



THE WINSTON CHURCHILL
MEMORIAL TRUST OF
AUSTRALIA

**Linking Schools and
Communities:**

*An investigation of the strategies and programs to develop
the capacity and effectiveness of schools through the linking
and integration of community support – U.S.A.*

Report by
- Suzanne Goodwin -
2003 Churchill Fellow



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To investigate the strategies and programs to develop the capacity and effectiveness of schools through the linking and integration of community support – U.S.A.

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Signed **Suzanne Goodwin**

Dated January 7th, 2004

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Participants in SEARCH Institute National Training San Jose, California, 2003.



Executive Summary

THE WINSTON CHURCHILL MEMORIAL TRUST OF AUSTRALIA

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To investigate the strategies and programs to develop the capacity and effectiveness of schools through the linking and integration of community support – U.S.A.

Key Premise:

Community partnerships are crucial to school improvement in all priority target areas.

For the purposes of this investigation three inter-related focus strategy areas were identified for investigation. These included:

- 1. Community support for student well-being and personal development within schools.***
- 2. Community support and inclusion strategies in curriculum development within schools***
- 3. Community resource enhancement and support for schools, education & learning.***

Visiting Program:

The investigation programme was completed in 50 days between September 22nd 2003 and November 11th 2003 across five states in the USA. It included:

- 45 documented visits, activities and meetings.
- 2 national training programs
- 1 national conference
- 1 state conference
- 3 leadership development sessions
- Meetings with leaders and educational representatives from the states of Minnesota, Iowa, New Mexico, California, Michigan & Alaska
- Shadowing four Community Educators in their daily roles.
- Consultation with representatives from the University of Minnesota, University of New Mexico and Augsburg College, Minnesota.

Summary Outcomes:

The investigation has clearly identified comprehensive successful strategies in all three priority areas that have impacted on schools, community and learning improvement significantly. Communities across the USA have utilized community linked strategies to improve and support both student well being and learning. **These strategies have effectively improved learning and educational achievement, engagement in learning, retention and attendance in education.** Many of these strategies are linked inextricably with Community Education initiatives and programs that are usually administered at a local school district level. **Community linking education concepts are strategically consistent with Victorian government education policy directions outlined in 'Blueprint for Government Schools' & 'Schools Workforce Development Strategy', released in November 2003.**

The critical elements in 'Community Education' learning relating to community linking concluded from the project can be summarised into some fundamental key areas /principles:

- **The importance of effective communication and collaboration**
- **The value of quality relationship building and resilience**
- **The necessity of persistence and professional creativity**
- **The priority of strong leadership with clear vision**

Key Recommendations:

Australian education policy and practices be developed to highlight the value and importance of school connections to community. Specifically this should include:

- **Commitment to developing comprehensive leadership** understandings of practices, implications and potential outcomes of school and community linkages to affect school and education improvement.
- Inclusion of **professional development for all teachers and educational leaders** in areas of community collaboration and the practices of experiential and service learning as a legitimate vehicle of education reform. **Consider developing a model of 'expert' coordinators as leaders; i.e. A field of 'Community Educators'.**
- **Incentives to be developed** to encourage in depth local exploration of developing and adapting community links relevant to the Australian education reform agenda.
- **A full assessment of current practices in community school linking across Australia** is conducted to capitalize upon, share and develop new and existing exemplary practice as models to others.
- **Consolidation of global sharing opportunities and international exchange** in community school linking practices to improve knowledge, develop expertise and professional learning.

A full detailed report can be obtained from:

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Background & Acknowledgements

Australian schools are experiencing rapid change. Globalization, increased technology and lack of school and community connectedness are factors impacting on educational programs. The challenges of improving levels of student literacy and numeracy, retention and engagement in this climate are confronting. Communities and schools in the USA have responded effectively to these issues through community supported education initiatives and achieved great success. Australian schools are yet to explore the full potential and application of these strategies.

As in educational communities across the world, the challenges in Australian schools are how to ensure that the highest quality services and programs are developed and delivered. Australian schools are creative places of learning where excellence and ongoing improvement is highly valued. As an Assistant Principal in a vibrant inner city government secondary school, Albert Park College, the mandate is how to develop the best educational opportunities for all in our very diverse community.

The project was designed to achieve a thorough investigation of strategies and programs that develop the capacity and effectiveness of schools through linking and the integration of wider community support. This will increase the understandings and opportunities for communities and schools to work together to achieve better learning outcomes for all students. It is through such international sharing that we are working collectively to enrich our global community with greatest impact.

I would like to express my sincere gratitude to and acknowledge the encouragement of a large wonderful group of professional colleagues and family in supporting my quest to develop this work and investigation project.

Most particularly:

- **The Winston Churchill Trust of Australia**
- **Mr. Lynton Round**, Principal Albert Park College
- **Community, staff & students of Albert Park College** for their inspiration.
- **Ms Denise Ramus**, Senior Education Officer, SMR, Department of Education & Training, Victoria.
- **Ms Jan Lake**, Regional Director, SMR, Department of Education & Training, Victoria.
- **Prof Tony Townsend**, Chair of Educational Leadership, Atlantic University, Florida, USA (formally of Monash University, Victoria)
- **Dr George Otero & Susan Otero- Chambers**, Centre for Relationalearning, Santa Fe, New Mexico, USA.
- **Ms Bridget Gothberg**, Education and Training Consultant, Minnesota, USA, Staff Development, City of St Louis Park & **Mr. Ken Gothberg**
- **Mr. Dan Kuzlik**, Executive Director Community Education, Minnetonka, Minnesota, USA. Board member International Community Education Association.
- **Mr. Bob Wittman**, Executive Director Community Education, Robbinsdale, Minnesota, USA. Board member National Community Education Association.

And to my very special family **Jared, Sarah & Jeff**:

Thank You.

Suzanne Goodwin

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Introduction

**'Let us put our minds together and see what life we can make for
all of our children'**

Tatanka Iyotak (Sitting Bull)

Educational communities around the world are acknowledging the rapid changes that are impacting on teaching and learning. The changing nature of work and family, increased technology and the information explosion are making new demands on education. In effect the expectations of educational systems and outcomes to be achieved have never been higher. Inclusive programs that educate and address priorities from a holistic perspective are mandatory to address issues of improvement. Western society, government systems and community demand this approach. This being the climate, the challenge is to develop and determine practices that meet these demands to achieve the very best educational opportunities for all. It is also clear that schools cannot meet the complexity of such expectations in isolation.

A number of communities across the USA have been developing successful practices based on the fundamental principles of 'Community School Education' (NCCE, Flint Michigan, USA). This concept broadly embraces the inclusion and involvement of community in schools on multiple levels. These strategies have evolved in challenging environments with documented success over many years. The exploration of the potential of these strategies to address current educational priorities in Australia is timely and prudent.

For the purposes of this investigation three inter-related focus strategy areas have been identified as priorities. These include:

- 1. *Community support for student well - being and personal development within schools.***
- 2. *Community support and inclusion strategies within curriculum development in schools***
- 3. *Community resource enhancement and support for schools, education & learning.***

These three inter connected strategy areas also form the basis for the 'Community School Yard' project, a localised strategy modelled on community and school linking developing within a cluster of eight primary, secondary and specialist schools in the City Of Port Phillip, inner city Melbourne, Victoria. Albert Park College is an active leader of this work. (See Appendix One: Community School Yard Summary and appendix two: Albert Park College Learning Framework)

This investigation project has identified successful practices that communities across the USA have developed as a response to improve education across schools and their communities. This work is consistent with both Australian state and federal government priorities for educational reform and provides impetus for new thinking, policy and program development.

Young people are the future of our culture and community. Investment in the development of all young people and education across all Australian communities is not only prudent and wise but it is absolutely essential.

