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OPENING DOORS

School and Community Partnership in Poverty Awareness and Social Education Initiatives

GUIDELINES FOR PARTNERSHIP DEVELOPMENT

Sandra Gowran

OPENING DOORS

School and Community Partnership in Poverty
Awareness and Social Education Initiatives

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2000-2005

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FOREWORD

Perhaps it is no coincidence that these Guidelines are being published within what has been designated by the Council of Europe as the 2005 European Year of Citizenship through Education. It is a marker to demonstrate that not only is the concept and value of Citizenship Education gaining momentum but, it is also a year within which public recognition has been given to the fact that:

Children and young people learn that they can make a difference when they influence what happens in their own communities and in society. This promotes stronger democracy and healthier communities. When children and young people are involved in public policy-making, they move from being passive recipients of adult decisions to 'rights holders' who are able to assist in shaping their lives and their society (National Children's Office et al. 2005. *Guidelines on How to involve children and young people in your work*).

It is to this very process of involving young people in *real learning*, with *real people*, affected by *real issues* that these guidelines are directed. It is hoped that they will help create the necessary educational setting in which to undertake such a process. They were produced by a number of adventurous teachers and community workers who committed themselves to working a little differently to their normal patterns in order to engage with others in their community. It was as a result of this process that the young people whom they worked with were indeed able to see that they could make a difference to, and influence what happens in, their own communities.

The process started with firstly, an acknowledgement by the students that socio-economic inequalities exist in their communities and secondly, that it is possible for them to work on trying to do something to effect positive change. For some this change was simply based on their attitudes and values. For others it progressed to how they could assist those working with the people affected in improving their life circumstances. The long-term hope is that these guidelines may provide the impetus for young people, through their local communities, to become involved in public decision-making and be co-creators in another initiative that 2005 will be remembered for, *Making Poverty History*,¹ in their own communities as well as in the national and global contexts.

¹ The Make Poverty History Campaign is an alliance of development organisations, trade unions and campaigning groups who mobilised around key opportunities in 2005 to drive forward the struggle against poverty and injustice. The campaign is part of the Global Call to Action Against Poverty (<http://www.whiteband.org>)



INTRODUCTION

BACKGROUND TO THE DEVELOPMENT OF THESE GUIDELINES
OPPORTUNITIES FOR POVERTY-AWARENESS EDUCATION WITHIN THE
EXISTING CURRICULUM

INTRODUCTION

These Guidelines are intended for use in Social and Political Education initiatives (in particular, poverty awareness education) within the formal junior and senior second-level curriculum. However, through the application of these guidelines other individuals and groups (teachers, community workers and others included in the partnership process) may benefit and be affected² in terms of knowledge, skills, attitudes and values, and subsequent actions.

BACKGROUND TO THE DEVELOPMENT OF THESE GUIDELINES

The model presented is an outcome of a curriculum development project (Poverty, the Curriculum and the Classroom) carried out under the auspices of the Curriculum Development Unit of the City of Dublin VEC and funded by and in partnership with the Combat Poverty Agency. The project began in 1998 with the aim of developing and implementing initiatives to establish the teaching of poverty and related social justice issues in the second-level curriculum.

In keeping with the aims of the CDU to support the professional development of teachers; develop curriculum in partnership with other stakeholders in education; and promote the concept of the teacher as researcher, the project gained the support and help of a number of schools and teachers who were interested in developing approaches to teaching about poverty. Arising from needs expressed by the teachers, the initial years of the project resulted in the production of a resource book for teachers (*Counted Out: Challenging Poverty and Social Exclusion*) aimed at helping the exploration of causes, impacts and solutions to poverty and social exclusion.

Tentative steps were made to aid this exploration by developing links locally with community development initiatives in the area of the school in order to both provide real learning opportunities for students and support teachers who may not have experience or knowledge of poverty issues through teaching about them. Initial steps towards linking school and community indicated potential for development. As a result the project was extended (Phase 2: 2001-2004) in order to further develop and explore the impact of school and community links in poverty-awareness education initiatives.

² For more on this see '*Opening Doors: The School and Community in Poverty Awareness Education*'. Final Evaluation of the Poverty, the Curriculum and the Classroom Project. CDU, 2004.

Over a two-year period a small number of urban and rural schools of differing types developed partnerships with community groups within their geographical area (see page 14 for a list of participating schools and community groups). Significantly the schools predominantly represented the community and secondary sectors with only one school from the VEC sector.

This is an indication of the applicability of partnership development across all school types.

Community groups were selected on the basis that their work had an anti-poverty focus and employed community development principles and practices. The project's evaluation process tracked the development of these partnerships closely and evaluated the impacts for students, teachers, community workers and the wider school and community levels.

Through this evaluation significant benefits have been highlighted and are outlined in Section 1 of these guidelines. The evaluation recommended that the model that was used should be documented and disseminated in order that other schools and community groups could benefit from a similar experience. Responding to this recommendation, it was decided to produce these guidelines. As a continuation of the consultation process project partners were invited to comment on draft guidelines and this, in turn, contributed to the final version.

OPPORTUNITIES FOR POVERTY-AWARENESS EDUCATION WITHIN THE EXISTING CURRICULUM

JUNIOR CYCLE	
CSPE	<p>1.2.4 The content of this course has been written in the form of unit descriptions rather than as a specified list of topics to be covered. This format allows teachers and pupils enough scope and flexibility to select and deal with issues such as gender equity, racism and xenophobia, interculturalism, the environment, development, work and unemployment, poverty and homelessness, minorities, and conflict situations such as that in Northern Ireland.</p> <p>1.3.4 Alternatively, a teacher may want to organise the course around a specific theme or number of themes, e.g. gender equity, racism and xenophobia, interculturalism, the environment, development, work and unemployment, poverty and homelessness, minorities, or conflict such as that in Northern Ireland.</p>
Geography	Unit C4 – Economic Inequality: The Earth’s Resources – who benefits?
History	Political developments and social change in twentieth-century Ireland
Home Economics	Consumer Studies – Budgeting Social and Health Studies – Roles/stereotypes/equality – within the home, school, community and employment; Awareness of Community Services

Religion	Introduction to Morality – Concepts – choice, society, action and consequence
Social, Personal and Health Education	Belonging and Integrating – appreciating difference Self Management – organising myself at home and at school Health – healthy eating
Business Studies	Budgeting – preparation of household budgets; borrowing
Environmental and Social Studies	Contemporary Issues – gender equity, leisure and work patterns; government and the citizen; popular culture
Other possible areas	Comprehension exercises in English, Irish, French, German and other languages Literature in each of these languages

SENIOR CYCLE	
Religion	Moral decision-making; issues of justice and peace
Home Economics	Option on Poverty
Economics	Economic systems and thoughts; Government; Economic policies, problems and conflicts
Business	Household and business manager; Community Development; Social responsibility of business
Transition Year	Links with local community, work experience, social studies
Leaving Certificate Applied	Social Education; Vocational Preparation; Religious Education (Community Action Project); Childcare/community care; science and health; leisure and recreation
Leaving Certificate Vocational Programme	Preparation for the World of Work; Enterprise Education – Local Voluntary Organisations; Community Enterprise Career Guidance – Social Orientated Occupations
Career Guidance	Careers in the Voluntary & Community (including Youth) sectors. Opportunities for work experience



