FOUNDING DOCUMENT

Establishing a Centre for the Community School
In
The Faculty of Education at the
Nelson Mandela Metropolitan University

1. Name of the Entity

This proposal seeks to establish an entity called the Centre for the Community School (CCS) in the Faculty of Education that focuses on deepening and expanding the historical and current knowledge base of the Community School in the Eastern Cape and South Africa.

2. Objectives of the Centre for the Community School

The purpose of the CCS (also referred to as "the Centre") is to support and promote the concept of the Community School as a model for school improvement in the Eastern Cape and South Africa. A Community School is defined as a school that engages in efforts to improve teaching and learning, *and* addresses some of the social challenges that affect these core processes. These schools do this by building active partnerships with parents, community members, and other education stakeholders. The activities form part of an *integrated approach* to school improvement that incorporates outside support and development programmes, into the operational functions of the school to support teaching, learning, and student development. The first of its kind in the country, the CCS aims to be a national and international leader in practice-based programmes and research that focus on the holistic development of the child within the context of an educational process that combines school improvement and community development.

By focusing on the work of the Community School, the Centre aims to:

- Connect to schools across the province that are effectively engaged in a range of school and community activities that are designed to improve educational outcomes and benefit the community it serves.
- Build the theoretical and conceptual underpinnings of the Community School.
- Draw from the work of Community Schools as a knowledge base to inform the work of the Centre.

- Promote, strengthen, and support the work of Community Schools in the Eastern Cape.

- Serve as a national resource centre that focuses on the Community School as a model for school improvement in South Africa.

3. Scope of Activities

The work of the Centre will be integrated into the functions and activities of the Faculty of Education. It will tap into existing activities across the different schools and collaborate with faculty members to build upon its core activities. In particular, the work of the Centre will overlap with that of the Schools for Initial Teacher Education (SITE), Education Research and Engagement (SERE), and Continuing Professional Development (SCPD) in the Faculty.

The work of the Centre will also be cross-disciplinary. It will draw on other areas and departments at NMMU besides Education (for example, Psychology, Health, Maths and Science programmes, Counseling, Law, etc.) in developing activities in support of Community Schools. A number of consultative meetings have been held with members of the Faculty of Education as well as other departments and faculties at NMMU. These include the Heads of Schools in the Faculty of Education; the Dean of Teaching and the Centre for Teaching Learning and Media (CTLM); the Principal of the Missionvale Campus; and the Executive Dean of the Faculty of Law (see addendum 1 & 2 for reports of these meetings to date). Further exploratory meetings are being arranged with relevant faculties, departments and units with which the Centre is likely to be able to collaborate (for example, the First Rand Mathematics Education Chair (Prof Werner Olivier), the Deans of Science and Health Sciences, staff involved in Development Studies, and so on. It is important to note that the Centre will seek to avoid the duplication of university projects already underway in schools. Rather, it aims to support and enhance this work."

The activities of the Centre will revolve around the following focus areas:

3.1 ***Teaching***: The Centre will facilitate the development of courses /modules for offering within the formal curriculum of the Faculty of Education. Courses will be offered to students at undergraduate/graduate levels on the historical, sociological, and practical aspects of the Community School in South Africa. In addition, it will facilitate the development of a course on the Community School Teacher that focuses on the knowledge, dispositions, and skills required by current and aspiring educators working in community schools. The development of these courses will form part of the initial work of the Centre, and follow the regular processes and procedures for module/course development and approval within NMMU.

The Centre will also offer short courses on school improvement and community development to parents and other community and education stakeholders. One of these courses will be on Asset Based Community Development. Negotiations around this are currently underway, and NMMU

policies and procedures will be followed in gaining approval for these offerings.

3.2 ***Internships***: Students enrolled in NMMU's Education Faculty who are taking any of the above courses will be required to do an internship in a Community School and work on a practice/research - based project as part of their coursework. This project will form part of the course requirements. The Centre will collaborate with units like HEADS and Student Affairs to develop programmes for schools and offer internships to students. Note: the faculty is well set up to integrate this kind of work into its current programmes, given the site-based learning (SBL or teaching practice) components in our B.Ed, PGCE and some ACE programmes. The Honours programmes also have a research component, into which these options could also be incorporated.

Due to the cross-disciplinary focus of the Centre, internships will also be offered to students from other departments at NMMU, for example Psychology, Counselling and Social Work, whose areas of interest have direct relevance to the work of the Community School.

