Leading Learning
in Education and
Philanthropy

LLEAP Dialogue Series:
A guide to grow your ideas in
education for maximum impact
(APRIL 2012)

Michelle Anderson & Emma Curtin

THE
IAN POTTER
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ACER

Australian Council *for* Educational Research

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Foreword

There is historic change under way in school education in Australia. It is the seemingly unstoppable momentum for significant funds from the not-for-profit, philanthropic and corporate sectors to be directed to public and private schools, especially the former. Less than a decade ago, it was a common if not prevailing view that public education should be supported exclusively from the public purse. Parent contributions, community working bees and sponsorship from local business were encouraged and generally welcomed but the sum total of their contributions rarely matched the systematic and often substantial support that is now evident. It is difficult to identify the reasons for the change or pinpoint the time at which a tipping point was reached. Suffice to say that there is now general recognition, transcending ideology, that the whole community should support its schools.

Philanthropic support to the public sector is not new in Australia, as Professor Geoffrey Blainey points out in his contribution to this Guide. What is new is for such support to be delivered to schools on a wide scale and that so many foundations and trusts are willing to provide it. The challenge at this time is to ensure that all schools can benefit, that more entities in the philanthropic sector can be engaged, and that the interests of grant makers and grant seekers can coincide. The Leading Learning in Education and Philanthropy (LLEAP) project is perfectly timed to respond to this challenge.

This Guide and the companion case studies, report the largest assessment ever conducted in Australia of needs, interests, priorities, opportunities, achievements and challenges in the field of philanthropy in education. A notable feature is that, while the rank order may differ in small ways, the needs of schools and the priorities of the philanthropic sector lie in efforts to ensure that all students in all sectors succeed. This they seek to accomplish at a time when concerns are raised about the large gap in achievement of low and high performing students and when the challenge in transforming schooling in the digital age must be addressed.

The LLEAP Guide is special in several ways, combining a concise summary of the findings of the national study, clear and immediately usable guidelines for grant seekers and grant makers, and short but powerful thought pieces on key issues to be addressed if grants are to realise a key theme in the project: 'an unwavering commitment to improve educational outcomes for young Australians'.

LLEAP is itself a model of good partnership between The Ian Potter Foundation and the Australian Council for Educational Research (ACER) through its Tender Bridge research and development service. The Origin Foundation will join the endeavour in 2012. I recommend this Guide to all who share the 'unwavering commitment' and thank Dr Michelle Anderson and Dr Emma Curtin for leading the research and compiling this outstanding guide to good practice.

Professor Brian Caldwell
Chair, LLEAP Advisory Group
Professorial Fellow, University of Melbourne

Acknowledgements

On behalf of the LLEAP project team, we extend our deep thanks to the hundreds of participants in Year 1 of the project from schools, not-for-profit organisations, philanthropic grant making foundations and trusts. The project is stronger for your generous support and considered reflections.

Guiding the project at every key milestone and development, we have been fortunate to have available to us the expertise of a wonderful Advisory Group. Comprising members from education and philanthropy, the group met on four occasions with the project team and offered further assistance in between times. The Year 1 LLEAP Advisory Group consisted of:

Professor Brian Caldwell (Chair, LLEAP Advisory Group and Managing Director, Educational Transformations Pty Ltd; Professorial Fellow, University of Melbourne and former Dean of Education)

Janet Hirst (Chief Executive Officer, The Ian Potter Foundation)

Paula Barnett (Principal, Berendale School)

Rosalyn Black (Senior Manager, Research and Evaluation, Foundation for Young Australians)

Catherine Brown (Chief Executive Officer, Lord Mayor's Charitable Foundation)

Annie Fogarty (Executive Chair, Fogarty Foundation)

William Hatzis (Assistant Principal, Werribee Secondary College)

Inga Peulich (Parliamentary Secretary for Education, Victoia)

Dr Deborah Seifert (Chief Executive Officer, Philanthropy Australia)

Dr Sue Thomson (Head of Educational Monitoring and Research; Research Director, National Surveys Research Program, Australian Council for Educational Research (ACER))

We wish also to acknowledge the state and territory education departments and the various Catholic education offices across the country for providing the LLEAP project team with permission to conduct research in schools within their jurisdiction.

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A special thank you goes to Caitriona Fay, Senior Program Manager, The Ian Potter Foundation and project team member of LLEAP. Thank you for your tireless work and insightful feedback throughout Year 1.

Finally, we acknowledge The Ian Potter Foundation's Chief Executive Officer, Janet Hirst and Board of Governors. Thanks to your commitment to improve learning within and across education and philanthropy, the vision for the LLEAP project is being realised.

Dr Michelle Anderson   &   Dr Emma Curtin
(LLEAP Project Director)

List of acronymns

ABS: Australian Bureau of Statistics

ACARA: Australian Curriculum Assessment and Reporting Authority

ACECQA: Australian Children's Education and Care Quality Authority

ACER: Australian Council for Educational Research

AITSL: Australian Institute for Teaching and School Leadership

ATO: Australian Taxation Office

COAG: Council of Australian Governments

DEEWR: Department of Education, Employment and Workplace Relations

DER: Digital Education Revolution

DGR: Deductible Gift Recipient

FAQs: Frequently asked questions

GDP: Gross Domestic Product

HNI: High-net-worth individual

ITAA: Income Tax Assessment Act 1997

ICT: Information Communication Technologies

LLEAP: Leading Learning in Education and Philanthropy

MCEEDYA: Ministerial Council for Education, Early Childhood Development and Youth Affairs

NAPLAN: National Assessment Program in Literacy and Numeracy

NCTM: National Council of Teachers of Mathematics

OECD: Organisation for Economic Cooperation and Development

PAF: Private Ancillary Fund

PISA: Program for International Student Assessment

TIMSS: Trends in International Mathematics and Science Study

UNESCO: United Nations Educational, Scientific and Cultural Organization

About the LLEAP guide

Informing the Guide

The first year of Leading Learning in Education and Philanthropy (LLEAP) was spent finding out about current views and practices within and across education and philanthropy. Hundreds of schools, not-for-profit organisations working with or for the benefit of schools, and philanthropic grant making in education foundations and trusts took part in the project.

Short overviews of the findings for each group and a full report on the 2011 survey results can be found at http://www.acer.edu.au/lleap.

Audience and purpose

The target audiences for the Guide are inexperienced grant seekers and grant makers in education of all levels. This choice was made based on the findings from the first year. Overall, it could be concluded that there is significant variation in the knowledge, skills and capacity of school, not-for-profit and philanthropic participants in the study.

This Guide is the first in a progressive series over three years. In this first Guide, we take a closer look at three key reflections from Year 1 of LLEAP. These are outlined on page 2. The purpose of the Guide is to provide some practical support materials and tools around each issue.

Structure

Six sections make up the Guide:

1 *Introduction*
2 *Reflection 1:* Knowledge
3 *Reflection 2:* Barriers
4 *Reflection 3*: Collaborate and learn
5 Looking ahead
6 Appendices

Each of the first four sections includes some information about what we discovered and support materials that expand or elaborate on an issue. Tools are offered to assist with reflection and analysis. A checklist of overall questions for consideration concludes each section. Section five indicates what the LLEAP project will focus on in the year ahead. The appendices contain further support materials and references.

A companion document of eight cases of philanthropic-education engagement accompanies Section 4.

Possible uses

The Guide is designed to make it easy to dip into each issue, regardless of your perspective and depending on your needs and how you like to learn. The information and activities have been developed for individual and/or group reflection.

These icons denote:

- Research findings
- Support materials
- Tool

An online version is also available via http://www.acer.edu.au/lleap.

LLEAP Year 1 at a glance:

- ▶ 40 interviews
- ▶ 3 national surveys
- ▶ 3 formal feedback sessions
- ▶ 8 cases of good practice
- ▶ 1 LLEAP website and 'friends of LLEAP' list
- ▶ 1 LLEAP Advisory Group
- ▶ 1 practical LLEAP Guide

302 survey respondents –

Schools:
- ▶ 138 schools (Government, Catholic, Independent)
- ▶ About half from rural or remote locations

Philanthropic:
- ▶ 84 foundations and trusts (community, family, private, corporate, trustee company funds)
- ▶ Wide reach across Australia to support education-focused initiatives

Not-for-profits:
- ▶ 80 not-for-profits (invited to participate because they have an education focus and have worked with or for the benefit of schools)
- ▶ Mostly can offer support in Government sector

INTRODUCTION

Overall reflection from Year 1 of LLEAP

There is a need to break down barriers of grant seeking and grant making — They are very different worlds and worlds that don't collide naturally.

(Philanthropic respondent)

Introduction

LLEAP offers an important opportunity to capture the views and experiences of those in schools, not-for-profits and philanthropic grant making. As a nation, perhaps surprisingly, we have not ventured down this multiple perspective path in this way before.

Yet what draws us together is an unwavering commitment to improve educational outcomes for young people in Australia.

Through LLEAP we look to assist colleagues:

▶ reflect on their own and others' practices
▶ deepen understandings of 'successful' engagement
▶ examine who benefits and the impacts of philanthropy in education

As noted already, the first year of LLEAP was spent finding out about current views and practices within and across education and philanthropy. We listened, we read, we discussed and we saw philanthropy in action in education. From these experiences and our analysis of the data gathered, many aspects for further discussion and debate have emerged.

We encourage you to read the LLEAP 2011 survey report; what matters most to you may differ from what matters to the next person, it all depends on your own starting point and perspective.

This Guide hones in on three big issues from 2011, as presented in the reflections below.

The overall reflection from year one is best captured by this quote from a philanthropic interview:

There is a need to break down barriers of grant seeking and grant making — They are very different worlds and worlds that don't collide naturally.

Reflection 1:
Build our collective knowledge to focus our local decisions

Reflection 2:
Embrace the complexity of barriers and do something to overcome these

Reflection 3:
Collaborate and learn together, but do both better

Why this matters

Schools are expected to prepare students for this complex and rapidly changing world, but they cannot and do not need to do this alone:

In 2011 there were **3,541,836** students in Australian schools[1]; **218,387** children in Australian preschools in 2010[2]

4.4% of five-year olds have chronic physical, intellectual and medical needs[3]

23.6% of children are developmentally vulnerable in one or more domain (e.g. wellbeing, emotional, cognitive, language)[4]

In 2009 nearly **1 in 3** school leavers aged 15–24 years did not complete Year 12[5]

Students from the highest socio-economic group average **2 years** ahead of the lowest socio-economic group[6]

5,000 trusts and foundations distributed **$1 billion** in Australia in 2010[7]

25% of philanthropics from the LLEAP 2011 Survey had an approximate education-related budget in 2010 of between **$501,000 and $1million**[8]

59,000 economically significant not-for-profits contributed **$43 billion** to Australia's GDP in 2006[9]

4.6 million volunteers work with not-for-profits, with a wage equivalent value of **$15 billion**[10]

Biggest barriers and greatest needs – at a glance

Biggest barriers

Schools

starting gate issues

1 Time demands of developing collaborative partnerships
2 Finding education-related philanthropic grants
3 Grant amount versus the effort required
   (=) Writing a grant application
   (=) Finding an eligible partner

Not-for-profits

sustainability issues

1 Appointing short-term staff with no guarantee of future funding
2 Short-term funding of some grants
3 Grant amount versus the effort required

Philanthropic

knowledge & capacity issues

1 Small number of staff
2 Tax status issues
3 How to identify who to fund

Greatest needs

Schools

capacity issues

1 Foundations and trusts working with schools to identify needs and ways to fund these
2 More workshops for schools on how to seek, apply, implement and acquit grants from foundations and trusts
3 Advice on how to form partnerships with organisations that are eligible to apply to foundations or trusts

Not-for-profits

capacity issues

1 Broaden what a foundation or trust can fund (e.g. infrastructure)
2 Take a longer-term focus to grant making
   (=) Foundations and trusts working with schools to identify needs and ways to fund these
3 Advice on how to form partnerships with organisations that are eligible to apply to foundations or trusts

Philanthropic

knowledge & capacity issues

1 Keep up-to-date with developments in education
2 Revise tax laws to enable public schools to have better access to philanthropic funds
3 Be more strategic about where we put our funds
   (=) Better ways for new philanthropists and foundations to connect with more experienced philanthropists to share knowledge

REFLECTION 1

Build our collective knowledge to focus our local decisions

A clear understanding of what areas [philanthropy] is interested in assisting schools and young people to develop.
(School respondent)

A deep understanding of the education sector.
(Not-for-Profit respondent)

Professional experience and understanding of the sector: across newest research, government policy, teaching practice and impact of socio-economic areas of need on learning and connectedness to school.
(Philanthropic respondent)

Issue

Knowledge is a basic building block for change. But change is made harder when:

▶ the terms used in philanthropy and/or education are not understood;
▶ there is a disconnect between grant seeker and grant maker priority areas and target audiences;
▶ the same language is used (e.g. 'student engagement'), but without a shared view of what it means in the context of your project or grant;
▶ potential collaborators in a key area of interest remain unknown or known only to a select few.

Support materials and tools

To support the development of knowledge, in this section you will find:

▶ a glossary of terms to help you navigate the language of philanthropy and education;
▶ a think piece on the history of philanthropy in Australia;
▶ a list of priority areas and target groups for grant makers and grant seekers and a tool to map these against your own context;
▶ a matrix to assist you develop networks of mutual interest and support;
▶ a selection of four education briefs, each with questions for further consideration. Two were selected because they were a high priority of common interest (literacy and student engagement). Two were selected because they were a high focus for schools but a lower priority in the survey results for philanthropy and not-for-profit respondents.

The section concludes with some overall questions for reflection.

Terms you may come across in philanthropy and education

This is not meant to be an exhaustive list. It reflects terms we encountered during the course of the fieldwork or in the literature.

Philanthropy[11]

Grant making for education

Philanthropic foundations have programs in a wide range of different areas. The focus of the LLEAP project is the grant making of philanthropic foundations and trusts that offer grants in education.

Philanthropy

Philanthropy at its most fundamental level refers to an altruistic concern for human welfare and advancement, generally expressed though donations of money, property or work to people in need. Philanthropy is a gift.

