

**STRATEGIC SCHOOL PARTNERSHIPS:
CORE COMPETENCIES AND CAPABILITIES
OF SCHOOL LEADERS
MAPPING NATIONAL AND INTERNATIONAL BEST PRACTICE**



educational
transformations



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Commissioned by Social Ventures Australia

5 September 2013

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EXECUTIVE SUMMARY

Questions

The project is intended to make a contribution to the Bright Sparks School Fund (BSSF) by responding to the following questions:

1. What is the documented evidence about the impact of these partnerships on student learning and participation in school?
2. What are the core competencies and capabilities of school leaders who develop strategic school partnerships?
3. What are the identified best practices that enable school leaders to develop these competencies?

Question 1: Documented evidence

Evidence about the impact of partnerships on student learning and participation in school was collected from a range of sources including the National Professional Standard for Principals, the findings of the International Project to Frame the Transformation of Schools, the outcomes of the Business-Schools Connections Roundtable and Leading Learning in Education and Philanthropy (LLEAP), Social Return on Investment studies, and a 'thought piece' written by Professor David Hargreaves for the National College for School Leadership (England) on the 'self-improving school system' (SISS). Each of these sources includes evidence on the impact of strategic partnerships. This evidence is summarised in the following table.

Source of evidence	Competencies and capabilities	Comment
National Professional Standard for Principals	Partner, where appropriate, with community groups, agencies and individuals, businesses or other organisations to enhance and enrich the school and its value to the wider community	This lists the entities with which the school through the principal should form partnerships
	Create and maintain an effective partnership with families and carers	The term 'partnership' here is used in the most general sense
	[Work] in partnership with schools and others to develop integrated provision	The focus here is on a particular outcome of partnership, namely, 'integrated provision' of programs and other learning experiences for students

	<ul style="list-style-type: none"> • Define challenges clearly and seek positive solutions, often in collaboration with others • Principals can communicate, negotiate, collaborate and advocate effectively and relate well to all in the school's community • Principals take account of the social, political and local circumstances within which they work. They continuously improve their networking and influencing skills 	These three refer to particular skills that principals should have as 'pre-requisites' for building strategic partnerships
International Project to Frame the Transformation of Schools	<p><i>The four forms of capital</i></p> <p>Intellectual capital: school leaders will be at the forefront of knowledge and skill in developing strategic partnerships</p> <p>Social capital: school leaders have an important role in helping the school secure cash and in-kind support from a range of entities in the public and private sectors, including not-for-profits, philanthropies and business, ensuring that each partner gains from the arrangement</p> <p>Spiritual capital: school leaders ensure that there is a strong moral purpose underpinning each partnership, normally expressed in terms of benefits to students and to society</p> <p>Financial capital: school leaders ensure that funds are made available to help build and sustain a partnership</p>	These four forms of capital are an 'integrated set' as far as actions are concerned
	<p><i>School leaders accept and can act strategically on the following characteristics of 'new enterprise logic':</i></p> <p>The student is the most important unit of organisation – not the classroom, not the school, and not the school system.</p> <p>Schools cannot achieve expectations by acting alone or operating in a line of support from the centre of a school system to the level of the school, classroom or student. The success of a school depends on its capacity to join networks or form partnerships to share knowledge, address problems and pool resources.</p>	These characteristics differ in important ways from the traditional 'logic' as far as structures, roles and relationships are concerned.
Partnerships between schools and business	<p>School leaders accept and can act strategically on the following responsibilities of school and community:</p> <p>'[A] growing recognition that educating our</p>	

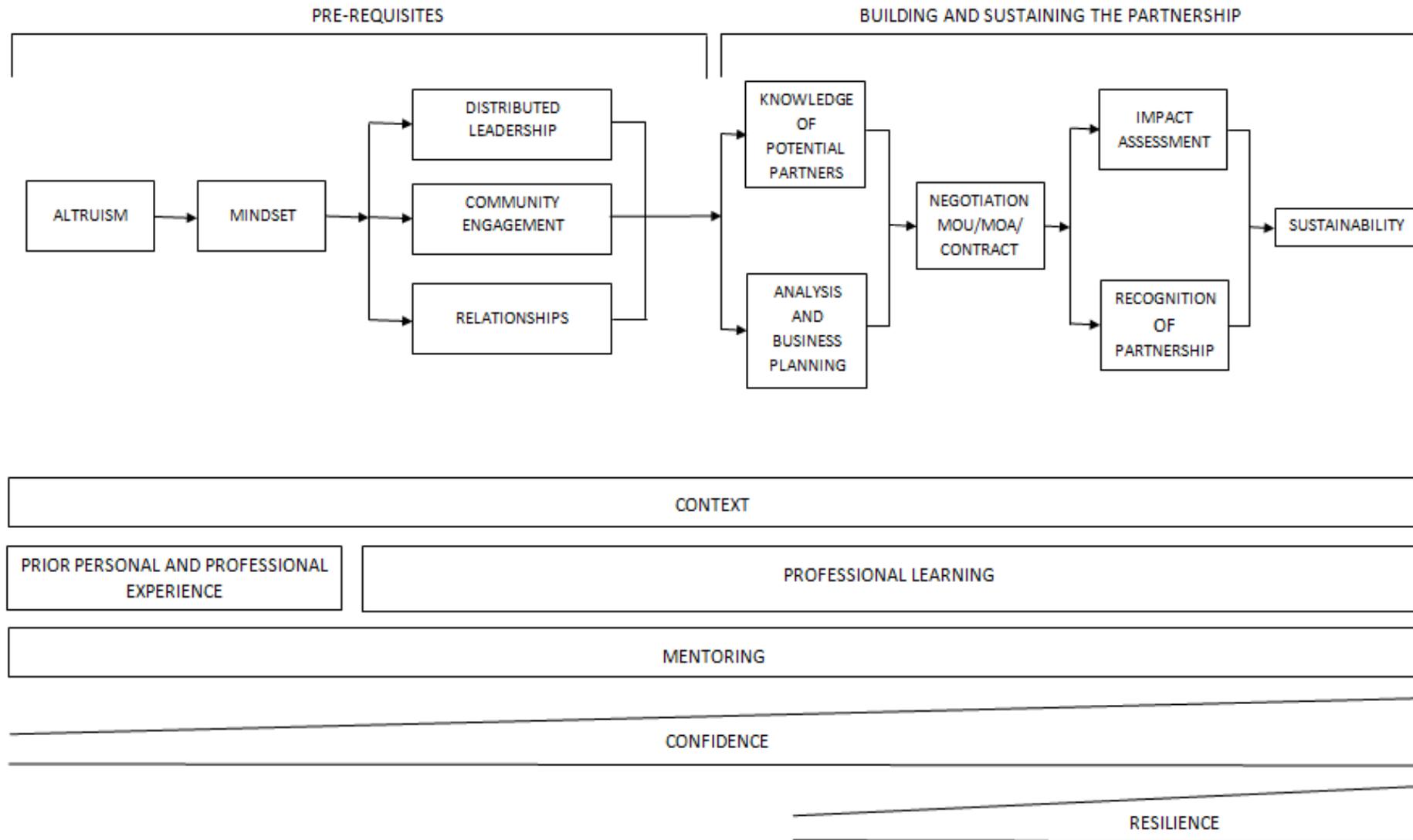
	young people is the responsibility of the entire community, not just schools. This has led to an increasing focus on schools developing partnerships with the broader community—including parents, community organisations, businesses, and other education institutions’ (Business-Schools Connections Roundtable 2011: 1)	
Partnerships between schools and not-for-profits and philanthropies	<p><i>For example, school leaders have appropriate knowledge:</i></p> <p>Knowing who are the philanthropic foundations or trusts interested in funding education</p> <p>Knowledge about the issue, which is the focus of the grant</p> <p>Knowledge about the community or context for the proposed grant</p>	These examples are drawn from a comprehensive list of ‘success factors’ for engaging with philanthropy as identified in the LLEAP project
Social Return on Investment (SROI)	School leaders ensure that there is an impact assessment of partnerships. For larger projects with significant social and economic implications, a formal Social Return on Investment (SROI) study may be conducted by an external organisation	SROI studies include one by Deloitte Access Economics for Hands on Learning Australia
Self-improving school systems	The partnership competence dimension in the ‘maturity model’ developed by David Hargreaves included fit governance; high social capital; collective moral purpose, or distributed leadership; and evaluation and challenge	Hargreaves was primarily concerned with partnerships between schools

Question 2: Core competencies and capabilities

A mapping of core competencies and capabilities was derived from the evidence summarised in the above table and a synthesis of findings from interviews with school leaders who excel in creating and sustaining school partnerships or have deep knowledge of the work on such people. The mapping is contained in the figure below which should be read in the following manner, reading from the top.

There are certain pre-requisites. One is *altruism*, marked by a sense of care and compassion for all students and that the school has a special mission to ensure that all students in all settings can experience success. The second is a *mindset* that recognises that the school must be outward-facing and cannot meet the needs of all students in all settings, especially disadvantaged settings, by acting alone. The whole community should be involved but this involvement will be focused on the next set of pre-requisites that should provide a foundation for creating and sustaining strategic partnerships.

Mapping of core competencies and capabilities



Relationship-building, community engagement and distributed leadership are important in their own right but should be considered as pre-requisites for strategic partnerships. Some programs for partnerships limit their attention to community engagement, especially parent engagement. These are important and may be worthwhile ends in themselves, but they do not in and of themselves constitute partnerships except in the most general rather than strategic sense. *Relationships* are positioned at the base of this set of three because a capacity to establish strong relationships with many stakeholders is the lifeblood of partnership. *Community engagement* is concerned with the way the school interacts with others in the community of the school, both locally and more broadly across society. It is out of such engagement that partnerships can be forged. *Distributed leadership* across the school is important for many reasons but, in the context under consideration in this project, it is vital if school leaders are to act strategically. They will wish to maintain their roles as instructional leaders but considerable time and effort are required to establish partnerships, and there will be many leaders in the school whose roles in instructional leadership will be more substantial than those who are primarily concerned with forging strategic partnerships.

Moving further to the right are the competencies and capabilities that must then be evident if strategic partnerships are to be created and sustained. These are built on or extend the pre-requisites. There must be a capacity for *analysis* of data to establish the needs and priorities of the school, providing the starting point for *business planning* that will help identify what the school can do by itself and what is required in partnership with others. School leaders must have a *knowledge of potential partners* in different sectors (corporate, not-for-profit and philanthropic) who can be matched to the needs and priorities of the school that cannot be addressed internally. Business planning continues once potential partners have been identified and engagement commences.

School leaders are successful negotiators and a capacity for *negotiation* is required if the potential match is to be brought to fruition through an *MOU, MOA or a contract*. Once established there must be ongoing *recognition of the partnership* on the part of school leaders. Also ongoing is *impact assessment*, and the manner in which this will be conducted is normally included in the contract. If all of these pre-requisites, competencies and capabilities are strong and aligned, there is a high probability of *sustainability* of the partnership.

