

# Partnerships that Benefit Schools and Communities



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Professors Ira Harkavy, Colin Power and Bruce Muirhead



# SCHOOLS & COMMUNITIES

## Partnerships that Benefit: Schools & Communities

### ABOUT

In many communities, partnerships between schools and other community organisations and agencies are helping to create supports that enable children and youth to learn and succeed and help strengthen families and communities. These partnerships bring together diverse individuals and groups, including principals, teachers, academics, community agencies, youth development organisations, institutions of higher education, health and human service agencies, parents and other community leaders, to expand opportunities for children, families, and communities.

Creating a successful school-community partnership is a complex, challenging, and time-consuming task. To be effective, partnerships need to engage in a thoughtful democratic process to define a vision and develop and implement clear goals. Partnerships need to create effective governance and management structures to ensure that programs operate efficiently and that the partnership is responsive to community needs. School-community partnerships also need to draw from a broad range of perspectives and expertise from inside the school as well as from other organisations and individuals within the community. Finally, school-community partnerships need to connect, coordinate, and leverage resources from a variety of sources to support and continue their work.

This presentation contains a series of ideas/actions/checks to assist school and community leaders in creating and/or strengthening school-community partnerships. A particular focus will be on the learning community partnership including schools, higher education institutions and communities.

### AIMS

The goals of the lecture are to provide:

- research and information about successful school community policies, programs and practices;
- strategies for building broader public understanding and support for school-community partnerships;
- strategies for building public and private-sector policies in order to strengthen school-community partnerships; and
- strategies for establishing sustainable sources of funding for school-community partnerships.

### THEMES INCLUDE

- Expanding community partnerships.
- Implementing genuine partnerships.
- Improving access to research and services.
- Developing schools as a community asset.
- Improving community response.
- Sharing of power, resources and control.
- A theoretical and practical framework.



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### PARTNERSHIPS THAT BENEFIT

**Harkavy will outline the University-Assisted Community School Programs which recently won the United States Inaugural William T. Grant Foundation Youth Development Prize sponsored in collaboration with the National Academy of Sciences' Board on Children, Youth and Families.**

*"High-quality, evidence-based collaborative efforts that generate significant advances in knowledge while increasing the opportunities for young people to move successfully through adolescence with ample support and care."*

Inaugural William T. Grant Foundation Youth Development Prize sponsored in collaboration with the National Academy of Sciences' Board

*"Programs that really work"*  
US News and World Report

Harkavy and colleagues' work has focused on the school as the educational and neighborhood institution that can, if effectively transformed, serve as the concrete vehicle of community change and innovation. Universities might, they suggest, be key partners in this endeavour. The Center has helped to create school-community partnership models that function as centres of education, services, engagement and activity for students, their parents, and other community members. University of Pennsylvania's program was named number one in the country (with Berea College and Stanford University) in *U.S. News and World Reports'* 2003 edition of *America's Best Colleges*.

The key goal has been to develop school-community partnership initiatives that serve, educate, and activate all members of the community, revitalizing the curriculum through a community-oriented, real-world problem-solving approach.

### LOCATIONS AND DATES

CAIRNS, 4 August  
5pm - 6.30pm @ Rydges Esplanade Resort  
Corner The Esplanade & Kerwin Street, Cairns

SYDNEY, 9 August  
5pm - 6.30pm @ The Vice Chancellors Function Room  
Building 5, Campbelltown Campus, University of Western Sydney  
Narellan Road, Campbelltown

BRISBANE, 11 August  
5pm - 6.30pm @ Brisbane City Hall  
King George Square, Brisbane City

TOOWOOMBA, 18 August  
5pm - 6.30pm @ The Empire Theatre  
54 - 56 Neil Street, Toowoomba

MELBOURNE, 22 August  
6.30pm - 8pm @ Iwaki Auditorium, ABC Southbank Centre  
Southbank Boulevard, Southbank

CANBERRA, 25 August  
5pm - 6.30pm @ Rydges Lakeside  
London Circuit, Canberra

### COST AND R.S.V.P.

The cost for all venues is \$20.00 per person (gst inclusive). Registrations close one week before each event.