The planned and structured giving of money, time, information, goods and services, voice and influence to improve the wellbeing of humanity and the community. (Philanthropy Australia)

Philanthropy is about finding "opportunities to fund work which is innovative and imaginative, and where the grant has a good chance of making a difference." (Joseph Rowntree Charitable Trust, UK)

Engaged philanthropy

'Engaged' is an adjective attached to philanthropy. Others have included 'strategic', 'new' and 'venture' philanthropy. As a professional activity, 'engaged' grant making requires knowledge, skills and understanding of the contexts in which grants are made. Engaged philanthropy may take different forms, perhaps because of a foundation or trust's philosophy and capacity. In the LLEAP project we use the term to signal the importance of some form of mutual commitment in the relationship – regardless of the nature or longevity of the engagement. We hold that philanthropy done well is underpinned by an explicit improvement agenda that takes into account the context of the grant and the capacities of the grantee.

'Gift' - The ATO's definition

According to the Australian Taxation Office (ATO), a gift involves the voluntary transfer of money or property. The transfer arises by way of benefaction, and the donor receives no material benefit or advantage, although a simple recognition of the gift is allowed.

Foundation

'Foundation' does not have a legal meaning in Australia. It could be a trust, a not-for-profit company, or a division of a for-profit company. It could be established under a will, or by an individual, a family, a company, or a community.

A foundation can be an external entity, for example a trust or a company limited by guarantee, or internal (i.e. a division of a company or other entity). Tax status can vary from foundation to foundation.

In the LLEAP Project we refer to a philanthropic foundation as a not-for-profit organisation that has been formed to provide funds and support for a variety of causes.

High-net-worth individual (HNI)

Traditionally, HNI has been the classification used by the finance industry to denote an individual (or family) with high net worth. There are many variations as to the level of net worth that falls into the HNI category. In the United States *The 2010 Study of High Net Worth Philanthropy* defined HNIs as those individuals or families with a household income above $200,000 annually and/or net assets (not including the value of their residence) of more than $1million.

Deductible Gift Recipients (DGRs)

Different categories of DGR have different requirements. To be a DGR, an educational organisation must be approved by the ATO as fitting under one of a number of DGR categories contained in section 30.25 (Items 2.1.1 to 2.1.10) of the Income Tax Assessment Act 1997 (ITAA). These DGR categories include: public university, higher education institute, approved research institute, school building fund, library fund and scholarship funds. Organisations can also be specifically listed under the Income Tax Assessment Act as a DGR (see Item 2.2.1 to 2.2.40 of section 30.25). This requires an amendment to legislation and is a political process. If an organisation has DGR status then donations made to them allow the giver to receive a tax deductible benefit.

Private Ancillary Funds (PAF)

PAFs are one type of charitable trust, usually established by individuals or families. PAFs allow individuals or families to invest their donation within the fund and use the income earned as distribution to charities or causes of their choice in perpetuity. PAFs must distribute a minimum of 5% of the market value of their assets annually and can only make gifts to organisations that are DGRs. PAFs cannot make gifts to other PAFs or public ancillary funds.

Public Ancillary Funds

The DGR category of public ancillary fund covers funds with the following characteristics:

- ▶ the fund is a public fund
- ▶ it is established and maintained under a will or instrument of trust
- ▶ it is allowed, by the terms of the will or instrument of trust, to invest gift money only in ways that an Australian law allows trustees to invest trust money, and
- ▶ it is established and maintained solely for the purpose of providing money, property or benefits to DGRs, or the establishment of DGRs.

As an example - a public ancillary fund receives requests for funding from a school. The school is a DGR for its school building fund. The public ancillary fund will only be able to make distributions to the school's building fund.

Charitable purpose

The meaning of "charity" comes from the common law interpretation of the preamble to the Statute of Charitable Uses 1601 (generally referred to as the Statute of Elizabeth). It is generally recognised that there are four "heads" of charity: relief of poverty, sickness or distress (sometimes referred to as the relief of the afflicted); the advancement of religion; the advancement of education; and other purposes beneficial to the community.

There is also an overriding requirement (other than for the relief of poverty) for a public rather than a private benefit. The benefit need not be for the whole community; it may be for an appreciable section of the public.

It is important to remember that not all schools or foundations are the same. A state government school, in legal terms, is a division of the state government and is therefore not charitable at law. Independent not-for-profit schools *are* usually charitable institutions. The advancement of education is a charitable purpose, but it must be for public and not private benefit.

Tax Concession Charity

This means a charity receives tax concessions including income tax exemption and, in some cases, fringe benefit tax and GST concessions. A tax concession charity may be an *institution* or a *fund*. An educational organisation that is not a government school will usually be endorsed by the ATO as a charitable Institution (public educational institution) under Item 1.4 of the table in section 50.5 of the Income Tax Assessment Act 1997 (ITAA). This should be carefully distinguished from endorsement as a charitable fund, which may not be eligible for grants from some trusts and foundations.

Fund types

Fund or foundation types are all subject to ATO rules, and not all options will suit all schools. A **building fund** could be appropriate for fundraising to build a new performing arts space, and a **public library fund** could be used to expand a library collection, including online capacity. An **education scholarship fund** could be the fund of choice for offering scholarships based on merit and equity, while a **charitable fund** could be appropriate for developing a bequest program.

A general charitable purpose foundation might warrant a **public ancillary fund** (donations are tax deductible but can only fund a DGR organisation) or a **charitable fund** (bequests, not tax deductible donations). If you provide services to children with disabilities, you may be a **public benevolent institution**. A school might also register with The **Australian Sports Foundation** to fund a sports project.

Sponsorship

The terms 'sponsorship', 'grant' and 'donation' can get used in fluid ways, which are not always technically correct. Sponsorship is not a gift. You need to know the difference because there are tax issues involved. A tax deductible donation must be a gift to a DGR. A grant may in fact be a donation or sponsorship. When a business sponsors a not-for-profit organisation for a particular community project, they will expect a business benefit in return. Sponsorship is not altruistic. The business may claim the grant as a business expense so it must be a real marketing or other benefit. These could be related to enhanced brand awareness, increased sales and / or expanded networks.

Types of grants

A grant (both sponsorship and philanthropic) may be a **project grant** for a limited time (sometimes a pilot or demonstration project), a **challenge grant** with a matching fundraising requirement, a **capacity building grant**, a **long-term grant** (5+, rare in Australia), or anything else the donor or sponsor thinks of!

Education

Australian Curriculum Assessment and Reporting Authority (ACARA)

Responsible for national curriculum, assessment and data collection and reporting.

Australian Institute for Teaching and School Leadership (AITSL)

Responsible for development of new national professional standards and professional development for teachers and school leaders.

Australian Children's Education and Care Quality Authority (ACECQA)

Responsible for supporting improvement in the quality of early childhood education and care.

Department of Education, Employment and Workplace Relations (DEEWR)

Each state and territory has its own education department. DEEWR is the Australian government department for national leadership in education and workplace matters.

Melbourne Declaration on Educational Goals for Young Australians

Sets out educational goals developed in consultation with all states and territories, as the collective responsibility of governments, schools, family, business and the wider community. Published by the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEEDYA).

Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEEDYA)

Established in 2009 and involves all state, territory and Australian Government and New Zealand Ministers. Members are responsible for primary and secondary education, youth affairs and youth policy relating to schooling, cross-sectoral matters including transitions and careers, early childhood development including early childhood education and care, and international education (school education).

National Assessment Program in Literacy and Numeracy (NAPLAN)

A national literacy and numeracy testing program sat by all students in Years 3, 5, 7 and 9 in Australian schools.

Not-for-profit

An organisation that is not run for the profit of its directors, members or shareholders. Instead, these organisations provide services to members (e.g. a club or professional association) or address an environmental, social, health, educational or other community issue or need. No net surplus is distributed to directors, members or shareholders. Any surplus is reinvested into the organisation to achieve their object. For the purposes of the LLEAP project, not-for-profit participants were those that have an education focus and have worked with or for the benefit of schools.

My School

Online statistical information about Australian schools for comparing school profiles provided by ACARA.

Program for International Student Assessment (PISA)

Global evaluation of 15-year-old students' scholastic performance in reading, mathematics and science held every 3 years in Organisation for Economic Cooperation and Development (OECD) countries.

Trends in International Mathematics and Science Study (TIMSS)

Maths and science achievement test sat by Year 4 and 8 students in over 60 countries for international comparison.

Pass around the hat or write a cheque

A brief history of philanthropy in Australia

Professor Geoffrey Blainey AC

Australia already has a strong tradition in philanthropy. It will grow further, though it may never become as strong as in the USA.

Long before the welfare state arose in this country, generous people were founding, or helping, some of the vital institutions: the homes for the aged, orphanages, primary and secondary schools, churches.

The famous Austin hospital in Melbourne - with its skills in caring for spinal injuries and liver transplants - was founded by a gift from the widow of a Victorian squatting family. The Austins are well known for another reason; they imported to western Victoria the English rabbits that eventually bred in their millions.

Several of the best known institutions in medical research were created by philanthropists. Thus the Walter and Eliza Hall Institute was founded by a family which made its fortune out of the rich gold mine at Mount Morgan in central Queensland.

I once tried to calculate how much Australian universities in the nineteenth century gained from government grants as distinct from private gifts. It is not easy to estimate but I think at the University of Melbourne before 1900 the private gifts provided more buildings than the government grants. Many of these givers had had no education themselves. At the University of Sydney many of the professors were totally financed by private gifts.

Australians were often generous donors to overseas charities that they thought

were worthwhile. When Lancashire - the world's heart of the textile industry - suffered economic distress in the early 1860s because of the American Civil War and the shortage of cotton, Australian working people sent a lot of money to provide food for those in need. Australian Jews did the same to ease distress in Palestine in the nineteenth century, long before the modern state of Israel was thought of. In Australia the Scots and the Jews, in proportion to population, were the big givers.

The Royal Flying Doctor Service, one of the nation's great institutions, was started largely with the banknotes and silver coins collected from poor and rich in Presbyterian churches in south eastern Australia. A Sunshine manufacturer, HV McKay, also left a big sum to help this and other charities. Later the governments moved in to accept much of the financial burden for the flying doctors.

In the bush, when a shearer or miner suffered an accident, money would be raised to help their family in the era when there were no formal social services. A hat would be passed around the pub, and coins collected. Henry Lawson in his great short stories sometimes described these episodes. That vital activity, the Working Bee, was a form of philanthropy, and gave many towns some of their most important amenities, a park here, a crèche there.

Most of the Australian opera singers who have made their name abroad would not have had the vital chance to travel and study in Europe but for the private scholarships or donations they received. Howard Hitchcock, owner of a Geelong emporium, not only gave the money to launch a now-famous singer on his career but also set in motion the building of The Great Ocean Road in Victoria.

On many buildings or amenities in Australia you will often see names such as Sidney Myer, Ian Potter, the Williamson Foundation, George and Annis Bills, and other private donors. Not visible are the names of hundreds of thousands, in fact several millions, of other Australians who made some personal sacrifice so that in some way or other this would be a better place. By the way, the Bills family put its bequest into water troughs erected in city streets, mainly in the 1930s, so that cart-horses could halt for a drink.

Most of the grand art galleries in Australia would be far less impressive but for the gifts of public-spirited people. Alfred Felton's bequest enabled the National Gallery of Victoria to acquire many old masters at a time when their prices in Europe were low. Felton was a bachelor.

It stands to reason that people with no descendants are probably more likely to be philanthropists. So Australia's declining birth rate may well be an indirect boost for private philanthropy?

Have you thought about...?

1 Who benefits from philanthropy? And in what context?

2 Where philanthropy might be evident in your community? And in what ways?

3 What philanthropy in education looks like now or could look like in the future?

What we discovered: Target Groups

Who is the target group for grant seekers and grant makers?

Results: top five target groups for

Schools:
1 primary school age
2 teachers
3 secondary school age
4 parents / families
5 females

Not-for-profits:
1 secondary school age
2 disadvantaged
   (=) females
3 males
4 Indigenous
5 rural and/or remote communities

Philanthropics:
1 secondary school age
   (=) disadvantaged
2 primary school age
   (=) rural and/or remote communities
3 pre-school
   (=) Indigenous
4 females
5 males

Options in the Year 1 LLEAP Survey

▶ adult learning
▶ asylum seekers
▶ disabled
▶ disadvantaged
▶ females
▶ higher education
▶ Indigenous
▶ males
▶ parents/carers/families
▶ pre-school (early years and kindergarten)
▶ primary school age
▶ principals
▶ refugees
▶ rural and/or remote communities
▶ secondary school age
▶ teachers
▶ no specific target audience
▶ other*

*'Others' as identified by respondents were:

▶ education assistants
▶ elderly
▶ gifted and talented
▶ local community

What we discovered: Priority areas

What are priority areas for grant seekers and grant makers?

Results: top five priority areas for

Schools:
1. literacy and numeracy
2. student engagement
3. quality teaching
4. digital / online learning
   (=) ongoing professional learning
5. student leadership development

Not-for-profits:
1. community education
2. community partnerships
   (=) student engagement
3. literacy and numeracy
   (=) mentoring
4. educational play
5. student leadership development
   (=) student retention

Philanthropics:
1. literacy and numeracy
2. student engagement
3. student retention
4. no specific area of focus
5. mental health services and/or education
   (=) mentoring
   (=) school readiness

Options in the Year 1 LLEAP Survey

- community education
- community partnerships
- creative and performing arts
- digital / online learning (digital literacy)
- educational play
- environment
- languages
- language development
- literacy and/or numeracy
- mental health services and/ or education
- mentoring
- music
- ongoing professional learning
- out of school time activities/ programs

- overseas aid
- post-school transitions
- quality teaching
- safety
- school leadership development
- school readiness
- science
- sport and recreation
- students as philanthropists
- student engagement
- student leadership development
- student retention
- transitions within school
- vocational education
- no specific area of focus
- other*

'Others' as identified by respondents were:

- audio equipment
- self sufficiency
- sponsoring a small school for Indigenous students
- student resilience
- transport
- understanding domestic violence and trauma in children

Developing networks of mutual interest and support

1. Using the tables below reflect on your target groups and areas of priority.

2. Have you thought about discussing your areas of interest with others or looking at their websites? (see pp. 14–16)

3. Who might share your area(s) of interest?

4. Could they be a potential collaborator on a project, or a potential source of funding or advice?

Priority areas	Our focus
community education	
community partnerships	
creative and performing arts	
digital / online learning (digital literacy)	
educational play	
environment	
languages	
language development	
literacy and/or numeracy	
mental health services / education	
mentoring	
music	
out of school time activities/programs	
overseas aid	
post-school transitions	
quality teaching	
safety	
school leadership development	
school readiness	
science	
sport and recreation	
students as philanthropists	
student engagement	
student leadership development	
student retention	
transitions within school	
vocational education	
other [ ]	

Target group	Our focus
adult learning	
asylum seekers	
disabled	
disadvantaged	
females	
higher education	
Indigenous	
males	
parents/carers/families	
pre-school (early years and kindergarten)	
primary school age	
principals	
refugees	
rural and/or remote communities	
secondary school age	
teachers	
other [ ]	

Developing networks of mutual interest and support

In 2011, these groups gave permission for their priority areas and target audiences to be displayed.

