



European Commission Socrates R3L Programme

A Stakeholder Audit

Schools

(Short 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'

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Introduction to the Schools Stakeholder Audit (Short version)

The R3L programme

'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 therefore funded, under the title R3L, 17 interlinked projects that would develop a deeper understanding of the practical benefits of lifelong learning in municipalities and regions throughout the continent. 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

The Indicators project

This was one of the most important of the 17 projects. In it, a group of experienced partners from 5 European countries constructed 'stakeholder audits' to help public and private institutions measure their performance and progress toward becoming 'lifelong learning organisations' within a 'learning region.' The 5 audits are written for schools, universities, small companies, adult education colleges and for local and regional authority administrations. They are completely comprehensive in nature covering a wide variety of internal and external lifelong learning indicators, based on the recommendations and results of research, reports, papers, projects and books written on the subject over a period of years.

A Stakeholder Audit

The audit itself is not simply a questionnaire. It is a carefully-worded instrument to engage the stakeholder in debate with itself about its own future as a quality learning organisation, and its relationship to others in the city/region and beyond. The lifelong learning rationale is embedded in each action element of the audit tool, in order to help stakeholder management and staff understand what a lifelong learning organisation within its sector will be like and how it can make that transformation.

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 we have created for schools therefore has five 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
- It will stimulate discussion and debate among staff, students, parents, governors and the surrounding community

We have tried to make the Schools Audit both flexible and useful by dividing it into sections dealing with different aspects of its activities. **Please note that this is a tool and not just a questionnaire. Please note too that this is the short version.** Its purpose is to stimulate thinking, debate and a determination to take action. There is also a longer version to help schools effect the transition to a full Learning Organisation, within a Learning Region. This transition affects all parts of the administration, often in quite fundamental ways, and the change process it will engender will take months and years. If you have found this short version useful, and wish to graduate to the full audit, it is available from the same source.

Whichever way you may wish to use it, we believe that you will benefit.

A lifelong learning audit tool for Schools

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/Town.....
- 4 Post Code.....
5. Tel:..... 6. fax:..... 7. www address.....
8. Name of Respondent..... 9. Tel:.....
10. email address:..... 11. School role.....
12. What is the main form of economic activity in the region in which your school operates? (Please tick one box, or enter in order of priority, 1, 2, 3, 4)
Agriculture Manufacturing Services (e.g. financial sector) Commerce
Other (please state).....
13. What sort of area is your school situated in? Is it Business area residential area rural area
14. What is the total number of pupils at your school?.....
15. What is the approximate annual intake of pupils into your school?.....per year
16. What is the total number of teachers at your school?.....
17. What is the total number of other staff at your school?.....
18. What is the age range of the pupils at your school? From.....to.....yrs
19. What type of school is it? (eg comprehensive, vocational, etc).....
20. Please let us know what you consider to be your region ie the area within which your school's external focus extends.
.....
21. What do you understand by the concept of a 'Learning City or Learning region?'
.....
.....
21. How do you think the concept of a 'learning region' might affect your school?
.....
.....
23. Date when audit was completed...../...../.....

Part 2- School leadership and lifelong learning

The implementation of lifelong learning in schools to fit a knowledge age will demand inspired leadership. 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 quotation is from a book about the need for lifelong learning in today's world. Please indicate how relevant you think it is to your school.

1= crucial, 2= very relevant, 3= neutral, 4= slightly relevant, 5= not relevant

		1	2	3	4	5
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?

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 to teach according to 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?			
2.2.2.4	List in the boxes below who was consulted in putting together the 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

2.3.3 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 tick and a cross against each item – the tick expresses how much you feel the statement is relevant to your school and the cross how much you have implemented it.

