



BUSINESS – EDUCATION PARTNERSHIPS

‘Thinking Synergies for Ongoing Improvement’

2015 SABBATICAL TOPIC

Planned Professional Learning Activity

From my earliest appointment as a principal I have fostered positive financial and mentoring relationships between businesses, corporates and the schools I have led. In the last few years, I have also led the development of these productive relationships with the Manurewa Principals’ Association. As Convener of the Business Partners Team for New Zealand Principals’ Federation I have furthered this work at a national level.

The benefits of enhancing the leadership capability of school leaders and learning for students have been significant. I am an alumni of the Springboard Trust where school leaders in Manurewa schools were targeted to receive a ‘capacity partner’ from a corporate or business and benefitted greatly from the assistance with strategic thinking that led to a greater focus on raising student achievement. A strong feature of the review was the recognition for significantly raising Maori student achievement in a relatively short period. Another historical partnership with AFFCO, a meat processing company, led to the funding of innovative design and build projects that reflected an integrated curriculum. This included the completion of authentic projects such as a sun-safe sandpit. In addition, these partnerships have led to Hillpark being a preferred school in the trialling new curriculum resources that enhance student achievement. These are but a few examples of how partnerships can improve learning opportunities for schools.

The main thrust of further learning in this area is to provide principals with the philosophy, rationale and practical tips to utilise business – school, partnerships so that the leadership of their school and children’s learning benefits.

Over the period of the sabbatical I intend to;

Undertake extensive reading in this area and construct a precis of the different types of partnerships, benefits and potential pitfalls of establishing and maintaining continuity
Conduct a principal survey about the type of business – school partnerships they undertake and harvest case studies of success

Visit a selection of these schools and businesses to conduct follow up on the case studies that had the most impact on improved leadership and student achievement

Complete a report to assist new and experienced principals to best establish and utilise these partnerships.

Purpose of Sabbatical

To investigate the use of business – education partnership models that are effective in creating better school leadership and student outcomes by identifying factors contributing to improvement in the following areas;

School – Business partnerships

Vocational enhancement partnerships

Leadership coaching / curriculum development partnerships

Local and national professional leadership partnerships

I also seek to elicit data and information from the business world about how these partnerships can make a greater contribution to the economy of New Zealand.

Themes that relate to the capabilities in Tataiako, Kiwi Leadership and the Registered Teachers Criteria will be examined by attending a conference and leadership centre that feature some of the world's best thinkers that operate in the education and business sectors.

One of my appraisal and a charter goal is to implement a recently reviewed leadership structure at Hillpark School. I have already begun to expose the team to the benefits of business – education initiatives and programmes. The intentions of these experiences is to build leadership capability to raise achievement and achieve our targets.

Programme Outline

The framework and structure of this project is carefully planned with some of the work beginning before the actual sabbatical timeframe. The International Thinking Conference in Balbao, Spain and the visit to a highly regarded English Leadership Centre and schools precedes these dates. The necessity of gaining an international perspective will greatly inform the survey work in New Zealand. The next section details workflow and external commitments such as conferences, professional appointments and survey analysis.

Benefits of the Sabbatical

Business and education are often portrayed as adversarial spheres of influence. In my experience both entities can gain mutual benefits in the pursuit of their strategic goals. Many principals may be apprehensive about or lack the skills to approach businesses or coordinate successful partnerships. It is time for me to take a leadership role in building the capability of my colleagues with the end goal being improved student engagement, resourcing and achievement. The current Ministry of education priority of 'maximising the contribution of education to the economy' is epitomised in this proposal. If principals can gain funds and expertise from businesses to fund strategic initiatives that improve leadership and student outcomes, it represents a win- win situation for all.

An additional benefit is that the school community experiences the benefits of true collaboration.

Reporting Intentions

A presentation book will be produced following the sabbatical period. A presentation will be made to the Manurewa Principals' Association at their annual professional development forum in 2016. The guide book will feature on the Educational Leaders website (www.educationleaders.govt.nz).