Priority areas

Name	Creative & performing arts	Community education	Community partnerships	Digital/online learning	Educational play	Environment	Languages	Language development	Literacy and/or numeracy	Mental health services and or education	Mentoring	Music	Ongoing professional learning	Out of school time activities/programs	Post-school transitions	Quality teaching	School leadership development	School readiness	Safety	Science	Sport and recreation	Student engagement	Student leadership development	Student retention	Transitions within school	Vocational education	Other
Aboriginal Education Council (NSW) Inc																											Indigenous
Australian Communities Foundation	✓	✓		✓	✓	✓			✓	✓	✓	✓	✓	✓	✓			✓				✓		✓			
Bennelong Foundation						Eucalyptus education																					No specific priority area
Bjarne K Dahl Trust																											
Buderim Foundation																											No specific priority area
Collier Charitable Fund																											No specific priority area
Cowan Grant Pty Ltd															Regional and Rural Students												
Fogarty Foundation		✓		✓	✓			✓	✓		✓		✓	✓		✓	✓	✓	✓			✓	✓	✓	✓		
Foundation for Rural and Regional Renewal																✓	✓										
Inner North Community Foundation	✓														Pathways to employment											✓	
Matana Foundation for Young People								✓	✓	✓			✓	✓	✓						✓	✓	✓	✓	✓	✓	
MyState Financial Community Foundation			✓				✓	✓	✓	✓	✓		✓	✓	✓			✓			✓	✓	✓	✓	✓		
Scanlon Foundation		✓					✓		✓		✓							✓					✓				
Sidney Myer Fund and The Myer Foundation	✓			✓				✓	✓			✓		✓	✓		✓	✓			✓	✓		✓	✓	✓	
Stand Like Stone Foundation		✓								✓					✓		✓				✓	✓		✓	✓		
The Architecture Foundation																											World travel
The CASS Foundation	✓		✓				✓	✓	✓			✓	✓									✓					
The Geelong Community Foundation		✓	✓		✓			✓	✓	✓	✓		✓	✓				✓	✓		✓			✓		✓	
The George Alexander Foundation						✓									✓	✓	✓			✓			✓	✓	✓	✓	
The George Hicks Foundation	✓				✓				✓		✓			✓	✓			✓				✓		✓	✓		
The Honda Foundation																								✓	✓		No specific priority area
The Ian Potter Foundation	✓	✓	✓			✓		✓	✓	✓	✓			✓	✓			✓			✓	✓		✓	✓	✓	
The R E Ross Trust		✓	✓		✓			✓	✓	✓	✓							✓		✓		✓		✓	✓	✓	
Tomorrow:Today Foundation		✓	✓			✓			✓													✓		✓			
United World Colleges (Australia) Trust Ltd		✓	✓			✓	✓							✓								✓	✓		✓		

Always check a foundation, trust or not-for-profit organisation's website or speak with them directly, just in case changes have been made to their priority areas, target groups or eligibility requirements.

A dynamic matrix of priority areas and target audiences can be found on the LLEAP website (http://www.acer.edu.au). Here you will be able to add your profile or update your profile.

Target groups

Name	Females	Males	Pre-school (early years and kindergarten)	Primary school age	Secondary school age	Higher education	Adult learners	Asylum seekers	Disabled	Disadvantaged	Indigenous	Parents/families	Principals	Refugees	Rural and/or remote communities	Teachers	Other
Aboriginal Education Council (NSW) Inc	✓	✓	✓	✓	✓	✓	✓			✓	✓						
Australian Communities Foundation	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓		Medical research scholarships
Bennelong Foundation	✓	✓			✓	✓	✓			✓	✓			✓	✓		
Bjarne K Dahl Trust																	No specific target group
Buderim Foundation									✓								No specific target group
Collier Charitable Fund																	No specific target group
Cowan Grant Pty. Ltd.	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓		✓	✓		
Fogarty Foundation	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓		
Foundation for Rural and Regional Renewal		✓	✓				✓			✓					✓		
Inner North Community Foundation	✓	✓	✓	✓	✓					✓							
Matana Foundation for Young People	✓	✓	✓	✓	✓	✓				✓	✓				✓		
MyState Financial Community Foundation	✓	✓	✓	✓	✓				✓	✓							
Scanlon Foundation			✓					✓		✓	✓			✓	✓		
Sidney Myer Fund and The Myer Foundation				✓	✓			✓		✓				✓	✓		
Stand Like Stone Foundation													✓		✓		
The Architecture Foundation						✓											
The CASS Foundation	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓		
The Geelong Community Foundation										✓							
The George Alexander Foundation	✓		✓	✓	✓	✓					✓						
The George Hicks Foundation				✓						✓	✓			✓			
The Honda Foundation									✓	✓	✓						
The R E Ross Trust	✓	✓	✓	✓					✓	✓	✓	✓		✓	✓		
Tomorrow:Today Foundation	✓	✓	✓	✓	✓					✓	✓			✓	✓	✓	
United World Colleges (Australia) Trust Ltd.	✓	✓	✓	✓	✓					✓	✓			✓	✓	✓	

Education Brief: Quality teaching. Teacher Quality

Knowledge is a basic building block for change.

But change is made harder when there is a disconnect between grant seeker and grant maker priority areas and target audiences. Quality teaching was seen as a high priority for school participants in LLEAP, but a much lower priority for philanthropic and not-for-profit organisations. But what is quality teaching?

Have you thought about …?

Schools –
How is quality teaching and teacher quality relevant to your project?

How are these connected with student outcomes in your project?

Not-for-profit organisations –
How might quality teaching and teacher quality relate to the sustainability of your educational program?

Given the evidence of their association with improved student outcomes for disadvantaged communities, how might you support this area in the future?

Philanthropy –
In what ways might you already support quality teaching and teacher quality?

Given the evidence of their association with improved student outcomes for disadvantaged communities, how might you support this area in the future?

Quality teaching, teacher quality

Research shows there are differences in student achievement around the world.

There are differences in student achievement between schools and within schools. We can do better.

Quality teaching and teacher quality are seen as (not the only) but important keys to improving student engagement in learning and achievement.

Quality teaching is one of the most important in-school influences on student engagement and achievement. Teacher quality then is also going to be critical.

Highly effective school leadership teams have been shown to have a powerful role to play in the quality of teaching and learning in a school.

The recruitment and retention of quality teachers is a key strategy in Australia, as it is elsewhere.

Key elements of quality teaching are being captured in professional standards. These spell out what teachers are expected to know and be able to do at different career stages. The standards cover three main areas: Professional Knowledge, Professional Practice and Professional Engagement.

What good teachers do cannot be divorced from the contexts in which they teach.

Successful teaching also depends on:

▶ willingness and effort by the learner
▶ a social surround supportive of teaching and learning
▶ the opportunity to teach and learn.

Interested in this topic? Want to learn more?

Education Brief: Digital Literacy

Knowledge is a basic building block for change.

But change is made harder when there is a disconnect between grant seeker and grant maker priority areas and target audiences. Digital literacy was seen as a high priority for school participants in LLEAP, but a much lower priority for philanthropic and not-for-profit organisations. But what is digital literacy?

Have you thought about …?

Why do you think the feedback in Year 1 of LLEAP showed there is a discrepancy in the priority attached to digital literacy between schools and philanthropy and not-for-profits?

Schools –
How does or could digital literacy play a role in the project you are doing?

What do you see are critical challenges in the development of skills in the digital economy, for both teachers and students?

Not-for-profit organisations -
Where does or could digital literacy feature in your program(s)?

Philanthropy -
Could digital literacy be an area of focus within your grant making? If so, how, if not, why not?

Digital literacy

The move to digital information and communication is a global imperative and one that cannot be ignored.

Children and digital media are forever linked.

The Australian Bureau of Statistics report that, in 2009, 94% of children aged 12-14 years and 91% of children aged 9-11 years used the internet at home for school work or other educational activities.[12]

Digital literacy includes linking other literacies together: computer, Information Communication Technologies (ICT) competencies and skills; information evaluation and the assembly of knowledge; as well as the development of understandings and attitudes.

Key needs: The effective use by teachers of technology in the classroom.

Some key enablers:

▶ Find a good fit between technology and the curriculum.
▶ Understand what outcomes you seek to achieve through technology integration.
▶ Identify and celebrate students' technology knowledge.
▶ Overcome barriers to the access of technology for students – in and out of school.
▶ Develop students' expertise to ask critical questions about the use and impact of technology.
▶ Improving computer access while safeguarding students from cyberbullying.

"To a child today that cell phone, Blackberry or iPod is just an appliance. They have never known life without technology. And never will."

(Gary E. Knell, CEO Sesame Workshop)

Interested in this topic? Want to learn more?

Education brief: Literacy

Knowledge is a basic building block for change.

But change is made harder when the same language is used, for example, 'literacy', but without necessarily a shared view of what it means in the context of your project or grant. So what is meant by literacy?

Have you thought about …?

Schools –
What student outcomes does your project seek to address?

What aspects of literacy does or could your project encompass?

How you are or could be gathering information on each aspect?

Not-for-profit organisations –
How is literacy defined in the context of your program(s)?

Where does or could literacy feature in your program(s)?

How you are or could be gathering information on literacy in your program(s)?

Philanthropy –
How is literacy defined in the context of your grant making?

What aspects of literacy are those you have supported focusing on?

What opportunities might you have to assist those you have supported in education to share their knowledge with each other?

Could there be opportunities to share this learning with other philanthropic colleagues?

Literacy

The fundamental importance of literacy to education and adult life is undeniable.

Literacy *and* numeracy skills are gateways for young people to achieve at and beyond school. Full participation in society and work is hampered without these basic skills.

Much time has been spent trying to define literacy. The logic being, if we can define it, we can agree on effective solutions to reach and measure it.

Definitions can range from narrow functional descriptions of reading and writing to broader definitions of thought and comprehension.

The Australian Curriculum Assessment and Reporting Authority (ACARA) states that the literacy strand of the 2011 Australian Curriculum aims to:

"develop students' ability to interpret and create texts with appropriateness, accuracy, confidence, fluency and efficacy for learning in and out of the school, and for participating in Australian life more generally."[13]

"The more you read, the more things you will know. The more that you learn, the more places you'll go"

(Dr. Suess, "I Can Read With My Eyes Shut!")

Interested in this topic? Want to learn more?

Education brief: Student Engagement

Knowledge is a basic building block for change.

But change is made harder when the same language is used, for example, 'student engagement'', but without a shared view of what it means in the context of your project or grant. So what is meant by student engagement?

Have you thought about …?

Schools –
How is student engagement defined and positioned in your own project?

How well is this communicated to potential collaborators and funders?

What evidence do you or could you use to measure engagement?

Not-for-profits –
How do you interpret student engagement in your program?

How well is this communicated to potential collaborators and funders?

What evidence do you or could you use to measure engagement?

Philanthropy –
How do you interpret student engagement in relation to your foundation or trust funding priorities?

How well is this communicated to potential collaborators and grant recipients?

What evidence of student engagement do you or could you look for from organisations you support?

Student engagement

Good student outcomes go hand-in-hand with student engagement and motivation.

Student engagement is both an end in itself – such as student engagement through The Arts – and a means to an end – improved learning and achievement outcomes through student engagement strategies.

Either way, the consequences of *not* engaging students in learning can be detrimental.

Research shows that *dis*engagement can have a negative impact on student achievement; wellbeing and sense of belonging; and active citizenship and responsibility for self.

Student engagement can be difficult to define. But most seem to agree that "we know it when we see it and we know it when it is missing." Measures of student engagement include: attendance, school progression rates (from one year to the next) and completion rates.[14]

Researcher, Lois Harris suggests thinking about the major purposes of student engagement as a useful starting point for better understanding it in practice:

▶ Engagement in schooling (e.g. evident through participation, enjoyment and a student's attachment to school)

▶ Engagement in learning (e.g. evident through students being intrinsically motivated to learn and committed to mastering learning).

Interested in this topic? Want to learn more?

See the full Student Engagement LLEAP Education Brief on pp 51-53

Build our collective knowledge to better understand and focus our local decisions

Questions for overall reflection

🔍 What are your priority areas and target groups for improving student outcomes?

🔍 Where could there be opportunities to connect with others for improved student outcomes in a key priority area(s)?

🔍 How do you define your specific priorities? How do your definitions compare to others?

🔍 Where are the gaps in your knowledge? How do you propose to fill these gaps?

🔍 Could the quality and nature of your communications about your priority areas be improved? What could be done differently?

Now What?

✎ What's something I could do tomorrow to improve my knowledge in 'x'?

✎ What's something I might need to think some more about or consult with others about?

....

....

....

....

REFLECTION 2

Embrace the complexity of barriers and do something to overcome these

> *Writing grants: It's a skill that doesn't come naturally for many in schools.*
> (School respondent)

> *Open and honest feedback [from grantees] even if a program is not successful.*
> (Philanthropic respondent)

> *Write an application to the criteria*
> (Not-for-profit respondent)

> *Tax laws are the elephant in the room.*
> (Philanthropic respondent)

> *Sometimes it is hard to access trusts and foundations – how do we get to the point of having a frank conversation. We don't want to be wasting our time or theirs applying for something for which they have no interest.*
> (Not-for-profit respondent)

> *…all the funds have such different applications. Each one is a new set of rules to understand*
> (School respondent)

Issue

An issue we can do something about today: the school and to a lesser extent not-for-profit feedback showed they need more support around how to develop a good proposal. The feedback from philanthropics wholeheartedly agreed. Areas where philanthropy and education could make improvements were suggested.

An issue that may take some time to address: the legal and tax status laws in Australia make it more difficult for philanthropic foundations and trusts to engage in education, especially directly with schools, more particularly, especially with Government schools.

Addressing these issues may not necessarily change the status quo. But ignoring them will leave us standing still. The possibility for the emergence of new voices, ideas and models of collaboration will continue to be constrained.