SECTION 1
INTRODUCING SCHOOL-COMMUNITY PARTNERSHIP



SECTION 1: INTRODUCING SCHOOL- COMMUNITY PARTNERSHIP

Partners in the Development of these Guidelines

■ Dublin

Blanchardstown Youth Project
Coláiste Bríde, Clondalkin
Coolmine Community School, Clonsilla
Co-operation Fingal & Balbriggan Traveller Women's
PHC Programme
North Clondalkin Community Development Project
Rathmines Community and Information Centre
St Joseph's Secondary School, Rush
St Louis High School, Rathmines
Wellview Health Project, Mulhuddart

■ Kildare

Gael Choláiste Chill Dara
Newbridge Family Resource Centre
St Conleth's Vocational School, Newbridge

■ Kilkenny

Coláiste Osraí, Kilkenny
Fr McGrath Centre, Kilkenny
Kilkenny College, Kilkenny
Loughboy Area Resource Centre, Kilkenny
New Park Close Family Resource Centre, Kilkenny

■ Westmeath

St Joseph's Secondary School, Rochfortbridge
Westmeath Community Development Ltd.

Social and Political Education: Education for Living

It is now widely recognised and accepted that education is a critical driver of economic success and social progress in modern society. There is a growing recognition, particularly in the European Union, that the provision of quality education and training is central to the creation of a high-skills, knowledge and innovation-based economy that will underpin ongoing and sustainable prosperity.

Education and training are also crucial to achieving the objective of an inclusive society where all citizens have the opportunity and the incentive to participate fully in the social and economic life of the country.

A Brief Description of the Irish Education System. Department of Education and Science, 2004.

The wide-reaching potential impact of educational provision on our economy, culture and society is being increasingly recognised and accepted as indicated by the quotation above. Nevertheless, it raises questions as to the parameters of the society in question and encourages us to ponder: 'What society?' 'What economy?' 'Whose culture?' and to whom does the term 'our' relate?

Dewey postulated that 'the concept of education as a social process and function has no definite meaning until we define the kind of society we have in mind'.³ In order to arrive at such a definition, therefore, education should provide opportunities for learners to become literate in understanding how social systems and structures are defined, influenced and operate and thus how they may become active in solutions to effect change for a more inclusive and equal society. Such opportunities fall under the banner of social and political education or what is commonly referred to as citizenship education.

³ Dewey, John. 1951. *Democracy and Education: An Introduction to the Philosophy of Education.* Macmillan, New York.

Poverty Awareness: An Intrinsic Part of Citizenship Education

Poverty and its eradication is an issue of concern as it impacts on so many people in Irish society today, although Ireland is the second richest country in the European Union. Despite this Ireland has one of the highest rates of income poverty in the EU, while 6.8% are in consistent poverty.⁴

In 2004, the latest data available (CSO, 2005), 19.4% of Ireland's population lives in relative income poverty.⁵

Citizenship education is not limited to educating people about the legal and political concept; it is an all-embracing holistic process intended to bring learners to an understanding of their roles and rights as citizens.

On the one hand, citizenship implies that all citizens, women and men alike, should have enjoyment of human rights and feel that they are protected by the democratic society. On the other hand, citizenship also implies that everyone needs to get involved in matters that concern life in society and to act throughout their lives as active and responsible citizens respectful of the rights of others.⁶

Poverty awareness is an intrinsic part of Citizenship Education. Through exposure to, and involvement in, community and voluntary activity, poverty awareness education provides students with an experience of active, participative citizenship. It encourages and develops skills that enable them to engage in active, participatory social interaction.

Communicating and working with people from different socio-economic groups proved to be a ground-breaking experience for those involved in the project through which these guidelines were developed. Social barriers were broken down between adults and young people alike. Fears, misconceptions and negative perceptions were challenged through this contact along with class-based educational activities. In many cases this resulted in the learners becoming aware of their own power to influence how others are perceived and the personal fulfilment and benefits of interacting

⁴ Consistent poverty measure combines income with enforced deprivation of 'basic necessities'. Eight main indicators are used.

⁵ Relative income poverty measure quantifies persons who have an income below a relative threshold typically set at 60 per cent of the median (i.e. the mid-point in the range from lowest to highest income). It is the official EU indicator of financial poverty.

⁶ CAHCIT. 2004. European Year of Citizenship through Education 2005: Concept Paper.

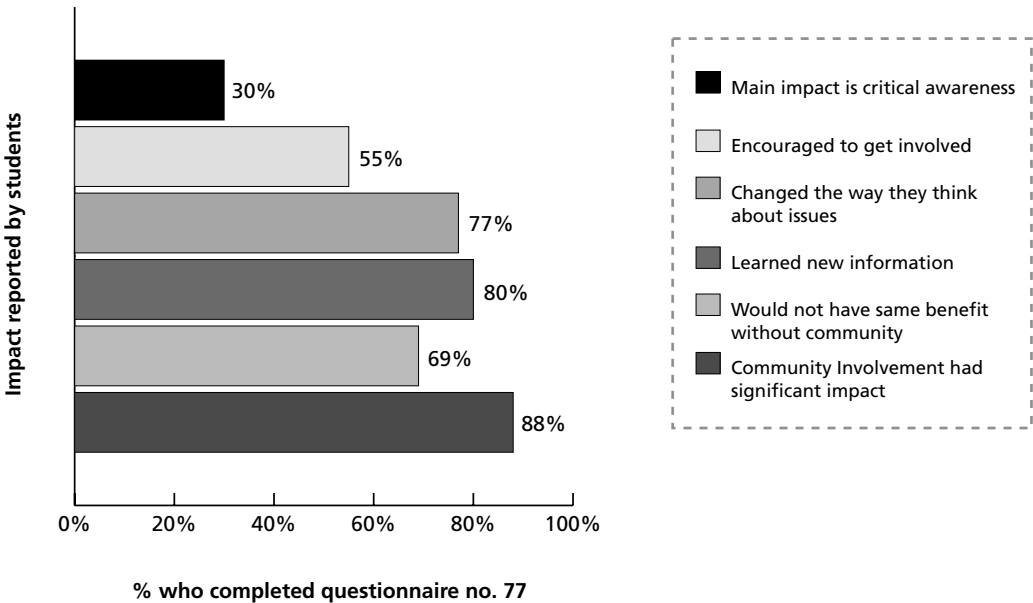
with people who we may perceive to be different from ourselves due to class differences.

School-Community Initiatives Promote Active Democratic Citizens

In the promotion of the 2005 European Year of Citizenship through Education, the Council of Europe recognises that education for democratic citizenship and human rights education can help develop critical thinking and learning to live together. Such education favours mutual understanding, intercultural dialogue, solidarity, gender equality and harmonious relations within and among people. This is evidenced through the educational outcomes identified in the development of these guidelines. The guidelines therefore should be viewed as a tool to create the necessary conditions for this education to take place.

