

Uniting

Research Report

Research and Social Policy
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Becoming U

Working in partnership with Nambucca Heads High School

Becoming U

NAMBUCCA HEADS HIGH SCHOOL



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Summary

This report presents findings from a qualitative research project examining the collaborative partnership between Becoming U and Nambucca Heads High School.

The research sought to explore **'key ingredients' that have contributed to the partnership's effectiveness** as it has developed.

Insights shared in this report have been collated from interviews with 15 people (5 from the project team; 10 from the school) who have been involved in the partnership.

Through the perspectives of those 15 interviewees, eight **'ingredients'** stood out as being key contributors to the partnership's **development so far**.

The report provides discussion of what sits under those eight contributing factors. It concludes by sharing seven tips for others wanting to grow this kind of partnership, based on the reflections of people who are currently walking that path.

Contributors to the partnership's success so far:

1. Key people
2. Shared sense of purpose
3. Shared ownership
4. Trust
5. Willingness to think outside the box
6. Flexibility and agility
7. Time and patience
8. Resourcing

Tips for others:

1. Make a key contact in the school as your 'go-to' person
2. **Don't assume you know what is needed.** Listen and respond.
3. Get to know the school system
4. Pick the right people
5. Communicate, communicate, communicate
6. It takes time and patience
7. Just keep going

Context of this report

The initiative now known as Becoming U started in Nambucca Heads in 2019, supported by Uniting NSW.ACT. Becoming U seeks to collaborate with like-minded people and organisations in Nambucca Heads to improve the lives of **the community's** children and young people (8 – 18 years).

As part of Uniting's support for Becoming U, our Research and Social Policy (RSP) team works with the project team to support evaluation and learning in their collaborative work.

The partnership with Nambucca Heads High School (NHHS) is central to that work. In line with a 'strategic learning' approach taken throughout the project¹, we sought to understand, from the perspectives of people involved, what might have contributed to, or inhibited, **the partnership's effectiveness**.

In many ways the partnership is still in its early days. So, our focus here is on the working partnership itself (e.g., what and who has made it work, what has helped to build trust, what has sustained the partnership through barriers and challenges). We were curious to explore if there might be a list of **'key ingredients'** necessary for a partnership like this to work.

Assessment of the partnership's effectiveness in terms of impact on young people is beyond the scope of this report.

Approach **we've taken**

In collaboration with NHHS, we developed a set of questions covering aspects of the partnership that were of shared interest. The questions formed the basis of semi-structured interviews with key stakeholders from the Becoming U project team and NHHS school community.

Interviews were carried out in individual or small group settings around staff availability, by a principal researcher **on Uniting's RSP team** who has supported evaluation and learning for the project since 2019. Most were **in person during the researcher's site visit** to Nambucca Heads in August 2022, while a few, for practical reasons, took place over MS Teams after her visit.

The researcher would like to acknowledge the generous and insightful contributions of the people who agreed to be interviewed. They were: 10 staff from NHHS: Principal, Deputy Principal (Deputy), Year **10 and Girls'** Adviser, Head Teacher (English), School Counsellor, Learning Support Officer (LSO), Student Support Officer (SSO), Aboriginal Education Officer (AEO), Student Learning Support Officer, and School Administration Manager; and five Becoming U team members: Project Coordinator, Community Connectors (3 current, 1 former), and Digital Content Creator.

Working within the available resourcing for this research project, the researcher took an informal, inductive approach to analysing the interview data², seeking to capture varied perspectives around topics of shared interest to the partners.

¹ Strategic learning approaches embed evaluation into an **initiative's** development, and use data and insights collected through a range of information-gathering methods to inform strategic decision-making. They can be useful in an initiative's exploratory stages (see Coffman & Beer, 2011, *Evaluation to support strategic learning: Principles and practice*).

² The approach loosely followed **Braun & Clark's** method for conducting thematic analysis of qualitative data (Braun & Clark, 2006, *Using thematic analysis in psychology*).

What is shared here

It was clear from talking to people on both sides of the partnership that they place a high value on it and would be deeply disappointed were it to be discontinued. Both partners view the partnership as something that, although it is still in its early days in terms of projects and programs that are up and running, will hopefully make an important contribution to the Nambucca Heads community as it grows and matures.

