

## Learning activity: Working with partners

*It takes a village to raise a child (African proverb)*

These learning activities are designed to help you focus on the underlying principles, values and components of the health promoting school, in a way that will support practical implementation and effective working with pupils, parents, school staff and the wider whole school community.

### **Who is it for?**

This programme or module is for anyone working in the area of school health promotion, from across all sectors. It may have particular relevance for those who design and deliver learning experiences in the classroom, including teachers and support staff. Indeed, the programme has relevance for a wide range of partners including parents, pupils and professionals working in a range of other sectors.

### **Is this for an individual activity or is it for a group?**

You may choose to work individually at a time and place of your choice. As a core value of health promotion partnership working presupposes collaboration and shared understanding amongst teachers, parents, early years staff and a wide range of other professionals. The resources ask you to think about changing and improving practice. For this reason you may find it useful to work through the activities with a colleague or with a team to discuss and share issues.

### **Self-reflection**

Mind map on your own or brainstorm if you are working in groups what you understand by the whole school community as it effects your work.

List the partner agencies with whom you work.

In what ways do these partner professionals contribute to the health and wellbeing/ wellness of the children and young people in your school?

How are effective links with the community and other agencies reflected in your school visions, values and aims?

Note down key features of very good practice.

To what extent are your partner agencies involved in the planning and delivery of health promotion in your school?

Do partner agencies participate in or provide in-service training opportunities for the school staff or wider school community?

How confident are you that you are maximizing their potential contribution to your school?

### **Activity**

You now have a mind map of your school community;  
A list of partners and how they contribute to your school;  
And key features of very good practice.

Highlight in Green - those partnerships which are very successful

Highlight in Orange - those which you could develop further

Highlight in Red - any which have not yet been established

What steps can you take to ensure maximum effectiveness?

How well do we involve all members of the school community in developing and reviewing policies?

- o Chose ONE partnership which you view as effective (this should be with another service or organisation outwith the school) Reflect on why this works well. What is the impact of this partnership on the health and wellbeing/ wellness of the school community?
- o Now do the same with a partnership which you have identified as less effective, reflecting on why the partnership does not work so well. Are there patterns to your partnerships?
- o Next think about the partnerships that have not yet established. Are there groups in the community or other services with whom you could usefully form partnerships? Think about NGO-s or voluntary sector.

You should now have a map of your partnerships, showing clearly the quality of different partnerships and gaps. You will have identified those which you would like to improve, and what aspects you would like to change.

You can now reflect on your issues and plan for improvement. For each area of development identify your targets and how you will achieve them. Keep you targets SMART - Specific, Measurable, Achievable, Realistic and to a Timescale.

From the SHE-website: [www.shools-for-health.eu](http://www.shools-for-health.eu)

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