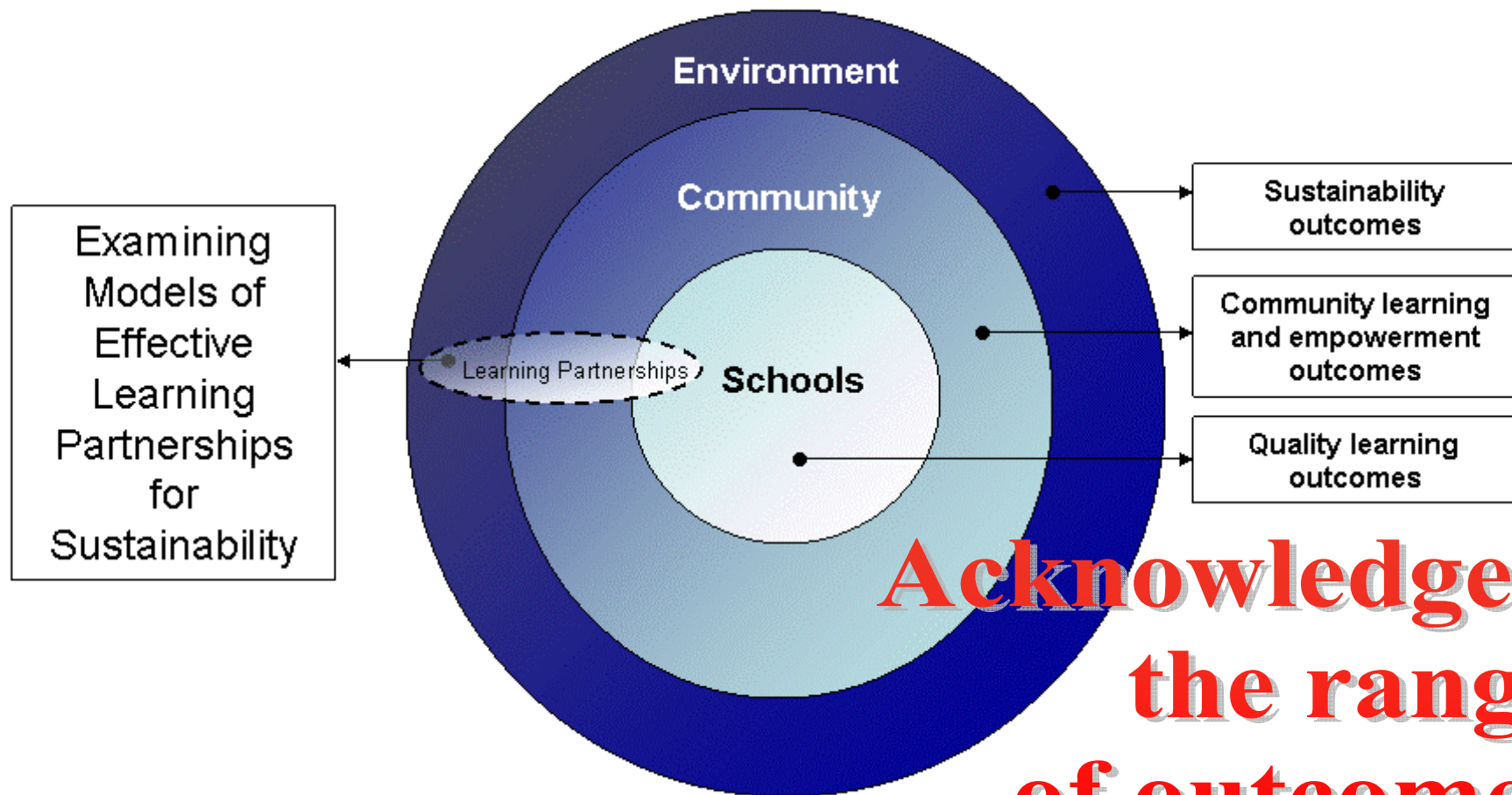