The following sections present a selection of themes from the interviews covering things that have **contributed to the partnership's success** so far:

- Key people
- Shared sense of purpose
- Shared sense of ownership
- Trust
- Willingness to think outside the box
- Flexibility and agility
- Time and patience
- Resourcing

It is acknowledged at the outset that a) other people and other factors have also contributed to the partnership working well and b) that this report does not capture all the nuanced insights offered by interview participants.

Key people

It seems **three main aspects about 'key people' have**, together, contributed to the partnership working: a) **roles that have been instrumental in facilitating the partnership's development**, b) characteristics of the individual people filling those roles, and c) the relationships between those people.

Roles

The high school

It's important to acknowledge that multiple people in the school have contributed to the partnership working. The below highlights a few roles that seem to have been particularly instrumental, in terms of roles within a school structure, in the partnership's **effectiveness** to now, while recognising it does not capture all of them. It is hoped that any key people reading the following sections, who may not see themselves specifically mentioned here, do so through understanding eyes.

The Deputy Principal is the main driver of the partnership **from the school's side** and is fundamental to its effectiveness. It would be easy to devote a whole section to the role the Deputy plays, but in the interests of brevity it is sufficient to say that without the **Deputy's** invested leadership the partnership would not continue.

A step back from the Deputy in terms of direct involvement with the partnership, the Principal provides an important supportive, authorising environment in which school resources can be allocated so the partnership work can be done. **The school's former** Principal was also a key supporter of the partnership.

Without that buy-in at the leadership level, it seems unlikely that the door into the school would have been fully opened to the project team or would remain open.

The school's Support Officers (LSO, SSO and AEO) have been strong enablers for the ongoing partnership work. The LSO was one of the first key contacts at the school the Becoming U Coordinator connected with in the early stages of the project. She was an early advocate of the work who made herself available as a consistent point of contact and **encouraged the school's** engagement with the initiative.

The nature of the LSO, SSO and AEO roles means they **aren't bound to a timetable in the** in the same way as teacher roles are. So, although the support roles are busy roles, they include a certain amount of flexibility, which allows the officers to schedule their time in ways that they can make the on-the-ground tasks happen.

The support officers have been key points of connection in the partnership, engaging students in programs, and facilitating program implementation alongside the project team. The SSO has had a lot of involvement with Becoming U and has been an active champion of the partnership work in the school.

The AEO, who **knows Nambucca's Aboriginal community and its families**, is an important connection point for engaging Aboriginal students in programs. The AEO and SSO described how they work closely together, at times even visiting families at their homes to get permission notes signed so that young people can participate in Becoming U programs.

The school's administrative team have also been important for facilitating the partnership. They ensure that duty-of-care obligations are met, and the necessary administrative and departmental cogs turn so that project activities can go ahead. They also step in when needed to provide ad hoc support when logistical hurdles arise (e.g., room bookings, etc.).

The School Counsellor, **Year 10 and Girls' Adviser**, and Head Teacher (English) have each played and/or are continuing to play important roles in past and ongoing collaborative initiatives under the partnership.

The Becoming U project team

The Becoming U Coordinator leads the project and has been the driver of the partnership with NHHS, and the broader initiative since **the project's beginning**. It is through her efforts and persistence, and the efforts of key people in the school and project team, that the partnership has formed and grown into what it is. Through staff changes on the project team, she has been the consistent key connection with the school. As with the Deputy, without her invested leadership the partnership would not continue.

The Community Connector roles are an important element of the project approach and in the partnership with NHHS the Connectors are key people working directly with the students. They are the on-the-ground team who work closely with the Coordinator, staff, students, and others in the community to develop and implement the collaborative initiatives.

The **team's** Digital Content Creator also plays an important role supporting the partnership work by creating and sharing stories and promoting events, and the partnership work more broadly, **across the project's website and various social media** platforms.

Several staff at the school talked about ways the project team roles differed from their roles and what those differences allowed for. A few things they mentioned were:

- The project team can work outside of systemic school constraints, and the curriculum etc.
- Because they **aren't teachers and don't need to be involved in the disciplinary side** of things or classroom management etc, they are able to come in more 'on the same level' as the young people. People viewed that difference as setting the scene for students to open up to members of the project team more than they might feel comfortable opening up to a teacher.
- From a resource capacity perspective, the project team have dedicated time to do things with the students that teachers may want to do but simply **don't have time** to do.