3.3 ***Research and Publications***: The Centre will develop a research agenda that extends and deepens the knowledge base around Community Schools and the role of the school in the development context of South Africa. It will offer research opportunities to Masters and Doctoral students through its projects. Faculty members will also produce research articles for publication in accredited journals.

3.4 ***Community School Programmes:*** The Centre will offer a programme of events that focuses on school and community topics and is aimed at students, parents, teachers and other community members. The programme will include workshops, short courses, guest lectures, community conversations, information sessions, and film screenings. Among programmes that have already been identified are curricular support to teachers and school learners, psychosocial support for learners, and workshops for parents and community members around the rights and responsibilities of parents and children (please see addendum 2)

The Centre also subscribes to the 'Asset-Based Community Development' principles and will draw on the experiences and expertise of community members, inviting them to participate in its programmes.

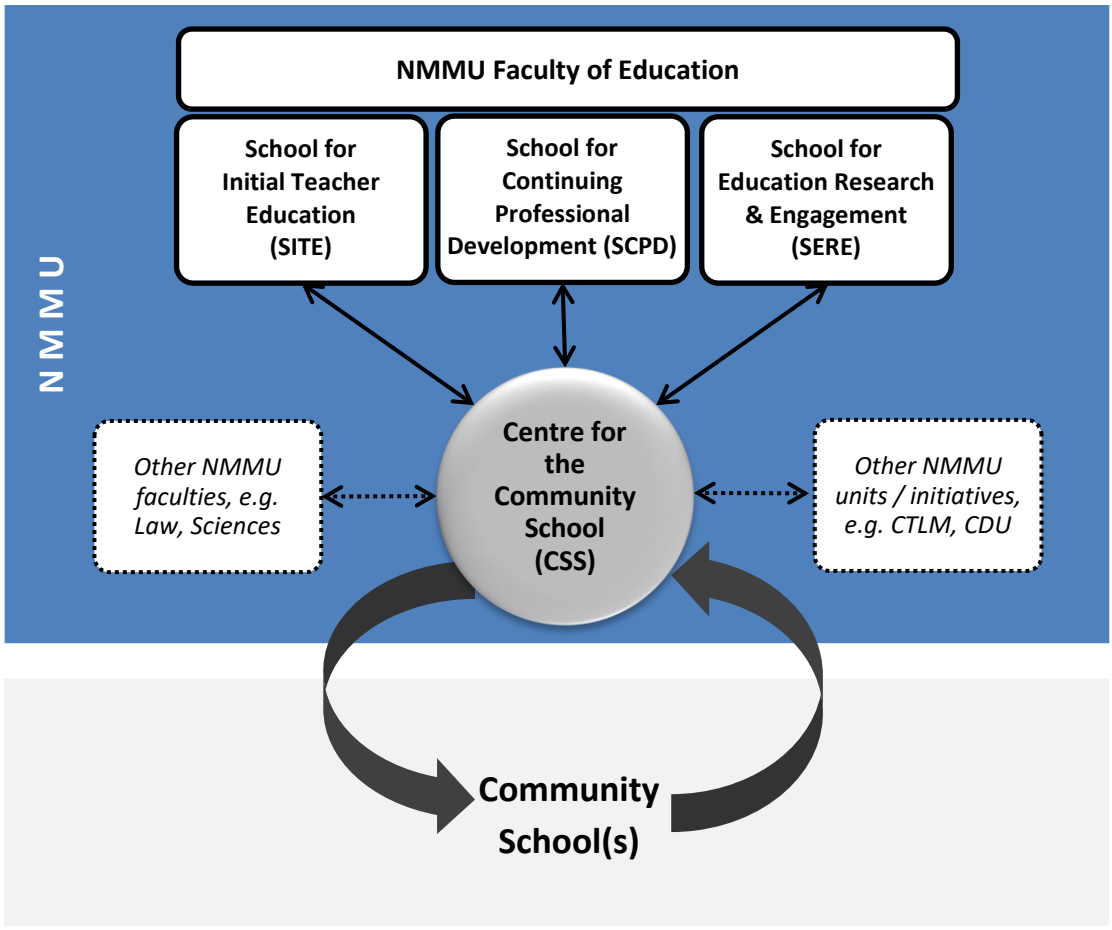
3.5 ***Resource Centre:*** The Centre will gather information on Community School-related resources, and refer community members, educators, and other school partners to appropriate resources as needed in their efforts to support and advance the community school concept.