Support materials and tools

To support your thinking on this topic, in this section you will find:

▶ a snapshot of what we discovered about grant seeker and maker experiences from LLEAP 2011;
▶ key aspects to include in a written proposal;
▶ tips for how grant seekers and grant makers can better help each other.

The section concludes with some overall questions for reflection.

What we discovered: Experiences

Grant seeker experiences

Grant seeking or applying for grants is much more familiar territory for not-for-profits than schools:

▶ 9 out of 10 school respondents reported they were 'newbies' (never applied) or novices
▶ 8 out of 10 not-for-profit respondents reported they were experienced or experts

Success rate in securing a grant in the last 12 months:

▶ 35% of schools – 'once or twice'
▶ 44% of the not-for-profits – 'three or more times'

Grant maker experiences

Foundations and trusts were asked whether the quality of pre-application, application and acquittal phases could be improved.

Perhaps unsurprisingly, the 50 foundations and trusts responding to this issue in the survey indicated in the affirmative. Improvements could be made as follows:

▶ *Pre-application* – discuss your idea with the foundation or trust before you prepare an application
▶ *Application* – ensure the objectives of the project align with the objectives of the foundation or trust
▶ *Acquittal* – report on intended and unintended outcomes, closely followed by how you intend to share the project learnings with others
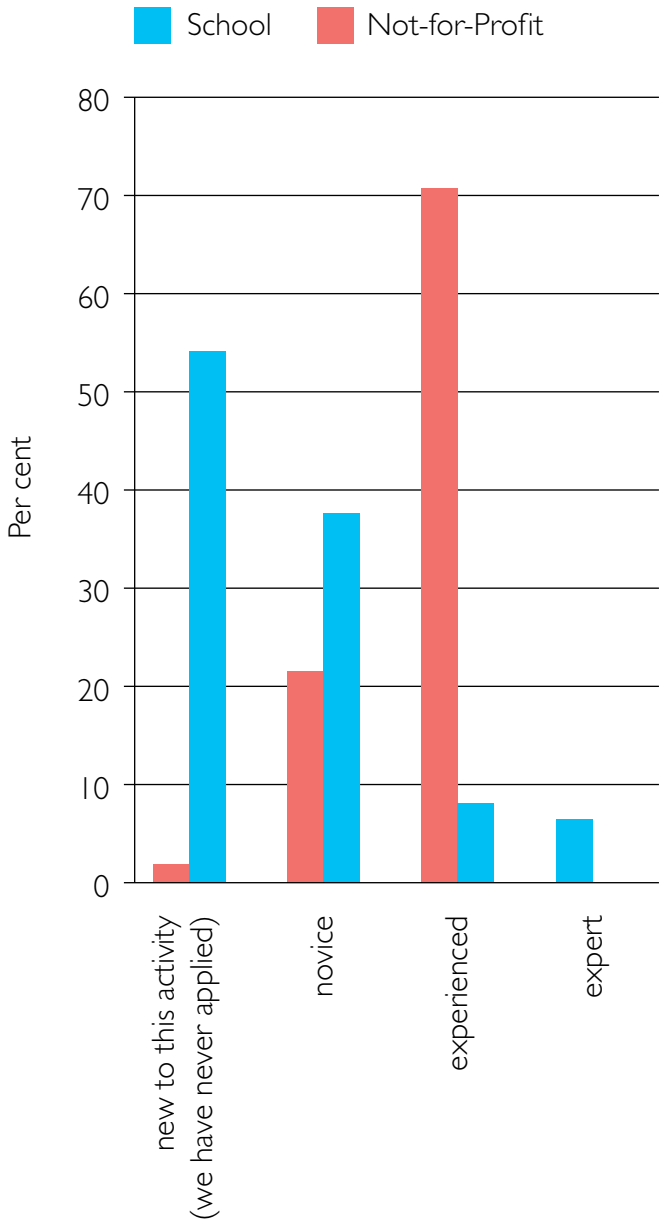
Figure 1: Percentage levels of 'expertise' as identified by schools and not-for-profits

A word of caution:

There is a need to provide pathways for great ideas to be examined, not just great proposal writers to be funded.

What issues does a good proposal cover?

A good proposal tends to address six issues:

These issues were common to 40 philanthropic guidelines and applications that we anlaysed, as well as reflected in feedback from people we interviewed and surveyed.
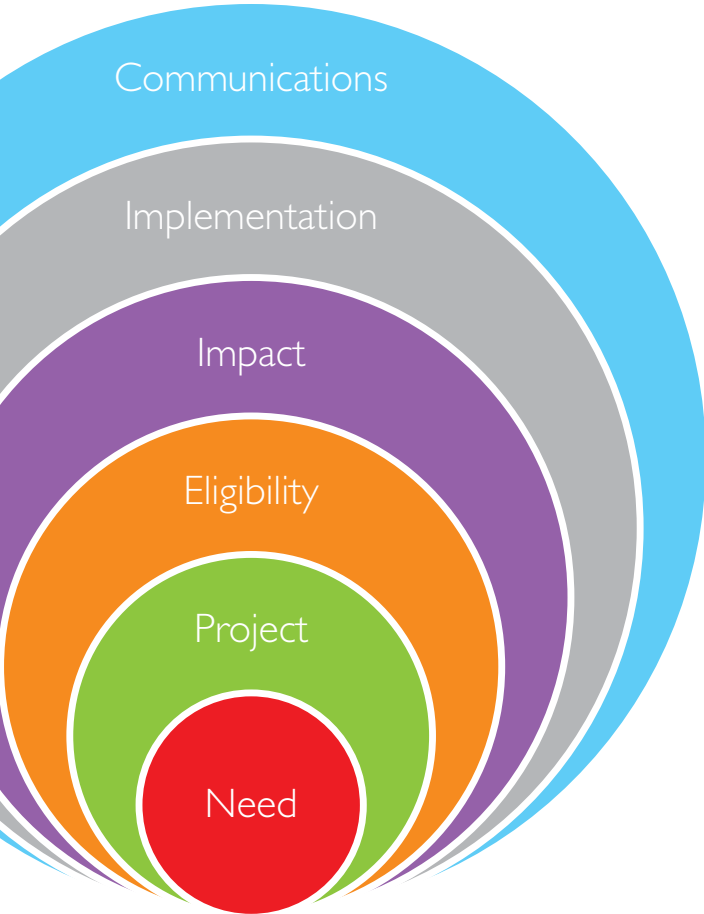
Have you thought about…

Education grant makers:

1 How does the framework (and questions overleaf) compare to your application approach?
2 Why might you include or exclude some information?
3 When thinking about 'impact', do you think about this in terms of the project *and* the organisation? How come?

Education grant seekers:

1 How could thinking through each of these issues enhance your project / your school or organisation?
2 Who could you talk with about your project idea?
3 Why might you seek to collaborate or not collaborate with others to address a need?
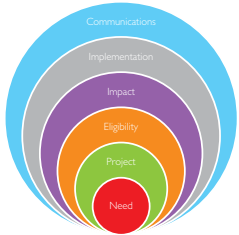
A word of caution:

The six issues provide a framework for a proposal. They are NOT a substitute for a foundation's or trust's application. You must always follow the guidelines and application requirements of each foundation and trust. The level of detail and scope of information required may vary (e.g. the size of the grant versus the amount of information required). But addressing each issue in *your* thinking and planning, even if the application does not require it, will enhance your potential to successfully identify and implement your project. A good proposal is more about thinking than being a great wordsmith!

On the next page you will find a series of questions to help you think about each issue in more detail.

Features of a good proposal

Issue	Questions to help 'unpack' an issue	Addressed (✓ or ✗)
Need	▶ Who is the target group? ▶ Why is the project needed? What are the barriers for those the project will support? ▶ How have you identified the need?	
Our Need	✎	

Project	▶ Has your project got a title? An overview? (one sentence and longer overview of aims and objectives)
	▶ Where will the project be undertaken?
	▶ What will be done in the project?
	▶ What is the duration of the project?
	▶ Is the project new or part of a larger project or a new aspect of an existing project?
	▶ Why are you capable and competent to carry out the project?
	▶ Have you done your research?
	  ▶ Who have you consulted in the development of the project?
	  ▶ Is anyone else already doing this sort of project but in another context?
	  ▶ Could you suggest collaborating with them? If not, what makes your project 'special', 'compelling', 'interesting', 'innovative'?
	▶ Why can't you do this project with your own funding?	

Our Project title and synopsis	✎	

Issue	Questions to help 'unpack' an issue	Addressed (✓ or ✗)
Eligibility (and any other terms and conditions: sometimes also referred to as 'exclusions')	▶ Has someone who understands the project spoken with someone from the foundation or trust you are seeking support from? ▶ Do you know who is eligible to apply and when and how applications can be received? (Have you read the grant maker's guidelines, funding principles?) ▶ Do you have copies of documents from the Australian Taxation Office? (this indicates you meet the tax requirements of the foundation or trust) ▶ If you are not eligible to apply, who might you develop a genuine partnership with (beyond a conduit)? ▶ Does your project fit with what the foundation/trust aims to support? ▶ Is the link between your project and the foundation's purposes clearly identified? ▶ Do you know what the foundation/trust will not support? (e.g. retrospective funding, travel, accommodation, administration costs)	
Our Eligibility Details	✎	
Impact	▶ How will you know if your project has been successful? ▶ Who will benefit from it and in what ways? ▶ What will be the outcomes (short, long) you seek to achieve? What information will you gather to help you assess this? How will you gather this information?	
Propsed Impact	✎	

Issue	Questions to help 'unpack' an issue	Addressed (✓ or ✗)
Implement	▶ Have those directly affected by the project been involved in the project's development? ▶ How might the foundation or trust like to be involved beyond financial involvement? ▶ Will any other individuals and/or groups be involved in the project? In what ways? ▶ Have the practical and institutional arrangements to implement the project been identified and organised? ▶ Have you done a budget? ▶ How much are you seeking? When do you need the funds? (Is this when the foundation or trust is able to provide the funds?) ▶ Could the project proceed if you do not receive the full amount requested? ▶ Will the project receive any in-kind support? How much? From whom? For what purposes? ▶ Have you indicated any additional confirmed or pending resources? ▶ How will you keep your project going once the grant has been expended? ▶ Will the project create new demands beyond the life of the project?	
Implementation Plan	✎	
Communicate	▶ What is in the funding agreement? (e.g. reporting; acknowledgements; use of funds) ▶ How does the funder prefer to be kept updated about your project? (milestone reports; emails; presentations) ▶ Who will you share knowledge from the project with and how? ▶ Is there a way the grant maker might assist with dissemination?	
Communication Plan	✎	

Tips from grant makers and seekers to grant seekers

In addition to the issues and questions to cover off in a good proposal, some of the other tips we discovered were:

Pre-application

- Get 'the story' or case outlined: Know your project well and believe in it.

- Do some background research on the different types of foundations and trusts prior to someone with knowledge and passion about your project making contact with the foundation or trust: Read their funding principles, conditions and guidelines.

- Just because one foundation does not require a specific piece of information, this does not mean that another foundation won't.

- Be clear whether a foundation has a preference for discrete stand alone projects or whether the project can be part of a larger project. First cuts can be the deepest, so make sure what you are seeking to do or how you are seeking to do it, is a good fit with your potential supporter. Keep in mind, you are trying to find a funder that fits *your* project. You are not trying to fit *your* project to a fund.

Application

- Not sure about your Tax Status eligibility for a grant? Check with your financial advisor or the Australian Government's ABN Lookup website (see references list).

- Don't forget to include (and where appropriate quantify in dollar terms) in-kind contributions (e.g. teachers' salary, volunteer time that might otherwise incur a dollar cost).

- Ensure your application has been received, Do you have a 'read receipt' for your application emailed? Did you check that your posted application has been received? The onus is on the grant applicant, not the grant maker.

- Take into account what a grant maker will and won't fund, and the total dollar amount they are likely to fund (previous successful grant recipient information in a foundation or trust's Annual Report or on their website can help you out here). But don't water down your budget. Be realistic. There is no point being funded for a project that may well fall over half way through its implementation because you have run out of funds.

Acquittal

- Before you get to the acquittal stage, keep track of your progress and setbacks along the way. Share both intended and unintended outcomes with the grant maker.

- Acquit your grant in a timely manner. If you were eligible to apply again to the same foundation or trust, you will be asked whether you submitted an acquittal last time.

- Ask the grant maker to share the results of your project within their networks.

- With a few tweaks, think how else what you have prepared could be used (e.g. communications with your board or parent body, an article, within your strategic plan).

Tips from grant seekers to grant makers

In addition to the issues and questions to cover off in a good proposal, some of the other tips we discovered were:

Pre-application

- Do you have a process for recording enquiries about your grant program(s)? Collate and analyse these. These can not only inform your decision making, but they can be framed as FAQs on your website.

- Group all relevant information about your education grant together, for each phase of the grant process. Your website shouldn't feel like a 'treasure hunt' for grant seekers.

- If you are unable to take pre-application enquiries directly over the phone, do you have an alternative option for grant seekers? (e.g. submit a question via email, with a note that enquiries will be replied to by return email at the end of each week).

- If your foundation or trust is not a good fit for the potential grant seeker, does your website include links to other possible sources of support? (e.g. search tools)

- Could you be collaborating with another foundation(s) or trust(s)? Could you be engaging with your target group in the formation of your grant scope and focus? Not-for-profits and school participants in the LLEAP project sought more engagement at the front-end of education grant making so grants could be even more effective.

Application

- Tell people you have updated your guidelines and/or application form. An astute grant seeker will know to check your website prior to putting in their application. But they may not pick up any subtle, yet potentially significant, changes. "Please note our guidelines for the 'XXXXXX' education grant have been updated in the area(s) …" (and include a date when the guidelines were updated).

- Provide a simple summary checklist of all the critical information and documentation that an applicant will need to have included with their application (e.g. copies of their Tax Status etc).

- If at all possible, could information about the grant amount be provided or at least a guide based on the previous year?

- Part of a grant seeker's decision making is to weigh up the amount of the grant versus what the project will require. (Does what is being asked of a grant seeker by a grant maker seem way too much for the dollar amount they are offering?). Grant seekers will not want to waste your time or theirs.