The development of critical thinking and learning to live together are outcomes reflected by students who engaged in poverty awareness education through school-community partnership. The graph below depicts the key educational and social outcomes as reported by students. Pages 22-4 set out the outcomes accrued in greater detail, along with those gained by teachers and community workers. Prior to that, however, the process they engaged in to attain these outcomes, i.e. poverty-awareness education, is defined.

LEARNING OUTCOMES FOR STUDENTS



Poverty-Awareness Education Defined

Poverty Awareness Education is not 'just learning about poverty'. Along with all social and political education, it relates to such areas as politics, society, social analysis, development, human rights, learning to learn, social solidarity, as well as citizenship rights and responsibilities.

The statutory definition of poverty in Ireland today is expressed by the National Anti-Poverty Strategy (NAPS, 1997) as follows:

People are said to be living in poverty if their income and resources are so inadequate as to preclude them from having a standard of living considered acceptable in Irish society. Because of their poverty they may experience multiple disadvantage through unemployment, low income, poor housing, inadequate health care and barriers to education. They are often excluded and marginalised from participating in activities that are the norm for other people.

This definition relates the experience of poverty to the relative standard of living within Irish society, implicitly assuming that fulfilment of basic universal needs should be a given in today's society. It requires a broad exploration of the dynamics and processes of reproduction of poverty.

In short the definition reveals that poverty and therefore poverty-awareness education:

- is not just about money and income – resources of a material nature (income, housing), cultural (education) or social (socio-economic background, contacts) are as important in enjoying an adequate standard of living.
- links the experience of poverty to equality of opportunity in terms of employment, housing, health care and education.
- acknowledges that experiencing poverty may lead to further disadvantage and thus the cycle of poverty continues.
- reveals that people who experience poverty may also experience exclusion and marginalisation from activities assumed to be 'normal' in this society.

- recognises that exclusion, discrimination and marginalisation are practices resulting from individual and collective decisions and actions that shape, mould and become embedded in social systems and structures.

Poverty-Awareness Education is about Knowledge

Essential knowledge components include:

- What is poverty? How is it defined?
- The extent of poverty (awareness of groups/individuals at risk of poverty)
- Inequalities that lead to poverty, for example, age, gender or disability
- The effects of poverty, including cyclical poverty between generations and the 'poverty trap'
- Causes of poverty (political, social, economic, personal)
- Responses to poverty and an assessment of their effectiveness, including an awareness of the kinds of actions that would assist students in gaining a greater understanding of poverty
- Gaining an understanding of poverty and social exclusion in relation to access to power and resources.

Poverty-Awareness Education is also about Attitudes, Values and Action

A holistic poverty-awareness education will also involve:

- Exploring feelings, attitudes and opinions
- Engaging in action, preferably with people who are affected directly by the issues or who represent those affected directly by the issues.

Awareness to Action

Poverty-Awareness Education is intended to result in awareness leading to action. Action can be in many forms including:

- Voluntary and community activity
- Further reflection, self-informing, analysis and encountering experiences

- Support for voluntary and community organisations by way of fundraising
- Political action in the form of advocacy, voting, membership of a group or organisation, leadership on an issue, protest, revolution.

Action is not always positive. Avoidance is another possible action. Thus, Poverty-Awareness Education will bring about awareness that poverty is relevant to all our lives, no matter what our experience. People may choose not to take part in positive action; however, they do so with awareness that it is their choice.

Without an action component learning is likely to be passive and consequently to elicit feelings of apathy, guilt, and helplessness. On the other hand, engagement with people with a direct connection to the subject of poverty can promote positive attitudes and empathy and dispel stereotypes.

Community development groups provide an 'expertise' in the area of poverty and disadvantage in that they work directly with the issues and people affected. Teachers, students and the school in general can benefit enormously from this expertise and experience. In addition, community groups can benefit from the link with the local school as it may improve communication with regard to some of their client group.

There are many benefits for all to be gained from engagement with community and voluntary activities that are guided by community development principles and practices. Such principles have a direct relationship with the aims and priorities of the Department of Education and Science.⁷

In brief, principles of community development promote:

- Participation
- Power and empowerment
- Collective action
- Inclusion
- Equality.

⁷ The mission of the Department is to provide high-quality education which will (a) enable individuals to achieve their full potential and to participate fully as members of society; and (b) contribute to Ireland's social, cultural and economic development. Chief among the Department's priorities are the promotion of equity and inclusion, quality outcomes and lifelong learning; planning for education that is relevant to personal, social, cultural and economic needs. (Department of Education & Science Strategy Statement 2003-2005).

Action involving local community development organisations will aid the development of students' skills in problem solving. It can also offer insights into how those affected by the problems are involved in decision making and the development of strategies to address these issues.

Why School-Community Partnership?

The idea of schools engaging with the community in which they are situated does not present a radical challenge. In fact it would seem to many as being a very obvious and necessary activity. However, the concept of engaging community organisations in developing a partnership for delivery of social education curriculum and initiatives does depart from the traditional approach within education. This approach involved individual teachers in planning, delivering and reviewing the curriculum within the parameters set out in official documents.

The changing nature of school, teaching and society requires a parallel shift in education practices. The experience of the project suggests that many schools are insufficiently outward looking in terms of approach and practices. The education system does not lend itself well to flexibility; therefore a considerable challenge lies in breaking this isolation.

Social development is as much part of the educational process as acquiring sets of knowledge and skills. Commitment to social development through learning is enhanced and made more effective if schools can look outside and beyond their current modes of operation. This can be done by engaging with various organisations and interest groups constituting community and involving as many sectors of the community as possible in the education process.

The decision to undertake setting up a partnership will involve commitment from school and community organisation management and a willingness on the part of at least a small number of staff members to become involved. In order to make such a decision one needs to be convinced of the value or potential value and outcomes of such a venture. So what are the benefits likely to be?

Benefits for Students

Feedback from students indicated that they viewed the links between schools and community groups for teaching about poverty and social justice issues to be very important. Eighty-eight per cent indicated that their community involvement had a significant impact and in fact some students were of the opinion that they can only really learn about these issues if they have opportunities for community-based practical action as well as classroom-based theory. Students said they believed that the links made by their schools with local community groups and centres were vital in providing them with opportunities to deepen their knowledge and also engage in action-based learning. The majority were of the opinion that they would not have had the same benefit without this.

The majority (80 per cent) learned new information about poverty in their local area. Perhaps more significantly an almost equally large majority (77 per cent) said their involvement in the actions had changed the way they think about poverty and social justice in their local area. Changes noted included: no longer stereotyping or judging people experiencing poverty, and also a greater willingness to become involved in poverty responses.

