



School and Community Partnerships

A toolkit designed to introduce the guiding principles of effective partnerships and how they are formed between schools and the community. Students will learn how to identify, build, implement and sustain community partnerships.

AUTHORS
BENCHMARKS
CURRICULUM
TEACHING LEVEL

The Smith Family and Design Minds
 National Curriculum
 Business, Economics, SOSE
 7-10, 11-12

EXPECTED DURATION



This toolkit is structured to be undertaken over the period of one full semester however teachers may prefer to reduce the amount of time they dedicate to the project and run it over a one term instead.

EXERCISES

1. Identifying Partnerships and Potential Projects
2. Building Partnerships
3. Implementing Partnerships
4. Sustaining Partnerships

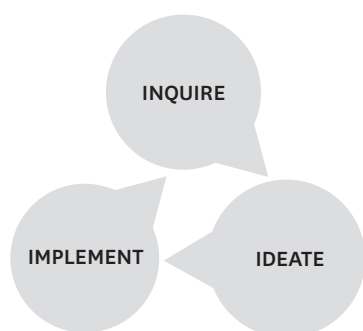
RESOURCES FOR COMPLETION

- Internet connection with access to Google and Google Maps
- Butchers paper and markers
- Pencil or pen for each student
- Post-it notes
- Various presentation materials (such as coloured card and recycled materials)

RESOURCES FOR DOCUMENTATION

- Document student reflections in a student journal or other method preferred by the teacher
- Digital camera or scanner to document the project throughout its stages (optional)
- Digital video camera to document the project throughout its stages (optional)

DESIGN AND CAPABILITIES



Capabilities for creating successful learners, confident and creative individuals, and active and informed citizens.

Literacy	1	2	3	4	5	6	7	8	9	10
Numeracy	1	2	3	4	5	6	7	8	9	10
ICT capability	1	2	3	4	5	6	7	8	9	10
Critical and creative thinking	1	2	3	4	5	6	7	8	9	10
Personal and social capability	1	2	3	4	5	6	7	8	9	10
Ethical behaviour	1	2	3	4	5	6	7	8	9	10
Intercultural understanding	1	2	3	4	5	6	7	8	9	10

[Visit Design Minds](#) for more info on design phases.

[Visit the Australian Curriculum website](#) for more info on general capabilities.

Community Partnerships

OVERVIEW

In this toolkit we look at the aspects of a successful partnership and the phases involved in the partnering process. The aim is to provide you with a framework for successful school–community partnerships that you can use for any project at your school that would benefit from a local partnership.

Below you will find some more information on the partnering process as well as some useful case studies and links to help you better understanding community partnerships.

PARTNERING PROCESS

Partnerships are a vital tool in delivering quality outcomes for schools, business and the community.

Partnering may take many forms, but common aspects of a successful school–community partnership include the following:

- Enhancing student learning and outcomes
- Benefiting schools, businesses and the community
- Having the support of the school community
- Having the support of school and business leadership
- Being embedded in school and business cultures
- Being built on strong foundations
- Being adequately resourced

You can read more about these principles in the 'Guiding Principles for School-Business Relationships' document available from Schools Connect (http://schoolsconnect.org.au/wp-content/uploads/2013/03/GuidingPrinciples_for_SBR.pdf).

There are typically four phases to consider when forming a school-community partnership. This toolkit has been structured around these four phases, which include:

IDENTIFY

A phase centered on defining the school's values and project goals and identifying students' needs and the types of relationships that could support these.

During this phase you may assess your projects needs, build a case or proposal for partnering, map existing relationships and identify potential new ones.

BUILD

A phase centered on developing relationships and building a nurturing environment for partnerships to grow.

During this phase you may plan the partnership activities, identify how the project will be resourced and document how the relationship will work and what each party will contribute.

Community Partnerships

Cont.

OVERVIEW

IMPLEMENT

A phase centered on undertaking your project and continually monitoring and reviewing its success.

During this phase you may analyse and gather information and feedback that will allow you to review, adjust and promote your project while it is being run.