Personal characteristics

While from a resource capacity perspective, the above roles seem to be important **ingredients that have contributed to the partnership's effectiveness, you also need the right people in the roles.** We asked people on both sides of the partnership if there were some personal characteristics they observed in key people, including themselves, who are making the partnership work. Some descriptions included:

- | | |
|---|-----------------|
| • enthusiastic | • approachable |
| • passionate | • caring |
| • willing to go 'above and beyond' | • down-to earth |
| • committed | • thick-skinned |
| • ready for change | • empathetic |
| • creative thinkers | • open-minded |
| • genuine | • open-hearted |

There have been staff changes along the way (i.e., Principal, Community Connectors) that could potentially have impacted negatively on the partnership, but it seems the fact that the people coming into those key roles share some combination of the above characteristics has supported the partnership to continue through those changes.

Relationships

While we might talk about the partnership as though it involves two 'partners', it is really relationships between individuals that make up a partnership like this. A broader network of people than can be captured here is involved in implementing different aspects of the project, but it is currently a small network of relationships that keep the partnership going. This includes a collection of relationships between, and within, the project team and the school community.

At the centre of that network is the trusting relationship between the Becoming U Coordinator and the school's Deputy Principal. **As one person described it, the "simpatico between a leader from outside of the school and the leader in the school is what makes it work"**.

Reflecting on the relationship that has grown between them, the Coordinator and Deputy Principal described it as being an open and honest one. Watching the two interact, there is an obvious easiness between them. Both acknowledged that the effective, trusting

working relationship between their two key roles could look very different were one or both roles occupied by someone else.

In a similar way to how personal characteristics play a role, there are also subtleties in individual relationships that also play a role. For example, the SSO's previous experience on the project team means his relationship with the project team has an additional layer, and it affords him a nuanced understanding of the broader context the project team are operating from and within.

Talking with the Student Support team, they also described how their relationships with each other, and the way they work closely together as team within the school, makes a unique contribution to the **partnership's effectiveness**.

Though it has not been within the scope of this research to include the perspectives of young people, the relationships between NHHS students and the key adults working directly with them also form a key part of the network of relationships that keep the partnership going. Watching some of the students interact briefly with the project team, there was a noticeable easiness between them. If those relationships were uncomfortable, it seems reasonable to think those young people would not continue their involvement in the partnership programs and initiatives.

Shared sense of purpose

One reason the partnership seems to be working is that key adults, on the project team and in the school, seem motivated to go **'above and beyond' to make things happen**. Some things people spoke about when asked whether there might be some shared sense of purpose or values underpinning that motivation were:

- Genuine care about young people and wanting the best for them
- Believing in young people
- A holistic view of well-being and what can support it for young people
- Wanting to help young people connect with "where and **who they want to be**" in the future and wanting to connect them with mentors who can provide guidance to help them on that journey
- Shared belief that everyone has strengths, and a desire to help young people figure out what those strengths are and how they can harness them to move forward in their lives
- Having high aspirations for young people and wanting to help them to succeed, whatever success might look like for them
- Wanting young people to have access to opportunities beyond what may be available or visible to them through their families or small community, so that they might have high aspirations for themselves
- Having a **'starfish thrower'**³ mindset: an attitude that no impact is too small – if the effort you put in helps make a positive change in the life of one person it has made an important difference

³ Various versions of The Starfish Story have been adapted from 'The Star Thrower', a 16-page essay by Loren Eiseley, published first in 1969 in **'The Unexpected Universe'** and again in 1979 in a collection of short stories called **'The Star Thrower'**. The popularised story serves as an inspirational secular parable about how every single human effort has the potential to make a difference in the world.

Shared ownership

As well as a shared sense of purpose, as the partnership continues to grow, an important contributing factor seems to be an increasing shared sense of ownership. It seems that the sharing of ownership has increased gradually, but also perhaps with some acceleration provided by particular events. For example, in March 2022, a movie night was held at the school to premiere the documentary film ‘Inspire U: Stories from the Valley’⁴. The event was the culmination of a substantial collaborative effort on behalf of the project team, staff and students from the school, and others from the community. It was attended by around 300 people. Talking to the project team about their perceptions of the event, it seemed that it perhaps solidified in the eyes of the community that Becoming U is a genuinely local project and advanced a shift from a sense of working together as ‘us and them’ to feeling more collective ownership - a sense of ‘we’.