The lower part of the figure contains some important capacities that are fundamental to success. *Context* is important. The particular skill sets and strategies that shall be employed will vary from setting to setting, and school leaders must be adept at choosing those that will be most effective. The balance may change over time as well as from setting to setting. The box below Context deals with the development of the school leader. It is acknowledged that *personal and professional experience* is an important pre-requisite, especially in the development of a sense of altruism and the mindset. Personal experience may include life experience that may start in the early years, shaped by family and social circumstance. *Professional learning*, which may overlap personal and professional experience, includes learning about creating and sustaining strategic partnerships. There seem to be relatively few programs of professional learning that go beyond pre-requisites such as relationship-building, community engagement and distributed leadership.

The last three elements at the bottom of the figure may be considered together. There is evidence that more-or-less continuous *mentoring* is important, not only in developing the pre-requisites but especially in the creation of strategic partnerships. School leaders may lack *confidence* in the early years of their leadership experience or in the principalship and having a mentor who is skilled and successful is likely to have a major impact. The paucity of related professional learning means that mentoring is important. As conveyed in the configuration of this element, confidence is likely to grow with experience and the support that may accrue through professional learning and mentoring. The same configuration is

shown for *resilience* that is especially important as efforts are made to establish partnerships, with some of these efforts proving unsuccessful. Resilience is likely to grow stronger as successful experience is gained.

Question 3: Best Practice in building capacity

An internet search suggests that there are relatively few programs of professional learning that go beyond the pre-requisites. This search included a scan of programs offered by the National College for School Leadership in England, a country where virtually all secondary schools have formed partnerships with not-for-profits or philanthropies over the last two decades.

Two examples of promising programs may be found in Australia. Tender Bridge (ACER), Schools Connect and ACER are working in partnership to present 'Building a Culture of Partnering Program', a two-day program offered over six weeks that deals with topics such as benefits of partnering, overcoming barriers, developing partnerships, evaluating partnerships, and resources. The program was offered for the first time in 2013.

The Bastow Institute offers programs in professional development for current and aspiring principals and other school leaders. It serves the government sector only. Programs relevant to this project are titled Leading Communities (60 hours of professional learning in reading, workshops, virtual seminars, and school-based project work); Collaborative Partnerships with Families and Communities (over four months including pre- and post-course data collection, four face-to-face workshops, a small work-based project, and ongoing support from course facilitators as well as peer learning in an online discussion facility), and Leading and Sustaining Change in Your School (a more general program).

Annotated bibliography

An annotated bibliography is included in the report.

INTRODUCTION

This report is the key deliverable in the contract between Social Ventures Australia (SVA) and Educational Transformations.

Strategic context

The strategic context for the study is the Bright Spots initiative, described by Social Ventures Australia (SVA) in the following terms:

The Bright Spots Schools Fund (BSSF) is the core of SVA's strategic intent in education. SVA knows that there are outstanding programs, approaches, and people in not-for-profit organisations, schools, communities, and Government working today to make a difference, and positively impact education. These prominent stakeholders are effecting change across the 5 core elements of system reform as identified in the SVA Education Strategic Paper: (1) equity; (2) investment in teaching and leadership; (3) smart curriculum, pedagogy, and assessment; (4) school-community partnerships; and (5) governance and implementation.

SVA calls these successes 'Bright Spots'. SVA wants to grow bright spots into a bright system so that all disadvantaged kids have the chance to thrive at school

(Adapted from the contract for the project)

Questions for investigation

The project is intended to make a contribution to BSSF by responding to the following questions:

4. What are the core competencies and capabilities of school leaders who develop strategic school partnerships?
5. What are the identified best practices that enable school leaders to develop these competencies?
6. What is the documented evidence about the impact of these partnerships on student learning and participation in school?

Deliverables

The core deliverable is an evidence-based document that includes the following components:

1. Mapping of best practice across the national and international education context aligned to the core questions of focus [listed above]
2. Literature and research review and investigation document aligned to the three core questions for investigation
3. An annotated bibliography of relevant sources and evidence aligned to the core work.

Outline of the report

The third question for investigation listed above was addressed first because it yielded much information to guide the response to the first. The second question, which is concerned with how school leaders develop competencies and capabilities, was addressed separately, after the first and second.

A natural starting point is the National Professional Standard for Principals published by the Australian Institute for Teaching and School Leadership (AITSL) because it sets out 'what principals are expected to know, understand and do' in five areas of professional practice,

one of which relates specifically (but not comprehensively) to this project, namely, 'engaging and working with the community'. Reference to this part of the Standard is contained in Part 1. One must go much deeper into accounts of policy and practice in the broader domain of 'strategic school partnerships', especially where there is evidence of 'impact of these partnerships on student learning and participation in school', and sections in Part 2 of the report are organised accordingly:

- Framework for analysis
- Partnerships between schools and business
- Partnerships between schools and not-for-profits and philanthropies
- Social Return on Investment (SROI)
- Partnerships in self-improving school systems

Part 3 maps the core competencies and capabilities of school leaders in the area under investigation. It draws on the evidence in Parts 1 and 2 but also on interviews with school leaders who have excelled in building and maintaining strategic partnerships and others who are well placed to comment on the work of school leaders who excel in this respect. Part 4 addresses the second question: 'What are the identified best practices that enable school leaders to develop these competencies?' It is based on a scan of a sample of programs in Australia and elsewhere as well as information included in Parts 1 to 3.

The Appendix contains an Annotated Bibliography of eight readily-accessible sources, selected for their assessed value to policymakers and practitioners.

The report does not deal directly with the work of SVA (the commissioning organisation) except to the extent that Bright Spots have been identified for consideration in the project. The SVA is itself an exemplar in forging partnerships, and this was acknowledged in a recent publication of the consultant (Caldwell and Spinks 2013). It is also a leader in conducting studies of Social Return on Investment (SROI). The report does not deal with partnerships such as federations and chains of schools unless these involve partnerships beyond participating schools.

PART 1: NATIONAL PROFESSIONAL STANDARD FOR PRINCIPALS

The Australian Institute for Teaching and School Leadership (AITSL) published the National Professional Standard for Principals in 2011 after extensive consultation with stakeholders, with a sound claim of support from related research. 'The Standard is a public statement which sets out what principals are expected to know, understand and do to achieve in their work. It is represented as an integrated model that recognises three leadership requirements that a principal draws upon within five areas of professional practice' (AITSL 2011: 1). One of these five areas is 'Engaging and working with the community'. To the extent that such practice may involve 'strategic school partnerships', the Standard provides a partial response to the first of the key questions guiding the project: What are the core competencies and capabilities of school leaders who develop strategic school partnerships?

Engaging and working with the community

The Standard specified five areas of Professional Practice: (1) Leading teaching and learning; (2) Developing self and others; (3) Leading improvement, innovation and change; (4) Leading the management of the school; and (5) Engaging and working with the community. It is the fifth that is most relevant to this project, with the following describing its scope:

Principals embrace inclusion and help build a culture of high expectations that takes account of the richness and diversity of the school's wider community and the education systems and sectors. They develop and maintain positive partnerships with students, families and carers, and all those associated with the school's broader community. They create an ethos of respect, taking account of the intellectual, spiritual, cultural, moral, social, health and wellbeing of students. They promote sound life-long learning from pre-school through to adult life. They recognise the multicultural nature of Australian people. They foster understanding and reconciliation with Indigenous cultures. They recognise and use the rich and diverse linguistic and cultural resources in the school community. They recognise and support the needs of students, families and carers from communities facing complex challenges. (AITSL 2011: 11)

The Standard adopted a template in which Professional Practice was specified in three domains designated as Plan and Act, Review and Respond. For the area of Engaging and Working with the Community these specifications were:

- Develop strategies to ensure educational opportunity including countering discrimination and the impact of disadvantage. Engage with families and carers, and partner, where appropriate, with community groups, agencies and individuals, businesses or other organisations to enhance and enrich the school and its value to the wider community. (Plan and Act)
- Develop and maintain structures for effective liaison and consultation. Make sure learning experiences for students are linked to the wider community and invite and facilitate the community's participation in student learning. Actively seek feedback from families and carers and the wider community about the quality of learning and their ambition for education. (Review)
- Create and maintain an effective partnership with families and carers to support and improve students' achievement and personal development. Contribute to the development of the education system by sharing effective practice, working in partnership with schools and others to develop integrated provision. Co-operate and work with relevant agencies to protect and support children and young people. (Respond) (Adapted with change of format only from AITSL 2011: 11)

Personal qualities and social and interpersonal skills

The Standard described three Leadership Requirements that are intended to apply across each of the five areas of Professional Practice, namely, vision and values, knowledge and understanding, and personal qualities and social and interpersonal skills. Each has particular meaning as far as the creation and maintenance of partnerships are concerned. For example, the principal must have a vision as to what form such partnerships should take and should place a high value on their formation. They must have knowledge and understanding of what such partnerships entail. The Standard is particularly explicit in connecting personal qualities and social and interpersonal skills to professional practice in engaging and working with the community, as set out below:

This requirement recognises the importance of emotional intelligence, empathy, resilience and personal wellbeing in the leadership and management of the school and its community. Principals regularly review their practice and implement change in their leadership and management approaches to suit the situation. They manage themselves well and use ethical practices and social skills to deal with conflict effectively. They are able to build trust across the school community and to create a positive learning atmosphere for students and staff and within the community in which they work.

- Principals are able to define challenges clearly and seek positive solutions, often in collaboration with others. They know when decisions are required and are able to use the available evidence and information to support, inform and communicate their decisions.
- Principals can communicate, negotiate, collaborate and advocate effectively and relate well to all in the school's community. They are good listeners and coaches, clear in responding and able to give and receive feedback.
- Principals take account of the social, political and local circumstances within which they work. They continuously improve their networking and influencing skills. (AITSL 2011: 7)

These excerpts from the Standard provide a starting point. A more detailed specification of 'core competencies and capabilities of school leaders who develop strategic school partnerships' may be obtained by a review of research, policy and practice on such partnerships, and this was undertaken, as reported in the pages that follow.

PART 2: BEST PRACTICE AND LINKS TO LEARNING

Framework for analysis

A framework for analysis is drawn from the findings of the International Project to Frame the Transformation of Schools (IPFTS) reported by Caldwell and Harris (2008).

The groundwork for IPFTS was laid from 2004 to 2007 in 73 seminars and workshops involving about 4,000 school and school system leaders from 11 countries. These events included input from Caldwell, but the main feature in most instances was a series of short case studies from school leaders about how their schools had achieved or were making progress in achieving transformation. Transformation was defined as significant, systematic and sustained change that secures success for all students in all settings.

The purpose of the workshops was to share and test ideas. It was an iterative program, with findings from one event being reported at those that followed. Hypotheses were created to explain how transformation was achieved and these were tested in more focused studies in Australia, China, England, Finland, Wales and the United States. Schools that had been transformed or had made good progress to transformation were adept at strengthening and aligning four forms of capital: intellectual capital, social capital, spiritual capital and financial capital, with alignment achieved through outstanding governance.