SUSTAIN

A phase centered on sustaining the relationship beyond the immediate project.

During this phase you may evaluate the project and the relationships involved and identify opportunities for further partnership growth or activities.

The above phases will be explored more thoroughly throughout the toolkit.

RESOURCES

CASE STUDIES

Youth Attainment and Transitions Partnership

https://www.youtube.com/watch?v=5ux_7_kib7k

Young Entrepreneurs Partnership

<https://www.youtube.com/watch?v=WuD-EBHnl-U>

Glenala State High School -- Finalist 2012 Showcase Award for Community or Industry Partnerships

<https://www.youtube.com/watch?v=Dktpu24wSrQ>

Milpera Partnership

<http://www.youtube.com/watch?v=6gDEXLxTWUM>

LINKS

Partnering links

Partnerships for Schools, Businesses and Communities

<http://education.gov.au/partnerships-schools-businesses-and-communities>

Guiding Principles For School-Business Relationships

http://schoolsconnect.org.au/wp-content/uploads/2013/03/GuidingPrinciples_for_SBR.pdf

Partnership Brokers

<http://107brokers.net.au>

Schools Connect Australia

<http://www.schoolsconnect.net/about/>

Identifying Partnerships & Potential Projects



70 minutes x 4

Inquire
Ideate
Implement



METHOD

All class exercise

MATERIALS

- Paper, pencils and highlighters
- Washable markers and butcher's paper
- Post-it notes
- Scanner for recording results (optional)

INTRODUCTION

In these activities, teachers and students will work together to identify existing school partnerships and potential new partnerships within the local school community. Students will then brainstorm possible projects to collaborate on with these partners.

Before deciding on a specific project to work on, students should first assess viable opportunities for partnerships within their school community. There are two key ways to do this. The first is to analyse existing relationships your class or school already has and investigate how to further enhance an existing project with them or develop a new one. The second is to undertake a mapping exercise of the school's local community to identify businesses or organisations that may provide a new partnership opportunity.

Once you have decided on a project you will need to identify some potential partners who would also benefit from being involved in the project. The best way to do this is to map any existing relationships your class or school already has and then think about potential new partnerships that you could develop that relate to your project.

ACTIVITY 1.

ANALYSING EXISTING RELATIONSHIPS

Together with teachers, students must first identify the existing school relationships. This will most likely involve interviewing relevant teachers and staff who coordinate the specific partnerships.

Get students to also have a rapid fire brainstorming session to identify key connections. Once all existing relationships have been identified, they should be analysed to determine their viability as partnerships using the *Partnerships Scan Survey* overleaf. Students should work in groups of 4 to complete the analysis. If there are a large number of relationships to analyse, student groups can be assigned different partnerships to assess. If there are only a small amount of relationships, students can analyse the same partnerships and compare notes.

ACTIVITY 2.

MAPPING NEW PARTNERSHIPS

There may be a need to look outside of existing relationships and to develop new partnerships. If this is the case, students should complete a local community mapping exercise.

Again, students should work in groups of 4. With a large printout of a google map of the local school area, students should pinpoint and mark out businesses or organisations that may provide an opportunity for a local partnership.

If you decide upon creating a new concept, this should be explored, developed and documented using the partnership profile document (p11-13).



Have you considered?

Refer to the 'Guiding Principles for School-Business Relationships' document (http://schoolsconnect.org.au/wp-content/uploads/2013/03/GuidingPrinciples_for_SBR.pdf). Use this document to familiarise yourself with the aspects that make up a successful partnership and base your identification of potential partners on the recommendations in the guidelines.

Identifying Partnerships & Potential Projects

Cont.

PARTNERSHIPS SCAN SURVEY

Partnership Details

Your Name

Name of Partnership/ Initiative

Year Partnership was formed

Name & Position of person responsible for the Partnership

Please list the names of all key partners in your partnership i.e. the groups involved in decision-making e.g. the local council, the P&C, a local business etc.