3.6 ***Networking:*** As the Centre seeks to support and promote the concept of the Community School as an important school improvement alternative, it will seek to establish relationships with other groups and organisations that have a similar focus in the country. It will also explore relationships with international

groups like the Coalition for Community Schools[1] and the Full-Service School Movement[2] in the US.

Although the Centre is designated as a Service and Outreach Entity, it will have a research component linked to academic units within the Faculty of Education and to other Faculties, as appropriate. It will also adhere to the standards and procedures set forth by NMMU's Research Division, including heeding the Ethics and other pertinent policies.

Proposed Structure and Activities: Centre for the Community School at Nelson Mandela Metropolitan University



[1] The Coalition for Community Schools is a US-based alliance of national, state and local organizations involved in education at pre-, primary, and high school levels. Its focuses on youth development, community planning and development, family support, health and human services, government and philanthropy as well as national, state and local community school networks.

[2] Full-service or community schools is also based in the US and focus on students' mental health and physical health needs while also providing quality out-of-school time programs, family engagement and support, and connections to other community institutions and agencies.

The Centre will seek to establish reciprocal relationships with a network of Community Schools that will allow for the dissemination of information and knowledge, and serve as a source of scholarship. The network of schools was started after the first Manyano Community Schools Conference that was held on the 5 & 6 November 2010. This conference was co-hosted by the Faculty of Education. Included in the network are a few schools that are regarded as exemplars of Community Schools. They have gained provincial and national recognition for their work. Other schools that are involved in some of the Faculty of Education activities (e.g. practice teaching, project work, etc) and subscribe to the principles of the Community School, will also be invited to join the network.

4. Research Standing of the Members of the Centre

This particular aspect may not be as central as in a Research Entity, but merits some description, as there will be a significant research aspect to the Centre's work. The Centre will operate across the various academic units (Schools and programmes) in the Faculty of Education and develop relationships with other Faculties in the NMMU. Although **the Centre is designated as a Service and Outreach Entity**, it will have a research component linked to the areas of education as well as other relevant disciplines.

5. The Manner in which the Centre Purports to Achieve its Objectives

The Centre aims to establish strong connections to schools and build relationships with the district and provincial officials in the Eastern Cape Education Department as well as the national education ministry. The Centre will secure consent from the Department of Education for access to the schools. This will allow for the implementation of research projects, internship placements and the compilation of teaching materials like case studies etc. The Centre further aims to connect to education-based NGO's, parent groups, and other development practitioners around the presentation of short courses and workshops on topics pertaining to the Community School.

In addition to connecting across the different Faculties at NMMU, the Centre will seek to establish relationships with relevant units in the university like CDU and CANRAD. The Centre will connect to other organizations in South Africa with similar goals, like the Nelson Mandela Institute for Education and Rural Development (known as NMI for short) and the Project for the Study of Alternative Education in South Africa (PRAESA). The Centre will also seek to raise its profile and strengthen the research agenda by exploring linkages with some of NMMU's international partners.

6. PROPOSED BUSINESS PLAN

Name: Centre for the Community School
Designation: Service and Outreach Entity
Director: To be appointed
Academic location: Faculty of Education
Physical location: NMMU Missionvale Campus

6.1 Description

The Centre for the Community School forms part of the Faculty of Education at NMMU and focuses on developing a knowledge and research base around the role of the school as an integral part of the community. Schools are regarded as community assets, and besides being attentive to their core functions of teaching and learning, can also have a broader impact on the community by engaging some of the challenges of the social context that affect their functions. The Eastern Cape has past and current examples of innovative school-community programmes. The Centre aims to research and document these activities and develop a theoretical base around the concept of the community school.

6.2 The Activities of the Centre for the Community School

The activities of the Centre will revolve around the following focus areas:

- ***Teaching***: Courses will be offered to students at undergraduate/graduate levels on the historical, sociological, and practical aspects of the community school in South Africa. In addition, it will develop a course on the community school teacher that focuses on the knowledge, dispositions, and skills required by current and aspiring educators working in community schools.

  The Centre will also offer short courses on school improvement and community development to parents and other community and education stakeholders.

- ***Internships***: Students enrolled in NMMU's Education Faculty who are taking any of the above courses will be required to do an internship in a community school and work on a practice/research - based project as part of their coursework. This project will form part of the course requirements. Due to the cross-disciplinary focus of the Centre, internships will also be offered to students from the Psychology department and other departments at NMMU, whose areas of interest have direct relevance to the work of the Community School.