This sense of shared ownership is not only amongst the adults involved, but also, importantly, amongst the students. A small example of this was recounted by a former Community Connector, who had noticed when she was taking a new Connector to the school that on the second visit the students were keen to show the new Connector the ropes. As she described it, “they saw themselves as leaders and something special and they can see the value in that. And they’re stepping up and it’s cool.”

Trust

In the field of collaborative community change, there is a well-known saying that ‘collaborations move at the speed of trust’⁵. In the project’s very early days, the ‘team’ consisted of the Project Coordinator. Though she is now quite well known to parts of the Nambucca Heads community, including NHHS, she wasn’t at the start of the project. As someone who isn’t a Nambucca local, it took a couple of years of concentrated effort to develop trusting relationships with people in the community.

As one person expressed it when speaking more broadly about outsiders wanting to build trust with a tight-knit community, “you have to prove to us that you’ve got our best interests at heart”.

We wanted to understand what has helped to build trust in the partnership with NHHS. Below are some themes that came up in interviews.

Local connections facilitate ‘trust by proxy’

One of the ways trust has developed in the partnership (and in the project more broadly) is through local people acting as bridges into the community. These links through individual people who are personally known to the local community create an initial ‘trust by proxy’ space within which trust can grow directly between the people involved as they get to know one another. Below are just a few examples of this.

Local Community Connectors

In the project approach, the Community Connector roles are, ideally, occupied by people personally connected to the local community, with existing social ties and local knowledge. For example, one of the current Connectors is a long-time local who has children at the school and is also involved with other community services and local sporting groups. Through those existing community ties, many local families know her as someone who is personally, authentically invested in her/their community. These personal

⁴ https://becomingu.org.au/news_events/inspire-u-stories-from-the-valley-film/

⁵ Thompson (2016). *Collaboration: A Handbook from the Fund for Our Economic Future*

connections enhance the legitimacy of her role on the team in the eyes of the community and help to foster trust between the community and the project team.

A relatable young person on the team

One of the project's initial (now former) Community Connectors was a young person recruited to the team through her engagement with the project in its early community engagement stages. She is an ex-student of NHHS who, when she joined the team, was not much older than the senior students at the school. She was well liked, by both staff and students, and had successfully come out the other side **or her own “wobble”** during high school, making her a relatable and positive connection into the school. She was able to easily engage with students on their level and was a bridge across which trust between students and the team grew.

A trusted link with the Aboriginal community

As mentioned earlier, the AEO has been a key connection to the local Aboriginal community. The initial connection between the AEO and project coordinator was facilitated through an Aboriginal program coordinator at Uniting, who is a respected member of the local community and someone the AEO knows personally. The AEO spoke **of how trusting the Becoming U project coordinator then “probably just came naturally because [the Aboriginal program coordinator] is a person I trust”**. The way the AEO described it was that, for an Aboriginal person, if someone you trust has “got their hand on your shoulder, and they're saying, ‘this is a good person’, we take that”.

Listening to what is needed and responding

All the projects under Becoming U (Inspire U, Guide U, Future U, Active U, Opportunity U)⁶ have been responses to what the Nambucca Heads community has told the team they need during an extensive community engagement phase of the project.

The Deputy spoke of how she appreciated that lots of those initial conversations involved students at NHHS, **as the team asked, “What do you need? What do you want? What's missing? How can we help?”**.

The Deputy also talked about how she valued the way the team **didn't come** into the school assuming they knew what was needed and that, as they've gone along, **they've** continued to work in ways that respond to what the school needs.

The Youth Advisory Council is just one example of this in the school, where it has developed in response to an identified gap around leadership development with older students at the school.

Little things add up

Sometimes the need, or the response to that need, **doesn't need to be large to be** meaningful. Sometimes it may be small actions or gestures that help to grow trust, or as **someone described it, “the one percenters that add up”**. A few examples people mentioned were:

- Recognising that many **students don't have breakfast**, so **providing** baskets of free morning fruit at the canteen
- Bringing in supplies of tissues etc. when they were in COVID-related short supply

⁶ [Projects - Becoming U](#)

- Organising for a coffee van to provide morning tea for staff after COVID lockdown

Following through

People on both sides of the partnership mentioned the importance of following through one what **you say you're going to do**. Sometimes this is about delivering on your promises, and not offering what you know you **can't deliver**. At other times, it may be more about being honest about the fact that you've run into trouble. A few people talked about how transparent communication has cleared the way for being able to tweak unworkable plans, together, to transform them into workable plans.