Stakeholder 1

Stakeholder 2

Stakeholder 3

Stakeholder 4

Stakeholder 5

Stakeholder 6

Please provide a brief summary of how and when the partnership began.

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.....
.....

From the list below, check the one that best describes your partnership currently?

- INFORMAL**—An as-needed or one-off arrangement with no formal documentation of roles and responsibilities.
- FORMAL**—A formal arrangement, with the roles and responsibilities of each partner agreed to and documented.
- EMBEDED**—Over the years the relationship has deepened until its objectives are embedded in the business plans of all key partners.
- Other**—Please specify

From the list below, check the one that best describes your partnership currently?

- IN KIND**—Exchange of goods, time or services between key partners as opposed to money.
- FINANCIAL**—Involves the exchange money from one key partner to another.
- BOTH IN-KIND & FINANCIAL**

Identifying Partnerships & Potential Projects

Cont.

PARTNERSHIPS SCAN SURVEY
Cont.

From the list below, check the one that best describes your partnership currently?

- COORDINATING**— Exchanging information & altering activities for mutual benefit.
- COOPERATING**— Exchanging information, altering activities & sharing resources for mutual benefit & common purpose.
- COLLABORATING**— Exchanging information, altering activities, sharing resources & enhancing the capacity of partners for mutual benefit & common purpose.
- Other**— Please specify

Who is involved in the partnership activity? Please mark one relevant column for each row.

	Involved decision maker of partnership	Involved through the activities of partnership	Could potentially be involved	Not Involved/not likely to be involved
Teachers				
Parents				
Students				
Principal				
Head of Department				
School Council members				
School Nurse				
Chaplain				
Guidance Officers				
Other schools				
TAFE/RTOs				
Universities				
Senior Citizens				
Youth Workers				
City Council				
Business				
Clubs				
Media				
Police				
Chamber of Commerce				
Government				

Other (please specify)

Which students are involved?

Year Levels

Subject Areas

Other Grouping

How were students chosen

There are no students involved because

Identifying Partnerships & Potential Projects

Cont.

PARTNERSHIPS SCAN SURVEY
Cont.

In what ways have participants benefited from being involved in the activities resulting from this partnership? *Please mark one relevant column for each row.*

	Strongly disagree	Disagree	Agree	Strongly agree	N/A
Classroom learning more meaningful					
Shares responsibility for learning					
Creates opportunities for learning beyond the classroom					
Creates opportunities to bring expertise into the classroom					
Caters for different learning styles, preferences and life circumstances					
Broadens and deepens learning experiences					
Expands awareness of linkages between education and career opportunities					
Improves young people's employability, career development and life skills					
Engages or reengages young people in education					
Recognises and accredits community learning					
Other (please specify)					

Describe one or a couple of the most memorable outcomes of the partnership, if any come to mind:

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In what ways have the key partners external to the school benefited from the partnership? *Please mark one relevant column for each row.*

	Strongly disagree	Disagree	Agree	Strongly agree	N/A
Promotion and exposure of their organisation within school					
Raising the profile of their Industry					
Building a pipeline of future employees or clients					
Contributing as a member of the local community					
Provided staff with a community engagement opportunity					
Other (please specify)					

Identifying Partnerships & Potential Projects

Cont.

PARTNERSHIPS SCAN SURVEY
Cont.

Please answer the following statements:

	Strongly disagree	Disagree	Agree	Strongly agree	N/A
Partners are fulfilling their responsibilities within the partnership					
There is a shared vision and common goals					
Each partner has a clearly defined role and responsibilities					
The expectations of each partner are fair and reasonable					
There is regular communication between partners					
All partners receive fair recognition for their efforts					
The partnership is sustainable in the long term					
The partnership has potential for enhancement					
For the partnership to reach full potential, more resources are needed					
Benefits of the partnership justify the time and effort spent					
For Secondary schools, increases students choosing a subject area as a result of the partnership					

Other (please specify)

What information can you provide around potential partnerships that could benefit your school?