- ***Research and Publications***: The Centre will develop a research agenda that extends and deepens the knowledge base around community schools and the role of the school in the development context of South Africa. It will offer research opportunities to Masters and Doctoral students through its projects. Faculty members will also produce research articles for publication in accredited journals.

- ***Community School Programmes:*** The Centre will offer a programme of events that focuses on school and community topics and is aimed at students, parents, teachers and other community members. The programme will include workshops, short courses, guest lectures, community conversations, information sessions, and film screenings. As the work of the Centre is cross-disciplinary, it will draw on other areas and departments at NMMU to participate in the activities. The Centre susbscribes to the Asset-

Based Community Development principles and will draw on the experiences and expertise of community members, inviting them to participate in its programmes.

The Centre will also co-host the annual Manyano Community Schools Conference – the first of which took place on 5 & 6 November 2010.

- ***Resource Centre:*** The Centre will gather information on Community School related resources, and refer community members, educators, and other school partners to appropriate resources as needed in their efforts to support and advance the community school concept.

- ***Networking:*** As the Centre seeks to support and promote the concept of the Community School as an important school improvement alternative, it will seek to establish relationships with other groups and organizations that have a similar focus in the country. It will also explore relationships with international groups like the Coalition for Community Schools and the Full-Service School Movement in the US.

7. Measurable outputs and timeline of proposed activities

The Centre will produce a number of outputs per annum as specified by the Faculty Management Committee and recognized by relevant NMMU units/divisions. These include the development of new modules, teaching materials for these modules, internships, short courses and workshops, supervised masters and doctoral students, research projects and publications. The output targets will be specified as part of the EDS of staff associated with the Centre, and be linked into planning processes aligned to the faculty's strategic plans, which will be re-evaluated at the end of each year.

The following are the proposed outputs and activities for establishing the Centre for the Community School (CCS). This will be updated on a regular basis.

Date	Output	Activity	Completed
August 2010	Conceptual Development of CCS	• Founding document circulated to Faculty members and other stakeholder groups for input	✓
		• Feedback incorporated into document	✓
		• Establish CCS faculty task team	
		• Meet with Heads of Schools	✓
		• Relationship building with internal and external stakeholders	✓
		• Identification of Community Schools and meetings with them	✓
			✓

Date	Output	Activity	Completed
September /October 2010	Identification of CCS activities	• Ongoing meetings with Heads of Schools to define activities of CCS • CCS task team to draw up org chart, job descriptions and funding for CCS director and admin team • CCS task team to draw up operational plan and budget for the Centre • Identify office space needs	✓ ✓ ✓ ✓
November / December 2010	Establishment of CCS	• Dean of Faculty of Education seeks initial approvals for establishing CCS	✓
January – June 2011	Establishment of CCS	• Dean of Faculty of Education seeks final approval for establishing CCS • ECS/Senate • Start process for appointment of key staff members • Develop fundraising and engagement strategy • Outreach to funders • Finalise location of Centre	✓
July – December 2011	Development of coursework & modules	• Appointment of CCS director and admin. team • Establish Advisory Committee • Set up office • Launch of Centre • Develop coursework/ modules and internship programme for students • Prepare programmatic activities • Take coursework/modules through accreditation process • Compile report for Dean of Faculty of Education • Outreach to funders	
Jan – December 2012	Implementation and review of activities	• Pilot coursework/ modules • Develop research agenda and conduct baseline action research • Organize short workshops and Community Conversations	

Date	Output	Activity	Completed
		• Conduct year-end review with Advisory Committee • Outreach to funders	
		• Implement recommendations of year-end Advisory Committee report • Implement full programme of coursework/modules • Annual internal review with Advisory Committee	

Annexure A1

8. Draft Constitution of the Centre for the Community School

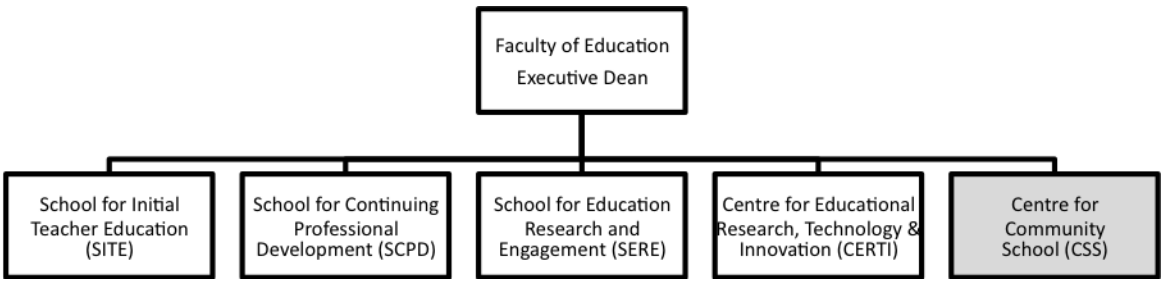
8.1 Statement of Purpose

The Centre for the Community School is founded on the belief that the school is an integral part of the community it serves, and any effort to improve its functions must consider ways in which parents, community members, other education stakeholders, and government should become involved in addressing the educational and social challenges to students and their families.