In terms of skills the majority of students felt their participation in the project had improved their personal skills (including social awareness skills, communication, self-awareness, organisational, research and critical thinking skills). The latter is of major significance in educational terms. Many stated they felt that they now tended to ask more questions when presented with facts about any issues, especially social justice issues. They take more notice of the media and how particular topics are prioritised and are more alert and critical about discussions on poverty and related topics.

Other students noted how they now felt they had the confidence to argue in defence of the rights of certain groups when friends or family pass unfair or discriminatory comments, whilst many (55 per cent) have felt encouraged to become involved in action against poverty.

Students

69% of students believed they benefited more due to the involvement of a community group.

- New information about poverty in their local area
- Changes in attitudes about poverty and social justice
- Now take more notice of the media
- More alert and critical about discussions on poverty and related topics
- Confidence to defend own and others' rights
- Motivated to get involved (in anti-poverty action)
- Better conceptual understanding
- Enhanced awareness of gaps in society, disadvantage and poverty
- Improvement in personal skills (including self-awareness, social awareness, and communication)
- Gained practical experience in local community and contributed to local responses to issues

SCHOOL-COMMUNITY PARTNERSHIP

Benefits resulting from partnership activities in Poverty-Awareness Education

Teachers

- Valuable opportunities for gaining new knowledge, learning new skills, sharing information and knowledge
- Enhanced understanding of work in local area and opportunities for delivering curriculum
- Real dialogue between education and community sectors
- Challenged attitudes and perceptions
- Developed personal and professional confidence
- Deepened social understanding and analysis

Community Workers

- Gained insight into the operation of the school system
- Developed sense of solidarity with teachers
- Gained practical value of having student involvement in their work
- Broadening of local understanding of wider community issues
- Social barriers broken down and greater respect for their work and community development
- Raised awareness within schools of potential of community work to contribute to and support broader educational issues

Students

'I think that what we've learned from this will always affect us. I think our outlook has changed. We learned how to be more respectful to each other and to be more sensitive to other people. We learned about racism, how we should not discriminate against other people and how we can make a difference in our community.'

'I would say I was a close-minded person. I feel I'm now someone who has an opinion. I am much more confident.'

'There can be arguments but it is important to listen and understand all points of view. Everyone has different opinions but people should allow their opinions to be heard. Everyone has rights and responsibilities to give their own opinions but sometimes people don't know how to.'

SCHOOL-COMMUNITY PARTNERSHIP

What the partners said about their partnership activities in Poverty-Awareness Education

Community Workers

'Barriers are being broken down between us and the school staff and respect is being developed for each other's work.'

'The dialogue work with the school has helped focus the Traveller women on specific issues with the aim of presenting these to the students. The women have developed confidence and discovered their own wealth of knowledge.'

'Without the young people's volunteering, our homework club would become solely a childcare service – the help they provide is invaluable to the community.'

Teachers

'Bridges between the school and community are being built, and mutual respect and understanding developed. It won't happen overnight but it's so valuable it's well worth the effort. Schools are part of the community in which they work. It makes sense to get to know about the children's local area, especially where disadvantage is an issue for some children, so that good supports can be provided for children at risk. To share learning experience, schools need to come out into the community and the community needs to go into schools more often.'

'Already the contacts and development of personal acquaintances have facilitated other information exchanges which are valuable to the school (e.g. learning resource i.e. family literacy scheme is being explored).'

'This is a totally new innovation for me as a teacher. I find it is an excellent way of finding out more about the wider community in the area.'

'I now have a much greater awareness of the reality of disadvantage in the community.'

So What is School-Community Partnership?

The concept of partnership ultimately means that all involved are equal partners, all benefiting from the process and activities that the partnership is designed to do. It is a coming together of two or more groups (in this case schools, community groups, students and parents), motivated by common goals and objectives in an atmosphere of trust and supported by complementary resources.

Partnerships require time to develop and it is important that this is given due consideration before entering into any arrangements. Ultimately each individual, group or organisation needs to be clear on:

- the level of commitment that they are willing to expend in this partnership process
- what they hope to achieve from it
- how long they wish to be involved for.

Clarity around these areas from the outset will lead to a stronger and more effective partnership in the long term. For this reason these guidelines outline a staged process to partnership development, each stage being as important as the next in the process.

The process of partnership is just that – a process – and it is important that any process is guided by underlying principles that all involved understand, commit to and endeavour to live out in their work in this area. It is advisable to review these principles from time to time from the point of view of each constituent member of the partnership in order to ensure a common experience of their fulfilment for all.

One of the initial tasks carried out by the partners in the *Poverty, the Curriculum and the Classroom Project* was to explore the principles that they believed to be essential to the formation and sustenance of this form of partnership. They suggest that the guiding principles for school-community partnership should relate to equality, student-centredness, inclusivity, openness and sustained commitment. These are expanded further below.

Principles in Practice



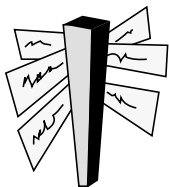
Equality. Partnership should be based on an understanding that there should be mutual benefit and respect. Resources, including those of time, practical resources and expertise should be shared. There should be shared ownership. Time spent on building trust and developing and maintaining good communication are considered essential in this regard. Partners should meet to work on establishing a common vision and goals, ongoing planning and review.



Student-Centredness. In all activities and materials it should be kept in mind that students are the main focus of the partnerships and they should be the main beneficiaries.



Inclusiveness. Partnership should be as inclusive as possible. All activities and materials should reflect the ethos, values, methodologies and approaches of both school and community development. Where possible students should be included in the partnership. There should be a commitment from partners to listen to each other in developing understanding of each other's perspectives, backgrounds and experiences.



Openness. The primary means of developing and maintaining openness is through good communication and developing an understanding of each other's work. Partners should be open to developing the partnership from new ideas and in new directions. There should also be openness to trying new methods if something doesn't go well, i.e. there should be a commitment to evaluate what has been done with a view to forward planning. Finally, openness in practice should allow for honest dialogue between partners if issues arise in the course of the work.



Sustained Commitment. It should be borne in mind that people are limited in terms of the time, human resources and finance that they can bring to a partnership through their work. Therefore planning should be kept within realistic parameters.

From their experience, partners concluded that effective application of these principles require the following key elements of practice:

- Practical, open, and regular communication. The importance of partners listening to one another is emphasised as is the necessity for time to be set aside for regular, albeit brief, contact, e.g. quick phone calls or emails.
- Clarity as to what partners are aiming to achieve. Partners suggest that clear goals must be set and there should be a shared understanding and commitment among the partners regarding a vision and goals for their actions.
- Commitment at all levels within the school and community organisation. This is important, not just at individual partner level.
- Understanding and acceptance of difference. Partners must value and respect each other and different approaches.
- Willingness to engage in and try out new approaches
- Realism about what can be done. An understanding and acknowledgement is needed about timetable constraints and each others' needs and limitations. Partners must be prepared to take the process slowly and realistically.
- Common ground rules must be set and constantly reviewed.