- Be an inquiring grant maker in education. This might include, bringing successful grant recipients together for a facilitated conversation about a key challenge they face and that you, as the grant maker face. It could mean taking the time to participate in a cultural awareness program to develop a greater appreciation for the people you seek to invest in. Or it could include offering a simple anonymous avenue of feedback for successful and unsuccessful grant recipients, and /or those who are just 'passing through' your website and considering whether or not to proceed further. This feedback option should be separate from your application or acquittal forms.

Example of a sample survey

1 How did you find out about our grant program? (tick as many as relevant)

☐ the [insert name of your foundation or trust] website

☐ word of mouth from a friend or colleague

☐ read about it in an advertisement

☐ you were a previous applicant

☐ saw it in a grant directory (online or hard copy) (please specify:)

☐ from another foundation or trust (please specify:)

☐ facebook

☐ twitter

☐ other (please specific:)

2 Was our application form easy to understand?   ☐ Yes   ☐ No

3 Were our guidelines helpful in the preparation of your application?   ☐ Yes   ☐ No

4 Which aspect of our application was the most difficult to provide information on? (Please select one)

☐ [list each section of your application form as a separate item]

☐ none

5 Including the pre-application phase, how long did it take to prepare your application? (Please select one)

☐ less than one day   ☐ one – two days   ☐ three – five days   ☐ over five days

6 How many people were involved in the preparation of your application?

☐ one person   ☐ two –three people   ☐ four – five people   ☐ over five people

7 Aside from financial support, what is the other greatest area of support we might offer? (Please select one)

☐ broker relationships with other potential supporters with similar interests

☐ access to facilities

☐ skill development in budgeting

☐ skill development in media relations

☐ general professional expertise in project management

☐ bring you together to network and learn from other successful applicants

☐ other [please state: ……….]

Acquittal

💡 Don't make it too onerous.

💡 Can you communicate with grant seekers how you will use the feedback you gather from the acquittal forms? For example, will it be used to inform your decision making about priority areas in the future or the development of FAQs for other prospective grant applicants or will it be used in some other way?

💡 Can a grant seeker see your acquittal form on your website? What they have to do to acquit a grant is part of their decision making about whether they will apply.

Embrace the complexity of barriers and do something to overcome these

Questions for overall reflection

🔍 What would you like to see changed about Australia's legal and tax status laws in relation to philanthropy in education? On what basis do you think this?

🔍 What is one thing you could do to assist in overcoming a barrier to grant seeking and grant making?

🔍 What are the intended outcomes from improved access to philanthropic support by those in education, especially government schools?

🔍 What could be an unintended outcome(s) from improved access to philanthropy in education?

🔍 Who serves to benefit by things staying the same? (in your school, not-for-profit, foundation or trust; in your community, in Australia)

Now what?

✎ What's something I could do tomorrow to overcome (or work towards overcoming) a barrier to improve philanthropic engagement in education?

✎ What's something I might need to think some more about or consult with others about?

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REFLECTION 3

Collaborate and learn, but do both better

> *Philanthropics have a lot of ability to drive change and bring partnerships together – bring government and business around the table. Be the arms and legs.*
> (Not-for-profit respondent)

> *I really think that it is about getting the relationships and connections with schools in public education. We have not had to get our head around this area before. I'd like to work in partnership with these groups.*
> (School respondent)

> *A genuine need within a community, hopefully that has been identified by the school community, should be the starting point for any engagement.*
> (Philanthropic respondent)

Issue

Collaboration is not the destination. It is one strategy to advance a project of mutual interest and maximise its impact. It is one reflection of engagement, signalling the importance of mutual commitment in the relationship. It is one forum where learning, informal and formal, can take place. It is the one issue that came up again and again in our fieldwork and reviews of other literature.

The issue people wanted to know more about was how could we better connect with one another around an area of mutual interest? Our view is that 'form follows function'. Get this sorted first and who, when, where and how you might collaborate comes next.

Support materials and tools

To support your thinking on this topic, in this section you will find:

▶ a snapshot of what we discovered about collaboration from LLEAP 2011;
▶ current models of collaboration from Australia and overseas;
▶ a framework for thinking about your current or potential collaborators. Illustrations of these factors in cases of practice can be found in the *LLEAP Case Guide Companion* Document.

The section concludes with some overall questions for reflection.

What we discovered: Engagement

Why engage?

Research shows four main outcomes that schools are hoping to achieve when entering into a collaboration:

▶ increased student engagement;
▶ improved academic outcomes;
▶ enhanced social wellbeing and/or
▶ broader vocational options and skills.[15]

Within these categories more specific outcomes may be identified, such as improving reading as an academic outcome.

The LLEAP 2011 survey results confirmed these findings from the Australian Council for Educational Research's (ACER) analysis of the National Australia Bank (NAB) Schools First impact award winners. The LLEAP results also showed that in addition, 'process' and 'reach' outcomes were also sought through philanthropic relationships with education, as follows:

▶ process outcomes (e.g. further funding has been secured to continue, replicate or expand a project).
▶ reach outcomes (e.g. new or expanded networks have been established as a result of the project).

Ways people engage?

▶ 87% of school respondents in LLEAP reported that they had *not* collaborated with an eligible organisation to apply for a philanthropic grant or they were unsure whether they had;
▶ 64% of not-for-profits reported they had *not* collaborated with a school(s) to seek a philanthropic grant;
▶ 36% of not-for-profits had collaborated with a school. 54% of the time the collaboration was initiated by the not-for-profit;
▶ 43% of philanthropic respondents offer general professional expertise or advice to grant recipients;
▶ 38% of philanthropic respondents offer to broker or facilitate introductions.

Overall, collaboration within philanthropy was reported to be *informal*:

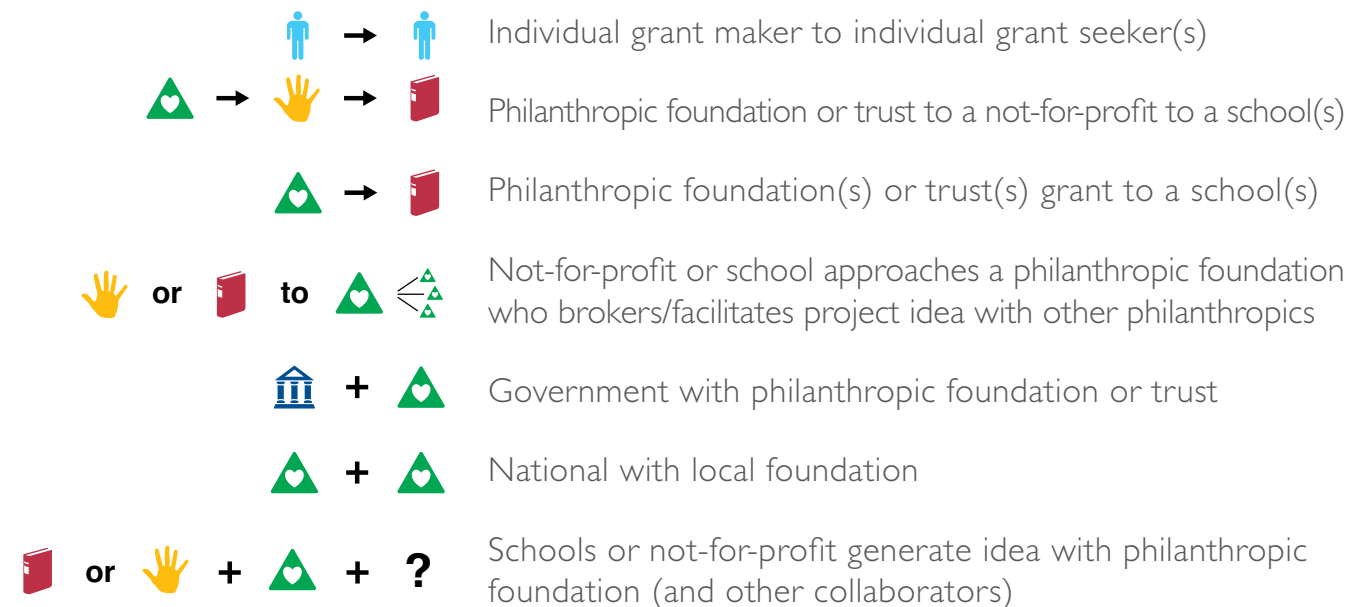▶ offering or seeking advice from colleagues around specific issues.

Overall, the major *formal* means of collaboration was:

▶ co-funding with other foundations or trusts for joint grant making.

Models of collaboration

What model of collaboration is the best fit for what you are trying to achieve? This page and the next outline some of the models (current and aspired) we came across during the first year of LLEAP.

Individual grant maker to individual grant seeker(s)

Philanthropic foundation or trust to a not-for-profit to a school(s)

Philanthropic foundation(s) or trust(s) grant to a school(s)

Not-for-profit or school approaches a philanthropic foundation who brokers/facilitates project idea with other philanthropics

Government with philanthropic foundation or trust

National with local foundation

Schools or not-for-profit generate idea with philanthropic foundation (and other collaborators)

Individual · Philanthropic foundation or trust · Not for profit · School · Government

Have you thought about, from your perspective and context:

▶ What does or could this model of collaboration look like?
▶ Where have you seen or heard of this model before?
▶ How does or could it help lay a foundation for collaboration?

Reflect on your underlying theories about each model:

▶ *Assumptions* – What's the nature of the relationships in this model?
▶ *Analysis* – On what basis do you think this?
▶ *Actions* – So what should you/we do then?

Using the '3As' Framework above helps people to talk more openly about why they are doing what they are doing.[16]

▶ What would be your best possible future scenario?

The engagement challenge for philanthropy is heightened by the constraints of Australia's current tax legislation that determines eligibility for receiving philanthropic grants, and the sector's constant need to negotiate the interface of 'interest' and 'interfere' in education when it comes to government priorities and funding. Ros Black reports that there is a belief in the philanthropic sector that government will 'step in' when the philanthropic sector 'steps out'.

Government-philanthropic

US based Grantmakers for Education (GfE) report that public-philanthropic relationships are evolving. Feedback from their *Benchmarking* study in 2011 suggested this model of collaboration is a growth area. **Why?** This model of collaboration is a means to pool and 'leverage' existing resources. **Used?** When there is a need to scale initiatives or create sustainability. **A challenge?** "Leverage has emerged as a dominant theme. Everyone is trying to leverage everyone else's resources. When it works, it's called 'partnership.' This is not a bad thing, just hard to do well."

The City of Hume Model – Government (all levels) + philanthropic foundation

The City of Hume Project - *Supporting Parents - Developing Children* - aims to better engage vulnerable children and families in early childhood services, particularly new migrant families. The project promotes a coordinated and systematic approach to addressing issues, with an investment of nearly $3m over three years plus in-kind support committed by:

▶ The Scanlon Foundation
▶ Department of Education, Employment and Workplace Relations
▶ Department of Immigration and Citizenship
▶ Department of Human Services
▶ Department of Families, Housing, Community Services & Indigenous Affairs
▶ Victorian Department of Premier and Cabinet
▶ Victorian Department of Education & Early Childhood Development
▶ Victorian Multicultural Commission
▶ Hume City Council

Evaluation of the project will occur throughout its life to establish the benefits of deploying this same collaborative model in other areas and projects. More information about this project can be found via the Hume City Council's website: http://www.hume.vic.gov.au or via the Scanlon Foundation: http://scanlonfoundation.org.au

National-local

In the same report from GfE, they shone a spotlight on what they believe is a promising model of collaboration: that between a national philanthropic and a local partner. **Why?** The partners can bring unique strengths to the relationship: local partner has a deeper understanding of 'on-the-ground' issues; national partner is better placed to influence and raise awareness. **Used?** Helps build knowledge about respective contexts. *Challenge?* Takes significant discipline, good will and a need to "park egos". Depending on the partner organisations, different metrics and governance models can be barriers. When these are addressed, the model of collaboration is reported to be more durable.

The Education Benalla Model – community foundation + national and state philanthropic foundations + state government

The Education Benalla Program represents a whole-of-community response that spans family, community and school. It is a community development model of action. The Program is in the second year of a planned 10-year implementation period. The desired outcome is that by 2030 the education and training completion rates for Benalla 17-24 year olds will equal or exceed the Victorian State average. The Program has cross-institutional support across public agencies and small and large community groups and businesses. Funding has been donated locally by private citizens and the Hume Region of the Department of Education and Early Childhood Development and through philanthropic grants, including The Ian Potter Foundation, The R E Ross Trust, Yulgilbar Foundation, Rural Education Program, Perpetual Trustees and Newsboys. The Education Benalla Program progress is being measured annually with support from the University of Melbourne.

More information on the Program is available in the Education Benalla Case Study LLEAP Guide Companion Document.

Participants in the LLEAP project from schools, philanthropic grant making foundations and trusts, and not-for-profit organisations were asked:
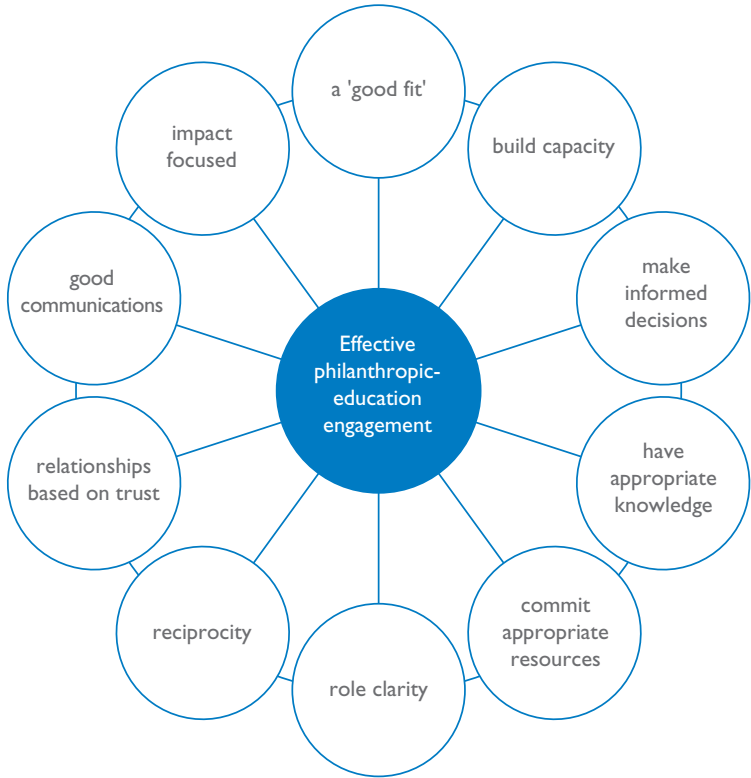
What do you perceive to be the key ingredients for successful philanthropic engagement in education?