For ticks 1= crucial, 2= very relevant, 3= some relevance 4= little relevance, 5= no relevance

For crosses 1= fully, 2= mostly, 3= some 4= a little, 5= not at all

The School as a Lifelong Learning Organisation...		1	2	3	4	5
2.3.3.1	pro-actively puts the needs and requirements of every learner at the forefront of its strategies					
2.3.3.2	provides the support structures to enable pupils to develop their full potential					
2.3.3.3	Provides the support to enable all members of staff to achieve their full potential as teachers					
2.3.3.4	Has special procedures for actively helping all less fortunate people irrespective of creed, culture, language, handicap, race or nationality					
2.3.3.7	Treats each person in the school with equal respect					
2.3.3.8	Welcomes feedback on all matters from everyone, acts upon it and always replies to it					
2.3.3.9	Has a sophisticated confidential system of airing grievances with no come-back to the complainant					
2.3.3.10	Encourages everyone to contribute to school policy-making. Suggestions are always replied to.					
2.3.3.11	Displays prominently in all departments and buildings the value of learning and encourages learners to make the most of it					
2.3.3.12	Requires everyone to, including staff, to develop and follow a personal continuous learning plan					
2.3.3.13	Every member of staff has been on a quality improvement course and is constantly trying to improve performance					
2.3.3.15	Everyone knows, and acts upon, the school's strategy for the present and the next five years					
2.3.3.17	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					
2.3.3.18	requires formal feedback from the students on the learning content and the performance of the teacher in lessons and courses					
2.3.3.19	Puts the needs and demands of each learner at the forefront of its learning strategies.					
2.3.3.20	Encourages creativity and innovative ways of learning					

2.3.4 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 must be taken into account to 5= school has no interest in satisfying these

		1	2	3	4	5
2.3.4.1	The children					
2.3.4.2	The teachers					
2.3.4.3	The parents					
2.3.4.4	The School Governors					
2.3.4.5	The local education authority					
2.3.4.6	The government					
2.3.4.7	Members of the community where the school is situated					
2.3.4.8	Anyone else? Please state					

2.3.5 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

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

3.1 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 and the community. 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.

3.1.1 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
3.1.1.1	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 2 definitions are 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
0-5%, 6-15%, 16-30%, 31-50%, over 50%

3.2.3 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 Are students and staff expected to contribute to the development of community as a part of the school’s social curriculum? Y/N

3.2.4 In the table below 4 potential roles of the school in a learning city are given. In conjunction with staff and students complete the table with other ideas on how your school might help your city become a learning city.

1	School Representation on the City’s lifelong learning 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	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	

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 types of organisation does the school link with in your city?

3.3.2 Are any of the following activities carried out between your schools and another type of partner? Say which
 U=University, AE= Adult Ed college C= Company, M= media, LA = Local Authority , S= other schools

Activity	Yes	No	?	Activity	Yes	No	?
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 – then add others

		1	2	3	4	5
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)						

3.5. Community Service, Citizenship and Democracy

Please say to what extent your school participates in the following types of project in the community. 1= fully to 5= not at all

		1	2	3	4	5
3.5.2.1	Community service is part of the curriculum at all stages					
3.5.2.2	Community Service is part of the curriculum for some ages					
3.5.2.3	Pupils are encouraged to be involved with community activities outside of school hours					
3.5.2.4	The school works with community organisations in the locality					
3.5.2.8	The value of community service is emphasised the school's citizenship courses for all children					
3.5.2.9	Visits are frequently made to the council debating chambers					
3.5.2.10	The school has its own parliament to demonstrate democracy at work					
3.5.2.11	The school facilitates the collection of money for charitable organisations					
3.5.2.12	The school gets involved with national campaigns eg telethon, family learning days etc					

3.6 Extra-curricular activities – the real stuff of learning in the community

3.6.1 In the boxes below please list the extra-curricular activities in which pupils participate through the auspices of the school eg plays, musical events, sports, trips abroad etc mention frequency and number of pupils (%).

		Fr	%

3.7.3 If you wish to add a comment for discussion here about parental involvement, citizenship and extra-curricular activities at the school, please use the box below to express your thoughts and/or opinions or to give more information.

Section 4 – Delivering the goods, Removing the obstacles.

In this section we look at issues relating to the way that your school meets the needs and aspirations of the children in the 21st century in respect of what they learn, how they are taught and how they are assessed, the skills needed, how the barriers to learning are removed and the support structures in place to help these processes.