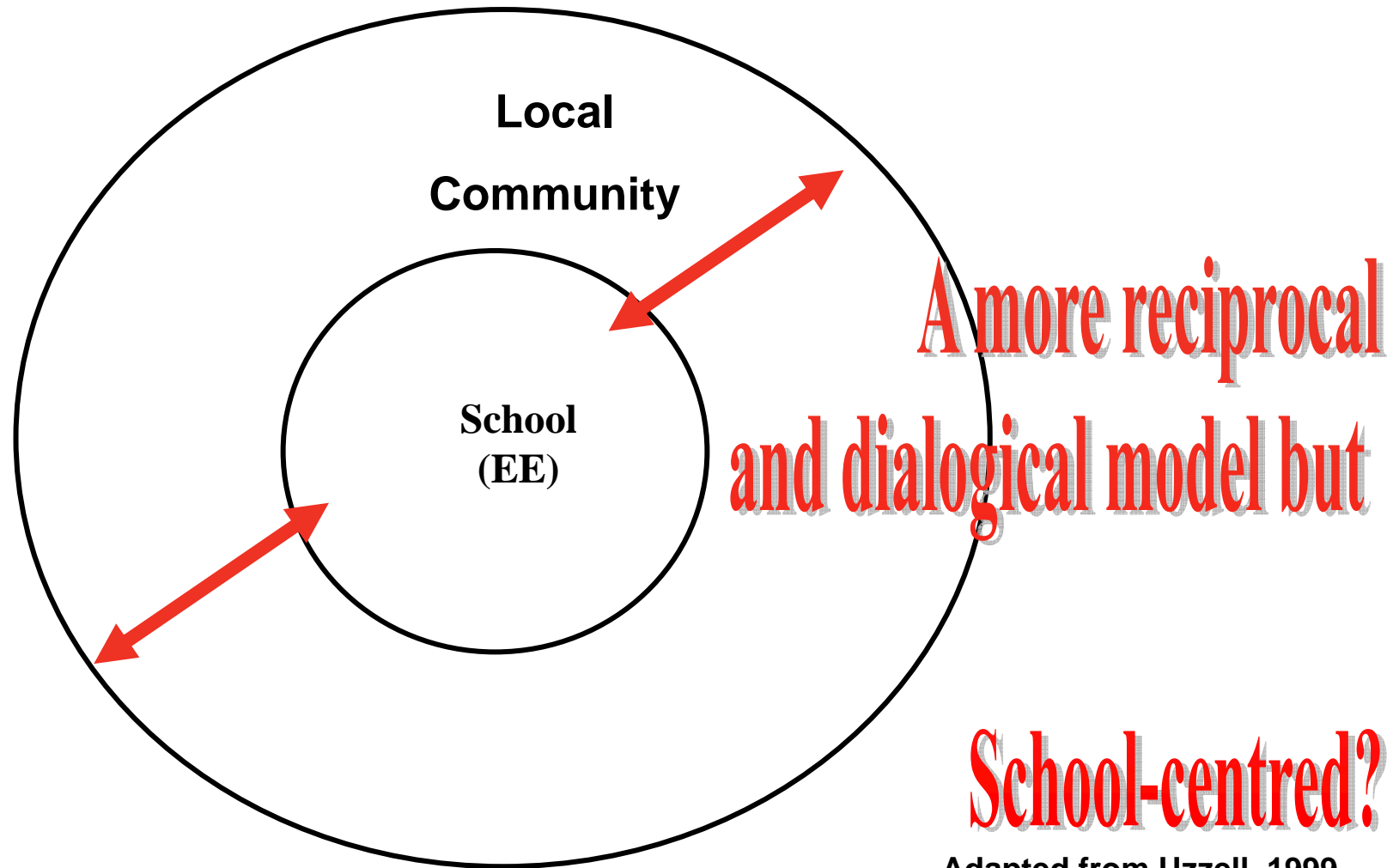
Adapted from Uzzell, 1999