More than 250 'ingredients' were identified. The 'ingredients' covered various aspects of grant seeking and grant making. A thematic analysis of the 'ingredients' was done, producing 10 interrelated success factors.

How these factors might be reflected in practice could vary in terms of context, for example:

- size of the grant;
- scope of the project;
- model of engagement (e.g. one philanthropist supporting one individual, compared to multiple foundations and trusts working with government and whole of community);
- level of experience of grant maker or seeker;
- stage of the relationship (e.g. pre-application, application, acquittal);
- the lens through which the success factor is being described (i.e. school, philanthropy or not-for-profit).

Ways these success factors may be evident in practice can be found in the table overleaf and in the cases in the *LLEAP Guide Cases Companion Document.*

Diagram: Effective philanthropic-education engagement surrounded by: a 'good fit', build capacity, make informed decisions, have appropriate knowledge, commit appropriate resources, role clarity, reciprocity, relationships based on trust, good communications, impact focused.

Have you thought about …

1 What might success for each factor look like from your perspective and context?
2 How might awareness of success factors impact on your grant making or grant seeking in the future?
3 What opportunities for collaboration does each success factor offer?

Success factor	Ways this may be evident include …
a 'good fit'	▶ aligned values ▶ aligned objectives ▶ aligned priorities
build capacity	▶ pooling funds ▶ assistance with networking and forming partnerships with eligible organisations (knowing who and how) ▶ assistance with the application process (samples, examples, mentoring, meeting locally to discuss project) ▶ improving the knowledge and capabilities of applicants
make informed decisions	▶ evidence-based identification of need ▶ track record ▶ ground-up identification of need ▶ needs that are appropriate, important and a priority for all who are affected ▶ weighing up the costs versus the benefits
have appropriate knowledge	▶ knowing who are the philanthropic foundations or trusts interested in funding education ▶ knowledge about the issue, which is the focus of the grant ▶ knowledge about the community or context for the proposed grant
commit appropriate resourcing	▶ longer-term granting relevant to the needs of the project or program ▶ pre-application phase: time, interest in discussing ideas ▶ sufficient funding within the grant for activities associated with partnering and preparation
role clarity	partners in the project having: ▶ clearly defined roles and objectives ▶ working strategically in the government or policy context
reciprocity	▶ equally valuing the contribution of each partner ▶ two-way and give and take ▶ mutual benefits ▶ partners bringing their strengths to the relationship ▶ team approach to identifying and implementing
relationships based on trust	▶ agreement over values and priorities ▶ doing what you say you will do ▶ perceptions of competence ▶ flexibility to respond to changing context or situation
good communications	▶ communicating clearly and openly ▶ awareness of grants available ▶ simple and clear eligibility, application, acquittal processes ▶ awareness of potential partners available
impact focused	▶ focusing on improving the outcomes for learners ▶ having clarity around what you are seeking to change ▶ careful monitoring of success ▶ some form of evaluation

Effective Engagement

Success factor	Ways this may be evident for us include …
a 'good fit'	
build capacity	
make informed decisions	
have appropriate knowledge	
commit appropriate resourcing	
role clarity	
reciprocity	
relationships based on trust	
good communications	
impact focused	

Collaborate and learn, but do both better

Questions for overall reflection

- When do you or don't you collaborate? Why?

- How does collaboration currently manifest itself in your school, not-for-profit, foundation or trust?

- What could you do differently to improve your engagement with other colleagues – in education, in philanthropy and between education and philanthropy?

- How might you use the factors of success to monitor or review your thinking and practice?

- Who serves to benefit from improved collaboration within and between education and philanthropy? In what contexts and situations? And how will you know this?

Now What?

- What's something I could do tomorrow to improve why, when and how I collaborate?

- What's something I might need to think some more about or consult with others about?

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LOOKING AHEAD TO YEAR 2 OF LLEAP

A clear message from Year 1 of LLEAP is that collaboration and learning could be improved. This is the focus for Year 2 and next year's LLEAP Dialogue Series Guide.

With your support we will explore the issue of collaboration in more depth within philanthropy and between education and philanthropy. This means taking a closer look at the 'front end' of collaborations, their purposes and activities. It also means investigating the 'back end' of collaborations, how effective collaborations work.

The LLEAP framework for effective engagement, the models of collaboration and the cases of practice provide a solid foundation from which to proceed. In Year 2, we aim to reach a greater number of LLEAP survey respondents and go deeper with colleagues from philanthropy and education to unearth the strengths and limitations of various models of collaboration in different contexts and situations. During this process, we will be seeking out new, yet unidentified, models of engagement for inclusion in next year's Guide.

The Gonski review's Recommendation 41 – The Australian Government should create a fund to provide national leadership in philanthropy in schooling, and to support schools in need of assistance to develop philanthropic partnerships – adds further impetus to the LLEAP work and highlights the importance of continuing to hear the voices of hundreds of philanthropic and educational participants throughout the life of the project.

In Year 2, we are welcoming the Origin Foundation who, in partnership with The Ian Potter Foundation, have joined forces to support the LLEAP project being undertaken by the Australian Council for Educational Research's Tender Bridge team.

To educate the public's children is a privilege, a socially just activity and a key future-proofing strategy. One view is that, provided we all hold onto this belief, education will somehow configure itself towards these ends. The view we hold in LLEAP is that for a strong education system to emerge, the relationships and commitment of not just one but many are required. This won't just happen. We must make it happen.

Further details about LLEAP Year 2 can be found via http://www.acer.edu.au//lleap

Appendices

LLEAP education brief: Quality teaching and teacher quality

Context

Supporting 'quality teaching and school leadership' is one of the key commitments of the *Melbourne Declaration and Educational Goals for Young Australians* (2008) - formerly the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) document that 'sets the direction for Australian schooling for the next 10 years'. The COAG National Partnership on Improving Teacher Quality has also been established in recognition that quality teaching is 'the single greatest in-school influence on student engagement and achievement'.

> Quality teaching is 'the single greatest in-school influence on student engagement and achievement'.

The recently released Gonski *Review of Funding for Schooling* reiterated that 'Quality teaching is undoubtedly one of the most important in-school factors' and that 'Research has pointed to the importance of teacher quality in improving outcomes for disadvantaged students'.[17]

But what is meant by 'quality teaching' and 'teacher quality'?

A brief history

Before the late 1960s, it was widely believed that the school or teacher had little influence on a student's learning. Young people's achievements were seen as a reflection of their home-life, their socioeconomic conditions or simply on their own natural ability. Since the 1970s, however, there has been a prolific amount of research that tells us otherwise - that schools, teaching and teachers are major influences on students.[18]

Initially, research focussed on what was known as a simple 'process-product' view - teacher behaviours as 'causes' and student learnings as 'effects'. This emphasised the actions of teachers, mapping behaviours against checklists based on different styles of teaching and competencies. But the approach didn't take into account professional judgements or the difference between an *effective* teacher and a *quality* teacher. Neither did the approach consider teaching across different circumstances or within the context of different subject matter.

So another major shift in thinking occurred in the 1980s - from a focus on classroom behaviour to a greater interest in teachers' *knowledge and thinking*, the nature of teaching 'expertise'. The development of professional teaching *standards* began to appear, focussing on what effective teachers know and why and how they do what they do, particularly as related to specific subjects. The National Council of Teachers of Mathematics (NCTM) in the US, for example, was one of the first to develop teaching standards to support the demands of implementing curriculum standards in mathematics.[19]

International studies, such as the Programme for International Student Assessment (PISA) and Trends in International Mathematics and Science Study (TIMSS), have also allowed researchers to ask questions around why there are such differences in student achievement across countries. Reports emanating from the OECD in the early 2000s concluded that 'teacher quality is a critical factor in determining student learning. Therefore, the recruitment and retention of good quality teachers is key to the improvement of school systems.'[20] The development of policies seeking to improve the quality of teachers and ensure that all students receive quality teaching was seen as a central concern for governments, particularly with demands for an increasingly skilled workforce in a changing technological and global economy.

Within this context, the Australian Institute for Teaching and School Leadership (AITSL) was established by the Australian Government in 2010 as a key component of the National Partnership on Improving Teacher Quality. It has responsibility for:

- rigorous national professional standards
- fostering and driving high quality professional development for teachers and school leaders
- working collaboratively across jurisdictions and engaging with key professional bodies.[21]

A summary of the key issues relating to teacher quality

According to DEEWR, issues relating to teacher and school leader quality 'affect all stages of the teaching 'lifecycle', from attraction into the profession to ongoing development and retention in our schools'.[22] Improving teacher and school leader quality requires action to:

1 **Attract** the 'best and brightest' entrants to teaching – *According to 2006 research, factors such as remuneration, workload, employment conditions and status were the most significant factors influencing able graduates in **not** choosing teaching or leaving the profession.*[23]
2 **Train** our future teachers through world-class pre-service education.
3 **Place** quality teachers and school leaders in schools where they are needed most.
4 **Develop** teachers' skills and knowledge through ongoing professional learning.
5 **Retain** quality teachers and school leaders in our schools.

In addition to these considerations, another key issue around teacher quality relates to its relationship to the circumstances and contexts in which student learning takes place. As researchers Fenstermacher and Richardson point out, it must be remembered that successful teaching depends not only on what good teachers do but also on three other conditions:

- willingness and effort by the learner
- a social surround supportive of teaching and learning
- the opportunity to teach and to learn.[24]

> The direct relationship between teacher quality and student learning outcomes is still uncertain. Other conditions must also be in place.

More recently, the Masters review of education in Queensland indicates the powerful role that highly effective school leadership teams can have on the quality of teaching and learning. The resulting 'Teaching and Learning School Improvement Framework' shows the explicit focus high performing school leadership teams take on the development of expert teaching teams.[25]

What does quality teaching look like?

> Quality teaching is more than just determining whether something has been taught, it is also about how it is taught.

Quality teaching is more than just determining *whether* something has been taught, it is also about *how* it is taught. As indicated, quality teaching is now defined in terms of a set of teaching standards, which, according to Ingvarson and Kleinhenz, provides answers to the following questions:

- What is important about what we teach, and what do we consider to be quality learning of what we teach?
- What should teachers know and be able to do to promote that kind of learning?
- How do teachers provide evidence of what they know and can do?
- How will that evidence be judged fairly and reliably and what level of performance counts as meeting the standard?[26]

As outlined by AITSL, the National Professional Standards for Teachers is a public statement of what constitutes teacher quality. The key elements of quality teaching are described in the Standards. They articulate what teachers are expected to know and be able to do at four career stages: Graduate, Proficient, Highly Accomplished and Lead.

They include three main areas:

- Professional Knowledge (what teachers should know about their students and the content they teach),
- Professional Practice (planning, teaching and assessing student learning as well as establishing supportive learning environments) and
- Professional Engagement (professional development and contributing to the professional community).

The Standards and their descriptors represent an analysis of effective contemporary practice by teachers throughout Australia. Processes for their development included a synthesis of the descriptions of teachers' knowledge, practice and professional engagement used by teacher accreditation and registration authorities, employers and professional associations. Each descriptor has been informed by teachers' understanding of what is required at different stages of their careers. An extensive validation process involving almost 6,000 teachers ensured that each descriptor was shaped by the profession.

How can advanced teaching standards link to improvement in the quality of teaching and learning? Standards can form a valuable bridge between research and practice. Standards writers attempt to articulate the implications of research for what effective teachers know and do. The task of defining advanced teaching standards entails a direct application of research in teaching and related fields.

Standards developers are hungry for the latest research discoveries in education and fields such as psychology, child development, and the disciplines, for example, science, history or linguistics. Their task is to gather and synthesise these findings and capture them in the standards. Teachers whose practice reflects the content of research-based

standards can therefore be recognised as providing students with the best possible opportunities to learn.

Historically, the take-up of research and innovation in teaching has been poor, and there has been a lack of clarity about what teachers should be expected to keep up with. This has been blamed on the uncertainty of the professional knowledge base, the absence of structures or vehicles through which it could be developed and codified, and the difficulties of achieving a research based consensus on what constitutes quality in teaching.

LLEAP education brief: Digital literacy

"Students' natural attraction to technology reminds me of my grandmother's excitement over the refrigerator. As kids, we couldn't understand her visceral joy because, after all, to us, it was 'just an appliance.' but she remembered life without that refrigerator. We did not. To a child today that cell phone, Blackberry or iPod is just an appliance. They have never known life without technology.

And never will."

(Gary E. Knell, CEO Sesame Workshop)

Context

In 2009, the Australian Government Report, *Australia's Digital Economy: Future Directions,* stated that

> A successful digital economy requires Australian households and businesses to have the necessary skills to effectively and productively participate. If Australians lack the requisite skills to engage online, they may miss out on future employment and collaboration opportunities and Australia may fail to grow successful local digital economy companies or attract foreign investment in the form of regional hubs … Individuals require digital media literacy skills.[27]

Building on this understanding, the Government's Digital Education Revolution (DER) aims to "contribute sustainable and meaningful change to teaching and learning in Australian schools that will prepare students for further education, training and to live and work in a digital world".[28] The Prime Minister's launch of two satellites in February 2012, designed to provide broadband coverage to remote Australians, demonstrates that the area of Information and Communications Technology (ICT) and Digital Inclusion is still firmly on the Government's agenda.

The move to digital information and communication is a global imperative and one that cannot be ignored. As the CEO of *Sesame Workshop (famous for Sesame Street)* stated at the 2010 *Grantmakers for Education* conference in the US, "We know that children and media are indelibly linked, whether we like it or not. We know that educational media can be effective as a learning tool … Everyone at this meeting shares the belief that education has to be on top of the national agenda … The stakes could not be higher".[29]

The Australian Bureau of Statistics report that, in 2009, 94% of children aged 12-14 years and 91% of children aged 9-11 years used the internet at home for school work or other educational activities.[30]

But what is digital literacy and why has it become such an important concern for Australian educators?