How to use these Guidelines

As indicated earlier, ideally partnership development should be a staged process. The table below outlines the stages that most project partners journeyed through in developing local partnerships. Each stage is then mapped out in greater detail providing a rationale, suggested activities, points to note and pitfalls to avoid. Where possible, examples of good practice from the project are included. It is intended that each stage should be carried out sequentially for partnership to be successful and a broad timeframe is suggested in this regard.

■ **Schools**

These guidelines are intended for use by schools (individual subject teachers, programme co-ordinators, and school management) who wish to develop working relationships with local community groups in order to enrich the learning experience of students and/or involve the wider community in school planning and development.

■ **Community Groups**

They are also intended for Community Groups who wish to develop working relationships with local schools in order to develop awareness and local support for their work, build knowledge of community development work, extend their volunteer base, and/or become involved in the development of local schools.



SECTION 2 STAGES IN THE PARTNERSHIP PROCESS

SECTION 2: STAGES IN THE PARTNERSHIP PROCESS

In the development of these guidelines the initial two stages involved teachers and community workers only. Students were not brought into the partnership as equal partners. However, some partnerships saw an opportunity in stage 3 (Action in Poverty Awareness) to involve students. It is advised that you decide at the beginning at what point you will include young people in the partnership and to work towards this in planning. Parents are another group that you may wish to consider.

STAGE OF DEVELOPMENT	KEY ELEMENTS within each stage
1. Establishing Links page 32	<p><i>Preparation for working in partnership</i></p> <ul style="list-style-type: none"> Identifying partners – suitability and commitment Supported by management – school/community group Introductory meetings and exchange of basic information Agreement in principle to work together to increase awareness of poverty issues Acceptance of mutual benefit in context of ‘good education’
2. Building Understanding page 35	<p><i>Preparation for working in partnership</i></p> <ul style="list-style-type: none"> Agreeing a common vision (partnership and poverty awareness) Agreeing and setting goals (partnership and poverty awareness) Agreeing how to work (principles of partnership) Further exchange of information and building understanding <ul style="list-style-type: none"> • Presentations • Workplace visits • Work shadowing • Regular meetings



STAGE OF DEVELOPMENT	KEY ELEMENTS within each stage
<p>3. Action in Poverty Awareness page 39 If students have not been involved up to now, setting learning objectives is a good time to involve them.</p>	<p><i>Partnership action in poverty-awareness education</i></p> <p>Deciding on the action</p> <p>Setting poverty-awareness learning objectives. Through this action:</p> <ul style="list-style-type: none"> • What do we want students to know/learn about? • What do we want students to be able to do (skills)? • How will we measure if this has happened? <p>Carrying out the action</p>
<p>4. Review and Evaluation page 45</p>	<p><i>Reviewing the action and the partnership</i></p> <p>Reviewing the action and the partnership</p> <p>Reviewing goals and learning objectives</p> <p>Asking students what they think</p> <p>Reviewing how the partnership is working</p> <p>Establishing clarity about future plans</p>
<p>5. Planning Further Action page 46</p>	<p><i>Partnership action in poverty-awareness education</i></p> <p>Presenting to others and encouraging wider involvement</p> <p>Deciding on an action</p> <p>Setting the poverty-awareness learning objectives. Through this action we want to learn...</p> <p>Carrying out the action</p>

Stage 1

Establishing Links: Preparation for Working in Partnership

Time required: 6 hours

SUGGESTED ACTIVITIES	RATIONALE	POINTS TO NOTE
Build support by sharing ideas with management and colleagues, with a view to working as a team. Tease out the level of support that may be needed and gather commitment in principle.	A partnership is more likely to become self-sustaining if there is more than one person shouldering responsibility. Time to build partnership is crucial, particularly in the early stages; the amount will lessen as the partnership becomes more established.	Establish clarity on each person's willingness and level of commitment. Time is important – it needs to be resourced.
Identify an appropriate partner who is in a position to commit to developing a partnership, at least in the short term.	It is important to establish an appropriate partner, i.e. working in the same field that you want to address. For example, if you are hoping the partnership will benefit you by providing volunteers, there is little point in targeting younger students. Or if your students are interested in youth issues then a local youth project may be the best partner, provided that age suitability is discussed at the start.	Use local phone directory (state directory pages) for national contacts that could lead to local initiatives. Use Citizens Information Centres. Request help from other students, e.g. researching local community groups could be an action within CSPE. Make it known in the staff room what information you are looking for – someone will know someone! Telephone the school and ask to speak with the person responsible for community links.

SUGGESTED ACTIVITIES	RATIONALE	POINTS TO NOTE
<p>Arrange an introductory meeting to exchange contact information and sharing about different roles and responsibilities, depending on your work. For example, a community worker's average day differs significantly from that of a teacher's day.</p>	<p>An initial meeting is intended to deal with the practicalities of how and when contact will be made and maintained. Also the purpose is to begin the process of building understanding of different areas of work and its inherent challenges and responsibilities.</p>	<p>Contacting teachers in school time can be very difficult. This can become wearisome if suitable times are not agreed from the outset. Do not assume people know what you spend your day doing. Share this information to build mutual understanding.</p>
<p>Agree in principle to working together towards the pursuit of your broad goal. For example, project partners agreed in principle to work together to increase awareness of poverty issues.</p>	<p>Very often the obvious is not stated. It is important that each partner articulates why they want to establish a partnership. This should be written down, as the basis for your coming together. It can be reviewed and amended later but in the meantime will serve as a primary goal.</p>	<p>Recording your purpose in coming together will be useful when you reach the review stage.</p>
<p>Articulate and agree on the mutual benefits you hope to achieve, keeping in mind your primary target group.</p>	<p>Each partner should articulate the benefits they expect to accrue for their respective school or organisation. However, more importantly, there should be discussion on who the primary beneficiaries should be – is it the students? Establishing clarity around this will make it easier to plan activities and set objectives later on.</p>	<p>This is an important stage in achieving 'balance' in the partnership. Ensure all partners are clear about who the primary target group of the activities is. Recording this is recommended for reasons stated earlier.</p>

Pitfalls to avoid

Do not presume levels of commitment from people involved. Create the opportunity for everyone to name their level of, and ability to, commit.

Be clear on when and how contact should be made and how messages should be answered, e.g. best time of day, frequency of contact, and preferred mode of contact – fax, telephone; once a fortnight initially.

Make sure that your partner's target group does not create difficulties in planning actions. For example, where young people are concerned, is the age range of both target groups too wide/narrow? Will students be able to access the target group directly? In the case of some organisations working with people out of home, volunteers must be over 18 years – older than most students.

Stage 1: Good Practice Checklist ✓

Activity	Begun	In Progress	Complete
Partner identified			
Contact details exchanged			
Clarification on level of contact, etc.			
Agreement to work together			
Mutual benefits agreed			

Stage 2

Building Understanding: Preparation for Working in Partnership

Time required: 6 hours – Maximum 2 days

The time required for this stage depends on the activities that you undertake from those suggested below. A minimum of 6-8 hours spent on this stage will probably prove adequate. However, take into account that this is foundational work and quality time spent at this stage can lead to a more lasting partnership as well as saving time later on.

