

A Stakeholder Audit

Schools (EUROlocal Version)

A tool to enable schools to analyse and respond to a changing educational world in which lifelong learning is predominant and cities regions are in the process of becoming ‘Learning Cities’ and ‘Learning Regions’

‘Learning Cities’, ‘Learning Regions’, ‘Learning Organisations’ are terms that are increasingly used to describe the rationale for the transformation of European cities, towns, regions and organisations for a knowledge age. The European Commission definition of a learning region is:

‘A learning city, town or region recognises and understands the key role of learning in the development of basic prosperity, social stability and personal fulfilment, and mobilises all its human, physical and financial resources creatively and sensitively to develop the full human potential of all its citizens’

Such a definition implies that all sectors of a local community, including schools, are ‘stakeholders’ in the construction of a mutually advantageous and interactive learning city, town or region that will deliver prosperity, social stability and the personal well-being of its citizens. For schools this has important implications and benefits. What happens to individual children there will determine the learning values and attitudes of thousands of people as adults. And since a positive, lifelong, learning attitude is the basis of local and regional prosperity and stability, not to mention personal well-being, schools will need to involve themselves in its creation. Change is inevitable – in the way that schools are managed, in the way that teachers enable children to learn and in the way that they interact with the local community. Schools are now part of an active partnership with local government and other local and regional organisations to help create the sort of vibrant learning society that will deliver more skilful, sensitive and fulfilled people

A Stakeholder Audit

The audit itself is not simply a questionnaire. It is a carefully-worded instrument to engage the school in debate with itself about its own future as a quality learning organisation, and its relationship to others in the city/region and beyond. Schools become closely involved with the transformation process through questions soliciting opinions, information and comment, and exercises developing internal and external debate. The ‘stakeholder audit’ tool created for schools therefore has four purposes, all of which are connected with meeting these criteria in a learning region:

- It will enable schools to measure their performance as ‘learning organisations’ within a learning region.
- It will explore all the parameters which enable a modern school to address the vast number of changing needs and demands of all its own stakeholders – parents, governors, teachers, children and members of the community around it – in a 21st century lifelong learning society.
- It will examine the contribution the school might make to the construction of a learning region in which it can play a part and from which it can benefit.
- It will act as a basis for comparisons with schools in other regions

We have tried to make the Schools Audit both flexible and useful by dividing it into sections dealing with different aspects of its activities. Its purpose is to stimulate thinking, debate and a determination to take action. Whichever way you may wish to use it, we believe that you will benefit. Initially we wish to prove the tool and we appreciate your assistance in helping us to do this. More than that, we are soliciting your experience and expertise to help us improve it for the benefit of those organisations who might use it in the future. Thank-you for your assistance

Part 1 - Some Information about your School

The purpose of this section is to elicit some information that can be used to enable us to make comparisons between regions and companies in respect of their location, their speciality and their size.

1. School Name:.....

2. School Address:.....
.....

3. City.....

4. Tel:.....

5. email address:.....

6. What is the total number of teachers at your school?.....

7. What is the total number of other staff at your school?.....

8. What is the age range of the pupils at your school? From.....to.....yrs

9. Before we start we would like to know what you understand by the concept of a 'Learning City or Learning region? Could you please give us a brief description?

10. Date when audit was completed...../...../.....

Part 2 School Leadership and Lifelong Learning

Among other things, Learning Cities and Regions provide a framework within which a 21st century knowledge age is activated through the application of lifelong learning concepts and principles. Schools play a crucial part in this process, and this will demand inspired leadership. They become 'Learning Organisations'. In this part of the audit we explore together the extent to which your school is already a learning organisation and is led as such.

2.1 Some quotations

The following quotations are from books about the need for lifelong learning in today's world. Please indicate how relevant you think they are to your school.