Proving you're not 'a flash in the pan'

A theme that has emerged in other contexts across the life of the project, and was talked about here, too, is that in small communities, people can sometimes be quite sceptical of outsiders coming in, because they have seen their fair share of **'blow-ins'** coming in with big ideas and then leaving again, seemingly almost as quickly. Staff who have been at the school long term have also seen "lots of stuff come and go". People talked about how, if you want to build trust, you need to prove that **you're not** "a flash in the pan".

Roughly three and a half years into the (broader) project, there seems to be more trust in the community that the Becoming U team is not that. When it comes to the school partnership, they keep turning up, consistently, and they **haven't quit when they've run** into hurdles. As one of the NHHS staff described it when talking about some hurdles that had been patiently, collaboratively **overcome**, "they could have just gone 'far out, we're walking, you know, how many times have we tried to get this up and running?' But they've stuck with us and now it's up and running, and it will grow."

Communication

Though it wasn't talked about so much as a distinct factor on its own, the importance of open lines of communication ran through many conversations. Sometimes that might mean checking in to see if anything is needed, or sharing little good news stories, or challenges, with each other, or communicating bravely and honestly with each other when things are going wrong.

Sometimes it means making sure someone in the school beyond those **you're** directly planning something with (e.g., the administrative manager) **is aware of what you're** planning, too.

Willingness to think outside the box

People on both sides of the partnership highlighted a willingness to **'think outside the box'** as an important ingredient that permeates the partnership. Both partners have exhibited a readiness to think creatively about ways to support the well-being of young people that may not follow an approach that is usual for either organisation.

For the project team, this has involved approaching the school without assuming they know what is needed, but instead being receptive to the unique needs of that school community. They have listened to the school (and the broader Nambucca community) and its young people, about what is needed and what might work well. Then they have worked collaboratively to come up with approaches that respond to those needs.

For the school, this has involved an openness to change at the leadership level, and not simply approaching something a certain way because that might be the way it has traditionally been done.

School leaders have been willing to consider and facilitate what may at times have seemed unusual requests on the part of the project team, and they have shown a readiness to explore ideas, knowing that they may or may not work.

Flexibility and agility

An ‘outside the box’ approach requires flexibility on both sides of the partnership. Below are some ways people talked about flexibility and agility contributing to the partnership working.

- When project funds are not hemmed in by a very specific brief, it allows flexibility to set the agenda in a more organic way.
- Not everyone coming in to work with a school can be flexible but, if they can be, that flexibility helps to better meet unique needs a school community can see for their students.
- When COVID-19 restrictions disrupted momentum that had been building, the agility and flexibility of the project team to be able to implement alternate plans was important for sustaining trust and connection through a period when in-person engagement was not possible. For example, ‘The Young Mates Place’ website was set up with local young people to provide online activities and opportunities for connection and engagement during lockdown.
- Sometimes ideas just **don’t work**. When they **haven’t, it’s been important** to a) be honest about the fact they **that they’re not working, or won’t work**, and then b) be flexible and reorient thinking together to come up with a different way forward.

Time and patience

A willingness to think outside the box and try new things needs to be accompanied by an understanding that trying out new ways of working requires time and patience. When partners are working together outside of usual systems, **things don’t always work**, or go according to plan. So, as someone expressed it, **it’s important that partners are willing to “ride the wave of things going wrong”**.

This need for time and patience is important for decision makers on both sides of the partnership to appreciate.

For the school, operating as part of a government department, there can be expectations from above that a **“quick, sharp”** evidence base for program effectiveness can be produced. For Uniting as the service provider funding the projects, there can be expectations that projects follow similar trajectories to service delivery ways of working. Such expectations can be unrealistic when partners are navigating their way, together, through a trial-and-error process of co-developing new ways of working.

Even when things are moving in desired directions, wheels can sometimes turn slowly, and even stall for periods of time. This can be because the partnership is attempting to work in ways that **don’t fit neatly within** the parameters of existing organisational policies and procedures **that weren’t** designed to accommodate **an initiative’s** circumstances, which may be different from either or both institutions’ typical operational styles. It can take time to establish whether organisational parameters can be extended, and which organisational boxes may need to be ticked for that to happen.