4.1 Please indicate how relevant you consider the following quotation to be to your school 1= crucial, to 5= not at all relevant

		1	2	3	4	5
4.1.1	<i>‘Teaching’ for me is not the imposition of another’s ideas or knowledge, but the expert development of the skills that will open up the mind and the intellect to allow it to understand and value the thoughts, ideas and wisdom of the past and to contribute creatively to their enrichment throughout a person’s life. Perhaps the problem is not the school, but the stifling system which puts teachers into the position of information brokers within artificially fragmented subject areas.</i> Input to Learning Communities web forum 2003					

4.2 Curriculum Skills and values

4.2.1 Please indicate by a cross how relevant you consider the following generic skills and attributes to be in relation to life in the 21st century. Also please put a tick in the box corresponding to how much these skills are formally given to the pupils as part of the curriculum. Please also add other skills and attributes not listed here in the empty boxes. For crosses 1= crucial to 5= not at all relevant For ticks 1= formally taught at all levels to 5= not taught at all.

	1	2	3	4	5		1	2	3	4	5
Learning how to Learn						Self-awareness and self management					
Decision-making						Listening					
Problem-solving						Teamwork					
Information handling						Adaptability to change and Flexibility					
Thinking						Meditational Skills					
How to memorise effectively						Empathy and Tolerance for others					
Verbal and Oral Communication						Parenting Skills					
Informal Communicationc						Creativity and Imagination					
Critical Judgement						Entrepreneurial Skills					
Others (please state)											

4.3.4 Please make a list of the values the school tries to instil in the minds of the pupils in order to serve them for life.

4.3 Ownership of learning

4.3.1 Many schools are working out schemes to give more ownership of their own learning to the pupils in order to increase motivation to learn. Please say in the box below what steps are being made in your school to give understanding of learning to pupils

4.4. Support for Learning

Governments and schools are now realising that proper support for learning is crucial to the development of a nation of lifelong learners. Caught early, behavioural and learning difficulties can be dealt with much more easily and often divert children from a future life of crime. Here therefore we explore together the learning support systems that exist in your school.

4.4.1 To what extent are the following true at your school? 1= very true, to 5= not at all true

		1	2	3	4	5
4.4.1.1	The school has a great deal of professional support available to us when we need it					
4.4.1.2	Potential learning problems are identified early and dealt with in the appropriate manner					
4.4.1.4	Every month individual learning needs of each pupil are discussed with the pupil and his/her parents					
4.4.1.5	individual development of each pupil is paramount but we get little support from the local authority					
4.4.1.6	The children themselves are given the tools to influence their own learning and their own lives					
4.4.1.7	Every pupil has weekly learning targets and is fully aware of what is expected					
4.4.1.8	All parents are involved in the child's learning process					
4.4.1.9	Every child has a mentor (not own teacher) within the school to help achieve learning objectives					
4.4.1.10	There is a mentoring programme using volunteers working from outside the school					
4.4.1.11	There is always a place for the pupil to go to to discuss his/her learning difficulties					
4.4.1.12	Children from difficult socio-economic backgrounds are given special early attention					
4.4.1.13	As soon as a learning difficulty arises it is dealt with in the appropriate way					
4.4.1.14	The availability of support and encouragement to use it is displayed prominently through the school					

4.5. Barriers to learning

4.5.1 Much research is now being made to identify and remove the barriers to learning in schools and elsewhere. The following are some of those identified. Please mark those that you think apply at your school from 1= strongly true 5= not at all

Poor family culture of learning	Peer group pressures to conform to other priorities	
Insufficient personal and emotional support from the home	Bullying in the school	
Low aspiration - perception of learning as irrelevant	Puberty – physical changes give other priorities	
Low self-esteem – can't learn	Over-anxious parents	
The school curriculum is seen as irrelevant	Lack of ownership of own learning	
Lack of facilities to study at home	Methods of teaching seen as old-fashioned	
Opposition from television and the media	Too many other distractions	
Large class sizes – little opportunity for individual attention	Others (please say)	

4.6 Individual Learning Styles.

4.6.1 Each individual has a different learning style and much research has been done in recent years to understand how people learn. In the box below please say what you have done in your school to increase knowledge of, and respond to, individual learning styles

4.8 Assessment and examinations: In a learning society the habit of learning is crucial for everyone.

4.8.2 For what do the teachers, the pupils and the parents regard the purpose of examinations?

Insert a figure from 1 to 3 in each box. Add other reasons in the empty boxes. 1= always, 2= sometimes, 3= never

		teachers	pupils	parents
4.8.2.1	As a way of dividing failures from successes?			
4.8.2.2	As a means of checking that something has been remembered?			
4.8.2.3	As a means of proving that some children are better at memorising than others			
4.8.2.4	As a learning opportunity leading to the best possible learning outcomes?			
4.8.2.5	As a way of dividing children into more homogeneous teaching groups			
4.8.2.6	As a means of ensuring standards			
	Other (please say)			

4.8.3 **Multiple Learning Intelligences** Much research has been done into different intelligences – knowledge of those below are considered to be crucial for an understanding of how children learn and lead to successful new approaches to learning. Are any of them taken into account in your school curriculum and/or examination procedures?