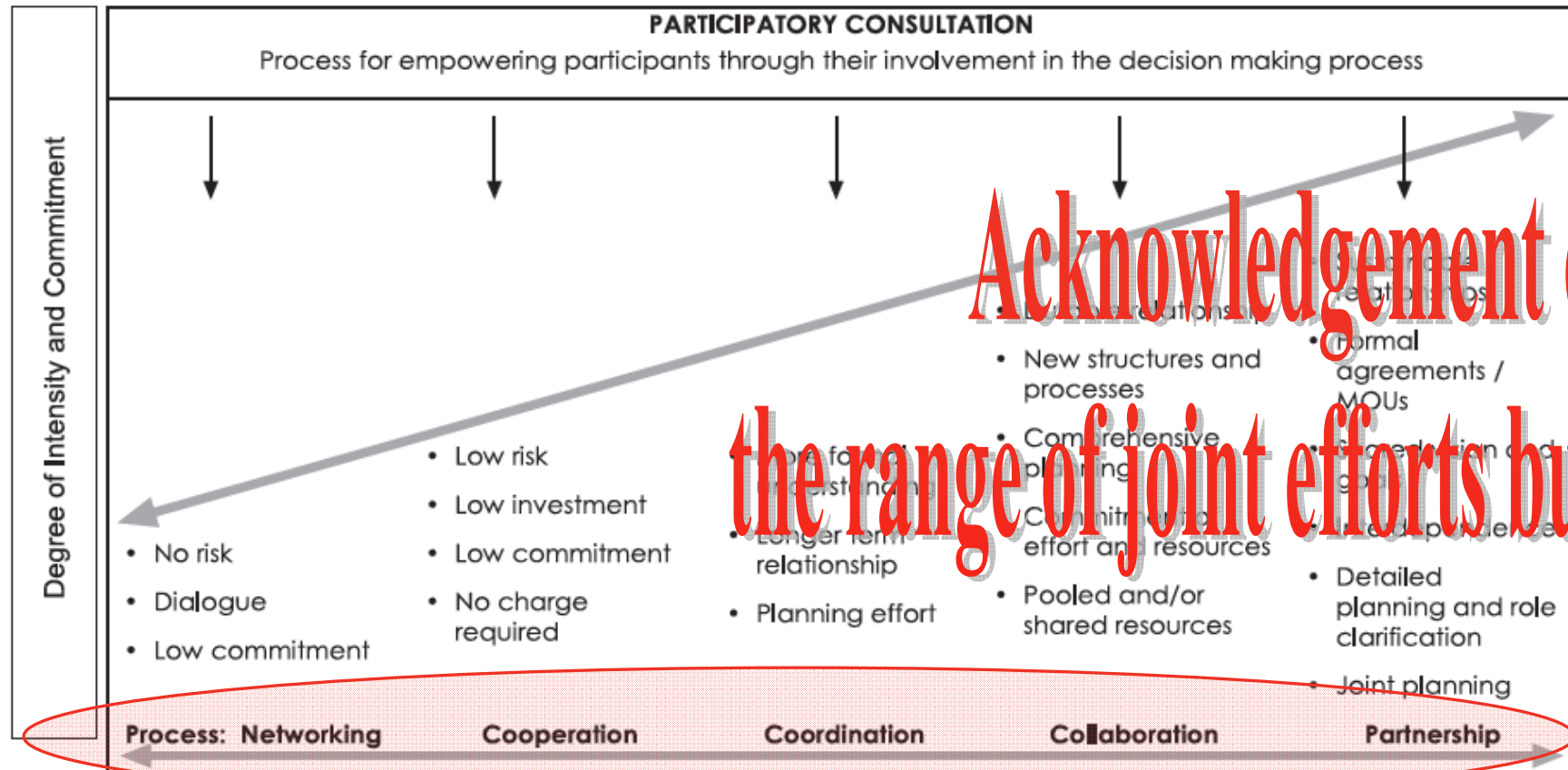# SCLPfS Theory – recommended best practice