Gavin Beere

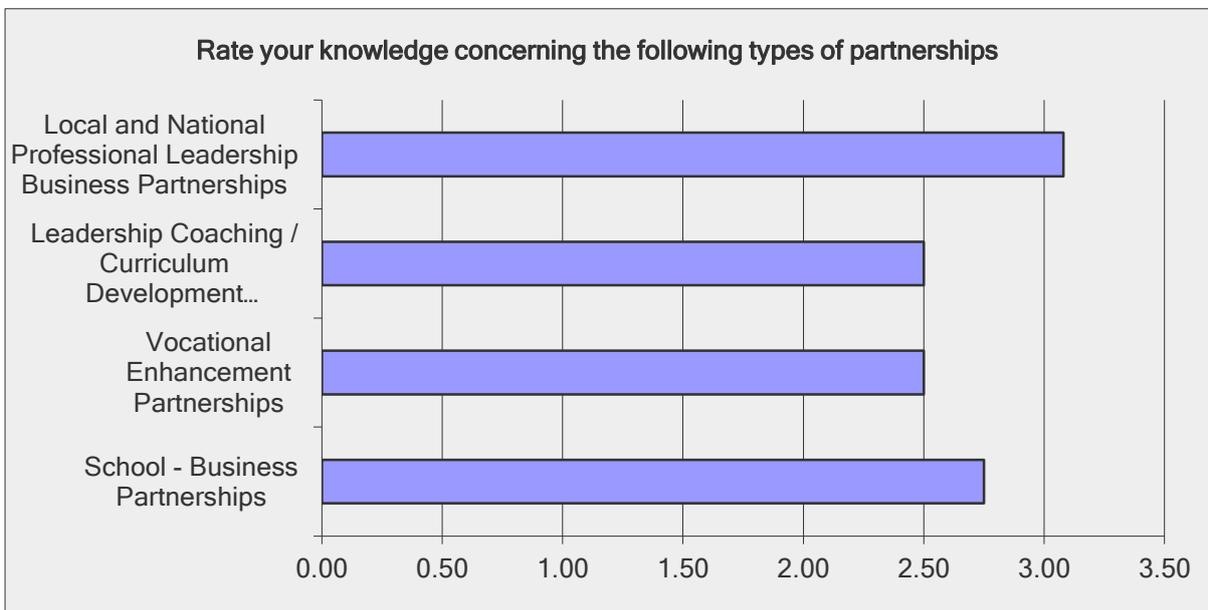
1. Results of Survey

Question: 1

Business - School Partnerships

Rate your knowledge concerning the following types of partnerships

Answer Options	None	Some	Adequate	High	Expert	Rating Average	Response Count
School - Business Partnerships	0	5	5	2	0	2.75	12
Vocational Enhancement Partnerships	2	5	2	3	0	2.50	12
Leadership Coaching / Curriculum Development	2	5	2	3	0	2.50	12
Local and National Professional Leadership Business	1	2	4	5	0	3.08	12
<i>answered question</i>							12
<i>skipped question</i>							0

