!FLIPPING SCHOOLS!

WHY IT'S TIME TO TURN YOUR SCHOOL AND COMMUNITY INSIDE OUT

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Chapter 14 Toolkit 3

From Bonding to Bridging: A Spectrum of School Engagement and Connectivity

Based on your analysis of where you are now, where do you want to be in relation to each of these nine dimensions of engagement and connectivity in one, three or five years' time? What needs to change for that to happen? Which are the dimensions you would choose to start on, and why?

BRIDGING (Inclusive)

Leadership focused on community renewal and social activism.
Families as partners in learning.
Negotiated and relevant curriculum. Focus on cultural capital.
Collaboration with other schools – cooperation not competition.
Fully integrated working with other agencies around community wellbeing.
School as a community resource.
Students widely involved in community activism/leadership.
Teachers and others as social educators.
The school as a centre for social and economic entrepreneurship.

Fully inclusive

Leadership widely distributed and community focused.
Parents as co-educators.
Inclusive curriculum involving 'knowledge-creators'.
Active partnerships with other schools/educational groups. Positive cooperation with other agencies.
Genuine student leadership developed within the school.
Extended usage of school resources.
Teachers engaged with the community.
The school becoming seen as outward-facing and engaged.

Moving towards inclusion

Leadership focused on school improvement and management.
Parents involved by invitation.
Restricted definition of the curriculum – subject and assessment based.
Limited networking/partnership with other schools.
Functional engagement with other agencies/silos.
Limited student voice. Restricted access to school resources.
Teachers' roles limited to effective pedagogy.
Minimal entrepreneurial involvement by the school in its communities.

BONDING (Exclusive)

Adapted from Gelsthorpe, T. and West-Burnham, J. (2003). *Educational Leadership and the community*. London: Pearson