		Yes	No
4.8.3.1	Verbal/linguistic intelligence - words, listening, speaking, dialogue		
4.8.3.2	Visual/Spatial intelligence – images, drawings, puzzles, visualization		

4.8.3.3	Logical/Mathematical intelligence– reasoning, facts, sequencing, ranking, patterning		
4.8.3.4	Musical/Rhythmic intelligence– melody, beat, classical, singing, playing		
4.8.3.5	Bodily/kinaesthetic intelligence – activity, running, jumping, touching, feeling, performing		
4.8.3.6	Interpersonal intelligence– interacting, communicating, charisma, socialising		
4.8.3.7	Intra-personal intelligence – environmental awareness, observing		
4.8.3.8	Naturalist intelligence - recognising and classifying objects in the environment		
4.8.3.9	Emotional intelligence – empathising, understanding one’s own emotions		
4.8.3.10	Spiritual intelligence – searching for and making meaning, seeing ‘wholes’		

4.9 Teacher Skills. The following is a list of those lifelong learning approach skills for teachers in 21st century education.

4.9.1 Please express your opinion of the importance of each 1=crucial, 2=very, 3= so-so, 4= not much 5= not at all in the last column (6) please insert your estimate of the percentage of teachers in your institution with that skill.

		1	2	3	4	5	
4.9.1.1	How to set and administer personal learning plans for their students						
4.9.1.2	The effective uses of mentoring as a learning support system						
4.9.1.3	Knowledge of how to identify and teach to different individual learning styles						
4.9.1.4	Knowledge of how to establish and use partnerships with other organisations (eg industry) as additional resources for learning						
4.9.1.5	Practical knowledge of the uses of Computers as aids to learning						
4.9.1.6	Up to date knowledge of the psychology of how children learn						
4.9.1.7	Skills as a resource manager to mobilise and use all the resources in the community to improve the learning of their students						
4.9.1.8	Knowledge of new evaluation and assessment techniques						
4.9.1.9	Ability to teach in several types of institution						
4.9.1.10	Counselling skills						
4.9.1.11	Knowledge of web-surfing and the use of the internet as a communication and learning tool						
4.9.1.12	Knowledge of meditation and other techniques for improving receptiveness to learning						
4.9.1.13	Knowledge of how to give ownership of learning to the learner						
4.9.1.14	Other (please insert any other teacher skill for the 21 st century you can think of						

4.10. We welcome your opinion. If you have any comments for discussion to make at this stage about the issues raised in section 4 please put them here.

Skills and values in the Curriculum	
Pupils’ ownership of learning and motivation	
Support structures to improve learning	
Barriers to Learning and how to overcome them	
Individual Learning Styles	
Assessment and Examinations	
Teacher skills for the 21 st Century	
Multiple Intelligences	

Part 5: Communicating the school's message/ - Schools are, whether they like it or not, at the forefront of social, economic and political change. They will become 21st century learning organisations only by making their product more desirable and accessible to learners who themselves need to be convinced of the value of learning. These questions can be seen as points of debate about how the school goes about addressing its target audiences in the new 21st century paradigm.

5.1.1. Promotion of the school to the outside world

Does the school actively promote and publicise itself to the community outside by any of the following means?

		Yes	No	In Plan
5.1.1.1	A Video showing the school as a learning organisation			
5.1.1.2	Local Press Advertising about the school as a high class learning organisation			
5.1.1.3	Internet pages specifying the school as a Learning organisation			
5.1.1.4	Colourful brochures developed to show the school as an attractive place to learn			
5.1.1.6	A welcome reception desk at the school entrance			
5.1.1.7	Arrangements with the local press to publish childrens' work from time to time			
5.1.1.8	Arrangements with other organisations eg libraries to display childrens' work			
5.1.1.12	Public meetings and debates			
5.1.1.13	Other – please specify			
5.1.2	Has the school ever conducted a brainstorm about how it can publicise itself effectively			
5.1.3	Is it someone's task to engage with the local community?			