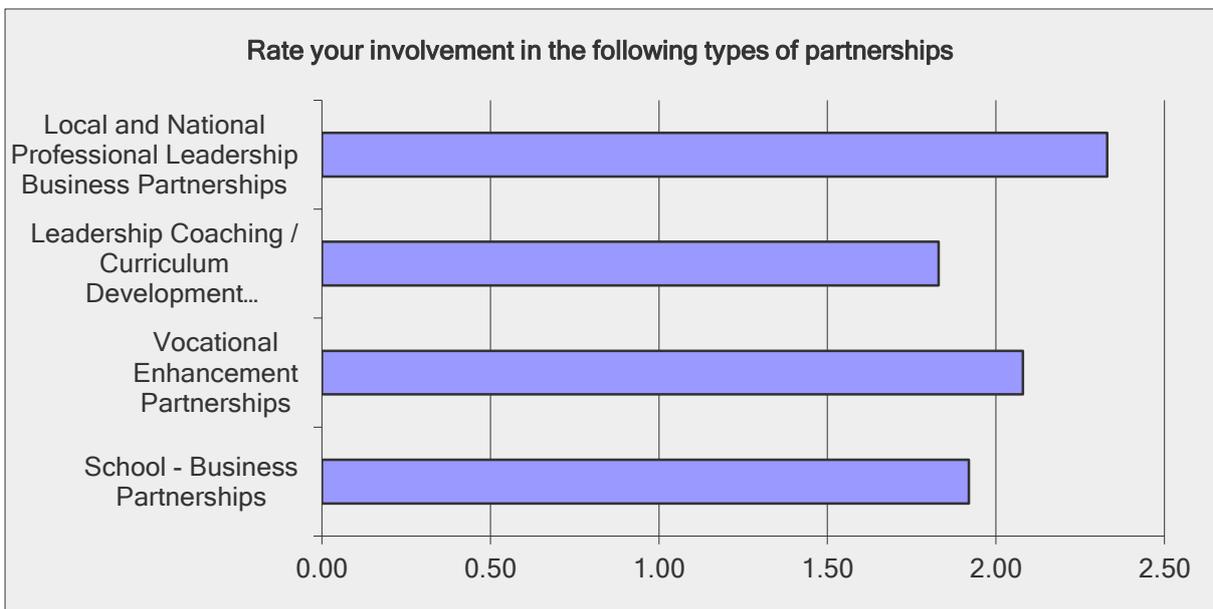


Question: 2

Business - School Partnerships

Rate your involvement in the following types of partnerships

Answer Options	Nil	Some	Regular	High	Extensive	Rating Average	Response Count
School - Business Partnerships	4	5	3	0	0	1.92	12
Vocational Enhancement Partnerships	4	5	2	0	1	2.08	12
Leadership Coaching / Curriculum Development	6	2	4	0	0	1.83	12
Local and National Professional Leadership Business	5	1	3	3	0	2.33	12
<i>answered question</i>							12
<i>skipped question</i>							0

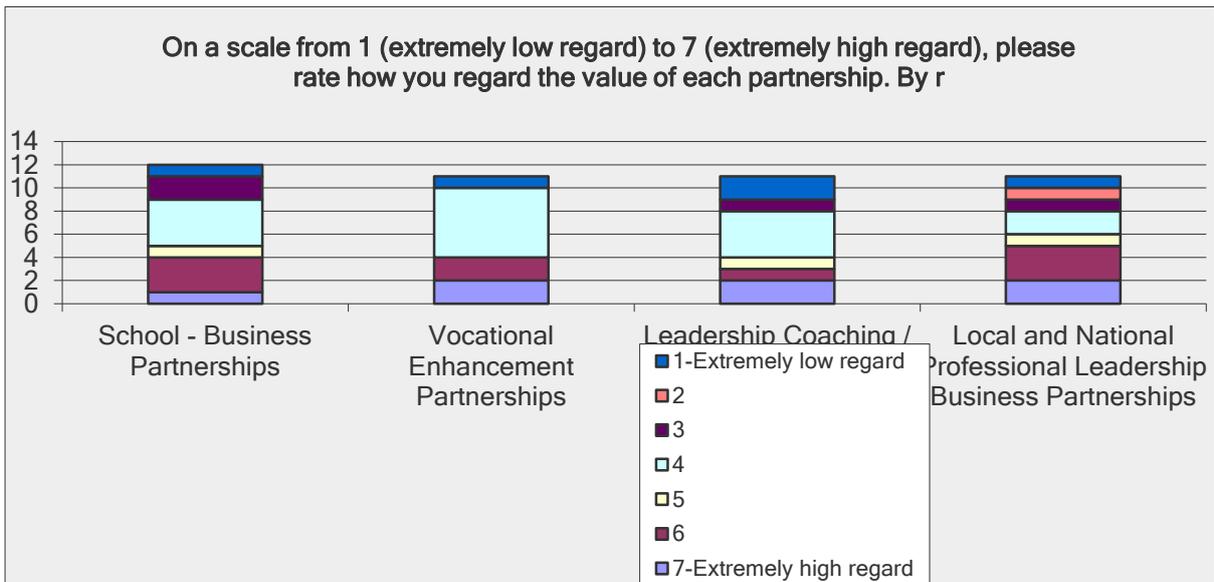


Question: 3

Business - School Partnerships

On a scale from 1 (extremely low regard) to 7 (extremely high regard), please rate how you regard the value of each partnership. By regard, we mean how positively or negatively you think or feel about a certain type of partnership. The more positively you regard a type of partnership, the higher you would rate it.