A brief history

Personal computers have been seen in educational settings since the technology first became commercially available in the late 1970s. Many educators argued from that point that they could be used to support student learning. However, *how* the technology should be used and to what effect has always been a matter of debate.[31]

The term 'digital literacy' has a relatively long and evolving history. According to technology analyst, Doug Belshaw, the birth of the term can be traced back to the end of the 1960s when there was a sense that "standard definitions of 'literacy' missed out something important from the increasingly visual nature of the media."[32] 'Visual literacy' became a popular term in the late 1960s, relating to *seeing* while integrating other sensory experiences. This implied that visual elements required a separate 'literacy'. However, there were many similarities between visual literacy and traditional literacy, in the sense that both stressed the importance of decoding, comprehension and communication. But by the early 1980s, the term 'visual literacy' and its definitions were being questioned, eventually being absorbed by 'umbrella terms' combining two or more 'literacies.'

Another term evolving in the 1970s and 1980s was 'technological literacy' or 'technology literacy'. This was defined (with political and economic undertones) by the US government as "the ability to use … the key systems of the time," whilst "insuring that all technological activities are efficient and appropriate," and "synthesiz[ing] … information into new insights".[33] The term 'computer literacy' was also variously and broadly defined from the 1980s, largely relating to the acquisition of skills to survive in the 'modern world' and the need to find information in a computerised form. "But", argues Belshaw, "The 'critical' element of literacy … including the ability to make meta-level decisions and judgements about technology usage, were entirely absent

from these 1970s and 80s definitions". Fluency was not the same as literacy.[34] By the mid 1990s, the assumption that using a computer to achieve specified ends constituted a 'literacy' was being increasingly questioned.

As the term 'computer literacy' began to lose credibility and computer use became more mainstream, particularly in communications, the term 'ICT literacy' became more popular. This was defined by some as: "using digital technology, communications tools, and/or networks to access, manage, integrate, evaluate, and create information in order to function in a knowledge society".[35] As Dave Bawden notes, the skills outlined in this definition are not just procedural, they are conceptual. Yet, 'ICT literacy' could be defined differently by others. The European Commission, for example, defined ICT literacy as learning to operate technology; it did not incorporate higher order comprehension skills in its definition.

Following the questioning of 'visual literacy,' 'technological literacy,' and 'computer literacy,' many commentators sought to find a term that better reflected digital communications and the Internet age. "Digital literacy" was originally used in the 1990s to mean an ability to read and comprehend information in multimedia formats. Some argued that digital literacy was quite different from traditional literacy, since the digital world could produce many forms - text, images, and sounds, but this was soon considered too restrictive a definition.

Digital literacy needed to be more than using digital resources effectively, "it is a special kind of mindset or thinking".[36] Paul Gilster's 1997 work *Digital Literacy* is often cited as the instigator of discussion around the concept and his definition that digital literacy is about "mastering ideas, not keystrokes" was seen as the first to explicitly address the 'meta-level' nature of literacy that was missing from earlier computer-related conceptions of literacy. It marked a distinction from the more limited 'technical skills' view.

> The terminology around "digital literacy" remains complex and is sometimes confused

Yet the terminology around "digital literacy" remains complex and is sometimes confused. The term sits among a multiplicity of similar terms, which are often interchanged, including information literacy, e-literacy, network literacy, as well as informacy, or "Internet savvy".[37]

However, despite some continuing inconsistency in the use of the term, many researchers, following on from Paul Gilster, are using digital literacy to "denote a broad concept, linking together other relevant literacies, based on computer/ICT competences and skills, but focused on 'softer' skills of information evaluation and knowledge assembly, together with a set of understandings and attitudes".[38]

A summary of the key issues relating to digital literacy

One of the central issues raised around digital literacy relates to the need for teachers to effectively integrate technology into the classroom, focussing on students as the centre of a "meaning-making process".[39] Writing in the *Dawn of New Literacies*, Rick Allen argues that for a learner to benefit from classroom technology, the following conditions must be met:

► finding a good fit between technology and the curriculum – the technology motivates students and offers them knowledge beyond the textbook;

► understanding the outcomes of technology integration;

► identifying and celebrating students' technology knowledge – with the "21st century concept of authorship" – when students copy and import various digital media, instead of producing what teachers would consider "original" creations - teachers should recognise and value the students' effort at "genuine synthesis";

► addressing student access to technology in and out of school; and

► guiding students to ask critical questions about the use of technology and its impact - whether they're critiquing online gaming, the reliability of web information, personal privacy on the Internet, or issues about web-based literacy versus printed texts.

A final issue that cannot be ignored is the growing concern around cyber-bullying. How do teachers balance the need to ensure computer access and literacy while safeguarding their students from digital 'attacks'? As the Australian Government's Department of Broadband, Communications and the Digital Economy website notes:

> The Government's approach to cybersafety acknowledges the key role for teachers, parents and carers in the online safety of children … This recognises that there is no single solution to assisting with the protection of children online, and the need for a multi–faceted approach to educating young people.[40]

In a 2008 lecture at the US Library of Congress, Edith Ackerman highlighted the need for teachers to "rethink their own beliefs on what it means and takes to be smart; knowledgeable; a good learner; an educated person; a well-read person".

Others have highlighted the need for teachers to welcome

> "We are digital pioneers in a vast landscape of opportunity, and while a cattle prod may seem like the most useful tool to some veterans, the savvy will recognize their own willingness to learn new ideas and techniques …"

opportunities to teach not as individuals, but as partners and collaborators with learners. This sentiment was echoed by the Sesame Workshop CEO, speaking at the recent GFE conference (as indicated above) when he urged educators to forge alliances: "You know the African proverb (or maybe it was the Tea Party) that says, 'if you want to go fast, go alone; if you want to go far, go together.' In this revolution we will need to unite our own expertise to create a new style of learning for the 21st Century. It will fuse unlikely partners to create content and resources that work inside and outside the classroom." 'Unlikely partners' may well include students, as digital educator Wesley Fryer writes:

> We all need digital literacy NOW … The prospect of leading this trek may seem fearsome to some educators, but the path we must follow is not for lone rangers. We ride on this cattle drive together, and the students are not the cows - they are our fellow cowboys, cowgirls, wranglers and explorers who make up our classrooms and our communities. We are digital pioneers in a vast landscape of opportunity, and while a cattle prod may seem like the most useful tool to some veterans, the savvy will recognize their that their own willingness to learn new ideas and techniques is the most precious commodity in their saddlebag.

Yet, despite these words of encouragement and the increasing policy and research attention focussed on digital literacy, noted educators Cassie Hague and Sarah Payton of Futurelab, suggest that there is still relatively little information about how to put it into practice in the classroom. With this in mind, these two developed a handbook - *Digital literacy across the curriculum* – which Australian Policy Online stated "is aimed at educational practitioners and school leaders in both primary and secondary schools who are interested in creative and critical uses of technology in the classroom".[41]

What does digital literacy look like?

In simple Wikipedia terms, 'digital literacy' is the "ability to create, comprehend, edit, and utilize digital technologies presented through multiple formats to satisfy an intended purpose".[42] But, according to Dave Bawden, there is an important caveat that part of digital literacy is "knowing when to use a non-digital source".[43]

According to the Government's Australian Communications and Media Authority, a digitally literate person should be able to:

► understand the nature of different types of digital services and the content they provide

► have basic capacity and competence to get connected, to operate and access various digital technologies and services

► participate confidently in the services provided by digital technologies

► exercise informed choices in online and digital media and communications environments

► have an adequate level of knowledge and skills to be able to protect themselves and their families from unwanted, inappropriate or unsafe content.[44]

Digital literacy goes beyond simple technological skills. It includes a deeper understanding of content and the ability to create it, just as traditional literacy goes beyond comprehension to include the more complex skills of composition and analysis. Established and internationally accepted definitions of digital literacy are generally built on three principles:

► *The skills and knowledge to use* a variety of digital media software applications and hardware devices, such as a computer, a mobile phone, and Internet technology - or technical fluency;

► *the ability to critically understand* digital media content and applications - to comprehend, contextualise, and critically evaluate; and

► *the knowledge and capacity to create* with digital technology - to create content and effectively communicate.

Use, understand, and *create* are the three verbs that characterise the active competencies of a digitally literate individual.[45] But it should be remembered that digital literacy is a dynamic concept and is a continuous process for all ages and stages of life.[46]

⊕ LLEAP education brief: Literacy

Context

As researcher Peter Freebody so succinctly puts it: "There is no doubt about the centrality of literacy to education and to adult life in a literacy saturated and literacy-dependent society like Australia".[47]

Reflecting this imperative, the Australian Government (through the *Smarter Schools National Partnership for Literacy and Numeracy*) is providing $540 million over four years for the implementation of evidence-based strategies that improve student literacy and numeracy skills. As stated on the Department of Education, Employment and Workplace Relations (DEEWR) website "Literacy and numeracy are the essential foundation skills that allow young people to achieve at school, go on to further learning, and participate fully in society and work."[48]

But do we all agree on what literacy means and how it is taught?

A brief history

In 1995, the Australian Government's National Board of Employment, Education and Training Australian Language and Literacy Council prepared a paper on *Teacher Education in English Language and Literacy*. In it, the authors noted that "What constitutes literacy in one decade may be different from what constitutes literacy in the next. To compare and contrast studies of literacy from an historical perspective is, therefore, not a simple matter … [also] Literacy practices are socially and culturally constructed: what constitutes 'literacy' in one culture, for example, can be different from how another culture defines literacy practice."[49]

According to Peter Freebody, Edmund Burke Huey was the first US psychologist to summarise the growing research on literacy education, intended to develop an argument for reforming the teaching and learning of reading in schools in 1908. But, notes Freebody, Huey's work lead to many "questionable interpretations [of literacy] in the decades that followed its publication".[50]

Despite these acknowledged difficulties, in 1997, Bill Green and others set out to write a history of public debates over literacy and schooling. This, they said, was designed to challenge the existing "public and (often) professional amnesia" surrounding debates about literacy that have come and gone over the years. It is largely to this work that we turn for *our* brief history of literacy.

As a starting point, Green and his colleagues noted that, surprisingly, the terms 'literacy' and 'illiteracy' rarely appeared in Australian newspapers until the 1970s. This raised the question as to when and why literacy became an issue for public discussion. They note that with the rapid expansion of state schooling in the 1950s and tertiary education in the 1960s, educational issues rose much more to the fore. In addition, the shift from relative isolation to participation in a globalised society, meant that Australia was becoming more involved in international debates around the competitiveness of our schools and universities.

During the writing of their history, Green and colleagues identified four overlapping 'versions' of 'literate' and noted that "All are still with us today." These versions are:

▶ *1950s: The moral subject* – The ideal literate person was seen to be the product of traditional literary discipline and speech training. Practices were seen as "essential to combat the negative effects of popular culture, left-wing ideologies, and American cultural influence."

▶ *1960s: The technical/skilled subject* – The education debates centred on "the provision of adequate resources for an expanding system, and the implementation of modern, scientific methods of instruction, not on moral content."

▶ *1970s: The deficit/disadvantaged subject* – Issues of equality and access had a powerful influence on views around literacy, with media attention growing and "near hysteria about the social, medical and cultural consequences of illiteracy."

▶ *1980s: The economic subject* – The aim in this era of economic rationalism was to produce skilled workers. Literacy became "redefined in terms of measurable, occupationally valuable 'competencies'."

Highlighted within these 'versions', is the shift from 'literature' (around notions of grammar and speech) to 'literacy'. Even since the writing of this history, definitions of 'literacy' have continued to shift. As outlined by Australia's National Curriculum Board in 2009, literacy definitions in the 21st century have expanded to "refer to a flexible, sustainable mastery of a set of capabilities in the use and production of traditional texts and new communications technologies using spoken language, print and multimedia".[51] (*Refer to Digital Literacy brief in the LLEAP Guide*).

A summary of the key issues relating to literacy

As already evident in our discussion of the history of literacy, a central issue revolving around the topic is the energy invested in trying to define it. As literacy scholar, Rosie Wickert noted in 1992:

> A good deal of scholarly and, more recently, public policy energy is expended on efforts towards the definition of literacy in the mistaken belief that if agreement could be reached effective solutions to the 'problem' would follow … Agreement on a definition and thus on a measurement of literacy will never be reached. Literacy is socially constructed … Arguments over definitions are arguments about whose constructions of literacy will win and accordingly whose related politics of literacy will prevail.[52]

This was reiterated in 2007, with Peter Freebody's comment that *"Literacy education* is a maverick concept. Its refusal to be corralled is testament to the many different interests expressed and directed under its name."[53]

Another key feature highlighted by a number of researchers in this field is that literacy is often related to 'crises'. Claims of declining literacy levels are often, as Barry McGaw notes, "typically anecdotal – based on instances of poor grammar, spelling or expression or on a comparison with a recalled 'superior past'".[54] Debate seems to be a constant fixture and responses by teachers, professional organisations and academics are inevitable. Literacy, notes Bill Green, often "acts as a 'codeword' for other concerns and anxieties in public debate."[55]

Freebody notes that research on literacy education in school is an activity carried out in the midst of at least "five moving targets". These are:

▶ Changing technologies - how are these reworked to "re-present the knowledge to be learned and the ways of displaying that knowledge"?

▶ Changing pathways that young people face - changing skills demands in labour markets and the pressures this places on learning.

▶ Changing patterns of learning – "tensions between the academic and vocational balances in the school curriculum".

▶ Changing cultural and linguistic composition of Australian homes and classrooms – what are the implications of this for literacy teaching and learning?

▶ Changing nature of work organisations including schools – "as modelled on the OECD *Futures Scenarios for Schooling* website, and in the new logic of 'accountable educational provision'".

Changing technology and 'schooling the future' were the subject matter of a 1999 keynote address by Bill Green around *The New Literacy challenge?* In this he argued that "there are myths aplenty … and beautiful lies, as well as truths, in the profusion of statements and formulations that make up the burgeoning field of speculation and scenario building, theory and policy … [around] 'digital rhetorics'".[56] *(Digital Literacy is discussed within a separate Brief in this Guide).*

Finally, in his 2007 work *Literacy Education in Schools*, Freebody raises a further issue around concepts of literacy – this is that "there has been almost no acknowledgement of the Indigenous Australian heritage of language and literacy practices". He continues to highlight that none of the extensive amount of research on literacy education has been "conducted using written or otherwise inscribed forms of Indigenous Australian languages". This has been the realm of cultural and linguistic anthropologists but, argues Freebody:

> We are also reminded that what passes for effective literacy education can differ depending on the culture, history and technologies of social groups, and that our centuries-long focus on teaching and researching English in print, however rich and challenging that project has been, represents only one possible scholarly tradition.[57]

What does literacy look like?