Caldwell and Harris (2008: 10) described each kind of capital. *Intellectual capital* refers to the level of knowledge and skill of those who work in or for the school. *Social capital* refers to the strength of formal and informal partnerships and networks involving the school and all individuals, agencies, organisations and institutions that have the potential to support and be supported by the school. *Spiritual capital* refers to the strength of moral purpose and the degree of coherence among values, beliefs and attitudes about life and learning (for some schools, spiritual capital has a foundation in religion; in other schools, spiritual capital may refer to ethics and values shared by members of the school and its community). *Financial capital* refers to the money available to support the school. The alignment of these four forms of capital and their focus on the student are illustrated in Figure 1.

Social capital

Of these four kinds of capital, social capital is the most relevant to the project. Social capital is a new field for many researchers, policy-makers and practitioners in education but it should not be so. The first use of the term appears to have been in the context of education nearly one hundred years ago, when a rural superintendent in Virginia used it to refer to the advantages a rural school had over its urban counterparts. The networks of community support for the school seemed to be stronger in the former (Putnam 2000).

As described above, social capital refers to 'the strength of formal and informal partnerships and networks involving the school and all individuals, agencies, organisations and institutions that have the potential to support and be supported by the school' (Caldwell and Harris 2008: 10).

This is a broad view of social capital. Some experts provide a sharper focus. For example, Hargreaves and Fullan (2012) considered 'professional capital' to be a form of social capital. They were referring to the knowledge and skills of teachers, which Caldwell and Harris described as intellectual capital. Differences in terminology are of no consequence providing context and usage are explained. There is no question that strong professional or intellectual capital is a form of social capital which the profession brings to the task of transforming a school, and it may be strong or weak. This report describes those aspects of intellectual or professional capital that are required to establish strategic school partnerships, and these take the form of the core competencies and capabilities that are drawn together in Part 3.

David Hargreaves (2012) offered another view of social capital, which he defined in terms of values, which brings the concept into the domain of spiritual capital, defined by Caldwell and Harris (2008: 10) (above) as ‘the strength of moral purpose and the degree of coherence among values, beliefs and attitudes about life and learning’. For Hargreaves, ‘social capital consists of two connected elements: trust and reciprocity’. He posed three questions in relation to trust: ‘How do individuals come to be optimistic enough to risk the cooperation that leads to trust?’ ‘How do they initiate trust relationships with others?’ and ‘How do they maintain trust relationships once they have started?’ (Hargreaves 2012: 13). His responses to these questions are summarised in Part 3 of this report.

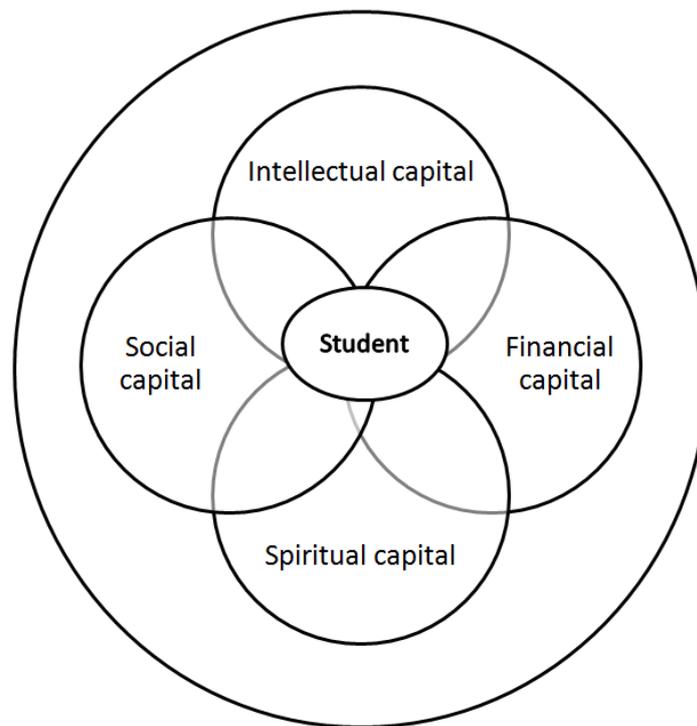


Figure 1: A framework for analysis (adapted from Caldwell and Harris 2008)

Indicators of social capital

There is also an overlap of social capital and financial capital, and this is evident in the 10 indicators of social capital, each of which was confirmed in most schools in the countries participating in the International Project to Frame the Transformation of Schools (Australia, China, England, Finland, United States and Wales):

1. There is a high level of alignment between the expectations of parents and other key stakeholders and the mission, vision, goals, policies, plans and programs of the school
2. There is extensive and active engagement of parents and others in the community in the educational program of the school
3. Parents and others in the community serve on the governing body of the school or contribute in other ways to the decision-making process
4. Parents and others in the community are advocates of the school and are prepared to take up its cause in challenging circumstances

5. The school draws cash or in-kind support from individuals, organisations, agencies and institutions in the public and private sectors, in education and other fields, including business and industry, philanthropists and social entrepreneurs
6. The school accepts that support from the community has a reciprocal obligation for the school to contribute to the building of community
7. The school draws from and contributes to networks to share knowledge, address problems and pool resources
8. Partnerships have been developed and sustained to the extent that each partner gains from the arrangement
9. Resources, both financial and human, have been allocated by the school to building partnerships that provide mutual support
10. The school is co-located with or located near other services in the community and these services are utilised in support of the school

The fifth of these should be understood to include not-for-profits. This indicator combined with the eighth and ninth delineates the forms of social capital that involve partnerships. There is no partnership unless each party gains from the arrangement (#8) and resources, both financial and human, must be committed by the school if there is to be mutual support (#9).

There are some important distinctions that should be made at this point. These are also included in the views of leaders and others reported in Part 3. Engagement with parents and the wider community does not necessarily involve partnerships except in the most general sense. Cash and in-kind support from any source does not necessarily constitute a partnership. It may involve an obligation with appropriate accountability on the part of the school but there should be an explicit arrangement in respect to how each party gains from the arrangement in order for a partnership to exist. However, the skill sets associated with successful engagement with parents and the wider community are likely to be included in the skill sets of school leaders who successfully build and maintain strategic partnerships.

New enterprise logic

It is unlikely that the four forms of capital would have been identified as requirements for the transformation of schools a few decades ago, and in some jurisdictions, they may not be the focus of planning for transformation at present. There has been profound change in the way we view the work of organisations in general and schools in particular. The framework for analysis is extended to include an important concept that was identified during the International Project to Frame the Transformation of Schools, namely, 'enterprise logic'. The following explanation is drawn from *Re-imagining Educational Leadership* (Caldwell 2006) and its application in the current project captures the significance, energy, challenge and excitement of 'strategic school partnerships'.

The concept of 'new enterprise logic' was coined by Shoshanna Zuboff and Jim Maxmin in *The Support Economy* (Zuboff and Maxmin 2004). In their view, the need for a new 'logic' of organisations arose from realisation that the way the organisation works must be turned on its head, so that the starting point of organisational form and function is the needs and aspirations of clients, customers and consumers or, in the case of schools, students and parents. This contrasts with the traditional approach where these people are seen as the end points in a delivery chain, and operations from start to finish are configured accordingly.

The use by Zuboff and Maxmin of 'enterprise' includes but enriches the concept of 'organisation'. While the latter conveys all of the activities that arise from common purpose, 'enterprise' has a meaning that captures much of what is intended and has been achieved in schools that have set themselves for success in the 21st century.

The Merriam-Webster Online Dictionary defines enterprise – derived from the Old French word *entreprendre* ('to undertake') – in several ways. First, it is a project or undertaking that is especially difficult, complicated or risky. This seems entirely appropriate to describe the work of schools where expectations are high and where transformation is intended. Second, it means readiness to engage in daring action. This certainly characterises the way school leaders have gone about their work when transformation has been achieved. The third meaning has two parts. One is a unit of economic organisation or activity; the other is a systematic purposeful activity. Educators usually resist the view that the school is an 'economic organisation' or that their work is 'economic activity'. The other meaning describes a normal expectation for a well-run organisation.

Setting aside the economic connotation, it is helpful to reflect on the shades of meaning of enterprise, that is, an undertaking that is difficult, complicated or risky; readiness to engage in daring action; and systematic purposeful activity. Roget's New Millennium Thesaurus offers the following synonyms for enterprise or resourcefulness: activity, adventurousness, alertness, ambition, audacity, boldness, courage, daring, dash, drive, eagerness, energy, enthusiasm, force, foresight, get-up-and-go, gumption, hustle, industry, initiative, inventiveness, pluck, push, readiness, resource, self-reliance, spirit, venturesomeness, vigour, and zeal.

An 'enterprise logic' as applied to schools is thus concerned with an undertaking that is difficult, complicated and at times risky, often calling for daring activity which is at all times purposeful. It is an undertaking that is thrilling in its execution when one contemplates the kinds of change that are required. As we shall see in Part 3, these descriptions characterise the work of school leaders who thrive in creating and sustaining strategic partnerships.

Old and new enterprise logic in schools

The new enterprise logic of schools may be contrasted with the old. David Hargreaves declared in 1994 that 'schools are still modelled on a curious mix of the factory, the asylum and the prison' and that 'many of the hitherto taken-for-granted assumptions about schools must now be questioned' (Hargreaves 1994: 43 and 3 respectively). While we have come a long way over the last two decades, these images still come to mind in many settings.

Also characterising old enterprise logic in public or state schools is the idea that they should be exclusively built, owned, operated, and funded by government and that all of the resources to achieve their mission should be provided by government. Any resources or efforts from non-public sources are regarded as an aberration or a dereliction of duty on the part of government. There are exceptions, for example, involving parents and others in the immediate community in voluntary work on behalf of the school, including 'voluntary contributions' of money. From time to time, but rarely, a private benefactor may build a school or part of a school (as example is the substantial contribution of Julius Colman through the Colman Foundation at Doveton Secondary College in Victoria). Without letting government off the hook, so to speak, it is apparent that this 'old' logic has only partly succeeded in its application, because too many students fall by the wayside, and it is the creation of strategic partnerships that have made a contribution to addressing this issue, and these partnerships are an example of new enterprise logic at work.

As demonstrated in the International Project to Frame the Transformation of Schools and in other studies, the main themes in the new enterprise logic of schools include the following:

1. The student is the most important unit of organisation – not the classroom, not the school, and not the school system.
2. Schools cannot achieve expectations by acting alone or operating in a line of support from the centre of a school system to the level of the school, classroom or student. The

success of a school depends on its capacity to join networks or form partnerships to share knowledge, address problems and pool resources.

3. Leadership is distributed throughout partnerships and across schools in networks, as well as within schools.
4. Networks and partnerships involve a range of individuals, agencies, institutions and organisations across public and private sectors in educational and non-educational settings.
5. Personnel and other resources are allocated to energise and sustain them. New approaches to resource allocation are required under these conditions. These take account of developments in personalising learning and the networks and partnerships of expertise and support. (Adapted from Caldwell 2006: 79)

These have significant implications for school leaders that are evident in the illustrations of strategic school partnerships in the pages that follow.

Partnerships between schools and business

The Australian Government, through its Department of Education, Employment and Workplace Relations (DEEWR), commissioned a report on connections between business and schools. A Business-Schools Connection Roundtable was established with leaders from the business sector. There were extensive consultations throughout the country and surveys were conducted to determine the extent of current and past associations. It was clear that partnerships were more numerous than generally understood. The report (Business-Schools Connections Roundtable 2011) described these associations in terms of transformation and the support of the wider community.