## PROFESSOR IRA HARKAVY

Ira Harkavy is Associate Vice President and founding Director of the Center for Community Partnerships, University of Pennsylvania. He has written and lectured widely on the history and current practice of urban university-community-school partnerships and strategies for integrating the university and school missions of teaching, learning, research, and service. He served as consultant to the U.S. Department of Housing and Urban Development to help create its Office of University Partnerships and is a Senior Fellow of the Leonard Davis Institute of Health Economics. Harkavy is a member of numerous international, national, regional, and local boards, including the Advisory Committee for the Social, Behavioral and Economic Sciences (SBE) Directorate of the National Science Foundation, Widener University Board of Trustees, the International Consortium on Higher Education, Civic Responsibility, and Democracy (co-chair), Coalition for Community Schools (chair), Philadelphia Higher Education Network for Neighborhood Development (co-chair), West Philadelphia Partnership, and the Board Policy Committee of Campus Compact. He is the recipient of Campus Compact's Thomas Ehrlich Faculty Award for Service Learning (2002). Harkavy is Executive Editor of Universities and Community Schools and an editorial board member of the Michigan Journal of Community Service Learning.

## PROFESSOR COLIN POWER

Colin Power is the founding Chair of the Eidos Board and has held the positions of Deputy Director-General of UNESCO from 1999 to 2000 and Assistant Director-General for Education from 1989 to 1998, the most senior posts ever held in UNESCO by an Australian. Prior to joining UNESCO he served as President of the Australian Association of Research in Education and Vice-President of the Commonwealth Association of Science, Technology and Mathematics Educators, the International Council of Science Education Associations, and the South Pacific Association for teacher Education. Colin is currently an Adjunct Professor at the University and Alumnus of the Year 2002. In 1974, he was a Senior Fulbright Scholar. In 1978, he was appointed as Professor of Education at Flinders University of South Australia, and is a Professor Emeritus of that University. Colin also holds the position of Chair of the Commonwealth Consortium for Education and editor-in-chief of Educational Research for Policy and Practice.


## PROFESSOR BRUCE MUIRHEAD


Bruce Muirhead is the Director of Eidos, an education and social research institute and think tank, funded by the Queensland universities and state government. Prior to joining Eidos, Bruce was the founding Director of UQ's 'Boilerhouse' Research Centre. As an educationalist, Bruce has a background in education and social policy, development, research and practice. His research program focuses on the role of education institutions and networks in community development at local and global levels. In the mid 90's Bruce was responsible for the development and implementation of Queensland's \$11.2M Alternative Education Program and between 1999 and 2001 he was the academic adviser to the Full Service Schools Program National Evaluation. More recently, Bruce was chief investigator and co-chair of the Goodna Service Integration Project, acknowledged in the Australian Government's "Connecting Government: Whole of Government Responses to Australia's Priority Challenges" alongside the Sydney Olympics, the response to the Bali bombings and the National Illicit Drugs Strategy. He is editorial member of The Journal of Education, Citizenship and Social Justice and is a past member of the Ministerial Advisory Committee for Equity in Education. Bruce holds degrees in education from the University of Queensland.


# REGISTRATION

*Partnerships that Benefit: Schools and Communities*

Three easy ways to register

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 GPO BOX 3277  
Brisbane, Qld, 4001

### Registration Details

Title (please circle): Prof Assoc Prof Dr Mr Mrs Ms Miss

Name: \_\_\_\_\_

Surname: \_\_\_\_\_

Position: \_\_\_\_\_

Department: \_\_\_\_\_

Organisation: \_\_\_\_\_

Address: \_\_\_\_\_

State: \_\_\_\_\_ Postcode: \_\_\_\_\_ Tel: \_\_\_\_\_ Fax: \_\_\_\_\_

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### Event Details

Register me for the \_\_\_\_\_ event (please print city name)

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