Project Premises

The investigation work in this project has been developed upon the underpinning contemporary educational premises:

- The essence and very nature of education is currently in a crucial crux of change. Increased technology, globalisation, changing nature of work, changing roles and demands on families, changing nature of families and lack of connectedness to community are impacting both as symptoms and indicators of this change.
- School communities are facing dilemmas and challenges that relate to critical and interrelated issues. These include truancy, retention, student engagement in learning, improving literacy and numeracy standards together with supporting the development of social competencies in students.
- Skills and competencies required for 21st century learners include highly developed communication and collaborative skills, problem solving abilities and an ability to manage and adapt to change.
- The wider community demands that schools take an active role in supporting young people from a holistic viewpoint. The 'crowded curriculum' debate over the past ten years where schools are expected to include social skills and competencies (eg drug education, driver education etc) is a symptom of this view.
- Experienced educators know instinctively that improved learning outcomes will only be achieved when schools shared responsibility to work with the whole person. For example simply, literacy improvements can occur when a young person is connected to learning, has food, shelter and is valued.
- Young people are our future; they are the assets of our community and culture.
- Collectively as community members we all have a responsibility for young peoples' learning, nurturing, well-being and support.
- All young people have a wealth of skills and talents waiting to emerge and be nurtured.
- Schools can and will support young peoples' learning and development effectively when in partnership with all stakeholders within the community.
- Schools do not have all of the resources and expertise to meet the complex needs relating to learning for all students.
- Community resources, expertise and support can richly increase the capacity of schools to meet the diverse needs of young people in education.
- The Community & School learning and linking concept leads on logically from 'Middle Years of Schooling' research outcomes conducted in very recent years.

Key Concept:

Community partnerships and support are crucial to school improvement in all priority target areas.

Visiting Program Summary

The investigation programme was completed in 50 days between September 22nd 2003 and November 11th 2003 across five states in the USA. It included:

- 45 documented visits, activities and meetings.
- 2 national training programs
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- Shadowing four Community Educators in their daily roles.
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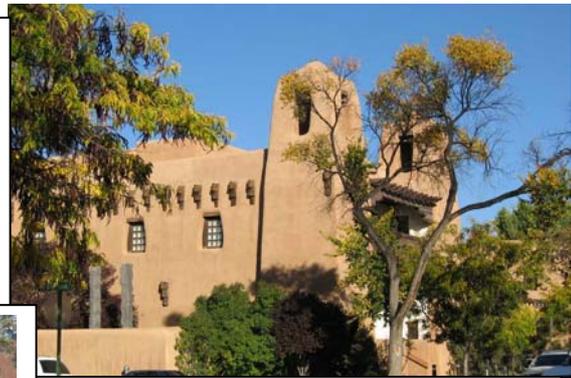
Date	Place	Organisation	Contacts
24 th Sept	Minnesota: Minneapolis	SEARCH Institute	Nancy Tellet Royce
24 th Sept	Minnesota: St Louis Park	Children' First Vision Team	Nancy Tellet Royce Karen Atkinson
24 th Sept	Minnesota: St Louis Park	Rotary Meeting	Bridget Gothberg
25 th Sept	Minnesota: Minneapolis Public Schools	Community Council Vision Team Meeting	Jack Tamble
26 th Sept	Minnesota: Minnetonka School District	Community Centre Visit	Dan Kuzlik
26 th Sept	Minnesota: Minnetonka School District	School Visit: Minnetonka East Middle School	Dan Kuzlik
26 th Sept	Minnesota: Minnetonka School District	Community Educators Network Meeting	Dan Kuzlik
29 th Sept	Minnesota: Minneapolis Public Schools	Teen Parent Secondary School Visit	Jack Tamble & Patti Fetter
29 th Sept	Minnesota: Minneapolis Public Schools	Meeting district staff developing Service Learning	Al Icker & Heddy Wells, Jack Tamble
30 th Sept	Minnesota: Minneapolis Public Schools	Meeting re discussion development of Minneapolis 'Childrens Agenda'	Joe Erickson Board Member Minneapolis Public Schools, Teacher Education Augsburg College
30 th Sept	Minnesota: Minneapolis Public Schools	Board Meeting	Joe Erickson & Jack Tamble
1 st Oct	Minnesota: Robbinsdale School District	Community Ed Staff Training: Mobius Model	Bob Wittman & Bridget Gothberg
1 st Oct	Minnesota: University of Minnesota	Scholia Meeting	Bob Wittman & Bridget Gothberg
2 nd Oct	Minnesota: Mobius Inc	Crosswinds Middle School	Anne Anderson Principal Marjory Herdes Will Stockton
3 rd Oct	Minnesota: Heartlands Institute	Leadership Dev: Peter Block, author 'The Answer to How is Yes'.	Bridget Gothberg & Bob Wittman
6 th Oct	Minnesota: St Louis Park	St Louis Park Junior High School	Les Bork Principal Bridget Gothberg
6 th October	Minnesota: St Louis Park	City Hall officials (traded City of Port Phillip materials)	Bridget Gothberg

Date	Place	Organisation	Contact
6 th October	Minnesota: St Louis Park	Meadowbrook Community Youth Centre	Linda Trummer Bridget Gothberg
7 th October	Minnesota: Minneapolis	Minnesota Association of School Administrators	Dan Kuzlik
8 th October	Minnesota: St Louis Park	St Louis Park High School	Angie Jerabek Bob Laney Principal
8 th October	Minnesota: St Louis Park	Childrens' First Initiative	Karen Atkinson
9 th October	Minnesota: Robbinsdale School District	District Secondary Principals Meeting	Bob Wittman
9 th October	Minnesota: Robbinsdale School District	Winnetka Community Centre	Bob Wittman
9 th October	Minnesota: Robbinsdale School District	Staff Meeting	Bob Wittman
9 th October	Minnesota: Robbinsdale School District	Twin Cities Chamber of Commerce Annual Meeting	Bob Wittman
10 th October	Minnesota: Robbinsdale School District	Metro Community Education Directors Meeting	Bob Wittman
11 th October	Minnesota: St Paul	Mobius Inc	Marjory Herdes Will Stockton
13 th October	New Mexico: Santa Fe	Centre Relationalearning	Dr George Otero Susan Chambers Otero Jan Buckland
14 th October	New Mexico: Albuquerque	504 Youth Dev Program, University of New Mexico	Fred Greigo Albino Garcia George Otero
14 th October	New Mexico: Albuquerque	Charter School: South Winds Academy	George Otero
15 th October	New Mexico: Taos	Taos High School	Jim Gilroy Leyland Wireman George Otero
16 th October	New Mexico: Santa Fe	Monte Del Sol Charter School	Tony Garlic Principal Piquet Hernandez Lisa Otero George Otero
16 th October	New Mexico: Santa Fe	Centre for Service Learning	Dr Susan Straight
17 th October	New Mexico: Santa Fe	Centre for Relationalearning	Dr George Otero
20 th – 22 nd October 3 days	California: San Jose	SEARCH Institute National Training Program: The Essentials of Asset Building	Flora Sanchez Art Sesmas Derek Peterson
23 rd – 25 th October 3 days	California: San Jose	SEARCH Institute National Annual Conference	As above and others
27 th October	Minnesota: Robbinsdale School District Minnesota	Community Education Advisory Meeting with local & state Legislators	Bob Wittman
28 th October	Iowa: Ankeny District	Northwood Middle School	Nina Dunker Assistant Principal Kevin Koester Community Ed Director
28 th October	Iowa: Ankeny District	Community Bank Meeting	Kevin Koester
29 th - 30 th October 2 days	Iowa: Des Moines	Community Education State Conference	Kevin Koester Joe Herry Terry Pickeral
31 st October	Iowa: Ankeny School District	Community Centre & Program Briefing	Kevin Koester

Date	Place	Organisation	Contact
31 st October	Iowa: Ankeny School District	Correctional Services Meeting	Kevin Koester
31 st October	Iowa: Ankeny School District	Cultural Centre Development Meeting	Kevin Koester
31 st October	Iowa: Ankeny School District	Meeting School District Superintendent	Kevin Koester
31 st October	Iowa Public Schools	Service Learning	Kevin Koester Joe Herry
3 rd – 6 th November 4 days	Flint Michigan: National Centre for Community Education	National leadership and training orientation workshop in Community Education	Dan Cady & team



Suzanne Goodwin 2003



Observations, Discussion & Outcomes

The comprehensive visiting program linked to the project investigation provided a broad exploration of successful practices across five states in the USA. **Key mentors in the program are national leaders in the American 'Community Education' movement and provided unique and very experienced insights into practices, approaches and achievements.** Their expertise, advice and support have been invaluable in developing key concepts and ideas.

