

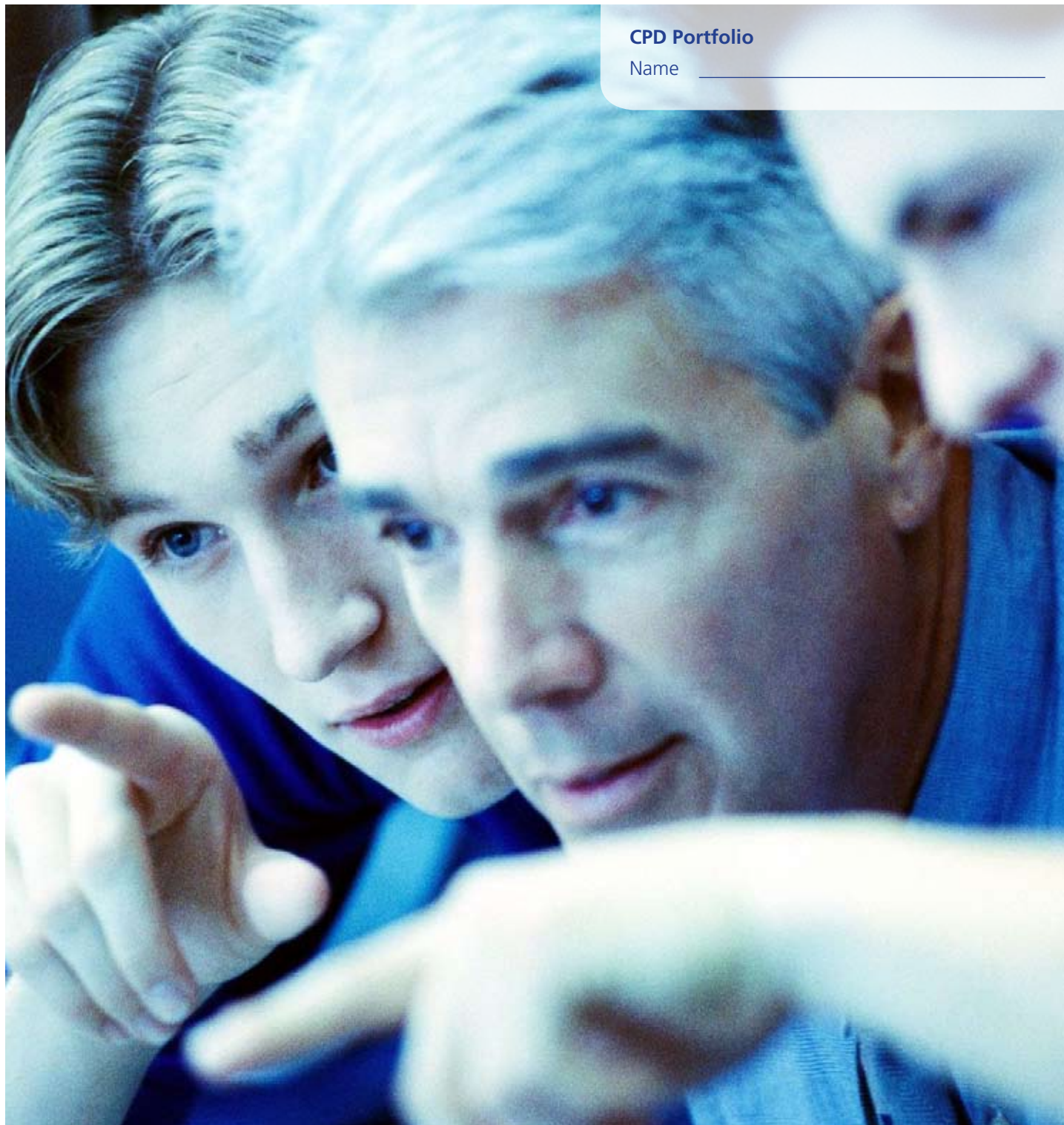
Determined to Succeed

Partnership with Employers

www.LTScotland.org.uk/partnershipwithemployers

CPD Portfolio

Name _____



determined to succeed



**smarter
scotland**
SCOTTISH GOVERNMENT



Learning
+ Teaching
Scotland

Determined to Succeed

Partnership with Employers

Contents	Page
Introduction	2
Section 1 The bigger picture	4
Section 2 Win-win	12
Section 3 First steps	18
Section 4 Partnerships in practice	26
Section 5 A shared agenda	34



Introduction

This CPD portfolio has been developed to support colleagues from the education and business communities to work in partnership. The overall aim is to enable and encourage employer engagement. When that engagement is effective it brings opportunities to enrich the curriculum. The introduction of real life and practical experiences into curricular materials and learning and teaching approaches extends the breadth and depth of experiences of everyone involved including:

for children and young people

- demonstrating that class work, both knowledge and skills, is relevant
- engaging them in their school work
- stimulating them into thinking about how their school activities really do impact on their present and future lives
- enthusing them with ambition and aspirations
- influencing their achievements and attainment
- showing that teachers are in touch with the world outside the school

for colleagues in business

- gaining insight into the knowledge, skills and attitudes of children and young people
- keeping up to date with educational developments
- working with potential employees
- providing opportunities for employee career development
- raising awareness of the role of business in general and specifically about their own business

for colleagues in education

- keeping up to date with business in general and specifically in the school community
- accessing up-to-date relevant resources
- providing opportunities for career development
- raising awareness of education in general and specifically about their own school and subject area
- enhancing credibility with children and young people and the wider community including parents and other agencies.



All concerned benefit

Your school or business – and you as an individual – may well have been involved in a range of activities. You will recognise that those activities have varied in degrees of success. You will also be aware that often the initial stages of setting up a partnership can be fraught, sometimes engendering a feeling of having missed an opportunity or of dissatisfaction especially when your intentions did not turn out quite as expected.

When reviewing experiences of employer engagement objectively there are indications that the initial stages are critical. This CPD portfolio focuses on those all-important steps which can make or break an effective partnership.

