

Schools as Core Social Centres



In association with the Organisation for Economic Co-operation and Development (OECD)



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Archdiocese of Melbourne



This project recognises and builds upon the work of other initiatives and research which indicates that positive outcomes in the area of wellbeing have significant impact upon learning outcomes. Schools need a web of support in the wider community, and so the concept of social capital is relevant.

Caldwell (2004)



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“The first need is to shift the boundaries between school and family, school and community ... schools have to be part of the community ...)

(Don Edgar. Sunday Age, July 30 2006)



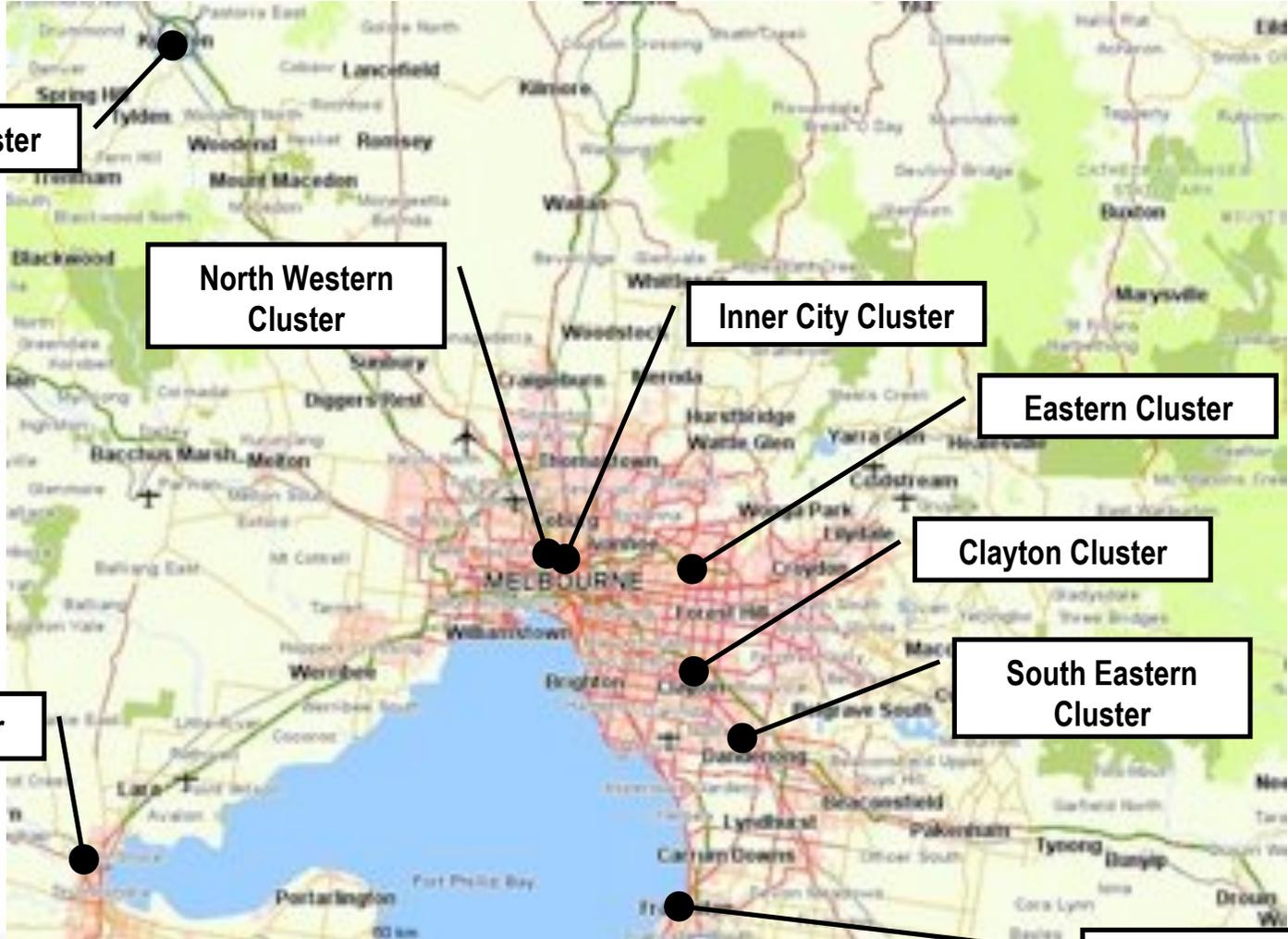
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Project Aim

To assist schools to develop a strategic approach to school change and school improvement with an emphasis on wellbeing, learning outcomes and school community partnerships.



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Kyneton Cluster

North Western Cluster

Inner City Cluster

Eastern Cluster

Clayton Cluster

South Eastern Cluster

Western Cluster

Bayside Cluster



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“ Before any family activity at the school, we ask ourselves, what is stopping the families coming to the school? What can we do so that they can come and join in?”

(Quote from a principal)



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“ I make sure that every morning I greet the parents and their children by name as they come into the school.”

(Quote from a principal from the inner school cluster)



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Research Circle

Provides opportunities for:

- Developing links between the education sector and beyond
- Sharing examples of good practice in developing school/community partnerships
- Professional learning
- Exploring evidence based research and literature to promote and support the work



SACSC Underpinning Principles

Community

- Closer links between schools and local communities in which greater priority is given to the social community role of schools
- Promote the participation and more prominent role of other professionals, community agencies and parents within the school community.

(Schooling for Tomorrow, OECD. 2001)



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SACSC Underpinning Principles

School

- The role of the school continues laying foundations of knowledge, skills and values for students
- More cooperation and sharing between school, other education and training providers, community organisations and business.
- Greater recognition of and focus on social and cultural outcomes including citizenship
- Greater interaction between all levels of schooling and intergenerational mixing
- Lifelong learning is more explicit.

(Schooling for Tomorrow, OECD. 2001)



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“Community building must become the heart of any school improvement effort.”

(Preface and Changing Our Theory of Schooling from Building Community in Schools, Sergiovanni. 1994)



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