Continuum of Joint Effort

PARTICIPATORY CONSULTATION				
Process for empowering participants through their involvement in the decision making process				

Degree of Intensity and Commitment

- No risk
- Dialogue
- Low commitment

- Low risk
- Low investment
- Low commitment
- No charge required

- Longer term relationship
- Planning effort

- New structures and processes
- Comprehensive planning
- Commit effort and resources
- Pooled and/or shared resources

- Formal agreements / MOUs
- Detailed planning and role clarification
- Joint planning

| Process:	Networking	Cooperation	Coordination	Collaboration	Partnership

@ Success Works 2002

4 Developed by Success Works, 2002 and included in *Putting Partnerships into Practice Final Report.* Report prepared for the Department of Human Services 2004.

Acknowledgement of the range of joint efforts but

Linear Continuum?

SCLPfS Theory – recommended best practice

Kilpatrick et al (2003 p4-5) reviewed the maturity of partnership practices at five case study sites and developed a list of "Twelve characteristics that are central to the success of school–community partnerships". They claim that "the characteristics, listed below, are largely sequential in that later indicators build on earlier ones".

Figure 1: Relationship between indicators and level of maturity of the school–community partnership

Greater acknowledgement of the reciprocal nature but

Maturity Continuum?
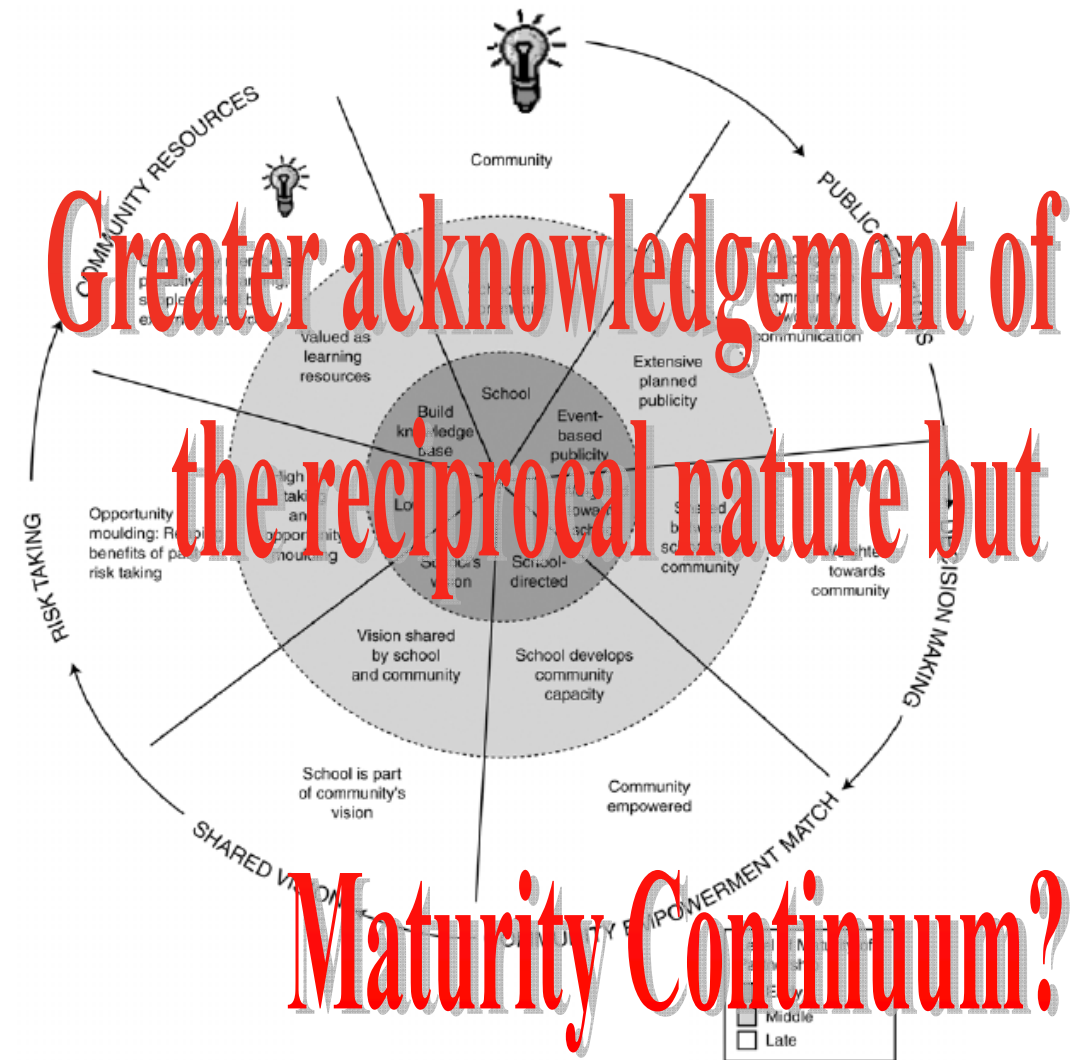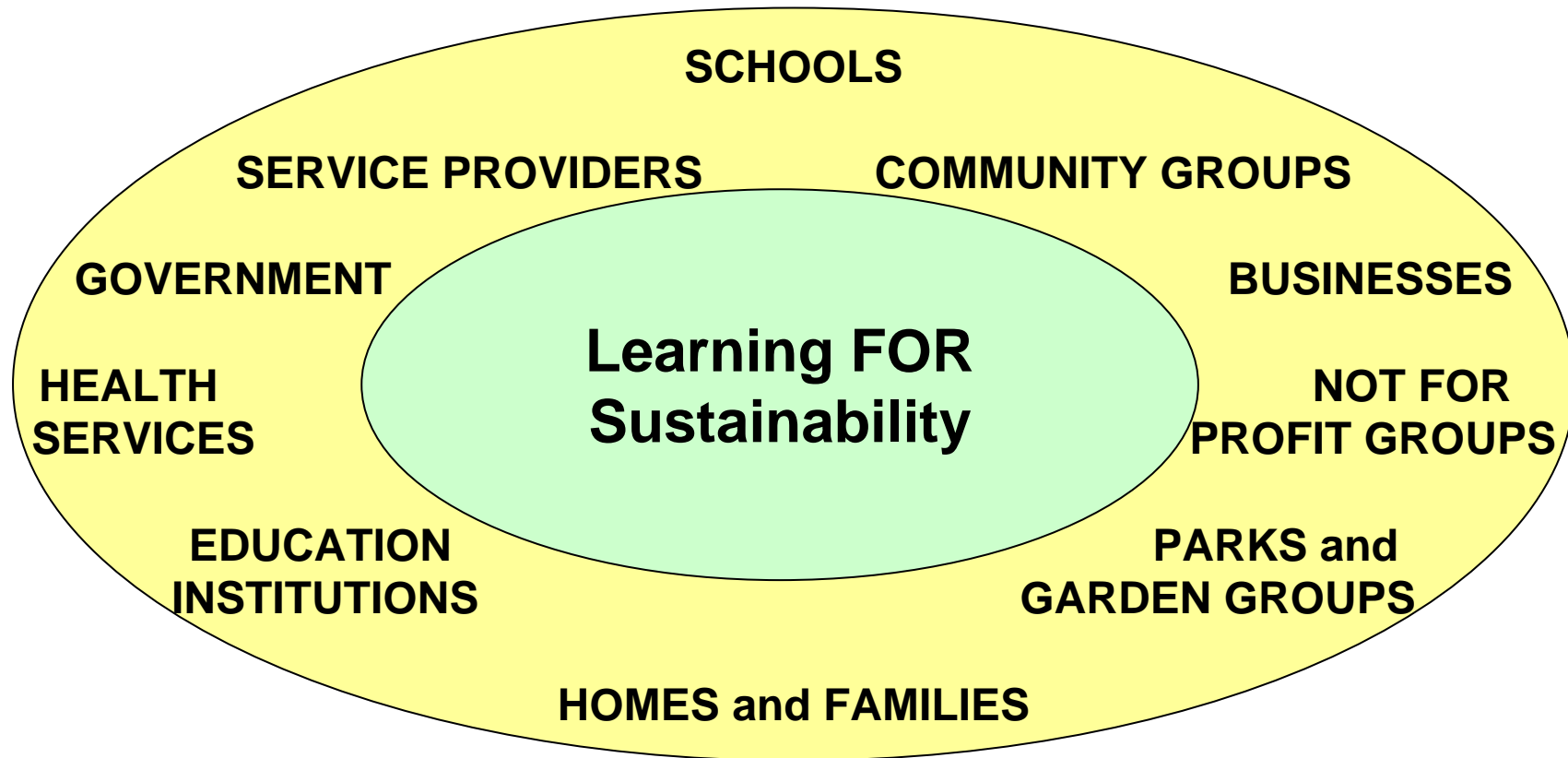
Learning for Sustainability Continuum