The scale for partnership working is referred to in the introduction to *Determined to Succeed Three years on...* (Scottish Executive, 2007) as '...unprecedented support from the business community. They realise the importance of creating a generation of Scots who have the skills, confidence and ambition to achieve their full potential. Their involvement in Determined to Succeed has allowed young people to experience the realities of working life in a number of ways, through work experience placements, developing team working skills, and participating in a wide range of business related activities.' www.determinedtosucceed.co.uk

The portfolio comprises five sections. Each section is set out as a framework for you and colleagues from your school, your authority or your business community to identify practice and reflect on it against the complex backdrop of the following:

- needs of the children and young people in your community
- curriculum
- national and local economic trends
- present and future.

Partnership working with employers articulates with the tenets of *A Curriculum for Excellence* (Scottish Executive, 2004) to support the achievement of the 'aspiration for all children and for every young person' that 'they should be successful learners, confident individuals, responsible citizens and effective contributors to society and at work'.
www.scotland.gov.uk

To aid your progress you are asked to participate in activities where you will review your own practice and that of others, examine and discuss your thoughts and ideas, and consider future actions. There are spaces to record your thoughts, outcomes of discussions and action plans. Additionally, references to publications and websites are included. Thus the portfolio is a combined workbook, diary and planning tool.

The bigger picture

The aim of this section is to share information about the local economy and businesses and the extent of the capacity of those businesses to form partnerships.

This will be achieved by sharing your thinking and experiences and those of others relating to the following key themes:

- 1** appreciation of the context in which businesses operate is essential. Economic intelligence from an up-to-date profile of Scotland's business community illuminating features such as diversity, sectors, geographical impact, number of employees, export value, globalisation, and future trends enables school staff to enter discussion with credibility
- 2** an up-to-date profile of the local area is similarly important
- 3** the capacity of organisations to become involved in partnerships varies at times reflecting the range of jobs within any one organisation.

Those employed in education and business sectors all work within an extremely complex multi-layered context of national and local policies and procedures, external influences, limited resources, and at times conflicting demands. These issues impact on every organisation regardless of size or location.



Activity 1

Here are some of the aspects of everyday life that organisations may have to contend with:

Cast yourself in one of the following roles: Customer, Front line staff member or Senior Manager.

Re-arrange the list in your order of priority.

staffing levels	
competition	
finance	
legislation	
accountability	
transport	
form filling	
technology	
skills development	
staff welfare	
quality	
client satisfaction	

Consider whether any of them seem familiar. Think about them from the point of view of your partner organisation.

You may find that there are many common elements when comparing and contrasting the environment in which educators and business people work. Those aspects of going about your everyday tasks at work are influenced by the 'bigger picture'.

Here are references to some of the trends which help shape the 'landscape' for the business community which also impact on education, though the links might not always be so noticeable.

More details about the national picture and each local authority can be found on the Scottish Government website www.scotland.gov.uk or from local agencies such as Economic Development Departments of local authorities.

Activity 2

As you read through the following snippets discuss with colleagues the extent to which the underlying theme relates to the geographical area where you work and impacts on the children and young people that are in local schools (remembering that those children and young people are both actual or potential customers and potential employees or employers in their own right). You can record the main points that arise in the spaces provided.

1. Population and labour market

In mid-2006 the population in Scotland was estimated to be 5,116,900. Looking forward it is projected to rise to 5.13 million in 2019 before changing direction and falling below 5 million in 2036. At present the average age is about 40, projected to rise to over 45 by 2031.

The working age population was estimated to be 3,190,853, with employment rate of 74.9%. The employment rate for both males and females has risen, though by a greater proportion for the latter. Part-time workers accounted for a quarter of all employees.

The number in the self-employed category has risen, with a majority of 70% being male.

2. Diversity

Scotland has re-invented itself in recent years, moving away from domination by heavy industries, like shipbuilding and mining which were male-dominated, employing generations from the same families, to a technology and services-based economy made up of industries including banking, finance and law, biotechnology, education and entertainment.

Here is a snapshot of the Scottish economy in 2006 (percentage shows the value of all the goods produced and services provided in one year).

- **service sector 72%** • **production 19%** • **construction 7%** • **agriculture, forestry and fishing 2%**

These were the main changes in 2006:

- industries with the largest growth were:
 - financial services 8.1%
 - real estate and business services 5.6%
 - transport, storage and communications 5.4%
 - metals and metal products 4.7%
 - electricity, gas and water supply 4.9%

- industries with the largest decline were:

mining and quarrying -9.3%

textiles, footwear, leather -8.5%

hotels and catering -2.8%

other services -4%



3. Exports

In 2005 Scotland's total exports were estimated at £18.6 billion. The top five exporting industries which accounted for more than half of the total exports were:

1. food and beverages
2. chemicals including petroleum products
3. office machinery
4. business services
5. radio/television and communication equipment.

The top five export markets which accounted for 40% of all exports were:

1. USA
2. Netherlands
3. Germany
4. France
5. Spain



4. Scale of enterprises

Businesses are banded according to numbers employed:

- small with 0–49 employees
- medium with 50–249 employees
- large with 250+ employees.

There are also particular forms of legal status. The figures for Scotland in 2006 include:

Legal status	No. of enterprises	Employment
Companies	61,700	1,265,430
Sole proprietors	48,180	133,410
Partnerships	29,940	172,500

5. e-Business

Research from over 4000 Scottish companies of all sizes and types showed that in 2006 68% considered e-business to be important to their needs compared with 37% in 2001. Examples of e-business in practice include using email, having a website, using internet, and placing and receiving orders over the internet.

6. Geographical impact of rurality

Rural Scotland covers 98% of the land area and 20% of the population. It is generally defined as settlements with a population of less than 3000. There are further classifications differentiating between remote rural and accessible rural depending on whether there is a greater or lesser than 30 minute drive time to the nearest settlement with a population greater than 10,000.



7. Globalisation

The Office of the Chief Economic Adviser to the Scottish Government uses the following definition from the IMF (1997):

'...the growing interdependencies of countries worldwide through the increasing volume and variety of cross-border transactions of goods and services, and of international capital flows; and also through the rapid and widespread diffusion of technology.'

highlighting the prominence of interdependency, trade, capital flows, and technology based on ever-increasing change and mobility.



8. The knowledge economy and knowledge-intensive services

Critical to a knowledge economy are factors including the use of technology and a reliance on well-educated employees. More specifically an increasingly important component of the Scottish economy is knowledge-intensive services. These are dynamic creative innovating businesses which supply other businesses with professional knowledge and are of considerable competitive importance to their clients.