Our education system has embarked on a bold transformation to ensure that all our young people have access to a high quality 21st century education, regardless of where they live, their gender, cultural background or socio-economic status. In combination with the development of a national curriculum, physical infrastructure, new technology and other reforms, school-based partnerships—with business and the wider community—promise to deliver effective outcomes for our young people. Such partnerships have flourished over the past two decades. In many cases, business involvement in education has seen marked increases in the quality and extent of engagement of students, parents and whole communities in their schools. Nevertheless, there is much to be done to ensure that all schools can benefit from business connections.

As the world has become more complex, so have the community's expectations of schooling. Contributing to this is a growing recognition that educating our young people is the responsibility of the entire community, not just schools. This has led to an increasing focus on schools developing partnerships with the broader community—including parents, community organisations, businesses, and other education institutions. (Business-Schools Connections Roundtable 2011: 1)

Evidence of impact

The Australian Council for Educational Research (ACER) was contracted by the Department of Education, Employment and Workplace Relations (DEEWR) to report on the benefits of stronger relationships between schools and businesses, including evidence from Australia and other countries. Case studies were conducted. The following is a summary of the evidence:

There is strong evidence to show that students, teachers, parents, business employees, schools as a whole and the wider community can all benefit from school-

business partnerships. The most commonly reported benefits for students relate to improved vocational outcomes. For many schools, connections to business are embedded in the curriculum in the form of work experience, which is associated with the development of employability skills, more realistic expectations of work, better decision making about study and career options, and increased employment, apprenticeship and traineeship opportunities. Other student benefits reported in the literature are improved learning opportunities, engagement and wellbeing.

Teachers also benefit from the professional learning and training opportunities that come with increased exposure to the world of business. Research shows the benefits of mentoring and leadership role models from business. Schools as a whole can benefit from the human, financial and physical resources contributed by business. They can learn innovative ways of marketing, governance and management. Parents benefit from business-supported initiatives that address the whole family. Communities benefit from the tangible products that are associated with some partnership programs, such as community gardens or environmental programs, and from young people who feel more connected to their communities through their participation in partnership programs.

Businesses also benefit in a range of ways, including professional learning opportunities for employees and the personal satisfaction that comes from seeing students grow in self confidence through a corporate-school buddy scheme. Just as schools can learn from the corporate world, so business employees can gain a better understanding of the nature of schooling and the factors that affect student wellbeing, engagement and attainment. (ACER 2011: 4)

ACER conducted case studies of schools and other organisations that demonstrated that 'business can contribute to improving educational outcomes' (ACER 2011: 17). These studies included Brisbane State High School (Queensland), Gymea Technology High School (NSW), Windsor Gardens Vocational College (South Australia), Hunter Water Corporation (NSW), The Hawaiian Alive Program (WA), Landcare Australia (NSW), Time to Read (UK), IBM KidSmart Early Learning Program (International), Linking Work with Learning (UK) and Gregg's Breakfast (UK). The first three in this list were drawn from the data base of the Schools First initiative, itself a partnership of the National Australia Bank, the Foundation for Young Australians and the Australian Council for Educational Research. Funded initially for three years in the amount of \$15 million, it has been extended for a further two years, with thousands of schools applying for awards in different categories which focus on school-community partnerships.

The impact at Windsor Gardens Vocational College in South Australia was especially striking because the school had established 104 partnerships, with Bianco Construction Supplies being the main partner. The school is in a disadvantaged community, reflected in its ICSEA score of 924. ICSEA (Index of Socio-Educational Advantage) is calculated by the Australian Curriculum, Assessment and Reporting Authority (ACARA) – the higher the score the lower the disadvantage – with a national average of 1000. The partnerships and their benefits at Windsor Gardens were described in the ACER Report as follows:

The school's partnerships are structured into four distinct groups, with three being focused on the business partners. *Industry alliances* help the school with their learning programs. They verify courses meet industry requirements. They also support the school's liaison with the appropriate training boards and provide annual student awards. *Mentoring alliances* provide students and staff with work placements and mentoring. *Industry sponsors* donate money or goods and support the school's enterprising projects. *Community Partners* assist and mentor students, showing students how to take charge of their futures. Students volunteer in their community organisations.

The relationship with Bianco and others has transformed not only educational delivery but the whole ethos of the school. The partnerships were fundamental to the school's success. Destination data for students shows that since 2001, the number of students gaining employment has doubled and the number of students continuing on to tertiary study has increased from 13.2% in 2001 to 29.7% in 2008. Anecdotal evidence suggests that many students were introduced to experiences and opportunities through the partnership program and have achieved success.

The business partners, including Bianco, have access to a larger number of students with appropriate trade skills. Businesses have gained from being promoted in the community through the students and the school. The projects have helped build positive relationships between the school and the community.

Students are achieving dual accreditation, gaining apprenticeships and/or employment following their work placements and gaining valuable insights from the partners. They can see the relevance of their learning, establish concrete goals for themselves and gain tangible benefits of offers of employment or apprenticeships.

Similarly, staff develop further skills that are directly related to the learning and training programs provided by industry and evaluate programs to ensure that students are effectively prepared for their future. The school has gained recognition for its quality delivery. Students, staff and parents are proud of the school and its achievements. It has become a school of choice for students, industry and community partners and a hub for the vocational certificate delivery in the area. The partners report that young people in the community are more focused and staying at school, there is less unemployment in the community and a strong connection has developed across many industries, the school and local community. (Excerpts from ACER 2011: 22-23)

These benefits were identified in the ACER case study of the school. It should be noted that the school's performance on NAPLAN in 2012 was generally below or substantially below like schools (see entry on My School website).

A summary of findings of award winning schools in 2012 was prepared by ACER (2013). The Department of Education, Employment and Workplace Relations (DEEWR (2012) published a statistical analysis of all school-business partnerships in Australia as at September 2012 as well as the Guiding Principles for School-Business Relationships (DEEWR n.d.) one of which was to 'have the support of school and business leadership'.

Partnerships between schools and not-for-profits and philanthropies

Leading Learning in Education and Philanthropy (LLEAP)

There has been a long-standing need in Australia for a more systematic approach to building the support of schools from the philanthropic sector. Such an approach got underway in 2011 in a three-year project partnership of the Australian Council for Educational Research (ACER) through its Tender Bridge project, The Ian Potter Foundation, the Origin Foundation (from 2012) and the Scanlon Foundation (from 2013). The project is known as Leading Learning in Education and Philanthropy (LLEAP).

A survey of a representative sample of schools, not-for-profits and philanthropies was conducted in 2011, the first year of the project. There were 302 responses from every state and territory: 138 schools, 84 philanthropies and 80 not-for-profits. Case studies were conducted. An outcome was a guide to assist schools and philanthropies work in partnership. It is an online resource under the title *A Guide to Grow Your Ideas in Education for Maximum Impact* (Anderson and Curtin 2012a). It provided step-by-step guidelines for schools, not-for-profits working in education and philanthropies. The *Cases Companion*

Document (Anderson and Curtin 2012b) provided eight case studies of successful partnership, one of which (Hands on Learning Australia) is described below. Both publications reflect a model or framework derived from the findings of the surveys in 2011, as illustrated in Figure 2 and explicated in Table 1.

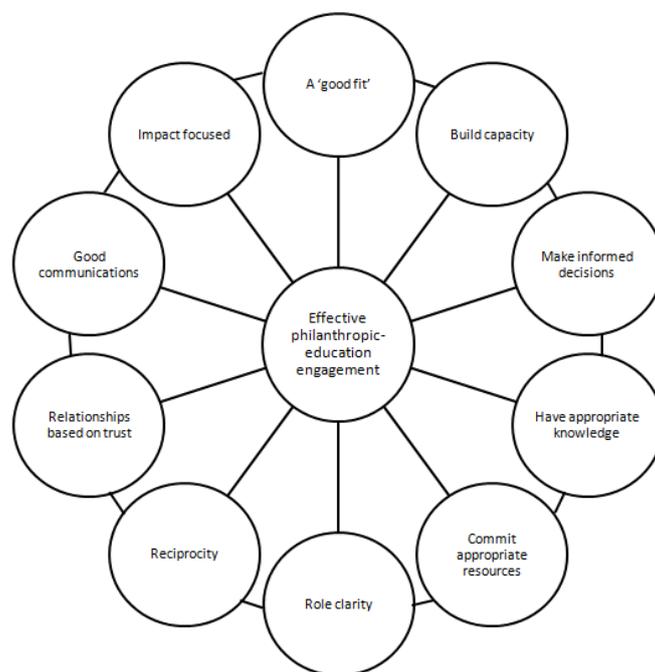


Figure 2: Framework for effective engagement with philanthropy (Anderson and Curtin 2012b: 2)

It is evident that a capacity to achieve what is listed in the second column in Table 1 should be included in a list of core competencies and capabilities of school leaders who successfully establish strategic community partnerships that involve the not-for-profit and philanthropic sectors.

Illustration 1: Hands on Learning Australia (HOLA)

The Hands on Learning Australia (HOLA) program (formerly known as Hands on Learning or HOL) commenced at Frankston High School in Frankston, a suburb in South-East Melbourne, in 1999. It was selected as an exemplar in the case study phase of LLEAP (Anderson and Curtin 2012b) and a summary is provided here.

Table 1: Sample evidence of effective engagement with philanthropy (Anderson and Curtin 2012b: 3)

Success factor	Ways this may be evident include...
A 'good fit'	<ul style="list-style-type: none"> • Aligned values • Aligned objectives • Aligned priorities
Build capacity	<ul style="list-style-type: none"> • Pooling funds • Assistance with networking and forming partnerships with eligible organisations (knowing who and how) • Assistance with the application process (samples, examples, mentoring, meeting locally to discuss project) • Improving the knowledge and capabilities of applicants

Make informed decisions	<ul style="list-style-type: none"> • Evidence-based identification of need • Track record • Ground-up identification of need • Needs that are appropriate, important and a priority for all who are affected • Weighing up the costs versus the benefits
Have appropriate knowledge	<ul style="list-style-type: none"> • Knowing who are the philanthropic foundations or trusts interested in funding education • Knowledge about the issue, which is the focus of the grant • Knowledge about the community or context for the proposed grant
Commit appropriate resources	<ul style="list-style-type: none"> • Longer-term granting relevant to the needs of the project or program • Pre-application phase: time, interest in discussing ideas • Sufficient funding within the grant for activities associated with partnering and preparation
Role clarity	Partners in the project having: <ul style="list-style-type: none"> • Clearly defined roles and objectives • Working strategically in the government or policy context
Reciprocity	<ul style="list-style-type: none"> • Equally valuing the contribution of each partner • Two-way and give and take • Mutual benefits • Partners bringing their strengths to the relationship • Team approach to identifying and implementing
Relationships based on trust	<ul style="list-style-type: none"> • Agreement over values and priorities • Doing what you say you will do • Perceptions of competence • Flexibility to respond to changing context or situation
Good communications	<ul style="list-style-type: none"> • Communicating clearly and openly • Awareness of grants available • Simple and clear eligibility, application, acquittal processes • Awareness of potential partners available
Impact focused	<ul style="list-style-type: none"> • Focusing on improving the outcomes for learners • Having clarity around what you are seeking to change • Careful monitoring of success • Some form of evaluation

HOLA is a one-day per week early intervention program in which students work on creative building projects intended to benefit the school and community. Notable are the number of supporting partnerships which included the Education Foundation, Myer Foundation and Sidney Myer Fund, AMP Youth Boost Fund and Social Ventures Australia (SVA). The SVA role was described in these terms:

In 2005, SVA invested \$40,000. They saw that the program was a way to deal with the huge issue of student disengagement. But they did not provide the funds. That's not their remit. Instead, SVA removed the burden from Russell [Kerr] (the founder of HOL) alone to seek supporters. SVA sought support on the school's behalf. That was

a crucial value-add in terms of time, knowledge and networks. (Anderson and Curtin 2012b: 5)

SVA increased its support to \$300,000 from 2005 to 2008 and sourced \$1 million for the program. The impact was demonstrated in a report entitled *The Socio-Economic Benefits of Investing in the Prevention of Early School Leaving* (Deloitte Access Economics 2012) that was commissioned by HOLA.