1= crucial, written into our strategy for staff development

2= very relevant, we should make sure that our teachers, administrators and children are constantly aware

3= important, but we have many important things to do, and this will be take its turn

4= not important for us, takes a low priority

5= not at all relevant to this school

		1	2	3	4	5
2.1.1	<i>A school is an organisation for learning. Everyone there, children, teachers, administrators, is a continuous learner with a need to stay up to date and in touch with the demands of a world of rapid change, and to incorporate it into professional practice. (Longworth – Lifelong Learning in Action)</i>					
2.1.2	<i>A Lifelong Learning school encourages the positive at all times and sets up structures and procedures which celebrate the fact of human potential and its capacity to expand. It means that the focus of the school's effort has to be to develop self-confidence, self-knowledge and self-management in each individual child. (Longworth - Making Lifelong Learning Work)</i>					

2.1.3 Please write down what lifelong learning means to you, as someone working in the schools sector?

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2.2 Lifelong Learning at your school - Here we are exploring together whether you have a strategy for lifelong learning, how it was put together and what it might comprise

		Yes	No	In Plan
2.2.1	Is your school management fully aware of the need for lifelong learning principles and practices in a knowledge age			
2.2.1.1	Are all teachers knowledgeable about lifelong learning principles and practices			
2.2.2	Does the school have a strategy for implementing lifelong learning principles and practice?			
	If yes			
2.2.2.1	Is there a publicly-available document which outlines this strategy?			
2.2.2.2	is this strategy continuously updated?			
2.2.2.3	Was everyone connected with school involved in putting together this strategy?			
2.2.3	Has a clear definition of the school's lifelong learning strategy been communicated to all those who work and study at the school?			
2.2.4	Has a clear message of the need for lifelong learning been transmitted to parents, governors and members of the community around the school			

2.2.5 Please insert any comment you wish about the school's awareness of and attitude to lifelong learning principles and practices

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2.3. The School as a Learning Organisation

2.3.1 Learning Organisations are mostly associated with industry in order to operate in the most efficient way. But they can be relevant to public sector organisations as well, including schools. The following are generally acknowledged to be its main characteristics. **Please put a mark from 1 to 5 in column A reflecting the extent to which you believe it is relevant to the future development of the school and in column B reflecting the extent to which you believe the school practices these ideas internally. (You may wish to give this part of the audit to 3 different people a) a senior administrator b) a teacher and c) a student.**

- Scoring: 1 = very relevant for me/implements all this in full**
2 = mostly relevant for me/ mostly implements this
3 = Partly relevant for me/has a strategy for implementation but not evident in practise
4 = Little relevance for me/makes a token effort every now and then
5 = Not relevant for me/has made no effort

	The School as a Lifelong Learning Organisation....	A	B
2.3.1.1	pro-actively puts the needs and requirements of every learner at the forefront of its strategies		
2.3.1.2	provides the support structures to enable pupils to develop their full potential		
2.3.1.3	Provides the support to enable all members of staff to achieve their full potential as teachers		

2.3.1.4	Has special procedures for actively helping all less fortunate people irrespective of creed, culture, language, handicap, race or nationality		
2.3.1.5	Treats each person in the school with equal respect		
2.3.1.6	Welcomes feedback on all matters from everyone, acts upon it and always replies to it		
2.3.1.7	Encourages everyone to contribute to school policy-making. Suggestions are always replied to.		
2.3.1.8	Displays prominently in all departments and buildings the value of learning and encourages learners to make the most of it		
2.3.1.9	Requires everyone to, including staff, to develop and follow a personal continuous learning plan		
2.3.1.10	Every member of staff has been on a quality improvement course and is constantly trying to improve performance		
2.3.1.11	Makes every effort in many different ways to keep all people connected with the school up to date with events, news, successes, failures, problems, opportunities		
2.3.1.12	requires formal feedback from the students on the learning content and the performance of the teacher in lessons and courses		
2.3.1.13	Encourages creativity and innovative ways of learning		

2.3.2 In a Learning Organisation the customer's needs always come first. On a scale of 1 to 5, please say to what extent you regard the following as customers of the school:

- 1= very much customers of the school whose interests are paramount to the purpose of the school
- 2= customers whose interests are very important to the successful running of the school
- 3= customers who can assist in the running of the school but whose interests are only occasionally satisfied
- 4= customers who are on the periphery of the school without any influence
- 5= school has no interest in satisfying these

		1	2	3	4	5
2.3.2.1	The children					
2.3.2.2	The teachers					
2.3.2.3	The parents					
2.3.2.4	The School Governors					
2.3.2.5	The local education authority					
2.3.2.6	The government					
2.3.2.7	Members of the community where the school is situated					
2.3.2.8	Anyone else? Please state					

2.3.3 Does your school have a leadership development policy? Yes/ No

2.3.5 Please put any comment you wish to discuss about the school as a learning organisation

2.4 Learning Cities and Regions

Here we try to give a few ideas about a learning city or region and ask if you think it would be important for your school if it had a strategy for declaring itself as such

2.4. The following are some of the objectives of becoming a learning city. Please give a mark from 1 to 5 on how important you believe it is for your school in the longer term.

- 1= crucial, there will be huge benefits for the school if this is successfully implemented
- 2= very relevant, there will be many benefits for the school if this is successfully implemented
- 3= important, there will be some benefits for the school if this is successfully implemented
- 4= not important for us, there may be a benefit but it isn't obvious
- 5= not at all relevant to this school

	A Learning City will	1	2	3	4	5
2.4.1	Invest in the future through economic growth based on lifelong learning as a key component					
2.4.2	Invest in the future by encouraging social cohesion through lifelong learning					
2.4.3	Produce an environmental development plan based on active participation by the community in environmental protection					
2.4.4	Mobilise the whole community to contribute its talents, knowledge, skills and experience to its future development through active citizenship and volunteering					
2.4.5	Invest in the future through cultural growth based on an understanding of heritage and cultural pursuits					
2.4.6	Encourage all its stakeholder organisations in schools, adult education, universities and business and industry to participate in Learning City development					
2.4.7	Build robust communities using schools as a central point					
2.4.8	Encourage international links with other cities and regions for economic and social development					
2.4.9	Develop tools to audit and monitor learning city development in all its stakeholder organisations					
2.4.10	Communicate the learning city message to all its citizens using all the media at its disposal and a variety of distribution points					
2.4.11	Develop a learning charter which outlines its responsibilities to all its citizens					
2.4.12	Help organise learning festivals and other celebration events in which its stakeholder organisations can promote their achievements and objectives					
2.4.13	Provide guidelines to all its stakeholder organisations on how to become a more effective learning organisation					
2.4.14	Capitalise on, and celebrate diversity as an investment, valuable for economic , human and intellectual growth					
2.4.15	Invest in the use of learning technologies in its stakeholder organisations					
2.4.16	Consult with its citizens in their vision of the city's future					
2.4.17	Annually research the skills and competences needed for future development					
2.4.18	Encourage innovation and creativity in all its institutions					
2.4.19	Facilitate partnerships between all its institutions that will provide benefits for all participants					
2.4.20	Foster civic pride and a sense of belonging to a vibrant, interesting and go-ahead city in all its citizens					

Section 3: The community in the school, the school in the community - Looking to the outside world

In this section we are exploring together issues about the relationships the school has with the world outside of the school, in order to prepare its students for a life of work, beneficial leisure and contribution to others the community and the city. We also explore with you the way in which partnerships with other organisations can enhance learning in the school and the role that the school can play in the development of a Learning city and region for the benefit of all.

3.1 How important are the sentiments expressed in the quotations below to the school's development as a true learning organisation?

1 = in every respect, 2= a lot, 3= some, 4= a little, 5= not at all

		1	2	3	4	5
3.1.1	The methods used to promote a healthy sense of self-esteem, learning motivation and learning skills in young peoples' basic education are critical for the development of lifelong learning values and attitudes. Educational Institutions should encourage their students to learn beyond their organisation and analyse how that contributes to the whole spectrum of an individual's intellectual and social growth (Finnish National Strategy)					

3.2 The school's role and activities in helping its city/region become a learning city/region - Modern Educational organisations don't exist in a vacuum. They are a vital and vigorous part of a local and regional dynamic of learning provision across the board.