Reflection 1

Those are some of the trends that present opportunities and challenges for businesses in your area. They will influence the degree to which individual employers seek partnerships or react to requests from schools to engage in activities. Employers will appreciate when schools acknowledge the circumstances under which they operate and the parameters of their capacity to engage.

Reflection 2

As a result of having worked through this section list below no more than three observations that will affect how you enter future employer engagement.

A

B

C

Win-win

The aim of this section is to identify the qualities of a true partnership approach to employer engagement.

This will be achieved by sharing your thinking and experiences and those of others relating to the following key themes:

- 1** clarification of the criteria for and the potential outcomes of a true partnership
- 2** both education and business sectors of the community are dynamic, each influenced by particular, often shared, driving forces
- 3** organisations and individuals benefit from reflecting on their respective knowledge, understanding and skills brought to a partnership in order to fully appreciate their roles as partners.



Activity 4

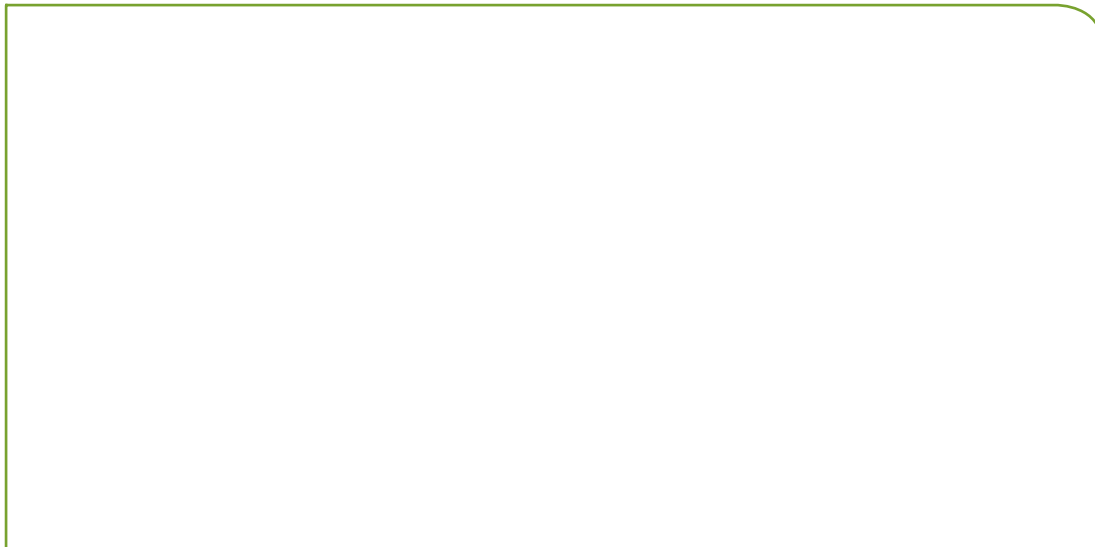
So what is a partnership?

One definition is 'one who shares with another'. Sounds straightforward, but is it?

Think about the range of partnerships in which you as an individual are engaged in your workplace – they may be but are not necessarily linked to employer engagement. Consider the nature of one in particular, including for example:

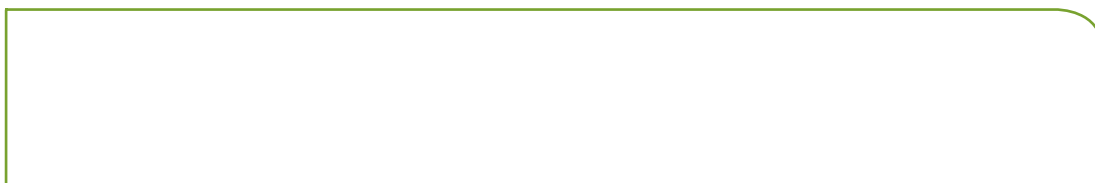
- who else is involved?
- what do those people have in common?
- how long has it existed?
- to what extent it has changed and why?
- what were the outcomes from it?

Record your thoughts below.



Briefly compare your thoughts with a colleague. You will probably agree that there are different types of partnerships in terms of their depth, quality and reciprocity.

Consider what are the critical components of a true partnership. Is there a word or phrase that would encapsulate one?



Activity 5

Watch the video clip showing how one school and an employer worked together from a menu of opportunities for partnership that was drawn up by the school which could be tailored to suit the business.

Identify the features that you consider contribute to recognising that this is an example of a true partnership and record below.

Key features

Whenever schools and employers embark on employer engagement they commit to an investment of some of their valuable but limited resources. These resources include physical materials, direct financial payments, time and expertise. There are many driving forces that prompt schools and employers to take action. In general terms both types of organisations have responsibilities, are accountable to others, are aware of the need to look to the future, and are part of a wider community. Moreover, they share a common feature in that they all have an interest in children and young people, though that interest may register in different ways.

Activity 6

Identify from your experiences and those of your colleagues in schools and business the driving forces that prompt partnerships. Record them below.

School	Business

Consider the extent to which the notion of change permeates your response, for it is a dynamic factor which influences the ways in which schools and businesses work.

The notion of change is referred to in *The Journey to Excellence* (HMIE, 2006) where it is noted that changes in society 'affect the world young people live in, a world of fast and far-reaching change, a world of emerging uncertainties in the social, political, technological and economic environments.'