- Real retention rates for HOL students have been above 95 per cent each year for the 10 years to 2009
- Real retention rates in schools which use the HOL method have been approximately 10 per cent higher than the State average for the 10 years to 2009. Both this point and the previous one directly support the COAG [Council of Australian Governments] objective of 90 per cent Year 12 or equivalent attainment for students across the country by 2015
- Unemployment rates amongst former HOL students averaged 2.2 per cent in 2006, compared to 10.8 per cent for Australians aged 15-24 in the same period
- In 2011, more than an 80 per cent reduction in school detentions was reported amongst HOL students who joined the program in 2010.
- In 2008, HOL partnered with the Education Queensland Indigenous Schooling Support Unit to implement the HOL program in the Northern Peninsula Area State College Bamaga. By the end of the first term, the College had achieved a 650 per cent increase in student attendance, as well as a significant reduction in school suspensions. The HOL program, through engaging the Indigenous community, directly contributes to the second of the COAG's key goals for supporting students at disadvantage.

It is noteworthy that the cost of supporting students in the HOLA program is approximately \$2,300 per student. This is how the Deloitte Access Economics study reported on the matter:

Between 1999 and 2012, over 30 schools used the HOL method to support 3082 students. The estimated cost of providing this support, in 2012 dollars, is approximately \$2300 per HOL student. To date, schools have funded the delivery of the program out of their own budgets, that is, they have received no additional public funding to provide the program. (Deloitte Access Economics 2012: 16)

The conclusion of the report is particularly striking:

The modelling results indicate that for this cohort, the benefit of program participation, calculated as improvements in average lifetime earnings, equates to \$1.8 billion in net present value terms. Measured against the cost of HOL program provision and consequent costs of schooling reengaged students, \$154 million, the net benefit of program provision to this cohort of students is \$1.6 billion in net present value terms. This represents a benefit to cost return of \$12 per \$1 invested in reengaging and schooling disengaged students where these assumptions hold. (Deloitte Access Economics 2012: 21)

HOLA commenced as a single school initiative but in barely a decade it became a multi-school initiative in two states in what was, in effect, a chain of schools that succeeded in transforming learning for disengaged students.

Illustration 2: The Song Room (TSR)

TSR is a Melbourne-based not-for-profit that offers free music and arts-based programs for children in disadvantaged and other high-need settings. Approximately 20,000 students participate in its programs each week. According to TSR, 700,000 students in public primary

schools in Australia have no opportunity to participate in programs in the arts. TSR is supported by grants from federal and state governments but with substantial funding from foundations, other not-for-profits and the corporate sector.

The impact of the program was confirmed in research in 2010 by Educational Transformations commissioned by TSR and funded by the Macquarie Group Foundation. The findings were published in *Bridging the Gap in School Achievement through the Arts* (Vaughan, Harris and Caldwell 2011), launched by Hon Peter Garrett, Australia's former Minister for School Education, Early Childhood and Youth. A detailed account is contained in *Transforming Education through the Arts* (Caldwell and Vaughan 2012).

The research was conducted against a background of international research in both primary and secondary schools in all sectors. The research team examined the performance of students in 10 schools in highly disadvantaged settings in Western Sydney. Three schools offered a longer-term program over 12 to 18 months, and three schools offered an initial short-term program of 6 months. In each instance the program was conducted for Grade 5 and 6 students for one hour on a single day once per week. A control group of four schools did not offer The Song Room program. The three groups of schools were a matched set. At the time of the study they scored roughly the same on the Australian Curriculum, Assessment and Reporting Authority (ACARA) Index of Community Socio-Educational Advantage (ICSEA), as calculated in 2009. An even closer match was evident when 2010 ICSEA scores were used. The study is a rare example of quasi-experimental design in educational research.

Important differences were found in favour of students that undertook the TSR program. The findings have national and international significance. First, related research in other countries is confirmed. Second, there appears to be a direct association between the arts and outcomes in other areas. Third, the wisdom of including the arts in the Australian Curriculum is confirmed. The key findings were as follows:

1. Participation in TSR is associated with a gain of approximately one year in Year 5 NAPLAN scores in reading and approximately half a year in science and technology when compared to outcomes for students in matching schools.
2. Participation in TSR is associated with higher levels of social and emotional well-being (SEWB) on every dimension of the ACER SEWB scale compared to measures for students in matching schools.
3. While there was no implication that students in TSR in participating schools had a propensity to engage in juvenile crime, the findings are consistent with world-wide research on factors that mitigate such engagement.

While caution must always be exercised in drawing cause-and-effect relationships, these differences in comparisons in matched sets of schools were statistically significant. Moreover, the longer the students were in TSR programs the greater the differences.

It was noted above that 700,000 students in public primary schools in Australia have no opportunity to participate in programs in the arts. Students in public schools in low socio-economic settings appear to be at a comparative disadvantage to their counterparts in schools in more affluent communities and in private schools. An explanation may be that large numbers of private schools have, at least in the eyes of parents, a more holistic view of the curriculum and have well-developed programs in the arts that have withstood the narrowing effect of high-stakes testing. There are notable exceptions, of course, especially for public schools of long standing or where the arts are a 'protected' specialisation. An associated reason that takes account of socio-economic status in the public sector as well as in the private sector is that these schools have more financial resources to draw on or have higher levels of social capital from which they can secure support for the arts.

Illustration 3: Disengaged youth

Educational Transformations was commissioned to conduct a study of education in Local Learning Organisations (LLO) in the Southern Metropolitan Region (SMR) of the Department of Education and Early Childhood Development (DEECD) in Victoria. SMR covers suburbs in south-east Melbourne. LLO serve youth who are disengaged from regular schools and generally have low levels of literacy and numeracy. Disengagement was associated with issues such as learning disabilities, mental health challenges, substance abuse and family background. The study was significant for several reasons. First, it revealed that the number of young people served by the 63 LLO was 70 percent higher than previously understood. Second, all providers of LLO services are not-for-profit, ranging from small Neighbourhood Houses with fewer than 25 young people undertaking educational programs to large youth-focused organisations serving up to 356. Third, the funding of the programs is complex, with funds from the Higher Education Skills Group (HESG) of DEECD providing support for those 16 years of age or older, and funds from the Student Resource Package (SRP) of the school a young person less than 16 years of age would normally have attended. The amount of SRP support is agreed between the provider and the school in a Memorandum of Understanding.

Programs of this kind are noteworthy. Public education is valued because it serves students from across the spectrum of educational needs. For these programs, the services are administered and funded by a public authority but delivered by a private provider. Important issues are (1) the adequacy of funding from the sources described above, given the complexity of the services provided, and the extent to which it is possible for partnerships with schools to be maintained; and (2) who has formal responsibility for the individual who is being supported?

Social Return on Investment (SROI)

An illustration of the value of Social Return on Investment (SROI) was given above in the work of Deloitte Access Economics for HOLA. Such work addresses an important issue in considering the potential contribution of philanthropic, not-for-profit and corporate funds, namely, whether there is an appropriate return on investment for donors in relation to outcomes, including benefits for students. The potential impact of contributions is indicated in a finding of a project in the United States supported by the Philanthropic Collaborative that found that '\$9.7 billion in foundation grants and support for education-related programs helped produce an estimated \$49 billion in such direct benefits' (Shapiro and Mathur 2008: 2).

The most widely used measure is the Social Return on Investment (SROI) that has been in use for less than two decades. A related measure is social internal rate of return, defined by the OECD in the context of education as follows:

The social internal rate of return refers to the costs and benefits to society of investment in education, which includes the opportunity cost of people not participating in the production of output and the full cost of the provision of education rather than only the cost borne by the individual. The social benefit includes the increased productivity associated with the investment in education and the host of possible non-economic benefits, such as lower crime, better health, more social cohesion and more informed and effective citizens. (OECD, 2002)

An illustration in the arts

One of the most impressive projects to measure the impact of investment in the not-for-profit sector was conducted in England. Creative Partnerships is a £38.1 million per year initiative which enabled professional musicians, artists and actors to work with schools for nearly a decade. Administered by Creativity, Culture and Education (CCE), a national charity 'which

aims to transform the lives of children and families by harnessing the potential of creative learning and cultural opportunity to enhance their aspirations, achievements and skills' [PricewaterhouseCoopers (PwC) 2010: 3]. The program has been scaled back as a result of cuts in government support for CCE.

Using a methodology that was consistent with requirements in the UK Treasury Green Book, a study by PwC concluded that 'overall, Creative Partnerships is estimated to have generated or is expected to generate a net positive economic benefit of just under £4 billion. Expressed as a ratio of benefits to the costs, we estimate that every £1 invested in the program delivers £15.30 worth of benefits' (PwC 2010: 3).

The report cited an earlier study of the National Foundation for Educational Research (NFER) that found that students who had participated in Creative Partnership activities made the equivalent of 2.5 grades better progress at GCSE than students in other schools not engaged in such activities. PwC estimated the increase in the number of students who gained five good grades at GCSE, which would lead to their engagement in further and higher education and, thus, higher levels of lifetime earnings. It concluded that 'we estimate that total net benefits of Creative Partnerships are just under £8 billion' (PwC 2010: 4).

While the NFER study found no statistically significant impact on learning outcomes in upper primary, PwC (2010) suggested that tests at this level are not sensitive to the types of skills that students would normally acquire as a result of their participation in the program. Deeper analysis suggested that there would be a net economic benefit of £1.9 billion if upper primary students continued their engagement in the secondary years when most of the economic benefits would be achieved (in the GCSE Years 10 and 11) (PwC 2010: 5).

While no direct transfer of findings to the Australian setting is possible or claimed, the gains in terms of outcomes for students are impressive. There is at least the implication that partnerships between government and the not-for-profit sector are important if Australia seeks to provide a world-class education for its school students.