3.2.1 How would you describe the idea of the learning city as you would like to see it applied in your own city? (NB A definition is given in the introduction.)

3.2.2 To what extent do you believe that the town or city in which the school is situated meets your definition. Please circle your answer

1. In every way, 2= In most respects 3= about 50-50, 4= not very much 5= Not at all

3.2.3 To your knowledge has the town, city or region in which the School is situated formally declared itself to be a 'learning town, city or region' Y/N

3.2.4 In the table below a number of potential roles of the school in helping to build a learning city are given. Please tick in column A if your school participates in this way. Tick in column B if you consider that this is something the school should be doing. In conjunction with staff and students complete the table with other ideas on how your school might help your city become a learning city and insert them in the empty boxes below.

		A	B
1	School Representation on the City's lifelong learning region development committee		
2	Participation in the city's learning events eg learning festivals, fetes etc		
3	Carrying out surveys of learning in the neighbourhood around the school and using this as a research exercise for children		
4	Children linking with children in other schools internationally to discuss contribution to the city and community		
5	Partnerships with industry to give children a taste of the world of work		
6	Communicating learning region messages to parents in its newsletters and other literature		
7	Acting as a conduit between the local authority and parents on learning city matters		
8	Allowing the use of its classroom and laboratory facilities for local learning city meetings and events		
9	Actively encouraging ideas from students and staff for the better development of a learning city		
10	Including learning city message in citizenship courses for its students		
11	Helping carry out Learning Needs Audits in the community on behalf of learning region		
12	Including learning region topics on in-service teacher training courses and staff meetings		
13	Finding and using the knowledge, skills, experience and talents of people in the community to enrich students' education		
14	Incorporating learning city engagement into the school strategy		
15			
16			
17			
18			
19			
20			

3.2.5 If you wish to add a comment for discussion here about the school's contribution to learning city development, please use the box below to express your thoughts and/or opinions or to give more information.

3.3 Partnerships for mutual benefit. - Partnerships can be used for many purposes to add value to the education of both staff and students. Here we explore together the extent to which your school is using partnerships in this way and the benefits that partnership can bring to the school

3.3.1 Let's find out how creatively the school uses partnerships. Which of the following types of organisation does the school have formal links with in your city or region?

3.3.1.1 Companies	3.3.1.2 Other schools in the city/region	3.3.1.3 Universities
3.3.1.4 Vocational Education	3.3.1.5 the local authority	3.3.1.6 Voluntary organisations
3.3.1.7 Other schools abroad	3.3.1.8 Charities	3.3.1.9
3.3.1.10	3.3.1.11	3.3.1.12

3.3.2 Are any of the following activities carried out between your school and another type of partner? In column A tick if you think that this is a good idea.

Activity	Yes	No	A	Activity	Yes	No	A
Work experience for teachers				Class visits to industrial organisations			
Work experience for pupils				Sharing of facilities			
Joint seminars /meetings/ conferences termly or annually				Equipment donation schemes (eg computers)			
Exchange of staff				Mentoring relationships			
Fund-raising for school trips etc				Curriculum teaching assistance			
Curriculum development assistance				Sponsored walks			
Teachers onto management courses				Donation schemes			
Visits to universities				Social visiting eg seniors			
Joint events run by local media eg results of lesson surveys in paper				External surveys on behalf of the local authority			
Talks in-school by other local authority people eg police				Talks in school by local media			
Other (please specify							

3.3.3 What percentage of a) pupils and b) teachers is annually involved in partnerships with other organisations? a) ... b) ...%

3.3.4 If you wish to add a comment here for discussion about the school's activities with partner organisations, please use the box below to express your thoughts and/or opinions or more information.

3.4. Home-school relationships. 'A Lifelong Learning School will stimulate home-school co-operation and involves the family in the life and work of the school' (European Lifelong Learning Initiative)

3.4.1 Parents can play a big role in supporting the school. Indicate the extent to which the following are features of home-school cooperation in your school 1= fully implemented to 5= not integrated at all In column A tick if you think that this is good idea and should be implemented.