www.hmie.gov.uk

Reflection 3

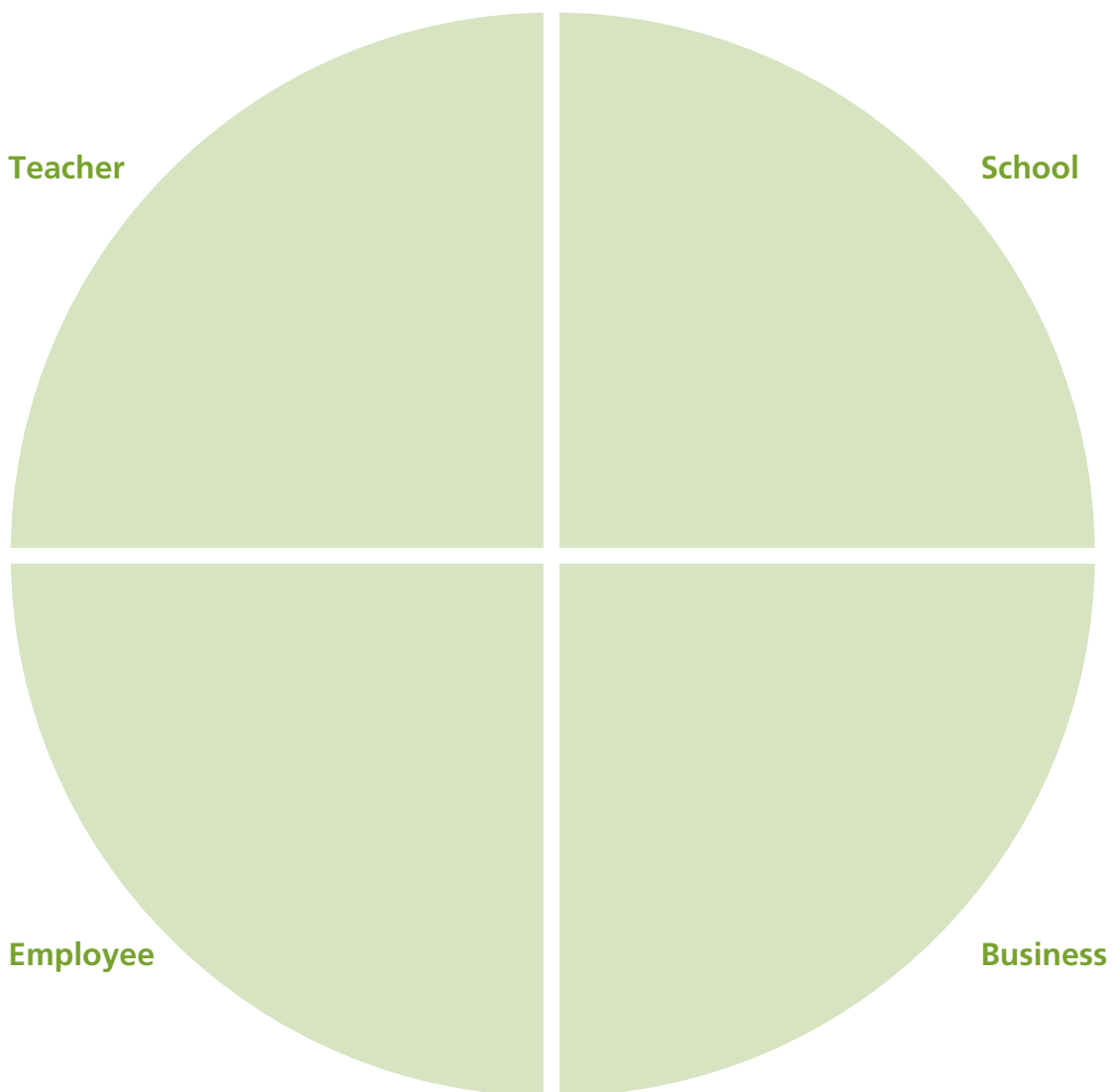
Reflect on your professional capacity as a potential partner. It's almost like your 'sales pitch'. Think of the following:

- the breadth and depth of knowledge that you have in your area of expertise
- your understanding of children and young people
- your range of skills.

Activity 7

Summarise your capacity as an individual potential partner in the diagram below.

Add in the equivalent 'sales pitches' for the other quadrants to complete the picture of individuals from school and business and the organisations working together. They could be based on your experiences or be your notion of ideal partners. It may help if you relate this activity to some aspect of partnership working that you would like to progress in reality.



Reflection 4

Reflect on what has been covered in this section.

1. Note down no more than three main points that have impacted upon you.

A

B

C

2. For each point identify how your practice will be taken forward.

A

B

C

First steps

The aim of this section is to clarify the prerequisites critical to a confident initiation of a partnership.

This will be achieved by sharing your thinking and experiences and those of others relating to the following key themes:

- 1** employer engagement provides an enhanced curriculum which offers a host of opportunities such as skills development, real life learning contexts, and insight into career opportunities and self-employment; however, in order to ensure maximum impact, schools need to consider and prepare a list of their specific curricular needs
- 2** by appreciating that each employer has something different to bring to the partnership appropriate local employers can be identified
- 3** employers are better placed to respond positively and engage in a partnership, committing their time and resources, if they are provided with appropriate supportive information
- 4** although face-to-face communication may appear to be time-consuming, it is highly regarded and should be viewed as an investment.

So what are these first steps?

Just as with any other interaction, when you are making contact for the first time you will want to think of:

- why you want to become involved
- who you are aiming to contact
- what they need to know about you
- how you make contact.



Activity 8

Use the information on pages 22 and 23. Each step helps you plot through the tasks to initiate the partnership.

Watch the video clip – it might provide some additional ideas.

Step 1 Why? Consider the quotation above Step 1 in relation to your school or business.

For those working in school identify curricular needs and insert specific curricular areas and courses which would be enhanced by employer engagement. You might want to think about prioritising according to the benefits to the children and young people, a range of curricular areas and courses, timescales, and staff attitudes. Those benefits to the children and young people could include the development of practical as well as personal and social skills, participation in real life learning contexts, insight into career options including self-employment, and accessing role models.

For those working in business identify the types of knowledge and understanding that would be gained and the benefits to employees and the business in general.

Step 2 Who? Consider the quotation above Step 2 in relation to your school or business.

Now identify either a real business or a school that you would seek as a potential partner. Insert who you think that partner organisation could be and why. You might want to take account of its size, location, ease of access, and any known contacts such as parents or relations of staff. In the case of schools you might want to consider the range of jobs and skills in the business.

Alternatively in the case of business the decision about type of school might make a difference, like primary, secondary or special. In real life situations such research would be invaluable as any organisation would expect a prospective partner to be interested in their activities and to have prepared thoroughly prior to making contact.

Step 3 What? Consider the quotation above Step 3 in relation to your school or business.

For those in school although you are familiar with your school environment, have experience in communicating with children and young people and have expertise in education policies, subject matter and practice, it may be a very different situation for your potential partner. It might be that an individual employer is a parent with a child attending your school and certainly everyone has attended school themselves. However, it is a different relationship that you are seeking to develop. Employers need to have confidence that they are entering partnerships with professional staff who can inform them, with as little jargon as possible, of what the school is about, such as:

- aims
- ethos
- curricular priorities
- practical aspects including the roll, catchment area, staffing complement, and facilities.