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Identifying Partnerships & Potential Projects

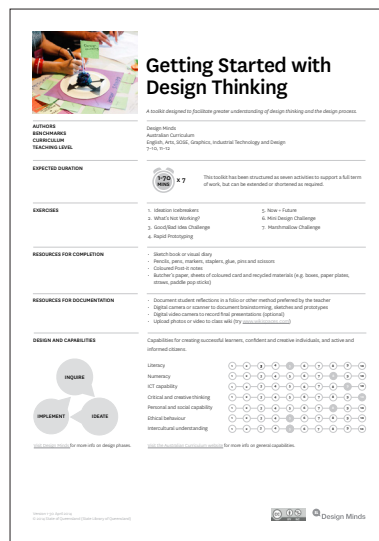
Cont.

ACTIVITY 3

DETERMINING PROJECT OPPORTUNITIES

Using both existing and potential new partnerships analysis, students should identify the two most fruitful opportunities for pairing up.

Once these two partnerships have been identified, students should brainstorm ideas for potential projects to collaborate on. Consider using either the *Getting Started with Design Thinking* (designminds.org.au/getting-started-with-design-thinking/) or *Rethinking the Problem* (designminds.org.au/toolkit-rethinking-the-problem/) toolkits as a basis of your brainstorming. This process can be spread out over multiple classes if you wish and by the end of the sessions students are to have identified an idea for a project on which to collaborate with their new partners.



Getting Started with Design Thinking Toolkit



Rethinking the Problem Toolkit

REFLECTION

Reminder on how to record for reflection

Students are asked to document any brainstorming and ideas for the project, as well as partnership mapping documents in student journals (optional). Alternatively teachers can facilitate a brief class discussion.

Prompts for reflection:

- Would all of your existing school relationships be considered partnerships or are they a different kind of relationship (e.g. sponsorship, supporter etc)?
- Are there existing projects that can be enhanced or improved upon within existing partnerships?
- Are there opportunities to link existing partnerships with new partnerships? If so, how?

DOCUMENTATION

Scan students' journal reflections and include in an online wiki for the project.

Building Partnerships



70 minutes x 4

Inquire
Ideate
Implement



METHOD

All class exercise or small groups

MATERIALS

- Pen and Paper
- Butcher's paper and Markers (optional)
- Post-it notes (optional)

ACTIVITY

In this activity teachers and students will work together to plan out partnership activities and approach potential partners.

Once you have completed your project proposal and identified your potential partners it is time to start approaching these partners and planning the partnership activities with them.

During the process of securing partners you should have gained a good sense of what aspects of the project your partners are interested in supporting. Now it is time to interrogate these beliefs by creating a planned set of partnership activities. This plan should outline who the partners are, how they will contribute and what the project milestones or deadlines are and who is responsible for them. Use the *Project Profile* overleaf as a guide to assist with developing your project plan.



Have you considered?

Refer back to the 'Guiding Principles for School-Business Relationships' document (http://schoolsconnect.org.au/wp-content/uploads/2013/03/GuidingPrinciples_for_SBR.pdf) and use this to ensure the activities you plan contribute to a successful partnership.

REFLECTION

Reminder on how to record for reflection

Students are asked to document any meetings with partners and project plans in student journals (optional). Alternatively teachers can facilitate a brief class discussion.

Prompts for reflection:

- How successful do you think the project will be with the partners you have secured?
- Is there anything you would do differently if you were to approach partners on a new project?
- Did the *Project Profile* identify any gaps or issues with your idea? How will you address these issues?

DOCUMENTATION

Scan students' journal reflections and include in an online wiki for the project

Building Partnerships

Cont.

PARTNERSHIP PROFILE

**N.B. This is a draft and will be amended to fit with partners’ needs and ideas.*

Project Title

Purpose of the project:

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Current concept:

What is the partnership idea currently? What format will it take? Feel free to use diagrams/tables to explain.

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Diagrams of concept:

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Background:

Why is there a need? How was it identified?

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Building Partnerships

Cont.

PARTNERSHIP PROFILE

**N.B. This is a draft and will be amended to fit with partners' needs and ideas.*

Project priorities

Please list a maximum of 5 key priorities for this project.