		1	2	3	4	5	A
3.4.1.1	The school runs courses for parents on modern educational methods						
3.4.1.2	The school invites parents into the classroom to learn with their children						
3.4.1.3	The school runs a parents/teachers association						
3.4.1.5	The school encourages parents to help out in school lessons						
3.4.1.6	There is a school newsletter with a parent's page						
3.4.1.8	Parents are encouraged to use their work contacts for the benefit of the school						
3.4.1.9	Parents are encouraged to use their knowledge for the benefit of the curriculum						
3.4.1.11	The school issues guidelines on how parents can support their children						
3.4.1.12	There is a formal home-school contract outlining the responsibilities and rules for parental support of their children						
3.4.1.13	The school has parent governors						

3.4.1.16	There is a parental suggestions box								
3.4.1.18	Parents are invited onto school trips and journeys								
3.4.1.19	There is an email link between school and home								
3.4.1.20	Parents are advised of homework requirements and content								
3.4.1.21	Parents participate in school plays								
3.4.1.22	Parents with expertise coach sports teams, run school choirs, clubs and societies								
3.4.1.23	Parents help out with school administration								
3.4.1.24	The school reaches out to parents and does not wait for parents to volunteer								
3.4.1.25	Other (Please state)								

3.4.2 If you wish to add a comment here for discussion about the home-school relationships, please use the box below to express your thoughts and/or opinions or more information.

3.5. Community Service, Citizenship and Democracy

In a Learning City a school will play its part in the local community. Please say to what extent your school participates in the following types of activity in the community. 1= fully committed; 2= highly committed; 3= half-committed; 4= partly committed; 5= not at all committed. In column tick if you think that this is a good idea and should be implemented by the school.

		1	2	3	4	5	A
3.5.1	Community service is part of the curriculum at all stages						
3.5.2	Community Service is part of the curriculum for some ages						
3.5.3	Pupils are encouraged to be involved with community activities outside of school hours						
3.5.4	The school works with community organisations in the locality						
3.5.5	The value of community service is emphasised in the school's citizenship courses for all children						
3.5.6	Visits are frequently made to the council debating chambers						
3.5.7	The school has its own parliament to demonstrate democracy at work						
3.5.8	The school facilitates the collection of money for local charitable organisations						
3.5.9	The school gets involved with national campaigns eg telethon, family learning days etc						
3.5.10	Publicises its activities in the local media as a means of enhancing motivation and its image						
3.5.11	The school makes use of mentors from the community						
3.5.12	The school uses the knowledge, skills, experience and talents of people in the community to enrich childrens' education						
3.5.13	The school displays the work of its students in visible places eg libraries, city hall, restaurants, surgeries to provide motivation and enhance the school image						
3.5.14	The school runs courses for the community on modern educational methods and how people learn						
3.5.15	The school participates in community projects to enhance environmental care						
	Other - please state						

3.3.4 If you wish to add a comment here for discussion about the school's activities with the local community, please use the box below to express your thoughts and/or opinions or more information.

THANK-YOU FOR COMPLETING THIS STAKEHOLDER AUDIT. WE APPRECIATE YOUR EFFORT AND YOUR FEEDBACK. WE HOPE THAT IT HAS STIMULATED SOME REFLECTION ON YOUR PERFORMANCE AND PROGRESS AS A LIFELONG LEARNING ORGANISATION, AND, MORE IMPORTANTLY AN ABUNDANCE OF IDEAS ON HOW YOUR SCHOOL CAN HELP TO TRANSFORM YOUR OWN COMMUNITY, CITY AND REGION INTO A LEARNING COMMUNITY, LEARNING CITY AND A LEARNING REGION THE EUROLOCAL WEBSITE www.eurolocal.info CONTAINS A WEALTH OF FURTHER INFORMATION AND TOOLS ABOUT LEARNING CITIES AND REGIONS