(Guevara and Sayers 2005 WPGA Report)

Strategies continuum	Build social / community capacity		
	Facilitate individual learning and action		
	Stimulate communication and dialogue		
	Disseminate information		

Disseminate information – [obscured] of the issue that can be made more [obscured]

Stimulate Communication and Dialogue – can help to consolidate this initial knowledge by linking back to [obscured].

Facilitate Individual Learning and Action – can provide opportunities for individuals to reflect on their own responsibilities in relation to competing concerns like water and safety.

Build Social/ Community Capacity – help groups and communities contextualise their different socio-cultural values and patterns of behaviours to those of their neighbours and [obscured] seek out or create on-going [obscured]

cumulative

learning is congitive

attitudinal, values oriented

and practical or action oriented

Learning IN Partnership

SCHOLS
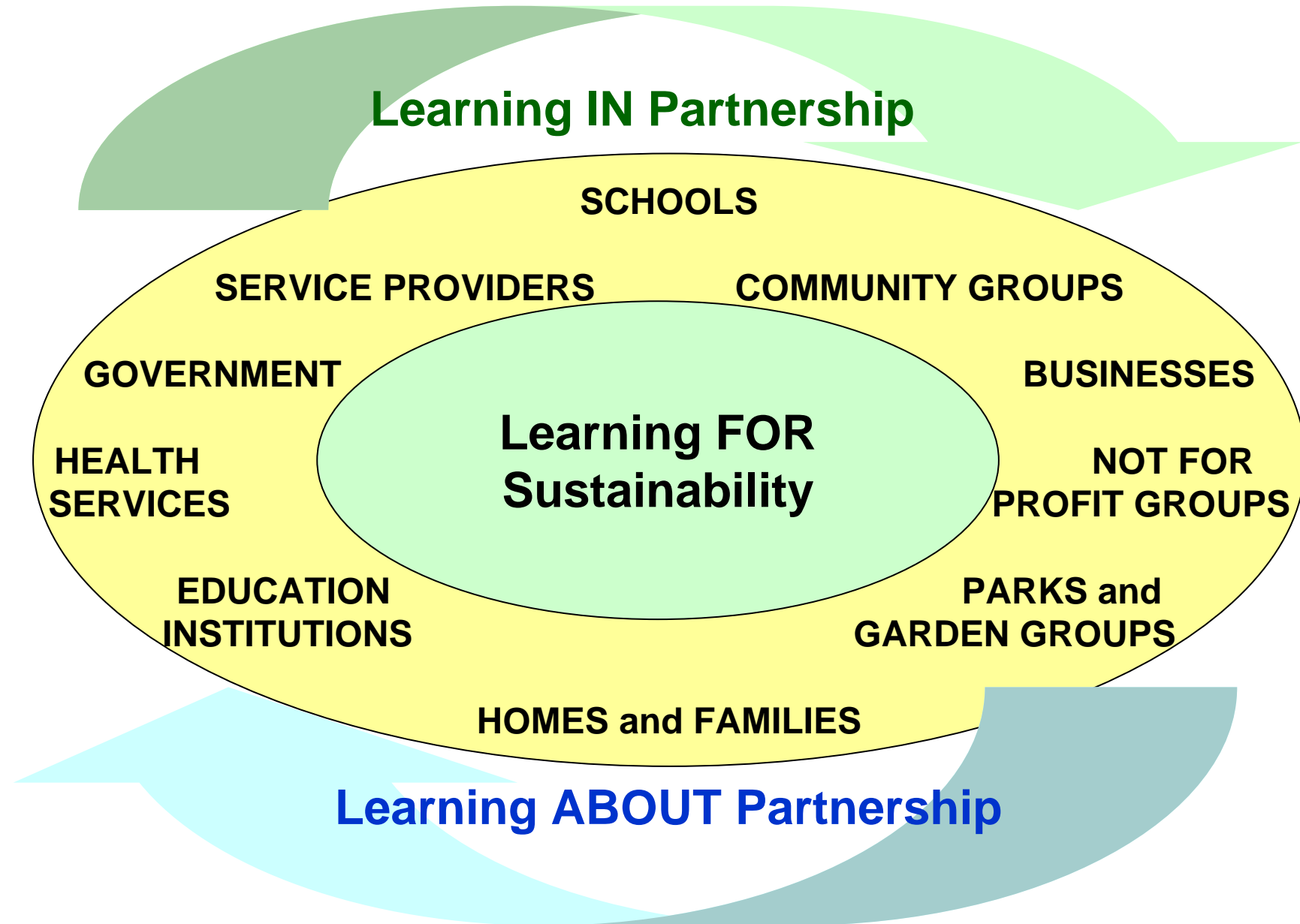
...OVIDERS   COMMUNI...