Answer Options	1-Extremely low regard	2	3	4	5	6	7-Extremely high regard	Response Count
School - Business Partnerships	1	0	2	4	1	3	1	12
Vocational Enhancement Partnerships	1	0	0	6	0	2	2	11
Leadership Coaching / Curriculum Development	2	0	1	4	1	1	2	11
Local and National Professional Leadership Business	1	1	1	2	1	3	2	11
<i>answered question</i>								12
<i>skipped question</i>								0

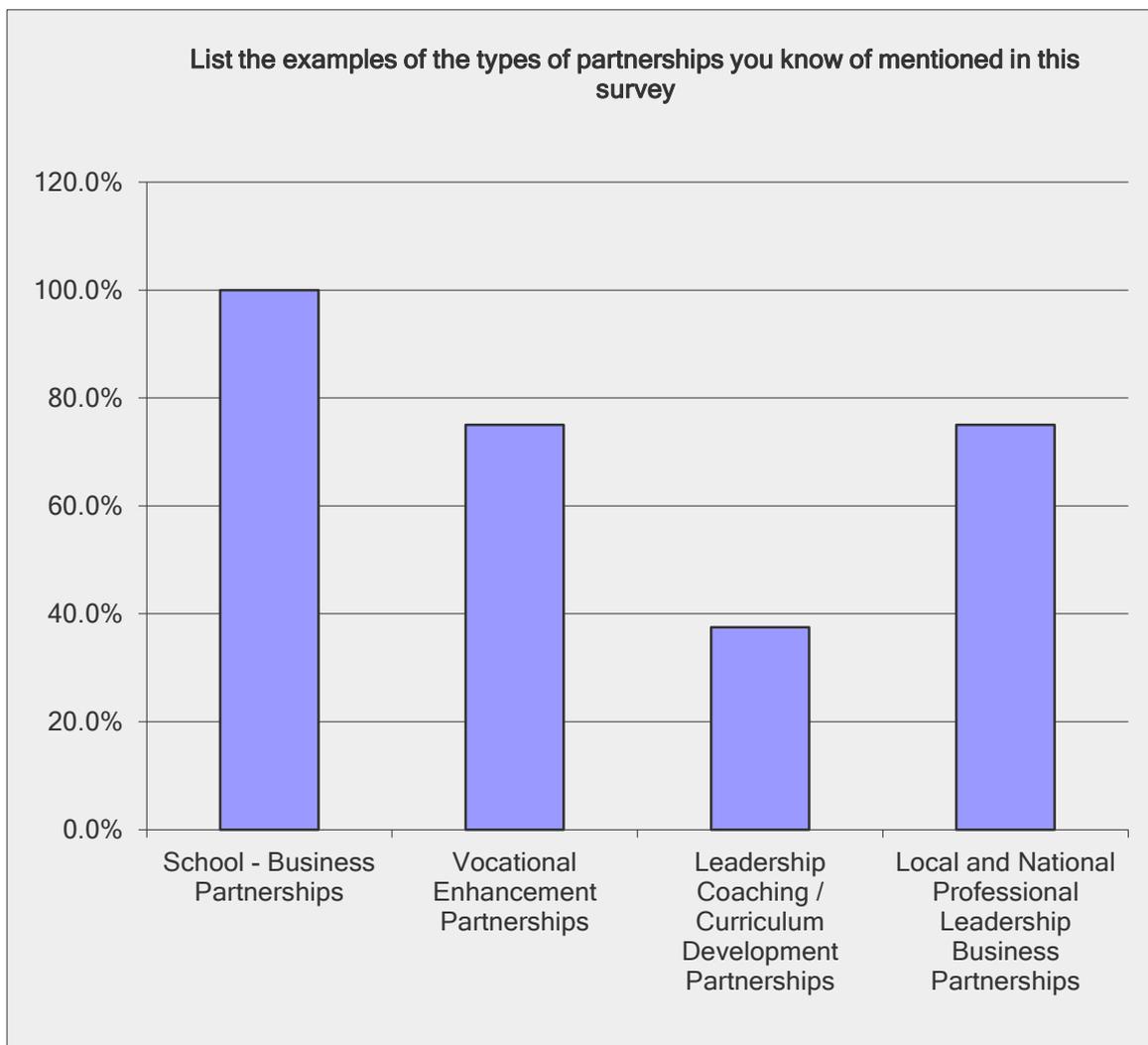


Question: 4

Business - School Partnerships

List the examples of the types of partnerships you know of mentioned in this survey

Answer Options	Response Percent	Response Count
School - Business Partnerships	100.0%	8
Vocational Enhancement Partnerships	75.0%	6
Leadership Coaching / Curriculum Development	37.5%	3
Local and National Professional Leadership Business	75.0%	6
answered question		8
skipped question		4



Question: 5

Responses: These centred around the following themes;

- Equity between schools that had sponsorship and those that didn't have sponsorship
- Possible business influences / expectations on education
- Government over reliance as a way to get money into education / schools
- Pressure on schools to participate in corporate schemes

Summary

Knowledge of school – business partnerships appeared adequate and the lack of extensive cognition around the concept probably related to the level of practical experience respondents have had.

This is supported by the next question where respondents were asked to rate their involvement in types of partnerships. Their highest average level of involvement was recorded as 2.33 and related to local and national professional leadership business partnerships such as the NZPF schedule structure. The level of personal involvement with business partnerships appears low.

In assessing respondents' value judgements on each type of partnership did not reflect any clear preferences. However, the most value was put on school – business partnerships and local and national leadership business partnerships.

A summary of specific business school partnerships is listed below.