Employers may require advice on how best to communicate with the children and young people. If attention is not paid to the quality of those interactions the positive outcomes of the partnership could be negated. The employer will appreciate guidance on, for example:

- presentation skills, including verbal, non-verbal and listening
- lesson planning
- pace of learning
- appropriateness of activities.

A bonus from providing such advice is that the employer will gain an insight into the professional qualities and skills of school staff.

Amongst the reservations that an employer may have are concerns about what to do should there be an event such as a fire alarm, a behavioural incident or a disclosure. Schools can reassure employers by explaining clearly the appropriate procedures that are in place including:

- roles and responsibilities
- action to be taken.

Having reviewed these comments and suggestions, make a note in the Step 3 box of what you have to hand in school that could be put in a presentation folder for employers to give them the information they would need.

For those in business consider the information school staff would find useful. You might want to think about:

- background to your company
- your products and/or services
- the market for those goods or services including local, national and/or international
- how many people are employed
- the range of jobs in your workplace
- the skills and attitudes that your business relies on
- any special features or facts about your company such as awards.

Step 4 How? Consider the quotation above step 4 in relation to your school or business.

Share your thoughts on how you feel and react when you receive a 'cold' call? How do you react when your schedule is interrupted? How do you prefer to be contacted?

In terms of contacting a potential partner the following need to be taken into consideration:

- decision on who is the most appropriate person to make the initial contact; ideally it should be the person best informed about employer engagement

- decision on who is the most appropriate person to be contacted; that person may have been identified through for example parents, Parent Teacher Association, Parent Council, a recommendation from staff, or from a business directory
- decision within the school about the curricular needs which are to be the subject of discussion with the employer (from Step 1)
- decision on the form of the initial contact – by letter or by telephone call
- preparation of an outline of the reason for contact and the benefits to both partners
- readiness with a request for a face-to-face meeting at a time and location which suits both parties.

Once a meeting has been arranged then preparation for a more detailed discussion can be made. A presentation pack comprising relevant information referred to in Steps 1, 2 and 3 would be useful.

Make a note in the Step 4 box of how prepared your school or business is to initiate communication with an organisation with which you have had no previous contact.



'Like other countries, we face new influences which mean that we must look differently at the curriculum. These include global, social, political and economic changes, and the particular challenges facing Scotland: the need to increase the economic performance of the nation; reflecting its growing diversity; improve health; and reduce poverty. In addition, we can expect more changes in the patterns and demands of employment, and the likelihood of new and quite different jobs during an individual's working life.' **A Curriculum for Excellence (Scottish Executive, 2004)** www.scotland.gov.uk

Step 1 Why?

'wide-ranging partnerships with the business sector ranging from small local businesses to large international companies. Organisations such as Chambers of Commerce, the Federation of Small Businesses and local education business partnerships provide information, enterprise activities, staff training and opportunities for an exchange of expertise between the education and business sectors. Existing partnerships with public sector services and voluntary organisations provide possibilities for further collaboration.' **Focusing on Enterprise in Education: A Paper for Professional Reflection (LTS, 2005)** www.LTScotland.org.uk/enterpriseineducation

Step 2 Who?

'Every school has its own challenges. Each school has a unique identity based on the issues and challenges of its local environment. This identity should be formalised with all those people concerned with and involved in achieving its potential success. There is no one-size-fits-all, no single solution.'

The Enterprising School (University of Strathclyde, 2005)

www.strath.ac.uk

Step 3 What?

'Enable adults who are enterprising and have a can-do attitude to:

- *Find opportunities to make learning purposeful and relevant to real life*
- *Provide an approach where learning is effective, engaging and enjoyable by sharing responsibility for learning with pupils*
- *Facilitate learning and share responsibility for learning with other adults.'*

The Enterprising School (University of Strathclyde, 2005)

www.strath.ac.uk

Step 4 How?

Reflection 5

Examine the scope of this section, including comments from colleagues. Are there ideas or suggestions that you had not thought of before or had not put into practice but which would improve future activity?

If so, list three and complete the action plan below.

Idea	My action	By when	With whom
1.			
2.			
3.			



Partnerships in practice

The aim of this section is to examine a range of models of engagement to ensure that the needs of all children and young people are met.

This will be achieved by sharing your thinking and experiences and those of others relating to the following key themes:

1 types and scale of partnership engagements vary

2 acknowledgement of the need for specific support for vulnerable children and young people to enable them to participate.

Some types of engagement are examples of what is described in *The Enterprising School* (University of Strathclyde, 2005) as 'extending the learning that takes place in school, by building in real life experiences and making the transition from school to work easier.' Others 'focus on young people sharing responsibility for their learning and looking outwards to the 'real' world for solutions and guidance'.

www.strath.ac.uk

Partnership engagements vary from being small and tailored to meet the needs of an individual to large and multi-faceted meeting the needs of a number of individuals, groups, classes, year groups, and even whole school. They also vary in terms of the way in which they are drawn up, some being planned and implemented within a formally structured arrangement.



Reflection 6

In respect of that latter point consider the procedures within your school or business.



Activity 9

Consider the many different types of engagement listed below.

Add as many others as you can. Tick those in which your school or business is actively involved at present.

Type of engagement	Actively involved
Guest speaker / Presentations to classes	
Provision of resources to support the curriculum, eg real life projects, problem-solving, design briefs	
Invited participant as facilitator/ judge / co-ordinator / adviser	
Visit to workplace to gain understanding of skills / knowledge application in the workplace	
Access to work place facility to deliver the curriculum, eg use of business equipment	
Workshops on, eg teambuilding, health and safety, communication and presentation skills	
Placements in school for business partners	
Teacher placements in industry	
Business Enterprise / Young Enterprise Company support and advice	
Motivational talks, eg career development including self-employment, role-modelling by apprentices	
Mentoring	
Work experience placements	
Work shadowing	
Mock interviews	
Coaching, eg writing CV, interview techniques	
Career fairs and conferences	
Events hosted by employer, eg CPD	
Support improvement of school facilities	
Support staff skills development – managers, team leaders, etc	

Consider the extent to which the children and young people play an active role, for example the extent to which they are involved in decision-making, initiating, planning, managing and evaluating the activities.