The complexity of the project became evident as I began to collect so much interesting, valuable and relevant materials throughout my visits. The generosity of the professionals consulted to share their ideas, beliefs and practices was overwhelming and confirmed the essence and spirit of what community-linked education is all about. The challenge has been to condense the information collected into core ideas and concepts that may then be developed for use in the Australian context. For these purposes **I have divided the information into the three key priority areas.**

1. Community support for student well-being and personal development in schools.

The main focus of investigation in this area was the '**SEARCH Institute 40 Developmental Asset**' model. (www.search-institute.org) Based in Minneapolis, Minnesota, the SEARCH institute is a non-profit organisation that conducts research, develops resources and publications and assists communities to provide effective support for the healthy development of children and adolescents. Through research the **SEARCH Institute has identified 40 positive experiences and qualities that assist and add significant value to the healthy development of all young people.** (See appendix three) This research has shown the more of these assets present in a young persons life, the less likely they are to engage in 'high risk behaviours' and are more likely to achieve academic success.

Crucial to the model is **the commitment of a local community to actively and deliberately provide opportunities to build as many of these assets in young people as possible.** Schools are one of the key focus areas of this work. The model is currently being used in over 600 communities across 26 states of the USA. It is developed from a basis of building positive relationships and support for all young people from an integrated community, school and family approach.

I visited the Search Institute base in Minneapolis to learn more and was connected to some exemplary local initiatives in St Louis Park with strong connections in schools. The school based programs link with '**Children First**' the local community based asset building initiative that promotes a collective responsibility for all community members to be 'asset builders' for healthy youth and child development. I spent time in **St Louis Park in both the Senior High School (Angie Jerabek & Bob Laney) and Junior High School (Les Bork)** and with the **co-ordinator, Karen Atkinson of 'Children First'** to learn about the strategies and successes of this work.

The outcomes of this integrated approach has improved significantly the educational achievements of cohorts of students and reduced reported risk taking behaviours. (St Louis Park High School 9th Grade Program Summative Evaluation Report, March 2003) The data collected and analysed over the last three years clearly indicates exciting progress that has just been recognised and acknowledged nationally. Other local communities both in the state of Minnesota and elsewhere (eg. Ankeny Iowa, Cornerstone California, Alaska, Colorado) that have also implemented the Search Institute 'Developmental asset Framework' have consistently reported similar outcomes.

A range of survey tools and methodologies compliment the SEARCH-INSTITUTE 'Asset Building' approach. These tools allow a thorough evaluation of

the status of young people in any community at a given point in time. The methodologies are quite thorough. The strength of the approach is the simplicity of the concepts and language that allow ease of understanding for all community members to participate.

During my investigation, I also met with various representatives including a trainers **Flora Sanchez, Derek Peterson, researcher Art Sesmas and community liaison representative Nancy Tellet- Royce from the SEARCH Institute** and attended the **2003 national three day conference in San Jose, California**. I also completed the three day **facilitators training in 'Asset Building Essentials'** and learnt first hand a great deal from other participants, workshops and training about the 'Asset Building' approach. I am sufficiently confident to deliver introductions to and explanations of the initiative model to all members of the community, colleagues and youth.

In summary key components of the 'Asset Building' model include:

- **Collective community responsibility** to young people and their well being
- **Importance of youth voice** and participation
- Developing a shift in thinking from the deficit model of program development to a **pro active preventative model** for the support of all young people
- Value and importance of **solid positive relationships** for all young people in improving educational outcomes and achievements.

There are similarities between the 'Asset Building' model and the various models of 'social competencies' that have developed in the Australian context. The differences are however that the '**Asset Building' model incorporates a broader spectrum of implementation strategies** that are simple for all community members to utilise and understand. This makes it a more '**user friendly' approach** that can engage more supporters and potential participants. The concept as an initiative has considerable relevance to all community sectors responsible for youth; family, health, recreation, and education, and at all levels including family, local, state and national.

Some adaptation to suit local cultural norms and language will improve the model for implementation in the Australian context, but on initial evaluation this should only be minimal. **The SEARCH Institute 40 Developmental Asset Building model does have significant relevance to both Australian schools and communities to assist in building pro active positive supports for all young people in partnership.**

2. Community support and inclusion strategies in curriculum development in schools

**I hear, I forget
I see, I remember
I do and I learn**

Chinese proverb quoted by US Senator John Glen in Academics in Action Video, 2003

Schools are preparing young people for life in the 21st century. The fundamental nature of work and lifestyle is changing in our communities and the skills required to adapt to these changes are also evolving. Young people in education today are questioning the relevance of knowledge with curriculum and connections to the real world. Among the highest priorities of education policies across the western world is how we engage young people and keep them involved meaningful education programs.' **Service Learning' with a strong experiential learning basis has become a means and effective strategy to address this issue across the USA.**

Service learning has been defined as 'a method of teaching that enriches learning by engaging students in meaningful service to their schools or communities through careful integration with established curricula' (Centre for Service Learning, Opportunities in Education. www.csloe.org)

Effective 'service learning' is developed upon mutually beneficial school community relations where the lessons of the classroom extend into the community to provide for the common good of all. Essentially it is about **integrating learning into real community issues, making learning real, experiential, productive and authentic.** Projects are as diverse and broad as creative imaginations allow; can be subject specific but are likely to be an integration of concepts from across traditional subject domains. Students are challenged to develop actions and responses to issues or problems, act upon their ideas and reflect upon accomplishments. The outcomes of this approach are extensively documented across many American states and school districts. **In summary outcomes include:**

- *Improved academic performance including critical thinking and analysis skills, higher order thinking, reasoning and problem solving.*
- *Improved relationships with peers teachers and parents*
- *Fewer behavioural problems*
- *Greater motivation to learn*
- *Increased sense of civic responsibility and self efficacy*
- *Increased student attendance*
- *More positive perceptions of school and students by community members*

(Billing, 2000 quoted in 'Learning That Lasts: How Service Learning Can Become an Integral Part of Schools, States and Communities, publication of the Education Commission of the States, USA, 2002)

Commencing in 1998, 144 schools in 36 school districts across five American states participated in the '**Learning by Deed**' project to comprehensively investigate and identify the **key elements to successfully integrate 'service learning' strategies nationally across schools and their communities. The fundamentals identified included:**

- A strong commitment from educational leadership on all levels including a vision shared by all stakeholders
- Legitimate inclusion and integration into curriculum, assessment and accountabilities (in April 2003, Iowa state passed legislation to require compulsory service learning to complete high school graduation)
- Professional development for collaboration, planning and training in methodologies.
- Quality school-community relationships to underpin collaboration and mutual support. This includes time for consultation, collaboration, planning and evaluation.
- A commitment to ongoing continuous improvement.

('Learning That Lasts: How Service Learning Can Become an Integral Part of Schools, States and Communities, publication of the Education Commission of the States, USA, 2002)

The models of implementation of the concept of 'service learning' varied in the different states I investigated through the project. In New Mexico, I met with **Dr Susan Straight who shared details of the Centre for Service Learning based in the Southwest of the USA.** 'Service learning' has developed since 1994 in the southwest into 12 centres across New Mexico including three in the Navajo Nation in Arizona. The centres act as a supports and facilitators of 'service learning' initiatives in schools and communities, providing small grants and developing opportunities, training and awareness. (www.csloe.org)

The New Mexico Civic Engagement Initiative, a special project of the University of New Mexico is a developing initiative based in 'service learning' principles. The program was initiated with 24 of New Mexico's more challenging school communities and was designed to develop student leadership and civic endeavour. Trained students develop others and lead student action teams in service learning projects. In 2004, another 15 –20 school sites will extend this program. Some of the young people participating have long histories of disengagement from schools. Improvement in school participation has been an outcome.