This can result in delays while partners problem-solve their way through intra-organisational barriers that may not have been anticipated until they were encountered. For example, people on both sides of the partnership spoke of how they are trying to find solutions to separate intra-organisational practical hurdles they have run into around consent, which sometimes constrain participation in the project and how it can be promoted to further engage the community.

Someone at the school expressed a little nervousness that when progress sometimes gets bogged down by such barriers the accompanying delays could potentially be misinterpreted by the partner organisation as a lack of interest when it was not the case. A further reason why open, honest communication between the partners is vital.

Resourcing

No matter how good an idea or intention, nothing can be implemented without the necessary resourcing to get it off the ground. The partnership work has been able to happen because of the resourcing allocated to it.

Becoming U has been able to provide dedicated human resourcing to run programs at/with the school, but it is only in combination with the school's human resourcing allocation that programs are able to run. To provide one example, a **boys' gym program** that involves attending a local gym off school grounds is co-facilitated (with the gym owner) by a **Becoming U Community Connector** and the school's SSO, who also drives the bus to transport the group. For the school to meet their duty of care obligations a teacher also needs to be present, so the school allows for the LSO to also attend the sessions. Without this collaborative facilitation, the program could not proceed.

In terms of financial resourcing, Becoming U provides financial support that enables programs, initiatives, and events to run that would be beyond what the school could fund within their limitations. Flexibility in the project brief has also been an important enabler. It has allowed for funding of a collection of initiatives that have evolved organically in collaborative response to needs in the school community.

Becoming U has also been able to fund participation in extracurricular activities and excursions for individual students who would otherwise not have access to those opportunities. This has been important for overcoming barriers to opportunity for individual students, in ways the school values but would not be able to do within their operational limits.

A few tips for others wanting to partner with schools

This final section offers seven tips that may be helpful for others wanting to grow this kind of partnership. They are based on the reflections of people who participated in interviews.

Make a key contact in the school

You need someone in the school who is available and can be your "go-to person" who you can reach out to and who can then spread messages out from there. **It's too hard if you're just emailing the school email address. The school's SSO might be a good place to start.**

Don't assume you know what is needed

Invest time into figuring out what's needed before you try and offer solutions. Listening to what people are telling you they need and then responding to that helps to provide meaningful solutions, but it also helps to build trust in the partnership.

Get to know the school system

A school is an ecosystem – make it your business to find out how it works and what you need to do work effectively within that system, and to not make life difficult for the people who are trying to help you.

For example, anyone wanting to come into a school to do child-related work needs prior approval from the Department of Education. The person seeking approval needs to submit the relevant form to the school and the school's administrators forward the form to the Department. No matter how responsive the school's administrators might be, they **can't** control the time it takes for requests to be centrally processed, which might take anywhere from a few days to a couple of weeks. Making it your business to understand and allow for those kinds of systemic limitations will make it easier for school administrators to assist you and can help to avoid situations that may be frustrating (for all parties involved).

Pick the right people

People can make or break a partnership. It may not always be possible to know in advance who the right people will be, but it seems that people with some combination of the characteristics mentioned earlier (enthusiastic, passionate, **willing to go 'above and beyond'**, committed, ready for change, creative thinkers, genuine, approachable, caring, down-to earth, thick-skinned, empathetic, open-minded, open-hearted.) are likely to bring a good-fit '**flavour**' to a partnership like this one.

Communicate, communicate, communicate

Transparent, open, honest communication is important in a trusting partnership. Share **the good stuff, and don't hide the bad stuff**. Hiding problems or failures **won't make them disappear**. Trusting your collaborative partner enough to share when things are going wrong allows them to be part of finding a solution with you.

When it comes to planning activities or events, the school's administrative manager is likely a good person to also include on any planning emails. They may be able to provide backup support if things go wrong, but only if they know what is happening.

It takes time and patience

Partnership work is not a venture for the impatient. When you are trying to grow **something new together, it takes time.** It's important that people on both sides of this kind of partnership understand that going in.

Just keep going

Keep turning up, be consistent, and show that you're committed. Things will go wrong, plans will go awry, great ideas may not work, and you may need to 'ride waves' through failure to get to where you're trying to go. It's important when you're collaborating to find new ways of working that you approach it all with an attitude of 'try, learn, and keep going'.