Share your findings with a colleague. It would be especially interesting to find out more about an activity to which your school or business has not committed but has been undertaken elsewhere.

Prior to undertaking any of those activities, regardless of type or scale, some essential information needs to be gathered including:

1. curricular area
2. stage(s)/year group(s)
3. nature and outcomes of activity
4. nature of support from employer
5. specific support required for vulnerable children and young people involved
6. timing.

Point 5 has been included to ensure that consideration is given to particular circumstances that might otherwise prevent or curtail the ability of vulnerable children and young people to participate in employer engagement. Practical actions and requirements like wheelchair access come to mind, as does the sharing of confidential medical information.

However, there are many other potential barriers such as those facing some young people who have very restricted insight into the world of employment, where their role models may not be in employment, education or training, and employment is not viewed positively. *Count Us In – Achieving Inclusion in Scottish Schools* (HMIE, 2002) states that effective schools seek 'fresh ways to help realise ambition and develop talent to the full'.

Employer engagement can provide a route to securing the realisation of that ambition and talent.

Reflection 7

Which particular vulnerable individuals or groups of children or young people do you need to think about in this context?

Activity 10

Watch the video clip which demonstrates how employer engagement impacts on the curriculum. Record briefly the information on the chart provided.

Video title	
Curricular area	
Stage(s) / year group(s)	
Nature and outcomes of activity	
Support from employer	
Specific support	
Timing	

Share with colleagues the main points that arise.

Activity 11

Consider opportunities for schools to engage businesses in the curriculum. Outline your ideas here.

Curricular topic	Business input	Impact on curriculum	Active role / responsibility of pupils

Activity 12

Choose either:

a) an example from the Types of Engagement chart at the beginning of the section – but an activity in which your school or business is not currently engaged

or

b) an example of activity demonstrated in the video clip – again something in which your school or business is not currently engaged.

Focus specifically on the difference that your chosen employer engagement activity could make to the curriculum. Imagine that you are going to take this activity forward. Apply a SWOT analysis in the context of your school or business to that activity. This will enable you to consider some basic ideas that would be useful for planning for the future.

Strengths	Weaknesses
Opportunities	Threats



A shared agenda

The aim of this section is to identify a wide range of practices which maintain and nurture true partnerships.

This will be achieved by sharing your thinking and experiences and those of others relating to the following key themes:

1 the importance of ensuring that the welcoming ethos of the school or business is extended to partners

2 appreciation of partnership engagements and celebration of successes need to be communicated widely and creatively in as many media forms as possible and to everyone involved in the partnership – the children and young people, their parents, school-based staff, business partners, other associated agencies, and the wider community.



Activity 13

Share with a colleague something positive about your workplace and your role in it. It need not necessarily be involvement with a partnership. Listen to your colleague's response. Then reciprocate by listening and giving feedback.

Consider how you feel when someone praises you and what you are more likely to do as a result.

Reflection 8

Reflect on how *The Journey to Excellence* (HMIE, 2006) draws attention to schools working in partnership with other agencies and its community within Dimension 5. It illuminates 'multi-agency approaches to improve learning' indicating that:

'A school is excellent to the extent that...

All staff are fully committed to joint working. They expect to be involved in some way and as part of ongoing support for pupils.

Staff work with a variety of agencies to identify their distinctive contributions to providing rich and inclusive educational experiences for pupils. Staff participate actively in initiatives led by other agencies.

Joint planning and coordination of projects take place within an action plan agreed across agencies which reflects key national and local priorities. Plans encourage innovation.

Joint training of staff from different backgrounds and agencies helps them to learn from each other, discuss common issues and make joint decisions.

Staff seek creative ways of working together to benefit pupils. They and their partners identify their individual and shared roles in ensuring that children are safe, active, nurtured, valued, successful, respected and included. They have an integrated approach to quality improvement.

Staff actively reduce barriers and obstacles which hinder joint working.

Staff actively seek feedback from partner agencies and, where needed, change course significantly to benefit pupils. They listen to partners and stakeholders at times suitable to partners and respond to, and do their best to act promptly on, concerns, challenges and contributions.'

www.hmie.gov.uk

However, it is recognised that there are a number of barriers that can hinder effective communication including:

- unclear language including jargon which can literally give the wrong message or baffle the recipient
- stereotyping which typifies a person, group, organisation or event based on oversimplified assumptions or opinions can cause misrepresentation and confusion on the part of both partners; it can colour inappropriately how the message is given and received
- lack of feedback, for when communication is only one way it can cause a partnership to wither
- inappropriate space and timing, where physical distractions and interruptions can impede the quality of one-to-one communication.

Consideration needs to be given to ensure that the maintenance and nurturing of partnerships are not jeopardised through inattention to the quality of communications. After all, that is an essential element of education and business alike and an indicator of the ethos of all organisations. Even the organisation of an event such as a meeting requires attention to be paid to practical points including:

- buildings, car parking and entrances well sign-posted
- the timing of arrival of a visitor to a school scheduled to avoid crowded corridors
- staff at reception informed of expected visitors
- person designated to conduct the visitor to the meeting room
- offer of refreshments.

Activity 14

There is a multitude of opportunities available to celebrate and to provide recognition of partnerships. They involve different people, places, times and means. Review the following list, which provides suggestions about:

locations in school

- classrooms , study and practice bases
- other rooms including the headteacher’s office, staff rooms, school office, library, careers base, prefects’ room
- communal areas including the car park, entrance foyer, corridors, dining room, social area
- playground
- minibus

locations in businesses

- work spaces
- offices
- communal areas including the car park, entrance foyer, corridors, dining room, social areas
- company vehicles

activities

- prior to, during and after activities and events including working groups, planning groups, school shows, sporting events, school assemblies, ceremonies, career development sessions, staff coffee mornings, social events

media

- forums such as local and national newspapers, journals, radio and TV

through flows of information

- from the school or business including letters, emails, newsletters, on websites, videos.

Activity 15

Consider the status of a partnership that is in operation. Focus on any particular locations or opportunities in your school or business that have not been used to their full potential to promote or celebrate partnership engagement in the past. Complete the action plan below to set out how the nurturing of the partnership activity might be achieved.