5.1.4 Internal Communication of the school as a Lifelong Learning organisation

Does the school employ any of the following strategies to develop lifelong learning awareness in students and staff?

		Yes	No	In plan
5.1.4.1	The school logo on every information leaflet			
5.1.4.2	Posters on classroom and laboratory walls outlining the virtues of learning			
5.1.4.3	An attractively produced leaflet about learning for every new pupil			
5.1.4.4	An attractively produced leaflet about learning in the school for parents			
5.1.4.5	Displays in staff-rooms about lifelong learning in the school			
5.1.4.6	Regular information bulletins for staff, parents and pupils			
5.1.4.11	Staff meetings on lifelong learning matters			
5.1.4.12	Careers lessons from an early age			
5.1.4.13	Frequent displays of childrens' work throughout the school			
5.1.4.14	Other strategies (please state)			
5.1.5	Has the school developed a learning charter outlining the rights of learners or the school's commitment to the learning of its pupils and staff. (see annexe 1)			

5.1.6 If you have any further discussion comment about the schools information/communication policy, please use the box below to express your thoughts, opinions and information.

Section 6 Strategies for Staff and teacher development in the school

Most professionals need to update themselves continuously in order to remain professional. Teachers are no exception. Here we explore with you the ways in which your teachers are kept up to date with current trends, especially lifelong learning.

6.2.1 What percentage of people in the school do the following 1= 0-5%, 2=6-15%, 3= 16-30%, 4=31-60%, 5= over 60%

		1	2	3	4	5
6.2.1.1	Teaching staff having completed a course on lifelong learning					
6.2.1.3	Teaching staff having completed a course on Quality management (TQM or similar)					
6.2.1.4	Administrative staff having completed a course on quality management					
6.2.1.5	Teaching staff have a continuous improvement personal learning plan					

6.2.2 In the following question the boxes are (in order) 0, 1-3, 4-6, 7-10, more than 10

		1	2	3	4	5
6.2.2.1	How many days in the year will the average teacher go on a full-time course or seminar to update skills and knowledge					
6.2.2.2	How many day equivalents will the average educator spend in updating skills and knowledge part-time or in own time					
6.2.2.3	How many days per year will administrative staff spend in personal skills updating					

Please give additional information

		Yes	No
6.2.3	Is there a system in the school for monitoring the performance of teachers?		
6.2.4	What incentives are there for staff to update their knowledge and practice?		
6.2.4.1	Full payment of costs		
6.2.4.2	partial payment of costs		
6.2.4.3	tax deductions		
6.2.4.4	Potential promotion		
6.2.4.5	Time off for learning activities		
6.2.4.6	Time off in lieu of payment		
6.2.4.7	Professional Pride		
6.2.4.8	Other incentives (please state)		
6.2.5	Are teachers habitually in touch with other teachers in the following situations		
6.2.5.1	From other schools locally		
6.2.5.2	From other schools nationally by internet		
6.2.5.3	From other schools internationally by internet		

6.2.6 If you have any further comment for discussion about strategies for staff development in the school, please use the lines below to express your thoughts and/or opinions and/or information.

Part 7 E-learning and the internet

7.1 How much do the sentiments expressed in the quotations below accord with the school's perception of the potential usefulness of e-learning 0= fully to 5= not at all

		1	2	3	4	5
7.1.1	<i>'The communications revolution has enriched, in different ways, both the internet service providers and their rapidly expanding customer bases. Schools cannot but be a part of that scenario if they are to enable their charges to come to terms with the real world'</i> Longworth - Making Lifelong Learning Work					

7.2 the use of networks in schools is proliferating in many parts of the world . Please answer the questions below
1= 0-5%, 2= 6-10%. 3= 11-20%, 4= 21-50%, 5= over 50 %

		1	2	3	4	5
7.2.1	What proportion of students are given access to email facilities internally in the school					
7.2.2	What proportion of teaching staff regularly use email as a communications tool					
7.2.3	What proportion of courses use the internet as a reference source					
7.2.4	What proportion of homes are linked to the school by email/internet?					
7.2.5	What proportion of teachers have been on a course on the use pf computers?					