Priority 1

Priority 2

Priority 3

Priority 4

Priority 5

Partners' actions:

Partner 1:

This partner will support the partnership by:

Partner 2:

This partner will support the partnership by:

Partner 3:

This partner will support the partnership by:

Partner 4:

This partner will support the partnership by:

Building Partnerships

Cont.

PARTNERSHIP PROFILE

**N.B. This is a draft and will be amended to fit with partners' needs and ideas.*

Project timeline:

Date	Description

Partners' Contact Details

Non-school partners:		
Person & name of Partnership organisation	Position/Role of contact	Email & phone number

School partners:		
School & school contact	Position/Role of contact	Email & phone number

Implementing Partnerships



70 minutes x 4

Inquire
Ideate
Implement



METHOD

All class exercise or small groups

MATERIALS

- Pen and Paper
- Butcher's paper and Markers (optional)
- Post-it notes (optional)

ACTIVITY

In this activity teachers and students will work together to undertake the project and take steps to monitor the project as it progresses so any necessary changes can be made along the way. If you are pressed for time you may wish to just undertake a trial of the project.

With partners on board and planning finalised it is time to undertake your project. This is a fun stage of your project where you often get out in the community to provide a service, sell your wares etc. It is however important to monitor your progress as you go so you can make any necessary changes to your project plan as you go, always keeping your partners informed of course.

Before you begin your project create a set of evaluation mechanisms that allow you to monitor the project as you go. These may include simple online or paper questionnaires for you and your partners that you complete at regular points throughout the project. The *Partnership Evaluation Guide* overleaf can be used as a guide to assess the progress of your partnership and project.



Have you considered?

Refer back to the 'Guiding Principles for School-Business Relationships' document (http://schoolsconnect.org.au/wp-content/uploads/2013/03/GuidingPrinciples_for_SBR.pdf) and use this as the basis on which you monitor partnerships throughout the project.

REFLECTION

Reminder on how to record for reflection

Students are asked to document any forms of feedback and evaluation completed during the project in student journals (optional). Alternatively teachers can facilitate a brief class discussion.

Prompts for reflection:

- How easily did the project rollout?
- What key insights did you get from consulting the *Partnership Evaluation Guide*?
- How can you improve the implementation of the project for the future?