SUGGESTED ACTIVITIES	RATIONALE	POINTS TO NOTE
<p>Work out a common vision and goals for</p> <ul style="list-style-type: none"> • Your partnership • Your planned partnership action <p>Sample provided on page 37.</p>	<p>Thinking about and articulating your personal vision of where you see this partnership going will help you to identify, explore and articulate a common vision for both the partnership and the actions you hope will follow. The process is also important in building understanding and trust amongst partners who are still relatively new to each other.</p>	<p>Some people do not see time spent in 'process'-type work as being productive. However, it should be noted that spending time on these suggested activities will mean that you are moving forward with a more solid, lasting and effective partnership. It should be considered as laying the foundation for effective future work.</p> <p>In working out the goals for both the partnership and the partnership action it is useful to look at what you anticipate as being the outcomes – once you have established this, setting goals to achieve those outcomes becomes easier. See sample on page 38.</p>

continued on page 36

SUGGESTED ACTIVITIES	RATIONALE	POINTS TO NOTE
<p>Agree on how you will work together, that is, what principles (see pages 26-7 for more on this) will underpin your partnership and your partnership action.</p>	<p>Having an agreed framework to which all have contributed provides for smoother relationships and greater clarity of purpose. It also provides a basis to refer to if things don't go to plan as it may mean that one or more of the foundational principles are not being adhered to. In some respects agreeing principles to underpin your work could be viewed as 'rules of engagement'!</p>	<p>It is not enough to simply decide on these and assume that they will provide the basis for all your work – they need to be reviewed periodically with a view to people being given the space to say how they are working, if they need to be changed in any way or if any one principle needs to be worked on specifically.</p>
<p>Build further understanding through:</p> <p><i>Cross-sector presentations</i> (outlining the work of the community centres, target groups, curriculum programme offered, extra-curricular activities)</p> <p><i>Visiting workplaces</i> (physically visiting respective workplaces)</p> <p><i>Work shadowing</i> (spending a day or a half-day shadowing a partner counterpart as they go about their work)</p> <p><i>Meeting regularly</i> (initially maybe once per month and thereafter as partnership activities dictate)</p>	<p>An increased knowledge of the work of counter partners not only builds a more solid partnership, it also develops a mutual appreciation of the challenges and opportunities within different occupational roles.</p> <p>The experience of the project demonstrated that prior to the building stage there existed a great degree of mistrust, misunderstanding and lack of empathy between teachers and community workers. Activities such as the workplace visits and work shadowing as well as meetings helped to build understanding and respect for each other's work.</p> <p>Greater understanding of each other's work also develops a heightened awareness of the myriad of potential partnership activities that are not always apparent initially.</p>	<p>The partnerships within the project that invested time in these activities were the ones that had most successful outcomes in terms of sustainability, better cross-sector relationships and a better sense of what was needed in order for the partnership to work effectively.</p>

Sample of Cross-Sector Presentation

One partnership identified the need for the partners to develop more understanding and knowledge of the subject they were dealing with i.e. in the context of contemporary Ireland. Teachers and community workers participated in a facilitated session to develop their own awareness before planning activities involving their students.

Pitfalls to avoid

The balance between attraction and promotion requires careful precision. It is therefore advisable to allow people to volunteer to become involved rather than designate individuals. Ownership is important at personal as well as institutional level.

Whilst it is important that partnership is owned at 'institutional' level, i.e. by the whole school or whole community group, it was found that too many people involved in the initial stages made partnership building difficult. Best practice found that offering a small group the suggested activities initially with a view to offering the same activities to new people as they come into the partnership was much more effective. A small team of two to three per partner is recommended initially.

Sample of an Agreed Vision of School-Community Partnership

The group (comprising a secondary school group of Leaving Certificate Applied, Transition Year and Civic, Social and Political Education teachers and a Community Development Programme) came to a common vision that the partnership should work to create a sustainable working relationship between School X and Community Development Project (CDP) Y. Both envisaged a partnership that was built upon a shared understanding of each other's work and an awareness of where each can contribute to the education of students about social issues. It was envisaged that the relationship would be one that could be called upon when opportunities develop within the curriculum or the working life of the CDP.

Sample of Anticipated Outcomes of this Vision

CDP Y Anticipated Outcomes	School X Anticipated Outcomes
<p>Would like to develop relationships with a number of schools in terms of raising awareness about issues of inequality and injustice, particularly as they relate to the community of X, as well as the principles and approach of community development. They anticipate long-term outcomes in terms of encouraging social responsibility amongst young people/citizens of X in terms of being socially aware and politically active.</p>	<p>Would hope to gain practical awareness – what resources are in the community?</p> <p>Empowerment of students, e.g. in LCA module 'Taking Charge'. More specifically that students would know what services are available within their community and that they have the skills and the knowledge to access these services.</p> <p>Broadening teachers' horizons and hopefully having a knock-on effect on the remainder of the school staff and students.</p> <p><i>More specifically:</i> CSPE Action Projects LCA Contemporary Issues Task TY</p>

Stage 2: Good Practice Checklist ✓

Activity	Begun	In Progress	Complete
Common vision and goals			
Agreed principles			
Plans for building understanding			
Regular meetings established			

Stage 3

Action in Poverty awareness, or Social Education

Time required: 2-3 hours planning time. Time required for the action is dependent upon the type of action decided upon. A full sample of an action plan carried out by two partners is presented on pages 41-4.

SUGGESTED ACTIVITIES	RATIONALE	POINTS TO NOTE
<p>Set learning objectives</p> <ul style="list-style-type: none"> • What do we want students to know/learn about? • What do we want students to be able to do (skills)? • What kind of attitudes/concepts are we trying to develop? 	<p>Knowing what you want to achieve will make deciding how to go about achieving it easier. As this is an educational activity you will need to explore the learning objectives at a minimum of three levels:</p> <ul style="list-style-type: none"> • Thinking (knowledge) • Doing (Skills) • Feeling (Attitudes and Values) <p>Deciding what you want students to learn about and explore will make deciding on action a little easier rather than coming at it from the other direction.</p>	<p>Setting learning objectives can be a challenging activity, particularly for people who have never consciously done it before. Therefore patience is important in this stage.</p> <p>A number of people can see learning opportunities where an individual may not, so it is important that each of the partners are involved in devising the learning objectives.</p> <p>This is a good stage to broaden the partners to include students who can be invited to participate in setting their own learning objectives based on what they would like to learn.</p>

continued on page 40.