School – Business Partnerships: Individual school sponsors, sports organisations, Fuji – Xerox, Panasonic, Bairds – Mainfreight School, Fonterra, Sanitarium, Real Estate, Officmax, Warehouse / Postie (cashback on purchases made by families), ASB benefits from securing mortgages, Kids Can, Breakfast in Schools, Lunch Box, Variety, Tahunanui Community Centre, SKIDS, Rotary and Lions.

Vocational Enhancement Partnerships: Springboard Trust and Robin Hood Foundation.

Leadership Coaching / Curriculum Development Partnerships: Learning Network, Education Group, Hawker Brownlow, Our Education Network, Compass, Fiona Maskell, CORE, Cognition

Local and National Professional Leadership Partnerships: WAPA 2020, New Zealand Principals' Association, Auckland Principals' Association, Manurewa Principals' Association, West Auckland Principals' Association, Nelson Principals' Association.

2. Business Partnerships

Definition: These types of relationships typically involve a sponsorship structure that includes an annual monetary contribution to the school, goods in kind, or a combination of both. They are for an agreed period, annual to three yearly, or in the case of a naming rights sponsor such as occurs at *Baird's Mainfreight School* in Auckland, a long term and financially significant commitment is made in perpetuity. Though the thrust of these partnerships is primarily financial, there is normally a genuine motivation for the private sector to assist these schools and this can include sharing leadership knowledge and specific business skills that are useful to schools

Case Study: Skate Park – Manurewa Intermediate School

This project was unique in that its genesis lay in garnering student voice about what the school needed to assist in the engagement of the students in learning and general life at the school. Students initiated the project from its infancy, designed the process for funding and made major decisions about design and the building process.

School leaders encouraged students to bring their skateboards and scooters to school and to utilise the concrete areas on the grounds. This created a physical outlet for this age group and made school fun. The problem was that the concrete areas were undulating and bordered classrooms and high pedestrian traffic areas, creating safety issues.