Of interest was the development also in **Albuquerque, New Mexico of the charter school 'South Winds Academy'** where specific service learning projects were a compulsory part of the integrated curriculum at each year level. At year 9, there was a

literacy project linked to a local primary school, year 10 a work related project, year 11 a community service commitment and at year 12 the design and implementation of a solution to a community problem or issue. A team of four staff lead and co-ordinated this 'service learning' component of the curriculum.

In Santa Fe, New Mexico the charter school 'Monte Del Sol' had a similar commitment to service learning and developing community connections through experiential learning experiences. Paquita Hernandez co-ordinates a mentoring program within the school that connects students and mentors to develop projects.

In Minnesota, the approach appeared more fragmented with some school districts involved in the original 'Learning By Deed' project (St Peter, Duluth, Waseca public schools and Fridley High School –'School Learning That Lasts: How Service Learning Can Become an Integral Part of Schools', States and Communities, publication of the Education Commission of the States, USA, 2002) and others still developing these practices. Essentially it seemed that districts were primarily responsible for developing local commitment to the concept. I met with two experienced leaders in the **Minneapolis Public School District, Hedly Wells & Al Icker**, who discussed the realistic challenges of implementation. It is pleasing to hear that this school district has recently been given the local support necessary to implement the strategy through co-ordinated professional development and training for district school staff.

The state of Iowa has a strong central commitment to the concept through the state Education Department that is supported by state legislation. **Joe Herrity, Consultant in Service Learning & 21st Century Learning Centres, Iowa Department of Education** shared some extremely valuable resources and information about the whole state approach and co-ordination of the 'service learning' initiative in Iowa. Grants and professional development training for staff are managed centrally by the state department and implemented through supporting district initiatives.

I attended the **Iowa state Community Education Conference** to learn and hear about many individual service learning projects. I also made valuable contact with **Terry Pickeral, Executive Director, The National Centre for Learning and Citizenship**, a strong experienced national advocate for the 'service learning' concept. He shared very valuable resources and information about the background of the American national movement and commitment to 'service learning' as a major educational reform and improvement strategy.

Service learning with an experiential base has the potential to be developed in Australian schools and communities as a significant teaching and learning pedagogical reform strategy that is consistent with government education priorities.

3. Community resource enhancement and support for schools, education & learning.

'Lets put the 'public' back into public education'

*Institute Educational Leadership, Washington, USA www.iel.org
(public education meaning government education)*

The overriding theme of this project investigation is the building of the capacity of schools through community. So what is capacity building? How can communities assist schools? Schools can actively build the capacity to respond to the complexity of contemporary educational challenges through mutual opportunities of collaboration and embracing community. Fundamentally we are talking school improvement through the incorporation of community resources.

In the course of the visiting program, through the National Centre for Community Education, Flint Michigan, I consolidated my own understanding of this concept with

the succinct **definitions from materials developed by the 'Coalition for Community Schools' (Washington, 2003, www.communityschools.org)**

"A community school is both a place and a set of partnerships between the school and other community resources. Its integrated focus on academics, services, supports and opportunities leads to improved student learning, stronger families and healthier communities"

And further:

"By sharing expertise and resources, schools and communities act in concert to transform traditional schools into permanent partnerships for excellence. Schools value resources and the involvement of community partners, and communities understand that strong schools are at the heart of strong neighbourhoods. In an increasingly complex and demanding educational climate, schools are not left to work alone."

The concept of a 'community linked school' builds the idea that schools and communities have shared responsibilities in education. Young people and children require a complex network of co-ordinated support that schools alone cannot provide.

Through collaborative relationships, schools can intentionally build relationships with community agencies, institutions and families that add value, address real needs and provide improved broader learning opportunities. (Coalition for Community Schools, Washington, 2003, Executive Summary: A Handbook for State Policy Leaders, Community School.)

Such relationships can contribute dramatically to providing educational programs of excellence; engaging and supporting young people through strategic and efficient coordination of existing resources. If a community values education as an important priority for all young people, it can demonstrate that support through action. This could include donating time through volunteering, services, expertise, knowledge, and resources. The mutual benefits include improved learning outcomes, skills and competencies for young people, an investment into our community's future. **Community Educators are specialists in connecting schools and communities with a broad commitment to lifelong learning.**

Through the investigation project I had the great **opportunity to shadow four school district 'Community Education Directors' in their daily work.** In the state of Minnesota it is mandatory for Community Education Directors to be fully trained and accredited. School districts appoint Community Education Directors to coordinate and manage the comprehensive models of community education support for schools and lifelong educational programming. Usually this role encompasses overseeing a number of broad areas including Early Childhood Family education, Adult Enrichment and Academics including English as a Second Language and programs for citizens with disabilities, services for seniors, Before and After School Care programs, Community School Partnerships, Youth Enrichment, Volunteers in Schools and out of hours school facilities scheduling.

Dan Kuzlik is the Community Education Director for the Minnetonka School District in Minnesota. This district serves 12 public schools with an enrolment of 7,600 students and incorporates the full spectrum of community education programs across the local area. During my visit I toured a community learning centre located close to one of the elementary schools. It accommodated pre school education and other adult enrichment and youth programs catering for the administration of after and before school care. The linking of these programs to the day school programs was an impressive feature. Of interest also were the holiday programs conducted both as enrichment and catering for adventure for youth and young people. The Minnetonka district schools also publish an annual joint community calendar that clearly communicates the ethos, beliefs and understandings of the public school district. It records all of the major and important school events and dates. The calendar is an excellent example of a very simple community linking strategy.

While shadowing Dan in his role, I attended a meeting of the **Minnesota Association Of School Administrators.** This group comprises mainly of state school district superintendents who meet as an organised group to develop legislative platforms for lobbying. I was interested to observe the discussions and note the similarities and

correlations to the same educational issues facing the Victorian state education system. Priority issues included funding, accountabilities and equality of access to educational opportunities. This confirmed the relevance of the nature of this project investigation and the universal nature of educational concerns facing western communities.

Jack Tamble is the Community Education Director for the inner city Minneapolis School District, a district probably most similar to my own educational district in Melbourne. Although a predominantly African American community, the similarities in social demographics and related challenges bore a large resemblance. Again Jack co-ordinated and managed the broad range of services traditionally covered under the community education banner. Of particular interest was the districts priority to develop 'service learning' with strategic intent to engage community and connect to school and learning improvements for youth. I was particularly impressed visiting a secondary school designed for teen parents that delivered a full service model of community connected well being support and education on one site in a very difficult neighbourhood. The success of keeping young people engaged in educational programs under very difficult circumstances with community support was very evident.

The Minneapolis School District through board member Joe Erickson (Augsburg College) is also in the process of developing 'The Minneapolis Childrens Agenda'. This impressive document makes clear statements about beliefs and intentions then outlines sector responsibilities for co-ordinated support for all young people and children in the Minneapolis school district. This public statement is an effective and clear way of communicating expectations in a community setting involving many stakeholders.

Robbinsdale was the third school district in Minnesota that I spent time in shadowing **Community Education Director Bob Wittman**. Bob manages a community education budget in the vicinity of \$7million USD, half of which is raised locally. Robbinsdale is not an affluent district. The district has 17 schools serving around 14,000 school age students annually. In the 2002-2003 school year the Robbinsdale Community Education program contributed community resource links for more than 1,000 presentations in these schools, coordinated the donation of 18,035 hours of volunteer time estimated to be worth around \$320, 876 USD and provided the organisation of community spaces for 25,000 residents and their activities. Add to this Early Childhood programs for 1670 families, Infant outreach for 390 families, Before and After school care for 1,100 students, 1,450 students involved in summer enrichment activities, activities for 2,800 people with disabilities, and 1,595 students in Adult Academic programs including English as a Second language and you have a richly diverse comprehensive program.