As the Australian Language and Literacy Council noted in 1995, definitions of literacy can range from "narrow functionalist descriptions of reading and writing skills, to very broad definitions which integrate all models of

language, thinking, political and personal empowerment, and symbolic communication processes".[58] This was reiterated in 1997 by Joseph Lo Bianco and Peter Freebody, who argued that definitions range from "skills-based conceptions of functional literacy through to very broad and all-encompassing definitions which integrate social and political empowerment".[59]

A number of Australian state education departments support the 1997 MCEETYA definition of literacy:

> Literacy is the ability to read and write and use written information and to write appropriately in a range of contexts. It also involves the integration of speaking, listening, viewing and critical thinking with reading and writing, and includes the cultural knowledge which enables a speaker, writer or reader to recognise and use language appropriate to different social situations.[61]

Others include the United Nations Educational, Scientific and Cultural Organization (UNESCO) definition - "the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society." Or the PISA 2009 definition of 'Reading literacy' as: "an individual's capacity to understand, use and reflect on and engage with written texts, in order to achieve one's goals, to develop one's knowledge and potential and to participate in society.[60]

Similarly, in the 2011 Australian Curriculum, the Australian Curriculum Assessment and Reporting Authority outlines the 'literacy strand' as aiming to "develop students' ability to interpret and create texts with appropriateness, accuracy, confidence, fluency and efficacy for learning in and out of school, and for participating in Australian life more generally."[61]

Regardless of how literacy is defined, scholars in the field (as already indicated) agree that definitions are extremely complex. Again, literacy is a dynamic social construct, adapted according to the context.

LLEAP education brief: Student Engagement

"Engagement in learning is both an end in itself and a means to an end - students need to engage actively with schooling. Such engagement will lead to higher quality educational achievements, and these in turn will prepare the way for a dynamic process of engagement, learning and achievement throughout life." (Student Motivation and Engagement , Australian Government *Schooling Issues Digest Series*, 2005)

Context

Positive educational outcomes are influenced by a number of factors, including (among others) the student's home environment, the quality of their educational experience, school resources, socioeconomic status of parents, students' attitudes to school and learning and their *engagement* with the school environment.[62]

Measures of student engagement are associated with attendance, school progression rates (from one year level to the next) and completion rates. Secondary school completion is acknowledged as an important first step toward accessing either work or further education, as well as preparing students for entry into adult life.[63]

Yet, according to the Australian Bureau of Statistics (ABS), in 2009 nearly one-third of school leavers aged 15-24 years did not complete Year 12, and those who left school without completing Year 10 were twice as likely to be unemployed than those who completed Year 12 (25% compared with 12% respectively).[64] Data also indicates that males are less likely to complete schools than females.[65] Other research highlights that "across cultures and countries there appear to be engagement gaps, with students from lower socio-economic levels and minority groups generally demonstrating the lower levels of school engagement".[66]

> Positive educational outcomes are influenced by a number of factors, including student engagement with the school environment.

Writing in 2004, Monash University researchers had noted that the issue of student *engagement* was "squarely on the public agenda" because of the growing rates of student *disengagement*. For these researchers, and many others before them, engagement of students is important for three key reasons:

▶ It can make a difference to achievement through attentiveness, interaction and reflection.

▶ It can embrace important goals of schooling beyond achievement – happiness, a sense of belonging and self-worth.

▶ It can be critical in an age that values lifelong learning, active citizenship and responsibility for self. Engaged learners are "doers and decision-makers who develop skills in learning, participation and communication that will serve them throughout adulthood".[67]

To address issues of engagement, retention and completion, in 2009 the Council of Australian Governments (COAG) agreed to increase the compulsory school age. This was applicable from 1 January 2010 and entails:

▶ A mandatory requirement for all young people to participate in schooling (meaning in school or an approved equivalent) until they complete Year 10; and

▶ A mandatory requirement for all young people that have completed Year 10, to participate full-time (defined as at least 25 hours per week) in education, training or employment, or a combination of these activities, until age 17.[68]

The importance of engagement continues to draw the attention of commentators today, as David Gonski noted in the recently released *Review of Funding for Schooling*, student engagement and motivation is frequently cited as one of a number of factors "contributing to good student outcomes".[69]

A brief history

Specific references to student engagement "as a prerequisite for productive learning" became apparent from the mid-1990s in Australia.[70] But critics have long been concerned about issues around student engagement in schools and its connection to learning, even if that specific terminology was not applied.

In the 1930s, for example, John Dewey proposed the radical transformation of schools in the United States through "progressive education". This would be built on the experience of individual learners and their active

participation (engagement) in learning in conjunction with their teachers.[71] Writing in the 1970s, Brazilian Paulo Freire updated some of Dewey's concepts, stating in *Pedagogy of the Oppressed* that traditional education was based on "an act of depositing, in which the students are the depositories and the teacher is the depositor". But, Freire argued, education must engage with the experiences of the learners.[72]

Since Dewey and Freire, the connection between "engagement and learning, democratic practice and social justice" has been more thoroughly explored. Since the 1990s, extensive research material has been produced with a focus on student engagement, particularly around those learners traditionally viewed as "at risk".[73]

In the early 2000s student engagement was often conceptualised in terms of three discrete dimensions: behavioural (students' participation in education); cognitive (students' motivation); and emotional (students' sense of belonging). More recently, research around the topic has emphasised engagement as multidimensional with a complex interplay between students' emotional states, their behavioural engagement, and the way they learn academically.[74]

What does student engagement look like?

> "Engagement is difficult to define operationally, but we know it when we see it, and we know it when it is missing."

Lois Harris notes that, while improving student engagement is seen as a potential way to "remediate social inequality and better educational outcomes for all students", accomplishing this is complicated by the fact that understandings of engagement are "messy" and are considered in very diverse ways.[75] Put simply, says David Zyngier, "engagement is difficult to define operationally, but we know it when we see it, and we know it when it is missing."[76]

In 2010, New Zealand researchers, Robyn Gibbs and Jenny Poskitt tackled the challenging question 'what is engagement?' They conceded:

> Such variability and lack of a common definition about student engagement makes it difficult to know what could be done in classrooms to support students to learn … Engagement and motivation are used interchangeably in some literature or used in different bodies of literature to represent the same construct. In some literature, engagement is a meta construct that incorporates a range of factors. In other

literature, engagement is one of a number of factors (such as motivation) that is identified as impacting on students' learning at school.[77]

Having done the 'leg-work', Gibbs and Poskitt provide the following summary of the most recurring features of student engagement as defined in the literature:

▸ connectedness/sense of belonging to school;
▸ sense of agency;
▸ involvement, effort, commitment, and concentration;
▸ motivation and interest in learning;
▸ sense of self efficacy;
▸ orientation to achievement and performance;
▸ self-regulatory processes and skills.

This multifaceted understanding of engagement was further developed in 2011 by Lois Harris, who argued that "while behavioural, academic, and psychological engagement appear related to positive social outcomes, it is questionable if they lead to increased learning for all students". she goes on to say that it would be useful to make a distinction between the two major purposes of engagement, as follows:

> Two major purposes of engagement:
> ▸ Engagement in schooling
> ▸ Engagement in learning

▸ Engagement in schooling (defined as students displaying behavioural, academic, and psychological aspects of engagement, such as participation, enjoyment, and attachment with school).
▸ Engagement in learning (defined as students who are cognitively engaged, such as acting as self-regulated learners, intrinsically motivated, committed to mastery learning using deep learning strategies).[78]

This latter point was recently reiterated by Brian Caldwell and Fiona Longmuir, who noted that "engagement has a self-perpetuating aspect. If students are interested, and receiving intrinsic reward from their engagement in an activity, they are more likely to continue or extend their experiences and therefore develop deeper understandings".[79] Caldwell has also noted in his recently published work with Tanya Vaughan, *Transforming Education Through the Arts*, that there is a "substantial body of evidence that indicates that engagement can lift performance on a range of indicators of achievement and wellbeing."[80]

> Student engagement has been shown to lead to other benefits.

Have you thought about...

Schools –
How is student engagement defined and positioned in your own project?

How well is this communicated to potential collaborators and funders?

What evidence do you or could you use to measure engagement?

Not-for-profits –
How do you interpret student engagement in your program?

How well is this communicated to potential collaborators and funders?

What evidence do you or could you use to measure engagement?

Philanthropy –
How do you interpret student engagement in relation to your foundation or trust funding priorities?

How well is this communicated to potential collaborators and grant recipients?

What evidence of student engagement do you or could you look for from organisations you support?

Further reading

Education

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Relevant Websites

Australia

Education

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Australian Institute for Teaching and School Leadership (AITSL) - came into being on 1 January 2010. AITSL has responsibility for: rigorous national professional teaching standards; fostering and driving high quality professional development for teachers and school leaders; and working collaboratively across jurisdictions and engaging with key professional bodies - http://www.teacherstandards.aitsl.edu.au/

Australian Government Department of Broadband, Communications and the Digital Economy - The department has four main areas of focus: transforming the structure of telecommunications; switchover to digital television and enhancing the broadcasting sector; realising the digital economy; and enabling a good consumer experience - http://www.dbcde.gov.au/

Business Working with Education Foundation (BWEF) – an independent charitable institution established in 2010 by the Victorian State Government. The BWE Foundation connects the corporate, philanthropic and non-profit sectors with the government school system – http://www.bwefoundation.org.au/

Council of Australian Government's (COAG) Compact with Young Australians and National Participation Requirement - at its 30 April 2009 meeting, COAG agreed to a Compact with Young Australians to promote young people's participation in education and training, providing protection from the anticipated tighter labour market, and ensuring they would have the qualifications needed to take up the jobs as the economy recovered - http://www.coag.gov.au/coag_meeting_outcomes/2009-04-30/index.cfm

Digital Education Research Network (DERN) - a network of researchers, scholars, leaders, experts, educators and colleagues interested in research about education and the use of digital technologies and digital media to improve teaching, learning and leadership - http://dern.org.au

Digital Education Revolution (DER) section of the Department of Education, Employment and Workplace Relations (DEEWR) http://www.deewr.gov.au/Schooling/DigitalEducationRevolution/Pages/default.aspx

Literacy and Numeracy section of the Smarter Schools National Partnership (DEEWR) – http://www.smarterschools.gov.au/nationalpartnerships/Pages/LiteracyandNumeracy.aspx

Quality Teaching Section of the DEEWR website - http://www.deewr.gov.au/Schooling/QualityTeaching/Pages/Qualityteaching.aspx

Tender Bridge – Support for schools with ideas is a national research and development service of the Australian Council *for* Educational Research (ACER). Launched in 2009, at the heart of Tender Bridge is a large dynamic national database of education-related funds from business, philanthropy, not-for-profit and universities that schools or schools in partnership with eligible organisations might apply – http://tenderbridge.acer.edu.au

Philanthropy

Giving West - a community resource which supports, encourages, and promotes more effective giving in Western Australia. The vision behind Giving West is the facilitation of an active and involved culture of giving that makes a difference for the people of Western Australia - http://www.givingwest.org.au/

Our Community - a social enterprise that provides advice and tools for Australia's not-for-profit community groups and state, private and independent schools, as well as practical linkages between the community sector and the general public, business and government – http://www.ourcommunity.com.au/

Philanthropy Australia - the national peak body for philanthropy. Members are trusts and foundations, families and individuals who want to make a difference through their own philanthropy and to encourage others to become philanthropists. Philanthropy Australia's mission is to represent, grow and inspire an effective and robust philanthropic sector for the community - http://www.philanthropy

Public Education Foundation - a **not-for-profit** charity which was launched in March 2008 by the NSW Minister for Education. The Foundation's **mission** is to provide life-changing scholarships to young people in public education, their families and teachers - http://www.publiceducationfoundation.org.au/

Social Ventures Australia - established in 2002 as an independent non-profit organisation. Social Ventures Australia invest in social change by helping increase the impact and build the sustainability of those in the social sector. The organisation provides funding and strategic support to carefully selected non-profit partners, as well as offering consulting services to the social sector more broadly - http://www.socialventures.com.au/

International

Philanthropy

The Association of Small Foundations (ASF) - a United States membership organisation for donors, trustees, employees and consultants of foundations that have few or no staff. The United States is home to over 60,000 small-staffed foundations. These small foundations account for half of the country's total foundation grant dollars - http://www.smallfoundations.org/about/

Center for Effective Philanthropy (CEP) - provides foundations and other philanthropic funders in the United States with comparative data to enable higher performance. This data helps funders achieve the most positive outcomes on issues, fields, communities and people - http://www.effectivephilanthropy.org/index.php

Council on Foundations (COF) - a United States national non-profit association of more than 1,700 grantmaking foundations and corporations. It is a membership organisation that supports grantmakers in various aspects of foundation management. - http://www.cof.org/

Foundations for Education Excellence – this United Kingdom organisation exists to share research, resources and best practice for the support and development of talented young musicians, singers and dancers. This is currently achieved through the online resource hub, the commission of new information sheets on a variety of specific topics and the biennial conference - http://foundationcenter.org/educationexcellence/

Grantmakers for Children, Youth, and Families (GCYF) – a United States organisation that serves as a point of contact for grantmakers seeking collegial and collaborative relationships with other funders concerned with children, youth, and families - http://www.gcyf.org/

Grantmakers for Education (GfE) – a membership organisation established in 1995 for private and public philanthropies in the United States that support improved education outcomes for students from early childhood through higher education. It promotes dialogue, inquiry, and learning to strengthen practice within the field of education philanthropy - http://www.edfunders.org

Grantmakers for Effective Organisations - a community of more than 350 United States grantmakers established in 1997. The organisation helps grantmakers improve practices in areas which, through years of work in philanthropy, have been identified by innovators in the field as critical to nonprofit success: Learning for Improvement, Collaborative Problem Solving, The Money, Stakeholder Engagement and Scaling What Works - http://www.geofunders.org/

The Philanthropy Roundtable - a United States national association of individual donors, corporate giving officers, and foundation trustees and staff. In addition to offering expert advice and counsel, the Roundtable puts donors in touch with peers who share similar concerns and interests - http://www.philanthropyroundtable.org

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Author contact details:

Dr Michelle Anderson and Dr Emma Curtin

Tender Bridge – Support for schools with ideas

Australian Council for Educational Research

✉ tenderbridge@acer.edu.au

☎ +61 3 9277 5410

🖥 http://tenderbridge.acer.edu.au