The proceeds of pokie machines in Manurewa are distributed through various trusts and schools are encouraged to apply for funding via these trusts.

The students prepared a video presentation to accompany their application after designing the concept prior to detailed drawing stage. The project required skilled negotiation skills. An example of this was the placement of the structure. The trust wanted the facility open to the public instead of the preferred site within the school for instance.

During school hours, access to 'Skateosphere' is restricted to students while from 3.30pm to 8.00pm access is given to the community and a security company locks the facility up at night. There has been little to no vandalism and school leaders acknowledge that the placement of the park has been a positive step for the community and for the care of it. Student voice and ownership of the project is likely to have contributed significantly to this situation.

Students have also been able to understand the fundraising process and the political structures and hurdles that need to be negotiated during a project bid.

3. Vocational Enhancement Partnerships

Definition: Many companies embrace this form of partnerships with schools and other Not For Profit (NFP) organisations. They normally target disadvantaged populations or areas and focus on assisting leaders in strategic planning, personnel and financial challenges by providing the equivalent of a *capacity partner* from their organisation to mentor a principal or leader in a mutually identified goal. Examples of this type of partnership include, The Robin Hood Foundation and Springboard Trust are examples of this type of business partnership model.

Case Study: Springboard Trust

The Springboard Trust is an independent trust with a board headed by Ian Narev who is currently the CEO of the Commonwealth Bank of Australia. He led the founding of the relationship between McKinsey and Co and the Robin Hood Foundation in New York. Executive Director Lorraine Mentz leads the leadership, project management, strategic planning, capacity building, funding and marketing wing of the trust.

The aim of the trust is to improve outcomes for children through developing the leadership skills of principals. This is achieved by matching 'capacity partners' from corporate leadership positions with

willing principals, usually within an established geographical cluster. Collective seminars and coaching sessions involve cluster principals hearing about specific topics and co-constructing common areas of inquiry.

The process of inquiry leads to the principal being matched with a capacity partner from an employer who agrees that part of the partner's regular position specification allows for involvement with coaching a principal. The partner works with the principal and challenges them to look outside their current mental models and assumptions and to explore solutions to complex issues such as raising achievement, branding of the school to display its strengths, attracting students, property and financial management, time management and other leadership related endeavours.

This model of support is mutually respectful and not an opportunity for the business world to show education 'how it is done'.

My experience mirrors many of the other participants' involvement in the initiative. Working with two' capacity partners' I was mentored to improve the focus on the strategic priorities of the school. This process took place over a year and involved some weekend sessions. The priorities considered involved, property, personnel and curriculum priorities.

Having the critical ear and advice of another supportive professional resulted in a refined strategic plan and improved outcomes for the students of the school.

4. Leadership Coaching / School Development Partnerships

Definition: There are a number of NFP and private businesses that offer valuable professional learning and development opportunities to schools that don't operate under the direct auspices of the Ministry of Education or the current government of the day in New Zealand. There is a growing international influence of many of these providers that further benefits schools. One of these entities 'New Pedagogies for Deep Learning' is an excellent example of this model operating with their own employees and with accredited sub providers such as Core Education in New Zealand.

Case Study: New Pedagogies for Deep Learning

New Pedagogies for Deep Learning (NPDL) is an initiative that exists under' The Learner First' ® framework whose principal leaders include President Joanne McEachen, E Jane Davidson, Michael Fullan and Joanne Quinn. It exemplifies the best examples of non - government initiated PLD and curriculum development. It is a global initiative with many stories of success in other countries.

It also integrates new measures of assessment that evaluate and review deep learning in children and adults. It is a mechanism that effectively addresses many of the inherent problems that dog the likes of national standards where measurement solely concerns reading, writing and mathematics at a time that the validity and reliability of resultant 'Public Achievement Data' is being seriously called into question.