Bob modelled strong supportive leadership of the program that clearly valued collaboration and relationships. While shadowing Bob, I visited **Winnetka Learning Centre**, one of three community education sites in the district. Given the timing of the visit we were able to visit many classes in operation and interact informally with participants. The diversity was impressive. Classes included Academic General Education Diploma instruction, ESL, parenting and preschool through to Beading classes. One of the programs was a temporary respite program for students suspended from school conducted at the Community Learning Centre, an interesting alternative to just sending students home upon suspension.

At the Winnetka centre I met a senior citizen who is an active member of a senior citizens troupe '**Story Book Theatre**' **This group performs up to 50 dramatic presentations annually in schools to compliment curriculum themes**. It just so happened by coincidence that the group was working with an Australian children's literature theme and was interested in asking me for advice! This is a wonderful example of community resources complimenting and adding such value to school curriculum.

I was also invited to a staff training activity that was conducted with the six leaders of Bob's program coordinating team facilitated by **Bridget Gothberg**. The focus was

'The Mobius Model', described as a guide for creating shared possibility, commitment and action (*see appendix four*). This was an example of how Bob operated, highlighting the importance of strong leadership with a clear vision and by providing clear direction for opportunity of collaborative team growth. Later in the project investigation I had the opportunity to spend time separately with the developers of the **'Mobius Model' Marjory Herdes & Will Stockton**, a very useful and systematic **approach to affecting change and action** in community groups.

I was also able to visit the **charter school Crosswinds in suburban Woodbury, Minnesota** with Will Stockton and Marjory Herdes and met with the Principal Anne Anderson. This was just any day at this exciting vibrant school and on my brief tour observed a community facilitator leading an African Dance class and at the same time on the next floor 40 undergraduate university students mentoring two classes of year eight students documenting the social geography of the local neighbourhood. This was an excellent and exciting example of active **community involved experiential learning in action, an operational feature of the school ethos**.

All three Minnesota based Community Educators I spent time with emphasised the **importance of strategic lobbying complimented by the value of inclusive community collaboration on all levels**. All three district programs were accountable not only to the district school board but were advised and counselled by a community **Advisory Council** representative of their local community served. This was clearly a strong point of support particularly in a political climate of budgetary cutbacks. It also is an **essential collaboration component of the Community Education model**. Bob Wittman is also a member of the Twin West Chamber of Commerce Board of Directors providing strong links to local community business. These types of **relationships are crucial to developing effective and inclusive community education programs**.

In the **state of Iowa**, I shadowed the incoming president of the National Community Education Association, **Kevin Koester in his local school district of Ankeny**. The Ankeny Community Education program has an approach that endeavours to prioritise identifying and developing existing agencies and their programs rather than creating new programs. The community education staff provide support to these existing agencies to achieve their missions and implement service. The program has a Community Education Advisory Council that has delegated representation positions from across the community sectors. The Ankeny program assesses needs through a random community household survey every five years. A retreat follows the survey for community representatives to develop action strategies in response to the identified needs for the following five years. **The model of consultation used is a technique called 'charrette' where in a delegated short time frame, consulting maximum representatives of the community; consensus is achieved regarding action strategies**. Kevin was very generous in sharing the features of the technique. **Collaboration, consultation and relationship building being key elements in community education program development and planning**.

The Ankeny program boasts an annual school facility use by public and community groups to be over 1,000,000 hours and growing. It includes support for programs including family YMCA, Substance abuse projects, Juvenile Justice Council, Community Betterment program involving volunteers, Parent Advisory Councils for schools, Peer Helper programs in schools, Counselling programs, Family Advocacy Project, Community Theatre, Rent A Kid (Youth summer employment program) Parent University (Parent Education), Dollars for Scholars (Student Scholarships) and more.

Strong community connections and supports were very evident in the local business network. While buying lunch at a local Ankeny Mexican fast food chain I noted a sign stating "We value your school achievement. Bring your school report with an A score and receive a free Burrito!" While we might debate the value placed on an A score, the sentiments were intentionally well meaning. This local business was demonstrating support for the value of academic education. The breadth of inclusion and diversity of the Ankeny Community Education program was impressive.

At the National Centre for Community Education in Flint Michigan, I was a participant in the four day Community Education Orientation Workshop. The centre is funded by the Mott Foundation and led by Dan Cady and his very friendly team. The centre has a long-standing international reputation in the Community Education sector and a mission:

“To provide state-of the art leadership development, training and technical assistance focusing on community and educational change emphasizing community schools”

The four day program provided an excellent opportunity to consolidate my learning and develop a conceptual framework and perspective. The program was very diverse and encompassed a taste of the many crucial impacting factors that make up an effective Community Education program. I was particularly interested in the in the school models and ideas explored, learning a great deal informally also from other participants who ranged in experiences from After School Care Co-ordinators, Teachers, other Principals, University program facilitators and state department consultants. The program included site visits and guest speakers with practical experiences to share. I was also invited to give a small presentation on my learning and leadership perspectives as an international visitor at the centre.

Conclusions

The inclusion of community support and education principles into school and educational priorities is having considerable impact on improving learning outcomes for young people with diverse needs in communities across the USA.

While at times these outcomes are hard to measure, there is mounting evidence both anecdotal and now scientific to suggest that this is strongly the case.

Quality learning and education is more than just achieving impressive test scores and many American education communities are proving this. The breadth of program design in these communities and depth collaboration to meet the many identified needs of life long learners of varying ages is remarkable. The holistic nature of these programs is their strongest attribute in achieving success.

Communities can connect and support schools on many levels. The SEARCH Institute provides the pro-active preventative ‘Asset Building’ model that promotes wellbeing and social competencies. ‘Service Learning’ with an experiential focus is a pedagogical reform that promotes deeper learning, improved school engagement and civics skills. Combine these approaches with intentional community relationship building to improve resources and expertise and a strong, multifaceted model of school support is evolved that has the documented potential to achieve significant school improvement.

Community Educators are dynamically skilled professionals who are leading and developing programs that are having a significant impact on many communities, in so many positive ways. This work and achievements are impressive. My initial impressions of the potential impact of this work and relevance to an Australian context have been confirmed most favourably. A key feature of the concept is flexibility, therefore potentially suiting it to all communities.

The critical elements in 'Community Ed' learning concluded from the investigation can be summarised into some fundamental key areas /principles:

- The importance of effective communication and collaboration
- The value of quality relationship building and resilience
- The necessity of persistence and professional creativity
- The priority of strong leadership with a clear vision

Critical to the discussion of the outcomes of this investigation is the relevance to the latest educational priorities announced by the Victorian State Minister for Education and Training, **Lynne Kosky MP, November 2003 in the ‘Blueprint for Government Schools’**. The minister refers to in her introduction to the core document, the measure of future educational policy success being dependant on effective partnerships. She states clearly that the government and schools alone cannot deliver educational excellence for all students. Further to this is stated the governments full responsibility to provide excellent education to serve all young people from our richly diverse community.

A key priority of the Victorian state government 'Blueprint for Government Schools' is recognising and responding to diverse student needs (page 2). Government schools accept all students and are required to cater for all needs serving all communities. The document also acknowledges that communities and schools require assistance to meet the challenges and achieve improvements.