Partnerships in self-improving school systems

David Hargreaves, cited earlier in the report in connection with social capital, wrote four 'think pieces' for the National College for School Leadership in England about self-improving school systems. In the final paper (Hargreaves 2012:7) he described three dimensions of a 'maturity model': professional development, partnership competence and collaborative capital which he specified in general terms as follows:

The professional development dimension and its strands:

- joint practice development
- mentoring and coaching
- talent identification
- distributed staff information

The partnership competence dimension and its strands:

- fit governance
- high social capital
- collective moral purpose, or distributed system leadership
- evaluation and challenge

The collaborative capital dimension and its strands:

- analytical investigation

- disciplined innovation
- creative entrepreneurship
- alliance architecture

The second and third are clearly relevant to this project, subject to the limitation that he considered each to be primarily concerned with partnership and collaboration between and within schools. As noted earlier, his view of social capital to be comprised of trust and reciprocity is noteworthy. As far as trust is concerned he suggested that three questions need to be asked about trust within and between organisations:

- How do individuals come to be optimistic enough to risk the co-operation that often leads to trust?
- How do they initiate trust relationships with others?
- How do they maintain trust relationships once they have started? (Hargreaves 2012: 13)

He concluded that school leaders must model trust, audit it and build it.

- School leaders model trust, both in their relationships within their own school and with the leaders of the schools with which they are in partnership. This creates a trust climate and indicates that trustful relationships between colleagues, and especially across schools, are the norm.
- School leaders audit and monitor the levels of trust within and between schools. (Hargreaves 2012: 13)

It is proposed that these aspects of partnership competence should also apply to broader strategic partnerships of the kind under consideration in this project, and they should therefore be included in a mapping of competencies and capabilities that are required of school leaders in such partnerships.

PART 3: CORE COMPETENCIES AND CAPABILITIES

Part 3 goes to the heart of the project, namely, to identify the core competencies and capabilities of school leaders in forming strategic partnerships. It is organised in four short sections. The first provides a synthesis of evidence reported in Parts 1 and 2. The third summarises what was reported in seven interviews that the consultant conducted with school leaders who have been successful in building strategic partners and others who have studied or engaged with those who have succeeded. The fourth draws on personal accounts in a recent book (James 2012) that described leadership in a school that has excelled in the creation of partnerships. Part 3 concludes with an observation about the challenging but exciting nature of work in this field.

Synthesis

A summary of the evidence reported in Parts 1 and 2 is contained in Table 2.

Table 2: Summarising the evidence base

Source of evidence	Competencies and capabilities	Comment
National Professional Standard for Principals	Partner, where appropriate, with community groups, agencies and individuals, businesses or other organisations to enhance and enrich the school and its value to the wider community	This lists the entities with which the school through the principal should form partnerships
	Create and maintain an effective partnership with families and carers	The term 'partnership' here is used in the most general sense
	[Work] in partnership with schools and others to develop integrated provision	The focus here is on a particular outcome of partnership, namely, 'integrated provision' of programs and other learning experiences for students
	Define challenges clearly and seek positive solutions, often in collaboration with others Principals can communicate, negotiate, collaborate and advocate effectively and relate well to all in the school's community Principals take account of the social, political and local circumstances within which they work. They continuously improve their networking and influencing skills	These three refer to particular skills that principals should have as 'pre-requisites' for building strategic partnerships

<p>International Project to Frame the Transformation of Schools</p>	<p><i>The four forms of capital</i></p> <p>Intellectual capital: school leaders will be at the forefront of knowledge and skill in developing strategic partnerships</p> <p>Social capital: school leaders have an important role in helping the school secure cash and in-kind support from a range of entities in the public and private sectors, including not-for-profits, philanthropies and business, ensuring that each partner gains from the arrangement</p> <p>Spiritual capital: school leaders ensure that there is a strong moral purpose underpinning each partnership, normally expressed in terms of benefits to students and to society</p> <p>Financial capital: school leaders ensure that funds are made available to help build and sustain a partnership</p>	<p>These four forms of capital are an 'integrated set' as far as actions are concerned</p>
	<p><i>School leaders accept and can act strategically on the following characteristics of 'new enterprise logic':</i></p> <p>The student is the most important unit of organisation – not the classroom, not the school, and not the school system.</p> <p>Schools cannot achieve expectations by acting alone or operating in a line of support from the centre of a school system to the level of the school, classroom or student. The success of a school depends on its capacity to join networks or form partnerships to share knowledge, address problems and pool resources.</p>	<p>These characteristics differ in important ways from the traditional 'logic' as far as structures, roles and relationships are concerned.</p>
<p>Partnerships between schools and business</p>	<p>School leaders accept and can act strategically on the following responsibilities of school and community:</p> <p>'[A] growing recognition that educating our young people is the responsibility of the entire community, not just schools. This has led to an increasing focus on schools developing partnerships with the broader community—including parents, community organisations, businesses, and other education institutions' (Business-Schools Connections Roundtable 2011: 1)</p>	
<p>Partnerships between schools and not-for-profits and philanthropies</p>	<p><i>For example, school leaders have appropriate knowledge:</i></p> <p>Knowing who are the philanthropic foundations</p>	<p>See Table 1 for a comprehensive list of 'success factors' for engaging with</p>

	<p>or trusts interested in funding education</p> <p>Knowledge about the issue, which is the focus of the grant</p> <p>Knowledge about the community or context for the proposed grant</p>	philanthropy as identified in the LLEAP project
Social Return on Investment (SROI)	School leaders ensure that there is an impact assessment of partnerships. For larger projects with significant social and economic implications, a formal Social Return on Investment (SROI) study may be conducted by an external organisation	Two important SROI studies were cited, including one by Deloitte Access Economics for Hands on Learning Australia
Self-improving school systems	The partnership competence dimension in the 'maturity model' developed by David Hargreaves included fit governance; high social capital; collective moral purpose, or distributed leadership; and evaluation and challenge	Hargreaves was primarily concerned with partnerships between schools

Insights on leaders who excel 1: Interviews

Telephone and face-to-face interviews were conducted with seven people who have been successful as school leaders in building strategic partnerships or who either studied or helped forge partnerships with schools involved in partnerships of one kind or another. Two principals were nominated by SVA: Peter Partridge, Principal of Tomaree High School (NSW) and Darren Wallwork, Principal of Gig Gin State High School (QLD). Two former principals were selected by the consultant. Martin Culkin is former principal of Dandenong High School (VIC) whose outstanding work in transforming a school from an amalgamation of three schools in a disadvantaged setting was acknowledged in an Order of Australia award in 2013 (OAM). His leadership in forging partnerships in the arts was described in *Transforming Education through the Arts* (Caldwell and Vaughan 2012). He continues his work as a mentor of others; contributing to a program of the Bastow Institute of School Leadership, described in Part 4; and stepping out of 'retirement' to lead the transformation of another secondary school. Also interviewed was Bella Irlicht whose leadership at Port Phillip Specialist School (VIC) was described above. Irlicht currently serves on the board of the not-for-profit Schools Connect and serves as a mentor to school leaders who are building strategic partnerships.

Three interviewees were not currently school leaders but were in a position to describe the attributes of those who were successful in building strategic partnerships. Their work was described in different sections of Part 2. These were Michelle Anderson, Director of Tender Bridge at the Australian Council for Educational Research (ACER) who also heads the Leading Learning in Education and Philanthropy (LLEAP) project; Alison Hill, Director of External Relations at The Song Room; and Russell Kerr, Founder of Hands on Learning Australia.

What follows is a synthesis of views and experiences that were shared in the interviews. It was agreed that statements would not be attributed to particular interviewees, each of whom confirmed a summary of conversations from which this synthesis has been constructed. No attempt is made to provide a statistical analysis of these themes because the set of seven did not constitute a representative sample; each was chosen for their particular success or expertise in a particular context. While these statements are presented as a synthesis, it is important to acknowledge that the 'balance' or 'mix' varied according to that context and should vary for others according to their contexts. Taken together, given the diversity of

experience and perspectives among interviewees, it is safe to assume that the synthesis represents a fairly complete picture of core competencies and capabilities.

It should be noted that the capacities described in the synthesis are not mutually exclusive; indeed, there is a high degree of interdependence. As explained in the fourth section where these capacities are 'mapped', some are pre-requisites or building blocks if partnerships are to be established and prove successful. In each of the following there is reference to 'school leaders'. This should be understood as referring to 'school leaders who are successful in building strategic partnerships' (so avoiding repetition of this longer descriptor).

Altruism The work of SVA, and a focus in this report, is on partnerships involving schools in disadvantaged settings. Schools leaders who build strategic partnerships have a high level of altruism, characterised by care and compassion for their students. This altruism combined with the different mindset and other capabilities means that school leaders are able to develop with others in the school and with their partners a compelling vision about what the partnership can achieve for students.

Mindset The school leader who succeeds in building strategic partnerships has adopted a different mindset as far as the school and its relationship with others is concerned. The leader understands that the school should work in partnership with a range of entities in the wider community if it is to do well, especially in disadvantaged settings. Concepts such as 'outward facing' apply. 'Deprivatising the classroom' is a common call; its counterpart is 'deprivatising the school'. This compares to a traditional approach that regards the school as a stand-alone institution with the only external support coming from within the immediate school community or from government. This is consistent with one feature of the 'new enterprise logic' described in Part 2. A change of mindset is also required of system leaders who should 'incentivise' the adoption of this new mindset.

Relationships School leaders are very good at building personal relationships not only within the school but especially a wide range of external stakeholders, including current and potential partners. This capacity is consistent and enduring. For example, it doesn't cease once a formal partnership is agreed; it continues without ceasing, for example, ensuring that the contributions of partners are acknowledged at every opportunity. Key people are invited, recognised and thanked at a range of events. Further, it is not sufficient for school leaders to make a written submission to a potential partner, or rely on a formal presentation alone. Time and effort must be devoted to many meetings, formal and informal. Relationships with other schools should also be taken into account because several schools may come together in partnership with each other and with non-school partners. It is in this respect that a high degree of collaboration rather than competition should characterise relationships among schools.

Community engagement A characteristic of the outward facing school is its capacity to engage with the community and some of this engagement may lead to partnerships of the kind under consideration. Not all engagement leads to a partnership except in the most general sense. For example, parent engagement is important, but such engagement is not synonymous with partnership. Some of the literature on partnerships summarised earlier is essentially concerned with parent engagement. Engagement with the wider community can be complex, involving a high level of effort by school leaders who must build and sustain relationships with many entities. Where engagement is poor, the school may be at risk as far as its sustainability is concerned. In some instances, partnerships can be forged with a range of public and private entities as a result of engagement with local government.

Distributed leadership As noted above, relationship building and community engagement are complex and time-consuming. School leaders who play a key role in building strategic partnerships cannot be expected to devote as much time as is often advocated to monitoring what occurs in classrooms. Such leaders may still be regarded as instructional leaders but

the school can only operate strategically when leadership is widely dispersed. Strategic leadership is not inconsistent with outstanding instructional leadership but distributed leadership is a pre-requisite. This does not mean that school leaders who devote a substantial amount of time to building strategic partnerships are involved in the minutiae of operations. A related factor is the support that school leaders have from their staff and others in the immediate community of the school. Partnerships that are forged with the principal alone or even with the involvement of the leadership team may prove unsuccessful if others are not committed. Another related factor is the importance of encouraging staff to take the lead in areas of interest.