The approach has been successfully implemented across school districts in the USA and has been influential in deepening the learning of professionals and children in remote and under - resourced schools as far way as Uruguay. Several clusters of schools now implement programmes based on NPDL and have their students involved in high level authentic learning.

The structure of the pedagogy includes the 6Cs as follows;

- Character Education
- Citizenship
- Communication
- Critical Thinking and Problem Solving
- Creativity and Imagination

The approach presupposed that deep learning goals will naturally be supported and accelerated by available technology be juxtaposed alongside real life research organisations, corporations, and education systems.

The 'Learner First' rubrics guide the planning of projects and hold teachers' feet to the fire when evaluating childrens' efforts and whether deep learning is and has occurred.

A shared learning project is identified that contains common learning goals and relies on collaboration across diverse education systems to increase the likelihood of sustainable outcomes based on international collaboration.

As touched on earlier, traditional barriers that threaten the theory and ands practice of deep learning including;

- Policies and systems that enable diffusion
- Accepted methods of assessing deep learning
- Adoption of new pedagogical models that foster deep learning
- Knowledge about how students adopt deep learning practices.

Education systems worldwide are being driven by neo – liberal policy that dissuades harnessing the voice of teachers and instead, is highly manipulative in it's analysis and dissemination of data including the pronouncement of supposed gains by students.

As Michael Fullan (2011) purports;

'The key to system wide success is to situate the energy of educators and students as the central driving force'.

It is interesting to note that the approach is also causing gains in the traditional achievement data of core subject areas as well as calculated in new measures.

Perhaps the unique defining feature of NPDL lies in its insistence on being a global partnership where the approach can be modified and tailored in any international setting. The capacity of NPDL has probably reached a critical mass point where the many stories of students' deep learning have reinforced that fact that this partnership with education systems; is truly innovative and inspiring.

It is an example where initiatives that are developed outside of traditional PLD provision can have a significant impact on children's learning, teacher pedagogy and school system rejuvenation.

5. Local and National Professional Leadership Business Partnerships

Definition: There are a number of established independent professional leadership organisations that attract considerable corporate funds that assist the advance their aspirations and influence on educational priorities, policy and future direction for members. For the purposes of this report the New Zealand Principals' Federation (NZPF) will be the focus of this section.

Case Study: New Zealand Principals' Federation Business Partnership Programme: CrestClean

The vision of the New Zealand Principals' Federation (NZPF) is 'to be the most influential advocate for New Zealand principals'. The Federation seeks to influence government policy and practice to ensure the best outcomes for students through enhancing high quality school leadership. Position papers are developed through consultation with members on a range of issues including special education, principal PLD, teacher training, the Education Council and curriculum matters.

In order to carry out this role the national office in Wellington requires highly skilled personnel in the areas of political lobbying and influence, communication with members and networking with other educational experts to effect the very best outcomes for children. NZPF is regularly consulted by the Ministry of Education, NZCER, The Education Council, Police, Teacher Training providers and a host of other entities to help develop policy and practice across the country.

As Convener: Business Partners I have personally led the process by which the business partnership income has doubled over the last three years. This has enabled the Federation to expand the number of personnel mentioned earlier and become more effective in representing principals and the New Zealand education sector as a result. It is noted that serving on the executive is a contributor to principals being able to access the highest level of 'Career Payment' as it involves mentoring and serving the profession on a national basis.

Part of the work of an executive member involves visiting other local associations and being responsible for the Helpline, a phone service for principals needing assistance, for one month annually.

The role of business partners or the relationship between them and principals is not restricted to merely financial matters. The relationship is increasingly one of information and skill sharing. Business Partners now access principals on matters of customer satisfaction. Personnel issues, product development and PLD such as principals speaking at their conferences. This synergy means that principals are able to develop their own deep learning in the wider world and be influential outside of their school gate.

In the case of Crest Clean there are several examples of how attending to the business needs of the school and collaborating between the school and business can improve outcomes for students.

I analysed the bottom line of what my present school was spending in the utilities areas and basic services such as cleaning. Added to the cleaning scenario complexities was a need to address productivity with current employees. The following is how the analysis was carried out.