LEARNING METHODS

Learning IN
Hands-on
Project-based
Clubs/Action Teams
Web-based

Learning WITH
Parents/Home
Resource providers
Other Schools
Community groups
Governments

**Learning FOR
Sustainability**

GA...

HOMES and FAMILIES

...rning ABOUT Partners...
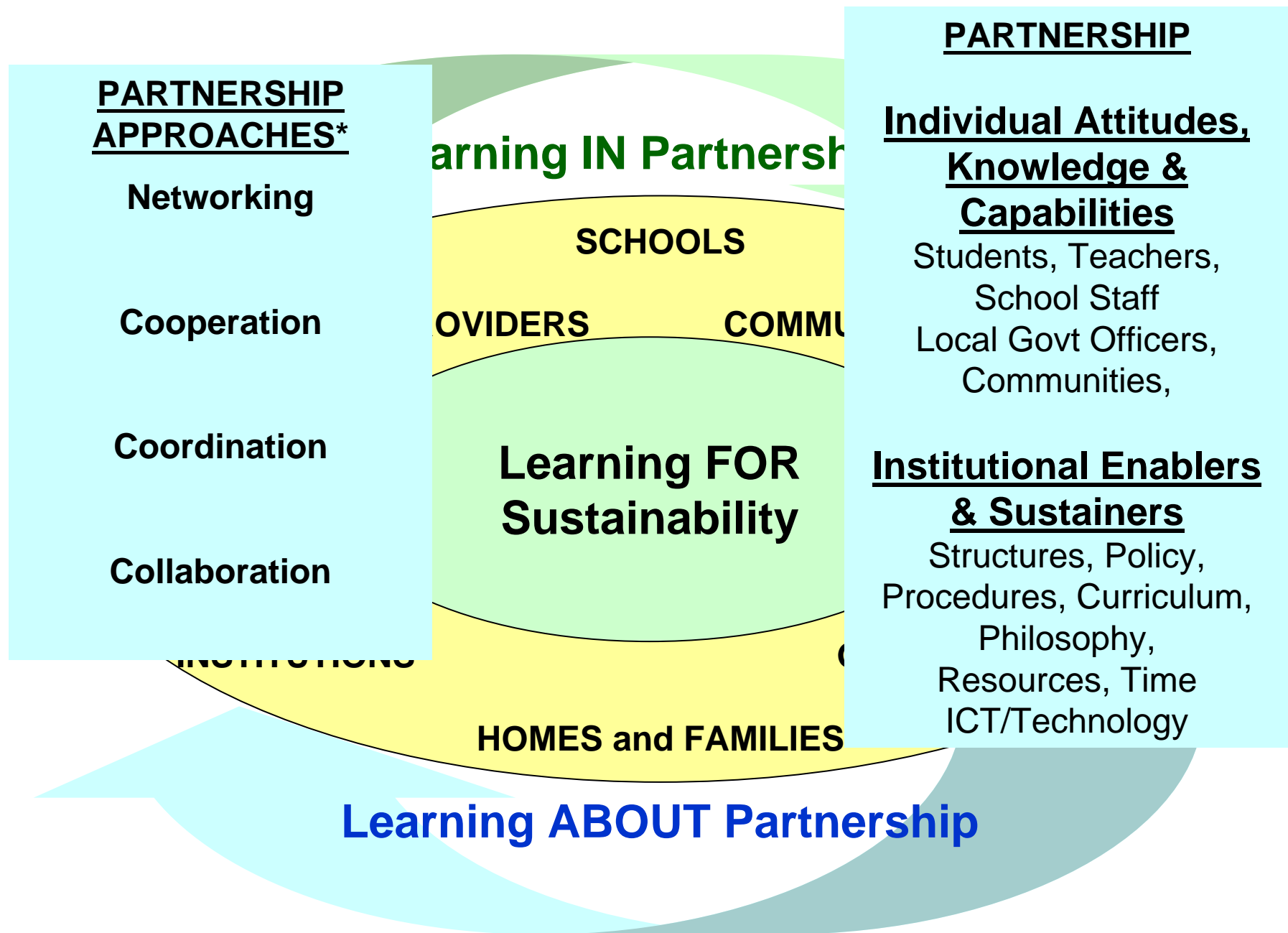
**IMPROVED LEARNING
and OUTCOMES**

Social
(individual, school,
organisational,
community)

Environmental
(resources, habitats,
local and global)

Economic
(savings, profits from
sales, securing grants)

PARTNERSHIP APPROACHES*

Networking

Cooperation

Coordination

Collaboration

Learning IN Partnership

SCHOOLS

...OVIDERS   COMMU...

Learning FOR Sustainability

...INSTITUTIONS...

HOMES and FAMILIES

Learning ABOUT Partnership

PARTNERSHIP

Individual Attitudes, Knowledge & Capabilities
Students, Teachers, School Staff
Local Govt Officers, Communities,

Institutional Enablers & Sustainers
Structures, Policy, Procedures, Curriculum, Philosophy, Resources, Time ICT/Technology

*adapted from Himmelman (2002)

COORDINATION
involves exchanging information and altering activities for a common purpose.

COLLABORATION
In addition to the other activities described, it includes enhancing the capacity of the other partner for mutual benefit and a common purpose.

Map your own experiences of school-community partnerships.

SCHOOLS
SERVICE PROVIDERS   COMMUNITY GROUPS
GOVERNMENT   BUSINESSES

Learning FOR Sustainability

HEALTH SERVICES   NOT FOR PROFIT GROUPS

EDUCATION INSTITUTIONS   PARKS and GARDEN GROUPS

HOMES and FAMILIES

NETWORKING
involves the exchange of information for mutual benefit. This requires little time and trust between partners.

COOPERATION
involves exchanging information, altering activities and sharing resources. It requires a significant amount of time and high level of trust.

Definitions adapted from Himmelman (2002)

Learning Partnership Spectrum Worksheet (WEEC 2011)

For further information:

http://www.rmit.edu.au/education/research/learningpartnerships

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