DOCUMENTATION

Scan students' journal reflections and include in an online wiki for the project

Implementing Partnerships

KPMS	1 LIMITED PROGRESS	2 SOME PROGRESS	3 SATISFACTORY PROGRESS	4 CONSIDERABLE PROGRESS	5 ACHIEVED
<p>Shared Goal</p> <p>Partners have a clear, shared, realistic goal</p>	<ul style="list-style-type: none"> Partners recognise the need for agreed goal/s. Partners are unsure about what their organisation hopes to achieve as a partner and about the benefits of working together. 	<ul style="list-style-type: none"> Partners are exploring and negotiating their goals. Some partners understand the potential benefits of partnering and can articulate what their organisation hopes to achieve. 	<ul style="list-style-type: none"> Partners have preliminary shared goals. Further work planned. Most partners have a clear understanding of the potential benefits of partnering and can articulate what their organisation hopes to achieve. 	<ul style="list-style-type: none"> Partners have agreed goal/s and are testing these with stakeholders. All partners articulate the potential benefits of the partnership and understand what each of the other partner organisations hope to achieve. 	<ul style="list-style-type: none"> Partners document and communicate their shared goals and outcomes. All partners advocate the long term benefits of working together. Partners' interests/hopes about the partnership are regularly reviewed.
<p>Shared decision making</p> <p>Each partner contributes meaningfully to the planning and implementation of the program, and is involved in the decisions that are made</p>	<ul style="list-style-type: none"> Partners are learning how each partner can contribute to decisions and actions. Structures, processes, roles and responsibilities are not established. Do not yet have full stakeholder representation in the governance. Building relationships is at an early stage. 	<ul style="list-style-type: none"> A minority of partners are active in planning, decisions and implementation. Structures, processes, roles and responsibilities are being discussed. More representative stakeholder involvement in governance is being planned. One-off differences or disputes are managed well. No set policies or processes used. 	<ul style="list-style-type: none"> Action is being undertaken to engage all partners in decision making and implementation. Structures, processes, roles and responsibilities are established though their use is limited. More representative stakeholders have been approached, not yet fully engaged. Partners recognise that differences and disputes are 'normal'. Policies and processes for managing these are agreed. 	<ul style="list-style-type: none"> Each partner regularly contributes to decisions and implementation. Structures, process, roles and responsibilities are clear and generally used well. Representation of stakeholders in the governance of the partnership is working well. Partners can disagree or resolve disputes openly using the agreed policies or processes appropriately. 	<ul style="list-style-type: none"> Each partner contributes to plans, decisions and their implementation. Partners regularly review and adapt their processes and structures, roles and responsibilities to meet needs. Looking ahead to the need for new stakeholders for governance as the partnership evolves. Partners identify their lessons from resolving differences and disputes. Their partnership is strengthened.
<p>Communication</p> <p>There is effective communication between parties</p>	<ul style="list-style-type: none"> Communication between partners not yet working satisfactorily for all partners. Partners have not yet identified the best ways of communicating back to their organisations or networks. A stakeholder communication plan not yet agreed. 	<ul style="list-style-type: none"> Partners recognise that they need agreed communication processes and roles, action begun. Partners have discussed with each other their early experiences of communicating to their organisations. A stakeholder communication plan is currently being developed. 	<ul style="list-style-type: none"> Action is being undertaken to engage a majority of partners in decision making and implementation. Partners openly identify challenges and opportunities for communication with their organisations. A stakeholder communication plan is agreed. Limited actions taken. 	<ul style="list-style-type: none"> Each partner regularly brings their strengths and contributions to decisions and implementation. Partners have identified the most effective methods to communicate developments to their organisations. Communications with stakeholders are planned and working satisfactorily. 	<ul style="list-style-type: none"> Each partner contributes to plans, decisions and their implementation. Organisations are well informed of the partnership's lessons and developments and use these in their own communications. The partnership's relationships and goals are strengthened through communications with stakeholders.
<p>Commitment and Investment</p> <p>All organisations are committed to the partnership and make a considerable investment to it</p>	<ul style="list-style-type: none"> There is some engagement between partners' organisations. Little attention given to the diverse contributions or limits each partner organisation brings. No action in partnership organisations on this as yet. 	<ul style="list-style-type: none"> Most partner organisations are engaged and some display commitment to the partnership goal. Partnership has some understanding about what contributions, investments and limits each organisation brings. Partners are planning how to ensure that their organisations strategies and plans recognise the partnership's goals and approaches. 	<ul style="list-style-type: none"> All partner organisations say they are engaged. Some are not yet fully committed to the partnership's goals and implementation. The contributions and commitments partners make to the partnership could be perceived as 'uneven'. Partners address the challenges and opportunities for the partnership goals to be included in their organisation's strategy and planning. 	<ul style="list-style-type: none"> There is growing commitment to the partnership as a strategic approach. Partners understand the contributions each partner brings. Diversity of contributions and commitments are openly valued. When commitments could improve, this is dealt with openly. Partnership goals and approach are beginning to be included in the strategies and plans of each partner organisation. 	<ul style="list-style-type: none"> Partner organisations 'own' the partnership approach and results. They speak about added value to their stakeholders. Partners can identify how the sum of investments and commitments is more than one partner could have achieved. Partnership goals and the partner organisations' strategic directions are well aligned. These are reviewed regularly.
<p>Review</p> <p>Partners monitor and review their partnership and progress towards goals</p>	<ul style="list-style-type: none"> Minimal monitoring and review is occurring. Little action taken on continuous improvement and development. No processes for these changes in action yet. 	<ul style="list-style-type: none"> Plans are in place for regular monitoring and review. Partnership has identified the need for collective reflection on lessons, improvements and building capability. Action is planned. The partnership recognises the need to have processes for moving on and joining. Action is planned. 	<ul style="list-style-type: none"> Action has begun on regular monitoring and review. Partnership has begun to make improvements, identify lessons. Partners learn from each other. The partnership is slowed down by these personnel changes. Processes are agreed and action begun to improve this. 	<ul style="list-style-type: none"> Regular monitoring and review leads to action and improved results. Partnership has commitments and processes for continuous improvement. Opportunities to build partnering capability are taken. Processes for partners moving on or joining are used to reflect, improve and enhance the partnership. 	<ul style="list-style-type: none"> Regular monitoring and review have led to revised strategies or refreshed goals, targets and action. Partnership has lessons, improvements, and capability building that they can share with other partnerships in the region. Processes for partners moving on or joining are managed well. It is a time for learning, reflection and improvements.