Clearly stated in the Victorian Blueprint for Government schools released in November 2003, pp13 is the following:

"The needs of students of students will be central to the development of a new approach to the education and curriculum provided by schools. There is also a need to ensure that students are provided with a learning environment that promotes their health, safety and wellbeing. We want all students in the government school system- whatever their learning needs- to be active, life-long learners. Achieving this vision requires schools to be places where students develop:

- *A positive attitude to learning*
- *Fundamental skills in literacy, numeracy and self- expression, which enable them to be successful across all areas of learning*
- *High level personal, communication and social competencies to work independently and within groups.*
- *Experience in innovation, creativity and problem solving*
- *Confidence to deal with technological and cultural change*
- *Skill sets in the wider community and changing workplace*
- *Ability to access information and reflect upon it."*

It goes onto say:

'The government wants the community to be involved in key decisions about schooling. Partnerships will be encouraged between schools, community agencies, and industry that place schools at the centre of a learning community. If the system is to ensure that students are provided with authentic and real-life learning and teaching experiences, community involvement will be essential.'

Complimenting this direction are the strategies forming the **Victorian Schools Workforce Development Strategy** (2003 The Boston Consulting Group, VASSP presentation November 28th). The document clearly states future directions in the Department of Education and Training to include 'community engagement' and developing 'schools as social centres'. This is to be achieved in 'an operational framework of the self managing school'. The department responsibilities in promoting this direction were identified as including:

- Setting policy direction
- Provide professional development in a small number of critical strategic areas
- Codify knowledge and encourage sharing of excellent practice
- Reward excellence and innovation in schools
- Invest in school leadership capacity building

The essence of these ideas can be linked back to the Victoria state government core policy **2001 'Growing Victoria Together.'**

The National Australian Ministerial Council on Education, Employment, Training and Youth Affairs also confirms the priority of these directions. **The Adelaide Declaration on National Goals for Schooling in the 21st Century** for Australia 1999, proclaimed the goal to '*further strengthening schools as learning communities where teachers, students and their families work in partnership with business, industry and the wider community*'. The declaration further states the need '*to assist young people to contribute to Australia's social, cultural and economic development in a global context*'.

These directions are the forward vision to embrace the principles and strengths of community linked education strategies identified in this project investigation. I conclude that the Victorian government education system is poised and ready to implement the principles of community based education with strategic intent. The methodologies are sound and proven. The challenges will be to develop the practices, skills and knowledge in an empowering manner across the school system and community. We must seize the opportunity to be creative, resourceful and most of all effective in how we respond.

Recommendations

1. **Develop clear policy statements** to assist and guide schools in implementing school community linking practices.
2. **Promote clear understandings of the concepts and practices** for school improvement and pedagogical reform utilising community support in both the broader and educational communities.
2. **Develop educational leadership** understandings specifically in school and community collaboration with a view to educational improvement agendas.
3. **Investigate and develop existing exemplary school models** practicing community linking as working examples.
4. **Offer resource incentives to local school clusters to develop community engagement strategies, partnerships and collaborations. Link strategies into school accountabilities.**
5. **Promote pedagogical reform** specifically in experiential authentic learning to link community. **Provide specific and targeted professional development opportunities for teachers** in community collaborative methodologies for teaching and learning eg 'Service Learning' & explicitly teaching integrated social competencies.
6. **Investigate and develop Australian norms for the SEARCH Institute model of 'Developmental Assets'** to be shared with interested communities as an effective community collaboration strategy in social competencies.
7. Develop both educators and broader community members' understandings and **skills for inclusive collaborative relationship building to achieve mutual gain.**
8. Consider **developing a model of professional 'Community Education' experts** as community brokers and link facilitators as resources for local school clusters.
9. **Implement intentional student leadership development** initiatives to promote active participation and involvement in educational reform. Perhaps central office could model this by developing a student reference group to advise the minister.
10. **Prioritise cross sector government department communication and cooperation** to build and model collaborative practices that can contribute to school community building programs.
11. **Promote and provide opportunity for international sharing and exchange** to stimulate and refine education reform strategies relating to community education and school linking.

These recommendations are consistent with strategies forming the **Victorian Schools Workforce Development Strategy** (2003 The Boston Consulting Group, VASSP presentation November 28th).

Making it Happen: Practical Action & Implementation Ideas:

- **Publicly launch and highlight community engagement** in schools as a major government school reform strategy.
- **Publicise and saturate both educational and mainstream media** with samples of good practice, explanations of rationales and strategic intentions and general background information. Highlight successful international practices with relevance to local reform agendas.
We are a global community! Let's learn from each other.
- **Develop opportunities for local exchanges** in existing practices and develop learning through a themed local **state conference** and **regional briefings** for professional development. This strategy could include mentoring and **short-term professional exchanges** between education personnel across the state.
- **Develop international and global professional exchanges.** Promote shared professional development through **study tours** opportunities to visit established model sites and participate in **conferences internationally**. **Invite leading international practitioners to conduct local professional development opportunities** to broaden experiences and stimulate local educational thinking and creativity. **Investigate exploration of joining the short term American 'Fulbright'** program to facilitate ongoing mutual learning and exchange. Bridget Gothberg, Dan Kuzlik & George Otero have all committed to supporting this international professional development exchange strategy. www.fulbrightexchange.org
- **Forge formal** connections with the American professional organisations:
NCCE (National Centre Community Education)
NCEA (National Community Education Association)
ICEA (International Community Education Association)
Coalition Community Schools
IEL (Institute Educational Leadership)
Educational Commission of the States:
National Centre for Learning & Citizenship
This can provide opportunities for increased understandings and exchanges of exemplary practice.
- **Target leadership associations eg APC, (Australian Principals Centre) VASSP (Victorian Association of Secondary School Principals), VPF (Victorian Principals Federation)** to promote professional strategy information and concepts as a leadership priority. Include community engagement strategy concepts in Principal induction programs.
- Incorporate community linking priorities into **leadership performance plans**
- **Share with Curriculum associations, AEU (Australian Education Union) and other professional bodies** to increase understanding broadly of concepts and strategies and promote understanding, input and participation for implementation. The emphasis being on educational reform, equality of access and school improvement to cater for diverse student communities.
- Promote ideas in both under graduate and postgraduate **teacher training programs** through university support.
- Highlight and encourage practices through existing reform agendas and initiatives eg **Innovations & Excellence, VCAL, LLENS,**
- **Ongoing SHARING, DEVELOPMENT, RESOURCING & EVALUATION!**

Report Distribution List

- **Victorian Department of Education and Training**
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- **Innovations Commission**: *Vivien White*
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- **South Australian Department of Education**: *Mike Hudson*
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- **New South Wales Department of Education**
- **City of Port Phillip**: *Major Liz Johnson, Caitlyn Mc Loughlin, Leo Kelly.*
- **Inner South Community Health Centre**, *Chris Price*
- **Ardoch Youth Foundation**: *Kathy Hilton, Danny Schwarz.*
- **Odyssey AIM project**: *Stuart Edwards*
- **Wesley Central Mission, Reconnect**: *Mandy Baxter*
- **Victoria Police**: Michelle Corbett
- **Foundation for Young Australians**
- **St Lukes Anglicare**: David Pugh
- **Cluster Members of 'Community School Yard'**

Many of these contacts will and have been followed up with meetings, briefings and presentations.

Resources

Organisations & Websites

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2. Centre for Relationelearning www.relationelearning.com
3. Children First www.children-first.org
4. Coalition for Community Schools www.communityschools.org
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9. National Centre for Community Education www.nccenet.org
10. National Community Education Association www.ncea.com
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Acknowledgements

Further to my previous acknowledgements, I would like to sincerely thank and acknowledge the generosity, time, support and assistance of the following people in providing me with such a professionally rich and rewarding experience:

Minnesota:

- Karen Atkinson
- Angie Jerabek
- Les Bork
- Bob Laney
- Joe Erickson
- Jack Tamble
- Heddy Wells
- Al Icker
- Nancy Tellet- Royce
- Linda Trummer
- Anne Anderson
- Marjory Herdes
- Will Stockton
- Heartlands Institute

New Mexico:

- Lisa Otero
- Paquita Hernandez
- Tony Gelicz
- Dr Susan Straight
- Jim Gilroy
- Lelani Weiermann
- Fred Greigo
- Albino Garcia

California:

- Flora Sanchez
- Art Sesmus
- Derek Peterson
- Nam Ngyuen
- The participants in the 'Essentials for Asset Building' Training program

Iowa:

- Nina Dunker
- Kevin Koester
- Joe Herrity
- Terry Pickerall

Michigan:

- Dan Cady and the great team at NCCE
- The participants in the Community Education Leadership Orientation Program

Thank –you

The warmth and friendliness of all the great people I met across community education networks throughout my visits will always remain with me. Their generosity of spirit and contributions to my learning reflected the very essence of the philosophical beliefs community education espouses. These people are changing our world.