CLEANING REVIEW 2011

Overview

A review of the cleaning operations of the school was precipitated by a combination of factors related to cost, hours of work, the impact of start times on teaching and learning, the inconsistency of some employment arrangements and availability of relief staff.

These issues include;

- Comparative costs of cleaning significantly more expensive than other schools
- Historical pay arrangements for locking up not featured in collective agreement
- Cleaning duties starting as early as 12.30pm resulting in children using toilets and other areas that have been cleaned before the end of the school day and staff unable to use toilets
- A break being taken between 2.30pm and 3.00pm while 'waiting for children to vacate the school'
- Some cleaning staff regularly having conversations while not attending to duties
- Difficulty attracting relief cleaning staff when permanent staff are on leave
- Dirt money being paid on a pro rata basis rather than as required and qualified for

Analysis

An analysis was carried with schools in the area to ascertain what schools of different size paid for cleaning duties and materials. This is shown below in table form.

Where no amount is entered for Cleaning Supplies assume that the Cleaner Salaries includes Cleaning Supplies in the Total Cost column. This is a common occurrence where cleaning services are contracted out to a company. These costs exclude specialist carpet cleaning.

School	Size	Contract/ Employ*	Cleaner Salaries*	Cleaning Supplies	Total Cost
School 1	530	Employ	56 000	16 000	72 000
School 2	550	Contract	39 520	incl	39 520
School 3	500	Contract	30 000	6 000	36 000
School 4	400	Contract	47 000	7 000	54 000
School 5	550	Contract	45 960	4 000	49 960
School 6	420	Contract	60 000	incl	60 000**
School 7	780	Contract	92 000	incl	92 000
School 8	400	Contract	36 000	5 000	41 000
School 9	430	Contract	48 410		48 410

** Intermediate with several specialist rooms

Current Employment Cost Comparison

An analysis was carried to ascertain the cost of cleaning on a time basis. An audit and quote from a widely used company estimated that a classroom should take between 11 and 15 minutes to clean. Halls and admin areas re estimated in classroom size – eg a hall would count as two classrooms.

Cleaner	No of Classes per day	Existing Hours per day	Recommended Hours	Difference
1	13	5.5	3.25	2.25
2	12	3.8	3.0	0.8
3	9	4.3	2.5	1.8
Total		13.6	8.75	4.85

This analysis could be improved further with staff training and better division and coordination of labour but the result is still significant

Commercial Cleaning Quotes

These quotes exclude the cost of toilet rolls, hand towels and sanitation needs.

Company	Labour / Materials	Extra Supplies	TOTAL (Gst excl)
Company 1	38 990	9 500	49 380
Company 2	49 800	9 500	59 300
Company 3	70 392	9 500	79 892

Intended Outcomes

- As a start move all cleaning duties to begin from 4pm or later negotiated time
- Delete pro rata entitlement to dirt money – was reduced to one per week but cleaners still claiming five days per fortnight
- Reduce hours or open to external contractors

- No break unless entitled

The advantage of carrying out this analysis was that the school has consistently saved 25K annually with a higher quality of cleaning overall.

This is 25K more we can spend on resourcing for children and professional development for teachers. In addition this analysis has been used to encourage another school leaders to examine their expenditure in a systematic manner, and maximize their 'learning priority' dollar.

This sharing of information strengthens the school – NZPF - business relationship and benefits children directly.

In addition, I have also been invited to speak at the CrestClean annual conference about how the physical environment and hygiene contributes positively toward learning, health and safety and self – regulated learning.

The company has also created resources and incentives for (boys in particular) to keep the toilet areas clear of unnecessary effluent.

The positive relationship between NZPF and CrestClean has also led to the company funding other professional development for principals and the expansion of their cleaning services to include provision of school caretakers and pest control.

Overall Summary

It is clear that the synergy between schools and education can be an extremely productive one. Principals are encouraged to contact the writer by way of the details below if they require any further clarification or assistance in engaging in any of the school – business partnerships outlined in this report.