Sustaining Partnerships



70 minutes x 4

Inquire
Ideate
Implement



METHOD

All class exercise

MATERIALS

- Pen and Paper
- Butcher's paper and Markers (optional)
- Post-it notes (optional)

ACTIVITY

In this final activity teachers and students will work together to evaluate the project and the partnerships involved and identify opportunities for further partnership growth or activities.

A phase centered on sustaining the relationship beyond the immediate project.

During this phase you may evaluate the project and the relationships involved and identify opportunities for further partnership growth or activities.

Now that the project is complete it is important to review its success and the success of the partnerships involved and look forward for future opportunities. You may use the data gathered from the previous activity to help assess the success of both the project and the partnerships involved.

You may also wish to interview or meet with each of your partners to get their feedback. This gives you valuable insight into the project from a partners perspective and gives you the opportunity to discuss future partnerships or activities. Opportunities may include running the project or a similar project again next year with another class, continuing the project in some capacity, perhaps with additional partners or expanding the project in future to include other schools, businesses or community groups.

This is also a good time to revisit the 'Guiding Principles for School-Business Relationships' document (http://schoolsconnect.org.au/wp-content/uploads/2013/03/GuidingPrinciples_for_SBR.pdf). Using the guidelines as a reference point, reflect on how successful your partnerships were and outline ways they could have been improved.

REFLECTION

Reminder on how to record for reflection

Students are asked to document any forms of feedback and evaluation as well as a summary of future potential for the project and the partnerships involved in student journals (optional). Alternatively teachers can facilitate a brief class discussion.

Prompts for reflection:

- What are some of the lessons that have been learnt by undertaking your project?
- What has the project taught you about the importance of partnerships?
- Identify one way to enhance/progress your project in the future.
- If the project were to continue, who would be the best group to continue it? would it be yourself, the next student class or someone else? Why?

DOCUMENTATION

Scan students' journal reflections and include in an online wiki for the project

Feedback

We truly appreciate your contribution to furthering Design Thinking in education through the use of this toolkit. To thank you we would like to send you a FREE book courtesy of State Library of Queensland. Just include your full contact details below and we'll handpick something special for you!

ABOUT YOU:

Teacher name: _____ School: _____

Postal Address: _____

Email: _____ Phone: _____

Age of students involved: _____ No of students involved: _____

Would you like to receive occasional updates from APDL? *(please tick)*

ABOUT THE TOOLKIT:

How well did the toolkit align with and support your existing learning benchmarks?

How easy was the toolkit to use?

How easily understandable did you find the the language and concepts presented?

How well did students enjoy the activity? *(Please provide any examples of student feedback or anecdotal evidence)*

Anything else to share? *(Your experiences, learnings or suggestions)*

HELPING OUT:

I'm interested in being contacted further for:
(please tick)

Providing ongoing feedback

Authoring future toolkits

Becoming a Design Minds ambassador

WHAT'S NEXT?

Return your completed feedback form to the Design Minds team:

E: asiapacificdesignlibrary@slq.qld.gov.au

M: Asia Pacific Design Library
State Library of Queensland
PO Box 3488
South Brisbane QLD 4101

And we'll get to work selecting a special book, just for your school!