Analysis and business planning School leaders have outstanding analytical skills, being able to identify particular needs and priorities for which partners are needed when it comes to solutions. There is an unprecedented amount of data around at this time and school leaders understand their value in a general sense but are also able to focus on what counts as important for a partnership. A related capability that school leaders share with business managers and others is good business planning. This does not mean that educational leaders at the school hand this work over to business managers, indeed, the balance may need to be shifted toward the former in some settings.

Knowledge about potential partners School leaders have a deep knowledge about potential partners in the public and private sectors, including corporate, not-for-profit and philanthropies. Disseminating this knowledge is important and projects such as Tender Bridge (ACER) and Leading Learning in Education and Philanthropy (LLEAP) are playing an important role, in association with organisations such as Philanthropy Australia and the many foundations and trusts who realise the importance of making their work known on a larger scale than in the past. In the case of organisations that seek to partner with a school, it is helpful to know which schools or school leaders have a particular interest in the interests and priorities of that organisation. Leaders search for 'best practice' in partnerships as well as in schooling in general.

Negotiation School leaders have excellent skills in negotiation that result in a formal agreement that specifies how the partnership shall work, including the responsibilities of each partner, the financial arrangements, and how progress and outcomes will be assessed. The formal arrangement will normally be the subject of a Memorandum of Understanding (MOU) or, more formally, a Memorandum of Agreement (MOA) or a Contract. Business managers and officers of school councils or school boards will play an important role. For government schools, officers of the department of education will be involved in many instances.

Confidence It requires a high level of confidence on the part of school leaders to build on their capacities for relationship building and community engagement to initiate and formalise a series of partnerships. This confidence may not be achieved early in one's leadership career or even in the early years of principalship. It may be necessary to 'start small' as it takes time to create a network of contacts and potential partners and confidence is built. With experience and growing confidence, school leaders seek out 'the big players'. Experience in a school where such partnerships have been created provide an opportunity for a limited role in which confidence can be gained. Mentoring by school leaders who have been successful in partnership is a valuable source of support as confidence is built. Formal programs such as those described in Part 4 may be helpful.

Resilience Considerable time and effort may be invested in trying to create a partnership but the process may break down and may ultimately prove unsuccessful. Expressed simply, there may be several or many 'knock backs' along the way. A high level of resilience is required on the part of school leaders when this occurs. Resilience is also important for the non-school partner, especially at a time when authority and responsibility have been decentralised to schools under the limited autonomy that has been achieved in recent years.

The priorities of the partner must fit within the priorities of the school. Failure to establish a partnership may not reflect a lack of interest on the part of the school.

Insights on leaders who excel 2: *An Extraordinary School*

An Extraordinary School is the title of a book (James 2012) that tells the story of Port Phillip Specialist School (PPSS) in Port Melbourne. PPSS is recognised internationally as well as nationally for its outstanding achievements in special education including the array of partnerships it has formed over more than two decades, with financial support from the corporate, philanthropic and not-for-profit sector amounting to several million dollars. Distinctions between giving, without a formal partnership arrangement; philanthropic support with normal expectations for accountability; and strategic partnerships which are the focus of this report can be made, but there is no doubt that the last of these is evident, particularly between the school and the Pratt Foundation, which has provided the largest share of non-government support. At the heart of the program is a focus on the arts as well as the personalisation of learning, with the latter a feature, indeed a requirement for special schools.

While much of the book will be of primary interest to those involved or interested in special education, a particular feature that is highly relevant to this report is the account of the approach to leading the effort by former principal Bella Irlicht whose work was acknowledged with an Order of Australia award (AM) as well as the account of Sam Lipski AM, CEO of the Pratt Foundation. These 'notes' are placed at the end of the book, but they are very important statements and both are recommended for further reading (see Annotated Bibliography). Bella Irlicht agreed to be interviewed for this report and her more sharply focused views about the roles of school leaders in forming strategic partnerships are incorporated in the synthesis of interviews in the previous section of Part 3.

Irlicht devoted most of her comments to naming the large number of people whose goodwill and expertise she drew on and describing what each contributed over the years:

From the earliest days, we were supported by an extraordinary group of men and women – leaders in the realms of arts, sport, media, education, government and academia. PPSS has been fortunate indeed to have had brilliant, accomplished men and women who gave us their all – their money, their time, their ideas and their insights. They provided the scaffolding upon which we built a magnificent school. There is an old saying, that, 'If I have seen farther, it is by standing on the shoulders of giants.' PPSS has stood on the shoulders of Titans . . . and I want to thank them here. (Irlicht 2012: 157).

She also noted the contributions of staff:

At PPSS, we had 60 people on staff with a unique combination of talents, skills and knowledge, including special educators, therapists, assistants and support staff. Each member of staff made a significant contribution to the overall direction and vision. They were passionate about the school and deeply invested in helping each student reach his or her full potential. To my staff I will always be eternally grateful. (Irlicht 2012: 160)

She highlighted the substantial contribution of the Pratt Foundation but named other philanthropies and philanthropists including Dame Elisabeth Murdoch. She noted that: 'We were the only school that had an independent foundation, a unique curriculum and a community of staff and parents who were totally aligned. We had ties in every sector of the community and a huge circle of friends who have all contributed to creating an extraordinary school' (Irlicht 2012: 163).

These statements taken together can be framed by the four forms of capital described earlier, derived from findings in the International Project to Frame the Transformation of Schools: intellectual capital, social capital, spiritual capital and financial capital. Her reference to the contributions of staff hints at the extent to which intellectual capital, including leadership, was distributed deeply across the school.

Sam Lipski described Irlicht's vision for a 'fully-serviced school' and her understanding that what she was sought and then achieved was a 'paradigm shift' in special education. He noted that 'of course, Bella was far beyond the usual. A force of nature. You know those forces when you come across them' (Lipski 2012: 165). He provided a summary of the year-by-year, strategy-by-strategy involvement of the Pratt Foundation and described how the substantial contributions from the non-government sector helped 'leverage' additional funds from government. He concluded with an interesting reflection on the nature of the partnership, which confirmed that a partnership calls for benefits to both parties, but there was something special in this instance:

It has been a most rewarding one for us all. I have to say, however, that looking back over more than a decade it has been a one-sided partnership. After all, we have received far more in return than anything we may have given. (Lipski 2012: 168)

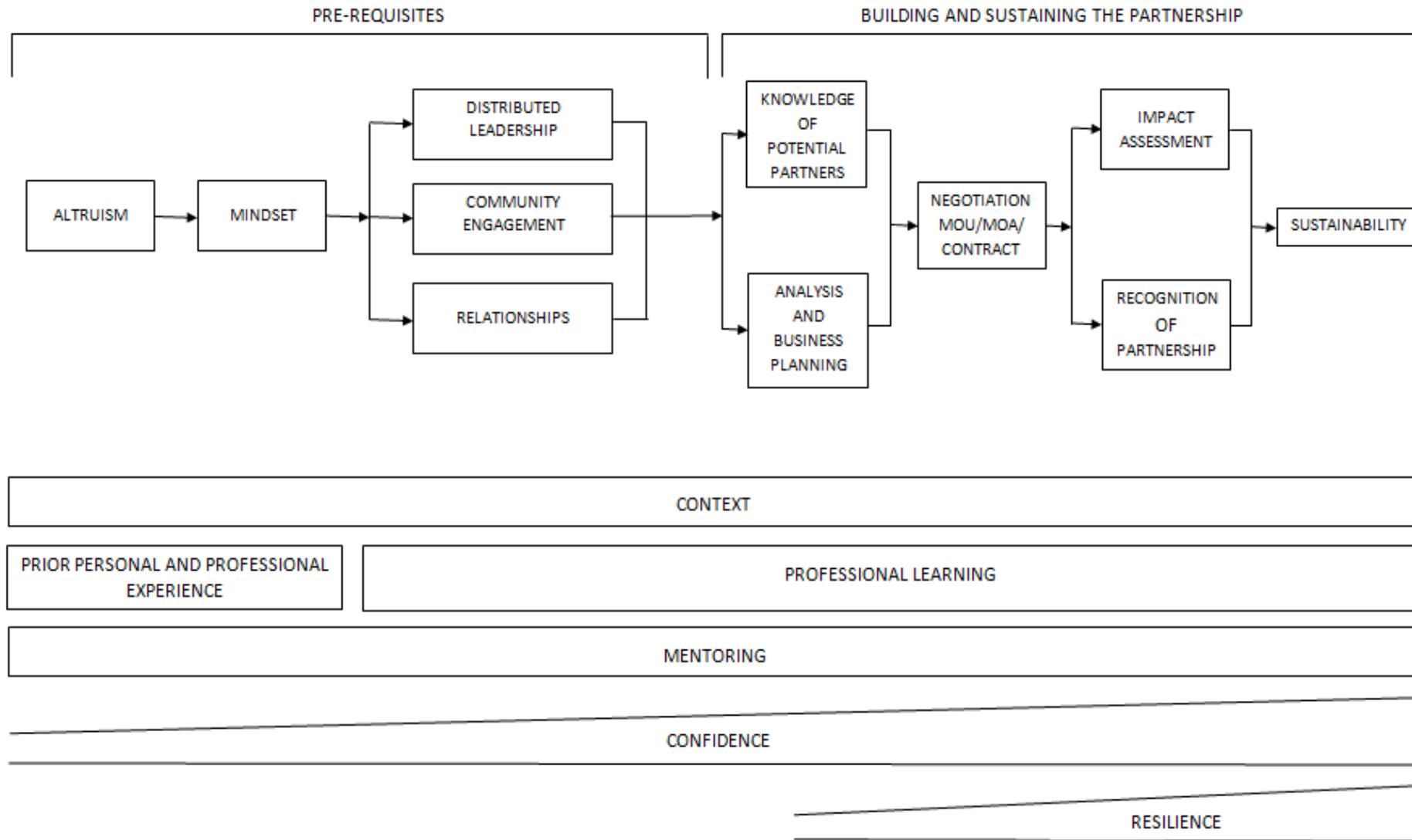
Mapping the requirements

Figure 3 contains a mapping of core competencies and capabilities which is a core deliverable of the project. It is derived from the evidence base summarised in Table 2 and the synthesis of findings from the interviews reported in the previous section.

Figure 3 should be read in the following manner, reading from the top. There are certain pre-requisites. One is *altruism*, marked by a sense of care and compassion for all students and that the school has a special mission to ensure that all students in all settings can experience success. The second is a *mindset* that recognises that the school must be outward-facing and cannot meet the needs of all students in all settings, especially disadvantaged settings, by acting alone. The whole community should be involved but this involvement will be focused on the next set of pre-requisites that should provide a foundation for creating and sustaining strategic partnerships.