The Centre aims to develop a knowledge and research base that focuses on school improvement within the context of community development by undertaking a range of education-related activities.

8.2 Governance and Management of the Centre

The organogram below situates the Centre in the overall structure of the Faculty.



8.2.1 Advisory Committee

The work of the Centre will be guided by an Advisory Committee that comprises the Dean and Directors of Schools in the Faculty of Education, a representative from the NMMU Trust, two school principals (one high school and one primary school), two community leaders, and an official from the Eastern Cape Education Department.

The Advisory Committee will assist in providing strategic direction to the Centre. Two international academics will be invited to serve on the Committee. Participation in some of these meetings will be via electronic media like Skype or video-conference.

The Advisory Committee will elect the chair from its members. The duties of the chair are:

- To call and preside over meetings of the Advisory Committee;
- To represent the Centre at fundraising and other appropriate functions;
- To appoint sub-committees as deemed necessary;
- To represent the Advisory Committee in staff selection; and
- To maintain a close working relationship with the staff of the Centre.

Sub-committees of the Advisory Committee may be formed for the purposes of identifying new initiatives, programme planning, fundraising, etc. These sub-committees will be formed and disbanded at the discretion of the chair and will report to the Advisory Committee.

8.2.2 Management Committee

The Management Committee of the Centre will consist of the following members:

- The Executive Dean: Faculty of Education, who is the chairperson.
- The Director: School of Research and Engagement.
- The Director: Centre for the Community School.
- The Coordinator: Site-based Learning, School for Initial Teacher Education
- The Programme Coordinator/Community Liaison Officer: Centre for the Community School.
- A Representative: NMMU Finance Office.

In the absence of the Executive Dean from any meeting of the Management Committee, the members present will elect one (1) of their number to preside at such meeting.

The functions of the Management Committee, together with the term of office of its members; meetings and meeting procedures; and conflict of interest will be followed in accordance with the guidelines set out in the university document (28 April 2010) relating to the formulation of a constitution for the Management Committee of a Research Entity. For more details, please see Annexure B4.

8.3 Staffing and other HR Arrangements.

The Centre will be led and managed by a Director who will work with a team to implement its activities. This team will constitute the management committee of the Centre, and be comprised of:

- A Director – (grade 5, on a 3 yr fixed term contract)
- An Administrative Assistant/Office Manager – (grade 10/11, on a 3yr fixed term contract)
- A Programme Coordinator/Community Liaison Officer – (grade 8, on a 3 yr fixed term contract)
- An Office/Programme Assistant (student intern)

The Director will be a member of the FMC and report in this forum on the work of the Centre. The Director will report to the Dean of Education, and the management team will report to the Director.

With the exception of the Office Assistant, the rest of the staff will work on a full-time basis.

Due to the cross-disciplinary nature of the Centre's work, members of other faculties could be included as project associates, together with Education Faculty staff. Faculty members will teach about the community school as a model for school improvement in South Africa, supervise postgraduate students doing internships, and

undertake research projects in these schools. The Centre will draw on faculty members from other units and departments at NMMU to participate in its Community School programme of events.

8.4 Meetings

At least one (1) ordinary meeting of the Management Committee will be held every academic term.

Two general Advisory Committee business meetings will be held each year for the purposes of:

- Reviewing the work of the Centre.
- Delivering an annual report to the Advisory Committee, the Dean, and the office of the DVC: R&E.

The Centre will also hold internal staff meetings once a month. The Director will arrange meetings with other stakeholders as and when required.

The Director will attend the monthly FMC meetings as well as Faculty Board meetings.