SUGGESTED ACTIVITIES	RATIONALE	POINTS TO NOTE
<p>Decide upon an action that is in keeping with your overall vision and goals and will bring about the anticipated outcomes for all in addition to the learning objectives that you have already decided upon.</p> <p>A list of possible actions is provided on pages 43-4.</p>	<p>Action will give life to your partnership. However, it should not be considered the most important aspect of the partnership. Building partnership is an action in itself that will go a long way to achieving your overall goals.</p>	<p>Before you decide upon your action it is worth considering if your partnership is ready to embark upon an action – perhaps more time is required in building partnership. Try to avoid the temptation to ‘jump’ into action for the sake of doing so. Maintain an adequate amount of realism over what your partnership can achieve. Practice indicates that starting ‘small’ is advisable.</p>
<p>Devise a plan for how you are going to evaluate whether or not the learning objectives have been met. Consider this question: How will we measure if this learning has happened?</p>	<p>Evaluating the action not only gives you a sense of achievement, it also provides an opportunity to engage students in their own learning. It enables them to be partners in assessing their own learning and identifying barriers to overcome. Having a plan in place for how this is going to happen from the outset will ensure that it will be evaluated. Very often an action is carried out and ‘left hanging’, once completed. Evaluating the action will also provide an opportunity to evaluate how your partnership is working.</p>	<p>Don’t start the action without devising a plan for how it is going to be evaluated. As recommended with other activities it is worthwhile recording the plan and how it will be evaluated so that you have something to refer back to. The sample plan in the pages that follow had to be put on hold for a period of time due to unforeseen circumstances. The fact that it had been recorded allowed the partners to put it into action as soon as they were ready. Had there been no record they would have had to start the planning process again.</p>
<p>Decide what needs to be done and who is going to do it.</p>	<p>Deciding upon what needs to be done and delegating responsibility for doing tasks will ensure that the action will be carried out as smoothly as possible.</p>	<p>Ensure that there is a balance in the delegation of tasks. Remember to include such things as who will phone whom, and when, etc.</p>
<p>Carry out the action</p>	<p>Well-planned and carefully executed action provides life and renewed energy for commitment to partnership.</p>	

Pitfalls to avoid

Do not rush into planning an action for the sake of it. Remember that the partnership is an action in itself and there are significant learning outcomes for all partners in the very act of building partnership.

Avoid the temptation to jump into action prior to putting a plan in place to evaluate it.

Do not be tempted to do everything because others are not fulfilling their responsibilities. Use it as an opportunity to 'stop' and assess how the partnership is working. A slight imbalance along the way will grow and lead to an even greater imbalance as time goes on.

Sample of an Agreed Action Plan

Outline Plan

Youth workers will work directly with one teacher and TY students over a planned programme of work that is aimed at increasing the awareness and understanding of students about issues of poverty and social exclusion within the local area. The programme will also involve highlighting activities of the local Partnership and the Drugs Task Force which are aimed at bringing about social change in terms of developing a more equal and inclusive society.

This plan will work simultaneously along with a youth group with a view to bringing this group and the students together to work on social action.

In the spirit of the partnership approach it is anticipated that the teacher and youth workers will facilitate both sets of young people.

Target Groups

Transition Year students (15 for 2004) from the Community School and a group of similarly aged young people under one of the youth service supported initiatives.

Duration

January–May. Breaks within this timeframe include 1 week in Feb (mid-term); 1-week work experience; 2 weeks in April (Easter); second half of May will be taken over with exams.

Module will comprise approximately 13 weeks with a guide of 8 information workshops (possibly using activities from *Counted Out*⁸) followed by 5 workshops for the planning, implementation and review of an action.

Overall Aims

It is recognised that this is a small-scale initiative and that the contact time with the target groups is limited. Therefore the following goals are aspirational in that it is accepted that the module will not provide an in-depth understanding of the goals outlined below.

However, students should gain:

- Knowledge and understanding of the nature, causes and effects of poverty and social exclusion, including an understanding of those at risk of poverty and the factors that contribute to this
- Understanding of the social, cultural, economic and political factors at play in the causes of poverty
- Experience of various measures/initiatives that are employed to tackle poverty and social exclusion and an ability to assess the effectiveness of various types of initiatives
- Opportunity to engage in an action aimed at effecting social change. Ideally they will gain an appreciation of the various stages of an action, in terms of planning, implementation evaluation and review.
- Opportunity to include/involve those directly affected by the issues or those who work with those directly affected by the issue.

Desirable Learning Outcomes

Knowledge and understanding

- What is poverty and how is it defined?
- The extent of poverty and an awareness of groups at risk of experiencing poverty and the factors that contribute to this
- Effects of poverty
- Causes of poverty (political, social, economic, personal)
- Experience of poverty, as expressed by people in poverty
- Understanding of the concept of social exclusion
- Understanding of human rights in relation to poverty
- Responses to poverty, in particular those within a community development ethos

⁸ *Counted Out: Challenging Poverty and Social Exclusion*. 2002, Combat Poverty Agency. The active learning resource book was produced in an earlier stage of the *Poverty, the Curriculum and the Classroom Project* and was considered to be an invaluable addition to the poverty-awareness education classes conducted by the teachers in subsequent stages of the project.

Skills

Critical thinking; communication, including learning to express opinion, challenge opinions of others; being able to access information/services at local/national levels; discussion skills; research skills; ability to analyse issues; political literacy.

Attitudes

Positive open-mindedness, empathy, motivation to become more involved (even at the level of support) in their own communities, or in working towards social justice. A belief in their own capacity to effect change; respect for human dignity.

Methods

Participative methods that engage students. Back-up resource – *Counted Out: Challenging Poverty and Social Exclusion*.

Ideas to Consider

- The action should be tangible and achievable, e.g. Photographic Exhibition in Youth Art festival; Amnesty International Young People's 'Voices' initiative. It was suggested that a menu of potential action ideas could be drawn up from which the young people choose.
- Outside school time committee/delegation meetings with approximately five young people from each of the two groups for an initial meeting as well as the pre-action meeting
- Current social issues at this time in the local area include homelessness and drug treatment facilities.

Sample Action Ideas

- Course of work for TY Poverty Awareness Module
- Student-led initiative, e.g. newsletter, student workshop
- Work experience for students in homework and after schools clubs, etc
- Promotion of volunteerism, e.g. SVP, Simon, etc.
- Experiential learning – students, community workers, school/teachers by way of visit/cross-group visits – activities and workshops
- Shared reading programmes
- Project work – CSPE Action Projects, Young Social Innovators projects, Social Education projects

- Compilation of area directory of services and community groups
- Needs analysis of an area
- Amenity development project
- Workshops for mutual understanding (students, community, teachers)
- Shadow working (Teachers – Community Workers)
- School-community Christmas concert or sports event

Questions to consider when choosing an activity

- What kind of learning outcomes would this action bring about?
- What kind of indicators could be used to measure these outcomes?
- How can we evaluate the partnership in terms of how it contributed to bringing about these outcomes?

Stage 3: Best Practice Checklist ✓

Activity	Begun	In Progress	Complete
Learning objectives set			
Action decided upon			
Evaluation plan in place			
Tasks delegated out			
Action carried out			

Stage 4

Review and Evaluation

Reflection without action is mere verbalism.

Action without reflection is pure activism.