7.3 The following are effective uses of networking and computer technology in schools. Please say whether or not it is used in this way in your school. Please add any other use within your school in the blank boxes

		Yes	no
7.3.1	The computer as a people networking tool – linking staff and pupils to others		
7.3.2	The computer as a collaborative learning tool – for developing and teaching new courses cooperatively with another school		
7.3.3	The computer as a personal learning tool – for individual study		
7.3.4	The computer as an information retrieval and database tool – for supporting projects		
7.3.6	The computer as a communications tool – linking children and staff internationally		
7.3.7	The computer as a research tool – for gathering and analysing personally collected data.		
7.3.8	The computer as a materials delivery or development tool – for staff to develop new materials and have them delivered to learners or homes automatically		
7.3.9	The computer as a distance delivery tool – for linking to satellite programmes world-wide		
7.3.12	The computer as a tool for creativity – using creativity programmes		
7.3.13	The computer as a home-school communications tool		

7.3.4 If you wish to add a comment here for discussion about the school's use of computers and the internet as tools for learning, please use the lines below to express your thoughts and/or opinions or to give more information.

Section 8: Resources and Funding

In this short section we explore together the opportunities and constraints of funding. Evidently enormous new resources are not going to be made available for the implementation of lifelong learning in schools. Like other organisations in a 21st century world they will need to create their own sources of income in order to supplement the, often inadequate, funds they receive from local and central government

8.1 Sources of additional funding

8.1.1 Does the school try to increase resources (financial, human or in kind) through any of the following strategies?

		Yes	No
8.1.1.1	Through partnerships eg with industry in which people donate towards a specific event or project		
8.1.1.2	Through partnerships in which resources can be shared eg computers		
8.1.1.3	Through partnerships in which human resource is made available		
8.1.1.4	Through fund-raising events such as school fetes		
8.1.1.5	Through fund-raising events organised by others eg fund- book schemes		
8.1.1.6	Through national projects to make resources available eg TESCO fund a computer scheme		
8.1.1.7	Through commissions from other organisations eg art department makes a collage for display in a company		
8.1.1.8	Through sponsored walks and other similar events		
8.1.1.9	Through requests for financial support for projects from old students		
8.1.1.10	By appointing a rich sponsor onto the board of Governors		
8.1.1.11	Through exhibitions eg of childrens work where there is an entry fee		
8.1.1.12	By transforming the school into a limited company		
8.1.1.13	By running paid courses in technology or other subjects in the evening		
8.1.1.14	By raffles, tombolas and similar projects		
8.1.1.15	By leasing out rooms or equipment eg computers) for courses for other organisations)	
8.1.1.16	Other (please specify		

8.2 Resource People. - Fund-raising often needs someone to drive it..

		Yes	no
8.1.2.1	Is there a member of staff or volunteer full-time responsible for resource fund-raising?		
8.1.2.2	Is there a member of staff who gets time off to raise resource?		

8.3 If you wish to add a comment here for discussion about the institution’s resource raising policies, please use the lines 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, TOGETHER, WE HAVE GAINED NEW KNOWLEDGE ABOUT YOUR PERFORMANCE AND PROGRESS AS A LIFELONG LEARNING SCHOOL, AND, PARTICULARLY, A NUMBER OF IDEAS ON HOW YOUR SCHOOL CAN HELP TO TRANSFORM YOUR OWN CITY AND REGION INTO A LEARNING CITY AND A LEARNING REGION

WE REMIND YOU THAT THIS IS THE SHORT VERSION OF THE STAKEHOLDER AUDIT. IF YOU ARE REALLY SERIOUS ABOUT IMPROVING YOUR PERFORMANCE AS A LEARNING ORGANISATION IN A LEARNING CITY, THE FULL VERSION PROVIDES AN ABUNDANCE OF IDEAS, EXPERIENCES, ADVICE AND EXERCISES FOR STRATEGY DEVELOPMENT AND STAFF AWARENESS TRAINING

You will also benefit greatly from the learning materials to be found at www.longlearn.org.uk/materials.html.