'Never doubt that a small group of thoughtful committed citizens could change the world; indeed it is the only thing that ever has'

Margaret Mead

Appendix

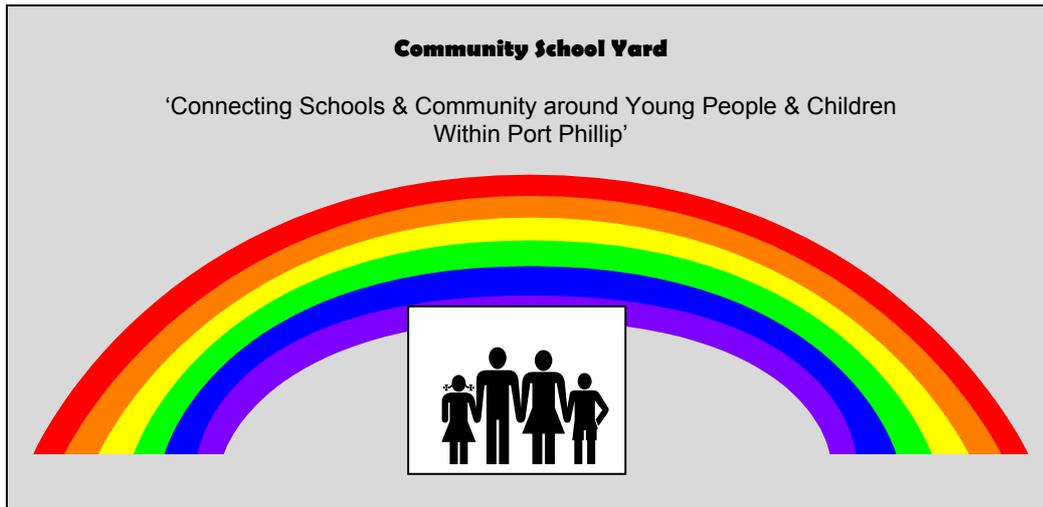
- 1. Community School Yard Overview**
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- 2. Community Learning Framework**
Albert Park College, 2003, Victoria, Australia www.albertpark.edu.au

- 3. Search 40 Assets Framework**
SEARCH Institute, Minneapolis, Minnesota, USA www.search-institute.org

- 4. Mobius Model : A Guide for Creating Shared Possibility, Commitment and Action**
Mobius Inc www.mobiusmodel.com

Appendix One: 'Community School Yard' Port Phillip School Cluster



August the 5th 2003, was a very busy day at the St Kilda Town Hall, when approximately 200 people gathered to launch 'Community School Yard' a local initiative to bring local community together to support collectively local young people. Educators, welfare and health workers, local government, seniors, police, local sporting clubs and thirty young people themselves met together in a forum led by three American Community Educators from Minnesota. Bridget Gothberg, Bob Wittman & Dan Kuzlik all national leaders in Community Education in the USA shared their ideas and expertise about how communities can achieve wonderful outcomes for all young people through common vision and co-ordinated efforts.

The day was co sponsored by the City of Port Phillip and the local cluster of government schools including Albert Park Primary School, Albert Park College, Middle Park Primary School, Montague Continuing Education Program, Port Phillip Specialist School, Port Melbourne Primary, St Kilda Primary, St Kilda Park Primary and Victorian College for the Deaf. It was a magnificent mix of enthusiastic individuals representing our diverse community in unified committed support for providing excellent opportunities for all young people.

So why Community Schoolyard?

Community School Yard initiative is how the Port Phillip community are coming together to put young people first.

"All young people need to be surrounded with networks of individuals and institutions that provide them with support, opportunities, boundaries, & structure - that nurtures in them commitments, values, competencies, & a positive identity that they need to grow up healthy & competent" (SEARCH Institute, Minneapolis USA)

Community School Yard is about celebrating the skills, talents and value of young people in our community.

It will:

- Develop and explore new ideas and understandings around the community's role in providing effective support for all young people and children
- Develop common understandings and strategies to collectively support all young people to reach their personal potential
- Commit to a future strategy and develop new opportunities that enable all community members to work together to support all young people.

- To improve life opportunities for all young people

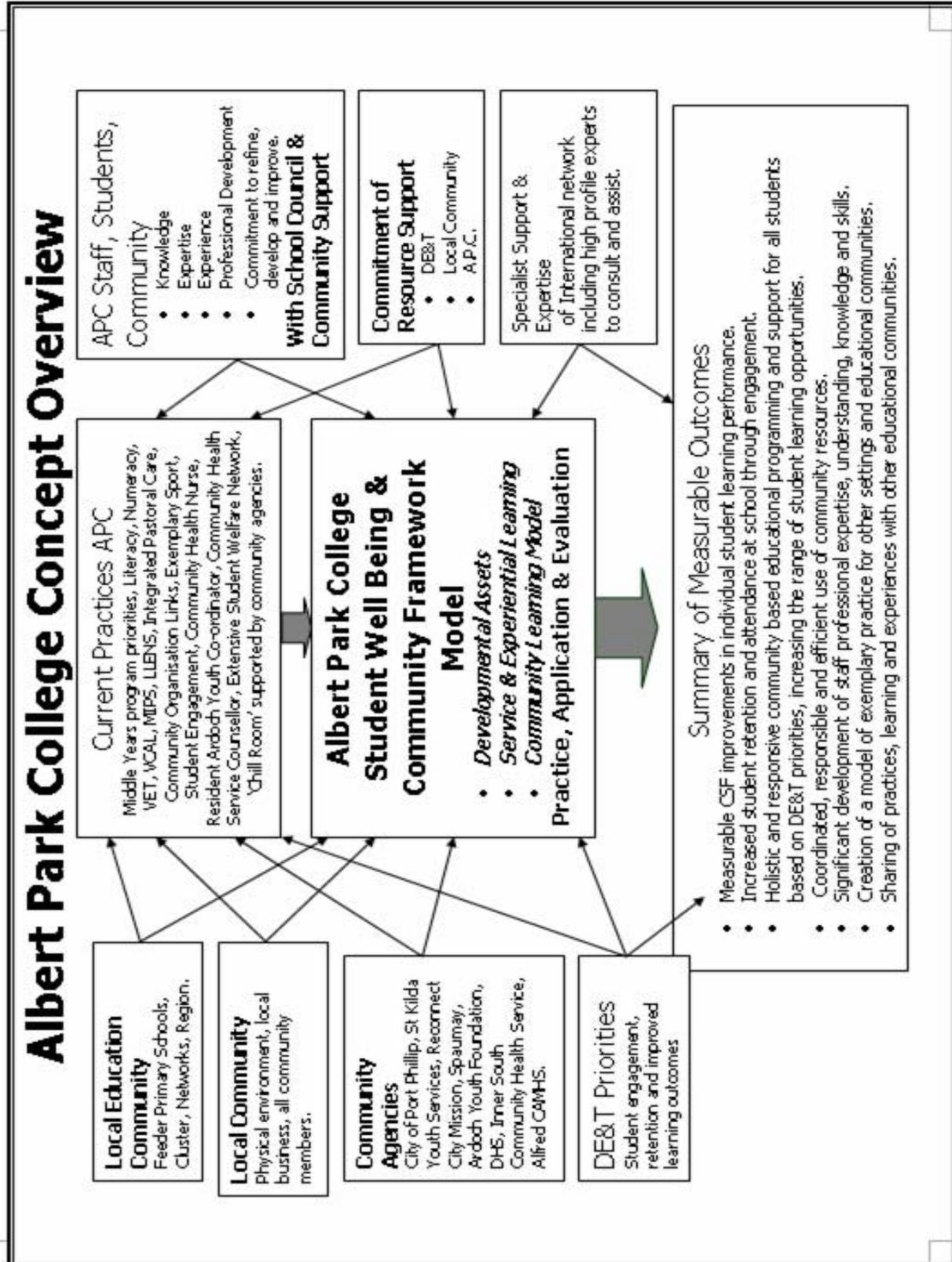
Our community has committed to developing 'Community School Yard' as a community priority. As a result of our forum day we have developed a **Community School Yard management group and a vision team** who have commenced meeting to develop and co-ordinate action.