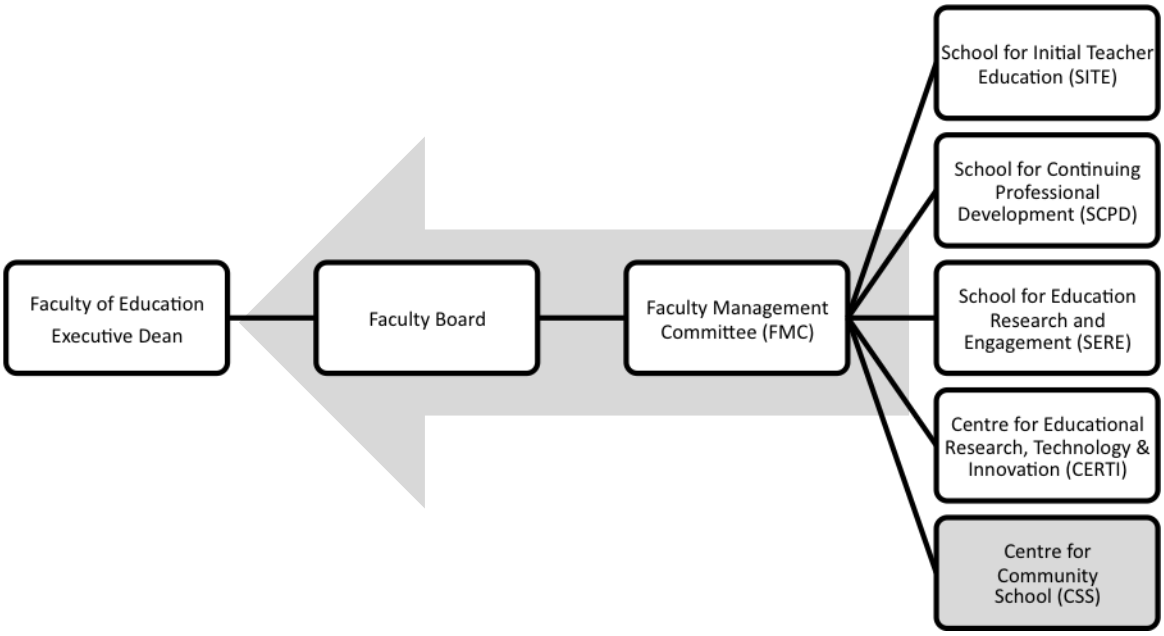
8.5. Minutes of the Advisory Committee Meetings

Minutes of the Advisory Committee meetings will be sent to all committee members and be available to the Dean and Heads of Schools in the Faculty of Education.

The minutes of the internal management committee (staff) meetings will be made available to the Dean and the Advisory Committee.

8.6 Amendments

Any proposed amendment to the constitution must be approved by a simple majority of the Advisory Committee. The amendment(s) will be subject to final approval by the Faculty of Education at NMMU.



Reports about the progress and activities of the CCS will be sent to the FMC on a quarterly basis.

An annual report will be produced in accordance with the guidelines provided, as required by the NMMU Research and Engagement policy.

9. Finance and Financial Management

The financial administration of the Centre will fall under the Faculty of Education. It will have a dedicated cost centre, and comply with NMMU's financial rules and procedures.

Via Advisory Committee

10. Sources of Funding

A key part of the initial work of establishing the Centre will be the development of a comprehensive outreach and engagement strategy to build relationships with a range of education stakeholders and garner support for the Centre and its activities. The Centre will work with and through the NMMU Trust to raise funds from education foundations, the corporate sector, private philanthropists, and provincial and national government. Seed funding has been secured for salaries for 2011- 2013. These will come from faculty non-council funds, and will cover salaries for 2011-2013, the first cycle of the fixed term contracts (which will initially be for 3 years), and also cover

the start-up costs of the Centre. These funds will be deposited in a dedicated cost centre, and be administered in adherence with NMMU Financial policies.

Besides the fundraising drive from external sources, responsibility for which will be built into the Director's performance agreement, part of the overall funding strategy for the Centre will be the development of selected short learning programmes and seminars/workshops. These will be a source of third stream income that will enable continuation of the programmes offered to schools. There will also be a legacy component to the strategy, targeting prominent community leaders who are alumni of the schools involved in the network, or who support the concept, to assist the Centre in sustaining its work.

Should sufficient funding not be sourced to sustain the positions linked to the Centre beyond the initial 3 years, a midterm review will make appropriate provision for incorporation of the key positions into the salary RAM, linked to the teaching of new modules, and research supervision. In this way the work of the Centre can be built into the work of the Faculty in a scaled down form, while continuing to pursue the overall objectives of the CCS.

11. Confirmation that the entity is not a separate legal entity

The Centre for the Community School will be legally and financially dependent on the NMMU and form an integral part of the Faculty of Education.