For further reading try 'Learning Cities, learning regions, learning communities' and 'Lifelong Learning in Action' both available from http://www.taylorandfrancis.co.uk/shopping_cart/search/search.asp?search=longworth/

For further information on this and other audits contact norman.longworth@losmasos.com or m.osborne@educ.gla.ac.uk

We have also attached a number of annexes which should be of use for stimulating discussion among staff, children, parents and the community

INDICATORS OF A LIFELONG LEARNING SCHOOL

Education and Training C20th	Lifelong Learning C21st	Action for Change
1. Sets narrow academic objectives and targets and works to achieve these in the present	Not only works to achieve present targets but also to impart future long-term values and attitudes to learning	More schools/life links and partnerships – with industry, community etc construct a wider curriculum dealing with life skills
2. Rudimentary short-term business plan usually around academic matters. Little effort to keep every stakeholder informed and on-side.	A full written organizational Strategy, available to all, for developing the school into a lifelong learning organization, and covering all aspects of the school's activity.	Develop longer-term school business plan and make it available to all . Create pro-active information strategies to bring all stakeholders on-side. Adopt external quality indicators like Investors in People
3. Some teachers go on educational courses according to need or desire. Occasional seminars in schools for teachers only.	Every person in the school has a continuous improvement plan for academic and personal skill/ knowledge development embedded into the management system, and part related to the school development plan	Develop written continuous improvement plans for academic and personal development of pupils, teachers and admin staff. Extend these to parents and community as desired
4. Teachers only human resource for curriculum delivery supplemented by helpers. Other resources supplied from local government and school events	School adds human resource by tapping into skills, talents and knowledge of governors, parents and everyone in the community and other resource by exploring funding and other sources in the community	Appoint someone to identify and use ALL the human and other resources in the community and beyond. Use innovative strategies to involve the community in school development
5. Curriculum based on discrete subjects, and assessed on memorization of facts with pass-fail philosophy	Curriculum based on skills and knowledge, the enhancement of self-esteem and the acceptance of lifelong values. Examinations as stock-taking part of the personal learning process	Incorporate personal skills development into curriculum Take the notion of failure out of the system and replace it with strategies for improving personal self-esteem
6. In-school pastoral care systems staffed by overworked teachers. Sparse support services to identify and solve individual learning and social problems early	Guidance, support and counselling systems available for all learners and their families using all available resources. Rapid identification and solution of learning and social problems	Introduce individual learning guidance systems for all pupils and update frequently Use resources in school and community – mentors etc, Involve the family. Initiate rapid response system.
7. Focus on curriculum and examination success within the school. Social curriculum dealt with on an ad hoc basis. Some social and community programmes	Looks outward to the world, learning by contributing to the community in which it exists. Strong social curriculum to promote a sense of tolerance and understanding of different races, creeds and cultures	Introduce an active social curriculum in and out of school to enhance tolerance and understanding. Use internet networks in projects to link pupils to other pupils throughout the world
8. Teacher as a passer of information through didactic teaching methods using chalk, talk and paper exercises.	Teacher as developer of learning skills using motivational power of ICT, multimedia, networks etc in individualized active learning programmes	Train all teachers in the many uses of technology as learning tools. Invest heavily in ICT through innovative programmes with industry etc
9. Parents invited to school to discuss child's progress once a term. Occasional public information meetings	Involves the family in the life of the school through increased home-school cooperation and active participation in school events	Write a family participation guide outlining all the things parents etc can do for the school. Open an email line. Establish a contact poin
10. In some schools a play or a show once a year. Out-of-school activities led by enthusiastic teachers. Annual School Fair and Presentation Days	Enhances confidence, creativity and the cultural vision of staff, parents, children and the community through a wide range of extra-curricular activities.	Establish an impressive programme of school societies, out-of-school activities, cultural events etc and involve the community where appropriate
11. (In some countries) Concentrates mainly on high academic achievers in order to enhance attractiveness to parents through position in league tables.	Concentrates on academic and personal success of all pupils as a means of enhancing the school's reputation and satisfying society's need. Invites the public to share in it.	Market the school strongly. Emphasize the positive learning opportunities for all children, staff and the community at large. Create own league table of all-round achievement.

Source: Lifelong Learning in Action: Transforming 21st Century Education, Norman Longworth, Kogan, Page, London

This is a

Lifelong Learning School

We:

Love all children with equal depth as individuals

Empower all children to develop their full potential

Assess all children without creating failure

Resource all children with skills and values for life

Nourish all children mentally, physically and spiritually

Involve parents and the community

Nurture all children into full and fulfilled human beings

Give all children a respect for themselves and others