Relationship-building, community engagement and distributed leadership are important in their own right but should be considered as pre-requisites for strategic partnerships. As is evident from earlier evidence and noted also in Part 4, some programs for partnerships limit their attention to community engagement, especially parent engagement. These are important and may be worthwhile ends in themselves, but they do not in and of themselves constitute partnerships except in the most general rather than strategic sense. *Relationships* are positioned at the base of this set of three in Figure 3 because a capacity to establish strong relationships with many stakeholders is the lifeblood of partnership. *Community engagement* is concerned with the way the school interacts with others in the community of the school, both locally and more broadly across society. It is out of such engagement that partnerships can be forged. *Distributed leadership* across the school is important for many reasons but, in the context under consideration in this project, it is vital if school leaders are to act strategically. They will wish to maintain their roles as instructional leaders but considerable time and effort are required to establish partnerships, and there will be many leaders in the school whose roles in instructional leadership will be more substantial than those who are primarily concerned with forging strategic partnerships.

Figure 3: Mapping of core competencies and capabilities



Moving further to the right across Figure 3 are the competencies and capabilities that must then be evident if strategic partnerships are to be created and sustained. These are built on or extend the pre-requisites. There must be a capacity for *analysis* of data to establish the needs and priorities of the school, providing the starting point for *business planning* that will help identify what the school can do by itself and what is required in partnership with others. School leaders must have a *knowledge of potential partners* in different sectors (corporate, not-for-profit and philanthropic) who can be matched to the needs and priorities of the school that cannot be addressed internally. Business planning continues once potential partners have been identified and engagement commences.

School leaders are successful negotiators and a capacity for *negotiation* is required if the potential match is to be brought to fruition through an *MOU, MOA or a contract*. Once established there must be ongoing *recognition of the partnership* on the part of school leaders. Also ongoing is *impact assessment*, and the manner in which this will be conducted is normally included in the contract.

If all of these pre-requisites, competencies and capabilities are strong and aligned, there is a high probability of *sustainability* of the partnership.

The lower part of Figure 3 contains some important capacities that are fundamental to success. *Context* is important. The particular skill sets and strategies that shall be employed will vary from setting to setting, and school leaders must be adept at choosing those that will be most effective. The balance may change over time as well as from setting to setting. The box below Context deals with the development of the school leader. It is acknowledged that *personal and professional experience* is an important pre-requisite, especially in the development of a sense of altruism and the mindset. Personal experience may include life experience that may start in the early years, shaped by family and social circumstance. *Professional learning*, which may overlap personal and professional experience, includes learning about creating and sustaining strategic partnerships. As noted in Part 4, there seem to be relatively few programs of professional learning that go beyond pre-requisites such as relationship-building, community engagement and distributed leadership.

The last three elements at the bottom of Figure 3 may be considered together. There is evidence that more-or-less continuous *mentoring* is important, not only in developing the pre-requisites but especially in the creation of strategic partnerships. School leaders may lack *confidence* in the early years of their leadership experience or in the principalship and having a mentor who is skilled and successful is likely to have a major impact. The paucity of related professional learning means that mentoring is important. As conveyed in the configuration of this element, confidence is likely to grow with experience and the support that may accrue through professional learning and mentoring. The same configuration is shown for *resilience* that is shown in Figure 3 as being especially important as efforts are made to establish partnerships, with some of these efforts proving unsuccessful. Resilience is likely to grow stronger as successful experience is gained.

A challenge to conventional thinking

Consistent with the account of 'new enterprise logic' included in Part 2, it is evident that acquiring and deploying the competencies and capabilities illustrated in Figure 3 are both challenging and exciting. The challenge to traditional thinking lies in the mindset and the building and sustaining of strategic partnerships. The traditional mindset is arguably more 'inward facing' than 'outward facing' and the evidence suggests that only a minority of schools are engaged in such partnerships, although the number is growing. Evidence in the Leading Learning in Education and Philanthropy (LLEAP) project supports this view, especially in respect to the limited knowledge of schools and potential partners of how to undertake this work.

The excitement comes from seeing the outcomes, given the research that shows the connection between success in strategic partnerships and improved outcomes for students.

The good news is that this success is especially evident for schools in disadvantaged settings.

PART 4: BEST PRACTICE IN BUILDING CAPACITY FOR STRATEGIC PARTNERSHIPS

There is little movement beyond the pre-requisites

An internet search suggests that there are relatively few programs of professional learning that go beyond the pre-requisites. This search included a scan of programs offered by the National College for School Leadership in England, a country where virtually all secondary schools have formed partnerships with not-for-profits or philanthropies over the last two decades.

Noteworthy examples of programs that focus on the pre-requisites are those that deal with community engagement especially parent engagement. Some are advertised as being concerned with building partnerships but closer examination reveals that partnership is being used in the general rather than strategic sense. An example is the outstanding work of the Centre on School, Family, and Community Partnerships at Johns Hopkins University in the United States. Centre Director is Joyce Epstein who is pre-eminent globally in the field. The programs and publications of the centre are highly relevant to the related part of the National Professional Standard for Principals developed by the Australian Institute for Teaching and School Leadership (AITSL), cited in Part 1, but they do not extend to strategic partnerships.

A promising development in the United States lies in the work of the National Network of Schools in Partnership (NNSP) that was created 'to meet the growing demand for models of best practice and access to expertise in developing partnerships in order to scale innovation more quickly – and with greater results'. It may be over-stating the scale of practice when it claims that 'schools everywhere are engaging in public-private partnerships that expand educational opportunities for all young people'. In addition to partnerships that may be involved in the creation of charter schools, it is clear that the interests of the network include a broader perspective, for example, the decision of the Bill and Melinda Gates Foundation to fund education collaboration in seven cities (\$25 million).

The Department of Education and Early Childhood Development (DEECD) in Victoria has prepared an online Education Partnership Resource that highlights the benefits of partnership, referring to exemplary programs in England and Scotland as well as the Centre for School Family, and Community Partnerships described above. Reference is also made to reports of partnerships between schools and business in Australia as cited in Part 2.

Promising programs in Australia

Two examples of promising programs may be found in Australia in the work of Tender Bridge (ACER), in association with ACER and Schools Connect, and the Bastow Institute of School Leadership in Victoria. It was beyond the scope of the project to undertake a comprehensive search of all universities and institutes / centres that offer professional development programs for school leaders, so these two are illustrative of what was found in a limited search. One of the fastest growing institutes is the Queensland Educational Leadership Institute (QELi) but Stephen Brown CEO of QELi advised that no program currently dealt directly with strategic partnerships.

Tender Bridge, Schools Connect and ACER are working in partnership to present 'Building a Culture of Partnering Program', a two-day program offered over six weeks that deals with topics such as benefits of partnering, overcoming barriers, developing partnerships, evaluating partnerships, and resources. The program was offered for the first time in 2013.

The Bastow Institute offers programs in professional development for current and aspiring principals and other school leaders. It serves the government sector only. Three programs

are relevant to this project. One is entitled 'Leading Communities' with the following objectives:

- Assess the best evidence about the potential impact of parent involvement in their children's learning in schools, at home and in other contexts, and how to employ strategies to foster optimal parent involvement
- Appreciate the complexities of working with external stakeholders to improve children's outcomes, and understand ways of leveraging participation in partnerships for learning that have been studied in research and proven in practice
- Explore the role schools can play in developing their community's social capital

The program involves 60 hours of professional learning in reading, workshops, virtual seminars, and school-based project work.

Another is entitled 'Collaborative Partnerships with Families and Communities'. Its objectives include the development of an understanding of:

- The roles of other [than parents and families] professionals, organisations and institutions in their community and the critical importance of establishing and maintaining collaborative partnerships with them in order to support families and children more effectively
- How to design, implement, monitor and evaluate [such] programs
- How to lead others in building and sustaining collaborative partnerships and engaging ethically with all families and children, particularly those with complex needs

The course is conducted over four months and includes pre- and post-course data collection, four face-to-face workshops, conduct of a small work-based project, and ongoing support from course facilitators as well as peer learning in an online discussion facility.

A more general program is entitled 'Leading and Sustaining Change in Your School'. A noteworthy contributor to the course is Martin Culkin, former principal of Dandenong High School, who was one of seven leaders who contributed to this report (see accounts of interviews in Part 3).

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APPENDIX

ANNOTATED BIBLIOGRAPHY

Six of the eight publications are readily available online (books #5 and #7 are available from local distributors)

National Professional Standard for Principals

1. Australian Institute for Teaching and School Leadership (AITSL) (2011) *National Professional Standard for Principals*. Melbourne: AITSL.

This publications contains the full listing of elements in the National Professional Standard for Principals. Relevant excerpts were included in Part 1 of this report.

Leading Learning in Education and Philanthropy LLEAP)

2. Anderson, M. and Curtin, E. (2012a) *A Guide to Grow Your Ideas in Education for Maximum Impact*, A Tenderbridge Project in association with the Ian Potter Foundation and the Origin Foundation, Melbourne: Australian Council for Educational Research. (LLEAP Dialogue Series No 1)
3. Anderson, M. and Curtin, E. (2012b) *Cases Companion Document*, A Tenderbridge Project in association with the Ian Potter Foundation and the Origin Foundation, Melbourne: Australian Council for Educational Research.
4. Anderson, M. and Curtin, E. (2013) *A Practical Guide to Grow Your Ideas in Education for Maximum Impact*, A Tenderbridge Project in association with the Ian Potter Foundation and the Origin Foundation, Melbourne: Australian Council for Educational Research. (LLEAP Dialogue Series No 2)

These three publications are essential reading for school leaders who seek to build and sustain strategic partnerships. The 2013 publication (#4) includes 15 case studies, with 12 from Australia and three from other countries whereas earlier versions of some of these case studies were presented in a separate publication in 2012 (#3).

Integrated view of the four forms of capital

5. Caldwell, B.J. and Spinks, J.M. (2013) *The Self-Transforming School*, London and New York: Routledge.

This book includes several of the exemplars described in Part 2. It provides a 50-year perspective from 1988 to 2038 on the transformation of schools, including how developments can be framed and illustrated in the four forms of capital identified in the International Project to Frame the Transformation of Schools.

Business-Schools Partnerships

6. Australian Council for Educational Research (ACER) (2011) *The Benefits of School-Business Relationships*, Report to the Department of Education, Employment and Workplace Relations (DEEWR), Melbourne: ACER.

This is the definitive document on school-business partnerships in Australia. It includes many short case studies and other illustrations of strategic partnerships.

Exemplar in strategic partnerships

7. James, S. (ed.) (2012) *An Extraordinary School*, Melbourne: ACER Press.

While the book as a whole is of particular interest to those in special education, the two special 'notes' are immediately relevant to the work of school leaders who seek to build and sustain strategic partnerships [Irlight, B. (2012) A note from Bella Irlight AM, in James, S. (ed.) *An Extraordinary School*, Melbourne: ACER Press, pp. 157-163, and Lipski, S. (2012)

A note from Sam Lipski AM, CEO of the Pratt Foundation, in James, S. (ed.) *An Extraordinary School*, Melbourne: ACER Press, pp. 164-168].

Strategic partnerships in the self-improving school system

8. Hargreaves, D. (2012) *A Self-Improving School System: Towards Maturity*, Nottingham: National College for School Leadership.

This is one of four 'think pieces' that David Hargreaves wrote for the National College for School Leadership in England. It is the one that is most directly relevant to the building of strategic partnerships. While it provides a system perspective, the publication has several illustrations of strategic partnerships in schools. The roles of school leaders are explained in several instances.