How can you become involved? We all have a responsibility to contribute, young, old and everyone in between. You can show you care about and support young people in simple acts of acknowledgement, getting involved and contributing positively to the lives of all young people you know.

The initiative is directly supportive and linked to the local government school cluster movement in Innovations & Excellence 2004 –2006, so stay posted for news and developments.

Appendix Two: **Albert Park College Community Learning Framework Model**

Albert Park College, 83 Danks Street, Albert Park, 3206, Victoria, Australia.



Appendix Three: 'Developmental Asset Framework'

SEARCH Institute Minneapolis, Minnesota, USA. www.search-institute.org

This chart shows the eight areas of human development and groups the 40 developmental assets by these groups.

Asset Type	Asset Name	Definition	
EXTERNAL ASSETS			
Support	Family support	Family life provides high levels of love and support.	
	Positive family communication	Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parent(s).	
	Other adult relationships	Young person receives support from three or more nonparent adults.	
	Caring neighbourhood	Young person experiences caring neighbours.	
	Caring school climate	School provides a caring, encouraging environment.	
	Parent involvement in schooling	Parent(s) are actively involved in helping young person succeed in school.	
	Empowerment	Community values youth	Young person perceives that adults in the community value youth.
		Youth as resources	Young people are given useful roles in the community.
		Service to others	Young person serves in the community one hour or more per week.
		Safety	Young person feels safe at home, at school, and in the neighbourhood.
Boundaries and Expectations	Family boundaries	Family has clear rules and consequences, and monitors the young person's whereabouts.	
	School boundaries	School provides clear rules and consequences.	
	Neighbourhood boundaries	Neighbours take responsibility for monitoring young people's behaviour.	
	Adult role models	Parent(s) and other adults model positive, responsible behaviour.	
	Positive peer influence	Young person's best friends model responsible behaviour.	
Constructive Use of Time	High expectations	Both parent(s) and teachers encourage the young person to do well.	
	Creative activities	Young person spends three or more hours per week in lessons or practice in music, theatre, or other arts.	
	Youth programs	Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in community organizations.	
	Religious community	Young person spends one hour or more per week in activities in a religious institution.	
	Time at home	Young person is out with friends "with nothing special to do" two or fewer nights per week.	

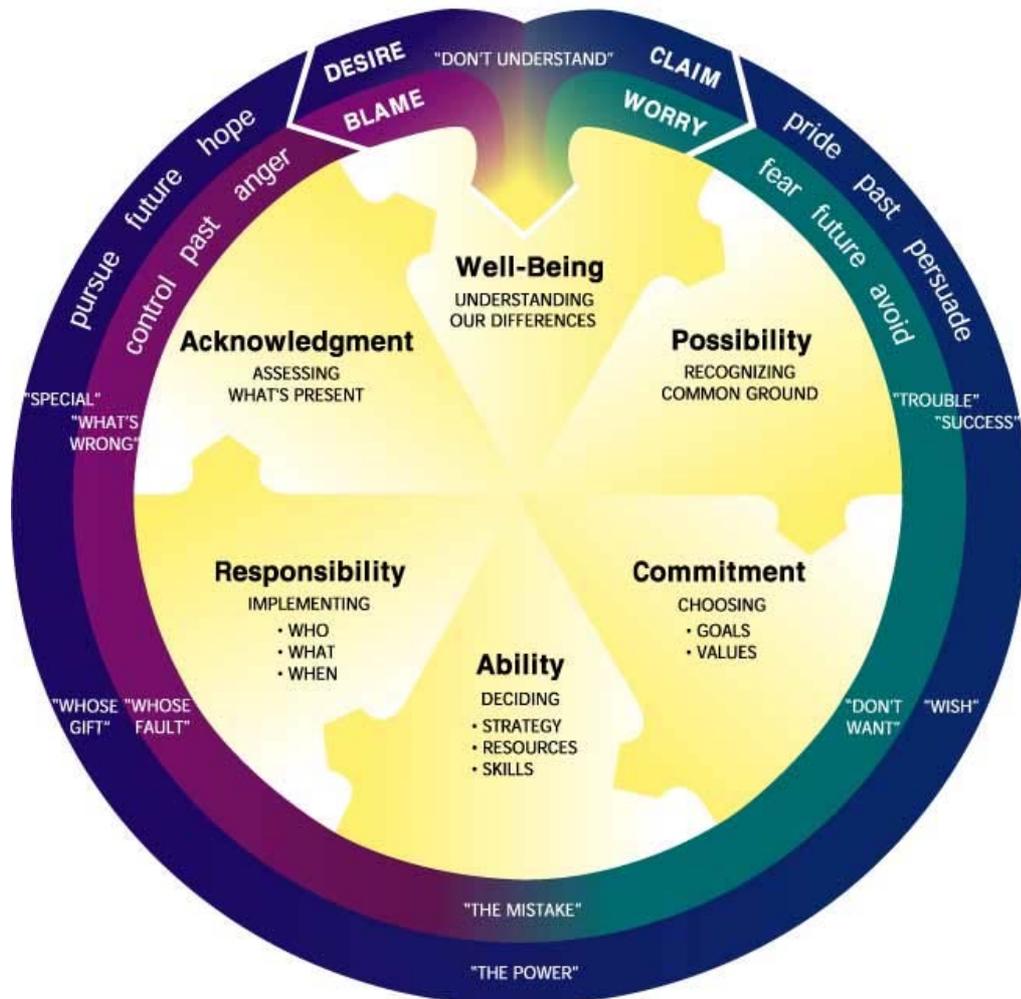
'Developmental Asset Framework'

SEARCH Institute
 Minneapolis, Minnesota,
 USA. www.search-institute.org

Asset Type	Asset Name	Definition
INTERNAL ASSETS		
Commitment to Learning	Achievement motivation	Young person is motivated to do well in school.
	School engagement	Young person is actively engaged in learning.
	Homework	Young person reports doing at least one hour of homework every school day.
	Bonding to school	Young person cares about her or his school.
Positive Values	Reading for pleasure	Young person reads for pleasure three or more hours per week.
	Caring	Young person places high value on helping other people.
	Equality and social justice	Young person places high value on promoting equality and reducing hunger and poverty.
	Integrity	Young person acts on convictions and stands up for her or his beliefs.
	Honesty	Young person "tells the truth even when it is not easy."
	Responsibility	Young person accepts and takes personal responsibility.
	Restraint	Young person believes it is important not to be sexually active or to use alcohol or other drugs.
Social Competencies	Planning and decision making	Young person knows how to plan ahead and make choices.
	Interpersonal competence	Young person has empathy, sensitivity, and friendship skills.
	Cultural competence	Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.
	Resistance skills	Young person can resist negative peer pressure and dangerous situations.
Positive Identity	Peaceful conflict resolution	Young person seeks to resolve conflict non-violently.
	Personal power	Young person feels he or she has control over "things that happen to me."
	Self-esteem	Young person reports having a high self-esteem.
	Sense of purpose	Young person reports that "my life has a purpose."
	Positive view of personal future	Young person is optimistic about her or his personal future.

Appendix Four: Developing Action: 'Mobius Model'

A Guide for Creating Shared Possibility, Commitment and Action



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