If the business partnership is not up and running yet use this opportunity to help plan one that you would like to introduce.

Nature of partnership activity:		
Methods to use	With whom	By when

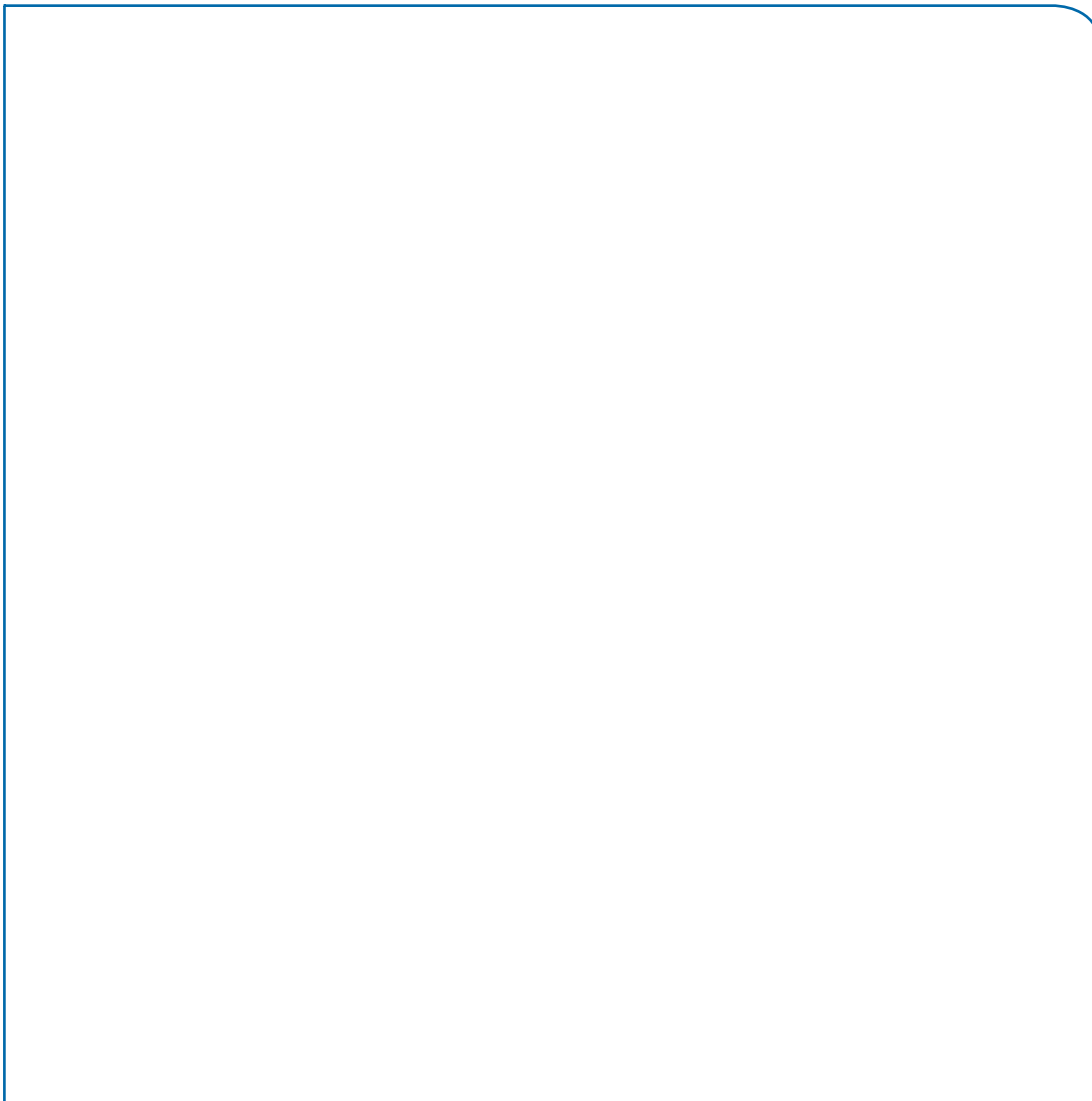
Reflection 9

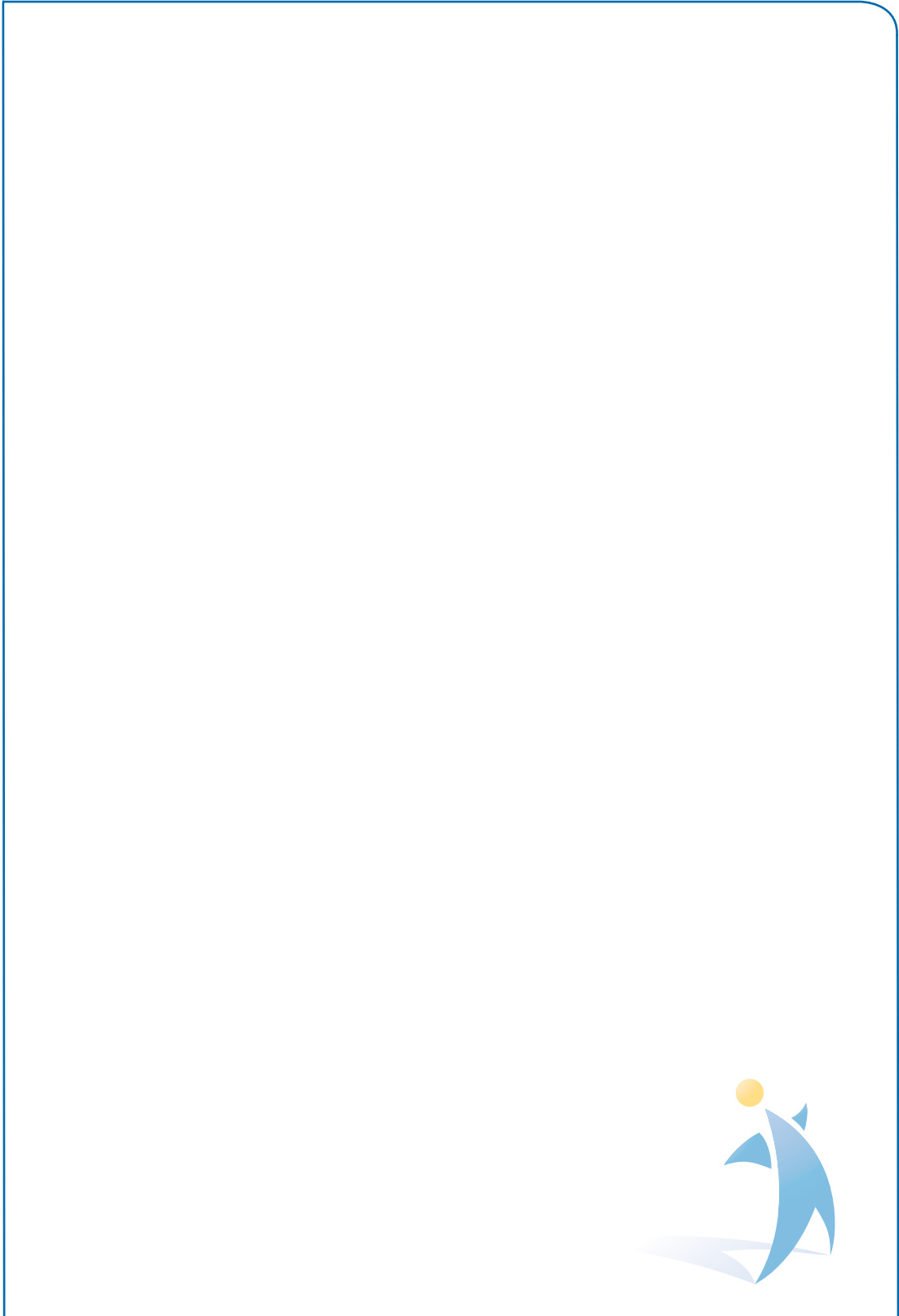
Working with employers is identified in *The Journey to Excellence: Part 3 How Good is Our School* (HMIE, 2007) within Quality Indicator 8.1. The key features of this indicator include reference to:

'the school's arrangements for consulting, communicating and working with others in supportive and effective ways. Key considerations include the extent to which the school works effectively in a range of multi-disciplinary partnerships and is committed to joint working in planning, delivering, and evaluating joint projects.'

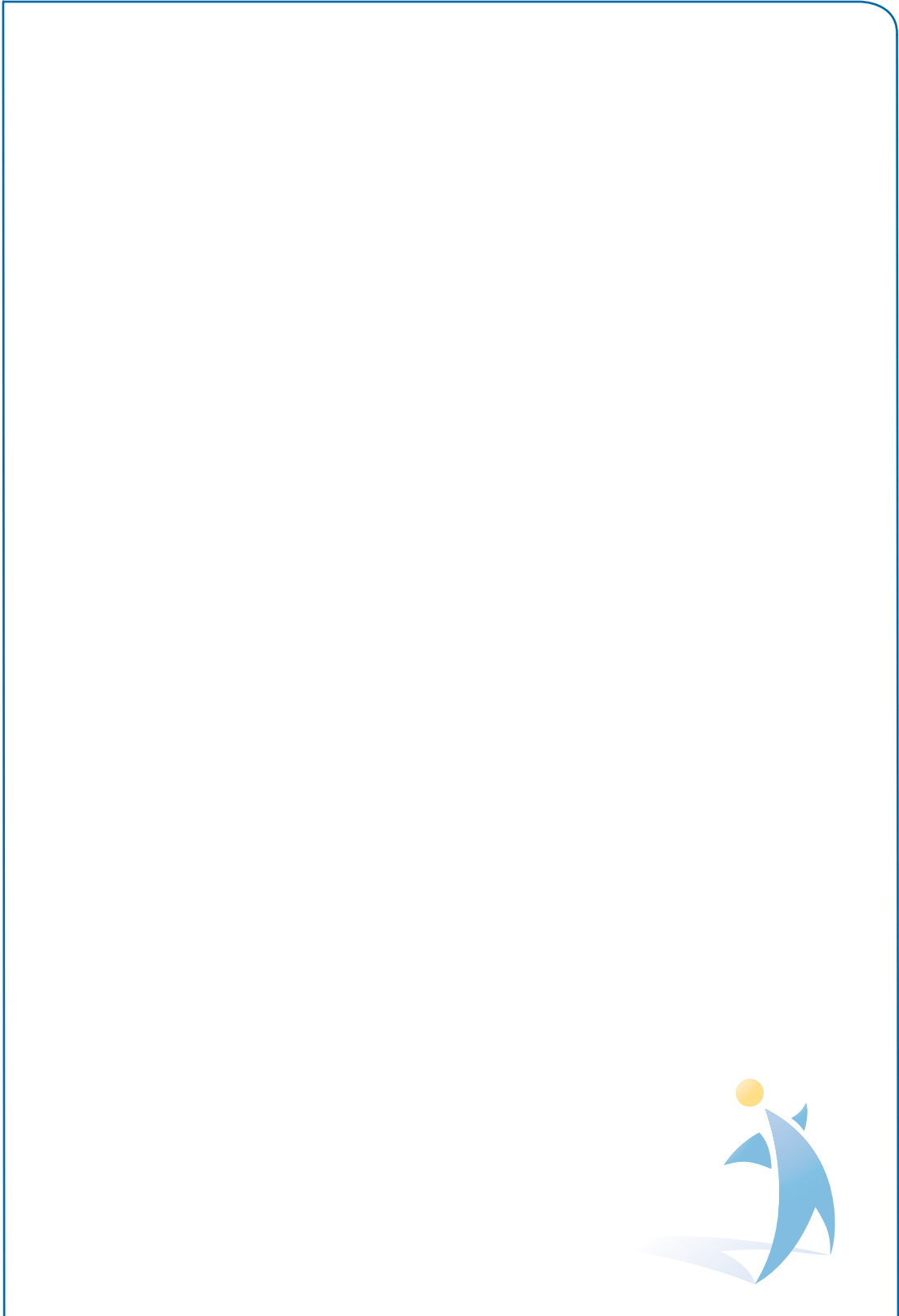
www.hmie.gov.uk

Consider the extent to which your school or business in general meets this challenge; also the extent of your own contribution.









Learning and Teaching Scotland
The Optima, 58 Robertson Street,
Glasgow G2 8DU
Customer Services: 08700 100 297
enquiries@LTScotland.org.uk
www.LTScotland.org.uk