Time required: 2 hours

SUGGESTED ACTIVITIES	RATIONALE	POINTS TO NOTE
<p>Arrange a meeting to carry out the evaluation plan from stage 3 and assess the extent to which the learning objectives were met. In assessing the learning objectives it is important to involve the students and other target groups in addressing what worked well, what didn't work well and why. Review the learning objectives that you decided upon and devise a strategy whereby you can now assess the extent to which the activity addressed them.</p>	<p>It is good practice to evaluate the effectiveness of an action in terms of strengths and weaknesses. In addition it is good educational practice for students to experience evaluatory procedures that assist them in identifying their progress and achievements. Evaluating is affirming in its own right. Even if an action did not go according to plan, it allows the participants to see what progress was made and can provide indicators to what barriers exist to further progress.</p>	<p>Do not be tempted to omit the evaluation even if you have not devised a plan do so in stage 3. The experience of the project indicates that not evaluating may kill momentum in the partnership.</p>
<p>Arrange a meeting to review how the partnership is working. This process involves reviewing the preceding stages. In particular review the vision, goals, anticipated outcomes, learning objectives and actions carried out by your partnership.</p>		<p>It is advisable that one person facilitates this session. It is suggested that you could include an 'interested outsider' to facilitate this review process. This may also serve to broaden awareness of your work together. Consider the following questions in the review process:</p> <ul style="list-style-type: none"> • Have we moved closer to the vision we set out with? • What is working well in the partnership? • What is not working? • What do we need to improve upon? • Do we want to continue with this partnership, and why?

Stage 4: Best Practice Checklist ✓

Activity	Begun	In Progress	Complete
Learning objectives reviewed			
Partnership principles reviewed			
Review of Stage 2 activities			

Stage 5 Planning Further Action

SUGGESTED ACTIVITIES	RATIONALE	POINTS TO NOTE
As for stages 3 and 4, briefing meetings and presentations to other staff members, parents and students to promote the work that you have done and invite others to become involved.	At this point you may decide to increase the numbers of those involved in the partnership in order to share responsibility and allow some individuals to take a break without the worry of sustainability.	Ensure that new partners go through the same stages. If these stages are missed and they simply become involved in the action without building their own knowledge, understanding and awareness, it will lead to a weaker partnership in the long term.

Pitfalls to avoid

Avoid continuing on without addressing problem issues within the partnership.

Avoid planning further action if none is forthcoming. Taking a break can be beneficial to all once an agreed timeframe for re-engagement is discussed.

Stage 5: Best Practice Checklist ✓

Activity	Begun	In Progress	Complete
Briefed others			
Promoted actions and outcomes			
Plan for future agreed			



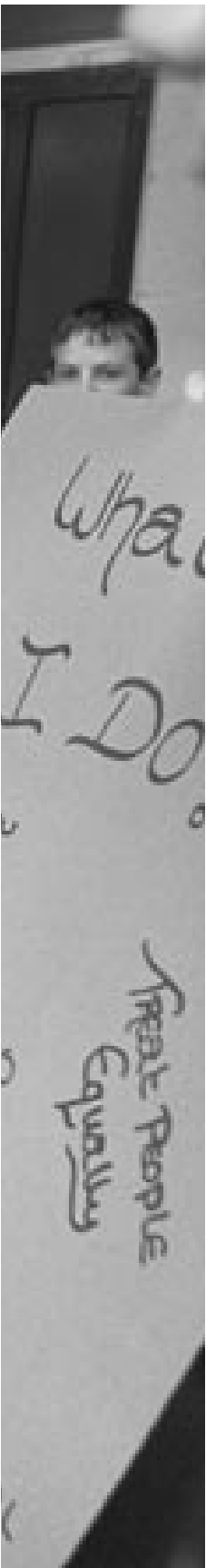
SECTION 3
RECORDING THE DEVELOPMENT OF YOUR PARTNERSHIP



SECTION 3: RECORDING THE DEVELOPMENT OF YOUR PARTNERSHIP

Templates

The pages that follow are intended to provide a framework for recording progress at stages 1 to 3 of the partnership-building process. Use of these templates will provide a written record of the partnership development along each stage and provide a framework for review, evaluation and further planning when stages 4 and 5 are reached.



STAGE 1: ESTABLISHING LINKS – RECORD OF CONTACT DETAILS

Name of school: _____

School address: _____

Tel: _____ Fax: _____

Email: _____

Individuals involved: _____

Preferred means & time of contact: _____

Name of community group: _____

Community group address: _____

Tel: _____ Fax: _____

Email: _____

Individuals involved: _____

Preferred means & time of contact: _____

Stage 1

Agreeing Mutual Benefits of Building Partnership

Outcomes for Students ... (to be completed by students)

Outcomes for school ... (including teachers)

Outcomes for community group ... (including community workers)

Outcomes for this partnership ...

Stage 2

Developing a Common Vision and Common Goals

PROJECT PARTNERS	SCHOOL	COMMUNITY GROUP
Name		
Individuals involved		

Separately, describe your personal vision of school-community partnership in poverty awareness.

Jointly, describe your common vision of school-community partnership in poverty awareness.

SCHOOL VISION	COMMUNITY VISION

State the basic principles (3/4 points) that are most important to the working of your partnership.

1. _____
2. _____
3. _____
4. _____

How do you intend to work these principles in practice?

Separately, list poverty awareness and social issues that you would like to address. Teachers, students and community workers should make their own list before agreeing together on the ones that you will work on.

SCHOOL	STUDENTS	COMMUNITY GROUP

From the above, jointly prioritise issues that you will work on:

1. _____
2. _____
3. _____
4. _____

Stage 2

Building Partnership – Field Visit

Visit to: _____

By: _____ Duration of visit: _____

What was the purpose of this visit for you?

Describe your perception, or previous experience, of the school/community group before you visited.

Briefly outline your expectations *before* the visit.

Now that you have completed the field visit ...

Reflect upon the visit in light of your previous experience and expectations.

What ideas, if any, did the visit generate for working in school-community partnership in poverty awareness?

Stage 2 Building Partnership – Work Shadowing

Venue	
Person being 'shadowed'	
Person 'shadowing'	
Duration of work 'shadowing'	
Description of activities	

Complete Prior to Work-shadowing

What are your expectations and fears of this experience?

Expectations	Fears

Are there any specific areas you are looking forward to experiencing?

Are there any areas you are not looking forward to experiencing?

Broadly describe (1-2 sentences) what you expect to experience.

Complete After Work-shadowing

Describe your experience in light of your expectations and fears and any questions that you may have had prior to doing the work-shadowing.

Has this experience impacted upon you personally/professionally?

How do you intend to maximise the benefits of this activity?

Any other comments you wish to make about this activity:

Stage 3

Setting Learning Objectives

From the list of issues you prioritised when setting your goals outline the broad aims and outcomes you would hope to achieve for all concerned in dealing with this issue, but particularly for students:

NAME OF ISSUE/TOPIC	
What do we want students to know/learn?	
What do we want students to be able to do?	
What kind of attitudes and concepts are we trying to develop?	
Action to be taken	

