Recently, a private philanthropist contacted us wanting to know how they could provide some financial support to a government primary school. Everything about the connection between the school and the philanthropist was a 'good fit', except for the tax status the school needed to receive a tax deductible donation from the philanthropist. This is not an unusual case. I couldn’t help thinking, ‘Is this as good as it gets?’ I understand the arguments that swirl around about the role of government and limited pools of funds from philanthropy, and let’s not forget what Treasury has to say in this debate too - I do understand and they are important debates. What I also understand is the power of effective school-community relationships to overcome barriers to student engagement and learning and to create more effective learning spaces for learners. These relationships include in-kind through to financial assistance and they reflect important additional tools for schools to address locally identified learner needs. Fortunately, we found a way for the philanthropist to support the school via a not-for-profit, but still I was left asking, ‘Is this as good as it gets?’

Tender Bridge began with a simple mission in mind: to support schools with ideas to better connect learners in need with sources of additional support from business, philanthropy, not-for-profits and others. We prioritise and value doing this in collaboration with others.

Our sincere thanks to our valued subscribers and partners. We could not do what we do without you! We look forward to the year ahead with you all.

Warm regards,

Michelle Anderson
Project Director, Tender Bridge
LLEAP 2012 Survey Report Published

Among the findings

“Until doing this survey I was unaware that these organisations were available to apply to or contact – so very limited information sources.” (School respondent, 2012)

• 507 responses were received to the LLEAP 2012 Survey, bringing the total number of responses across 2011-2012 to 809

• schools ‘pressed up against the glass’ and wondering what they are looking at when it comes to philanthropy in schooling

• not-for-profits ‘old hands’ in this space and an important linchpin between philanthropy and learners

• philanthropics reporting a desire to engage more directly with education, particularly working in collaboration with schools and not-for-profits around common areas of need for learners

• potential benefits and disadvantages of establishing a national fund to improve philanthropy in schooling canvassed.

Click on the links below to learn more about these and other findings from the LLEAP 2012 Survey?

LLEAP 2012 Survey Report Executive Summary
LLEAP 2012 Survey Report Full report

A big thank you to all those who gave their time to participate in the survey, and a big thank you also to our partners, the Origin Foundation and The Ian Potter Foundation, for making it possible to do this important work.

TENDER BRIDGE CASE OF SUCCESS: CASE 7

Judy Lonza - Grants and Submissions Co-ordinator at Frankston Special Development School

Frankston Special Developmental School provides a specialised and challenging curriculum in a supportive environment for students with moderate to severe intellectual disabilities whose ages range from five to eighteen years. Individual education programs are delivered by trained special education staff, including a speech therapist, an occupational therapist and a physiotherapist. Students also have access to extra-curricular programs. The 120 students who attend live within a 20-kilometre radius of the school.

The School has been a subscriber of Tender Bridge since 2010, but did not really make use of the subscription in the first year. But that all changed when as a school they got serious and decided to allocate specific resources to attract resources. When Leanne contacted the new principal in late 2011 about re-subscribing, she was told that the school was about to employ someone a day each week specifically to seek funding for the school. And so Judy Lonza began in her role as Grants and Submissions Co-ordinator in early 2012.

Michelle Anderson and Leanne Eames paid Judy a visit at the school to find out more about what Judy does, and how she does it.

What is your connection with the school?

“I was principal at the school for six years before retiring in October 2011, and now work one day a week on submission writing. This came about because I understand the school and the students. I have an intimate understanding of what’s needed by the school. I also have a passion for the school, school education and the needs of the students, and the teachers just don’t have time to explore possible school-community relationships, and so the principal felt it more cost effective to employ me.”
What does a Grants and Submissions Coordinator do?

“I ask what the needs of the school are, and the staff provide a list. I look on the Tender Bridge website, and sometimes I hear about funding through another school by word of mouth. I match my searching to the needs or wants of staff for students. We decided on ‘Grants and Submissions Co-ordinator’ as the title of the role because there is a lot of coordinating to do. I need to coordinate the reports from, for example, the speech coordinator.

“Then I do some research – I find out the names of some of philanthropic funds and trusts from the Tender Bridge website database, and then I go to their respective websites. I read a bit more, find out about their guidelines, and I look at their lists of who and what they’ve funded. If appropriate, I ring them to talk directly with them about the project idea we have – does it fit with their guidelines? Is what we are seeking of interest to them? It comes down to matching our needs with the needs of the prospective funder.”

While Judy responds to lists provided by staff, these need to align with the school’s overall key priorities. Judy works through school’s list of key priorities, seeing if there are any funds that match with these key priorities.

How did other staff learn about your role?

“Scott (the current principal) told staff about my position at a staff meeting. I regularly mingle with them at morning tea and they often ask me, ‘What are you seeking funding for now?’ and they will ask me about ideas they have for possible funding.”

What are the attributes of a successful grant-seeker?

Judy believes that someone in her role needs to have an understanding of the school, and of the children in the school, as well as a good working relationship with the school leadership team. “And of course I’ve done the professional development with Tender Bridge supported by the school, which give me a ‘yes, I can do this’ approach. Writing the submissions became not so daunting, and it’s something that you can still bring your passion to.

The school also needs to be flexible about the time the person works, to fit in with the professional development days. Judy also stresses that “A grants and submissions co-ordinator could be a parent; as long as it’s someone who can share the vision of the school with the leadership team. You need to bring a school agenda to your coordination. And you need to ring people, to talk to people.”
“The new principal recognised that I understood the school and what the school requires. I had an innate understanding of the school, staff and needs of the children. I have a passion for the school, and for special education. The principal thought that would come through in any submissions. They don’t have time to do that, so they thought it would be more cost effective for me to do it”.

**What have been your funding successes to date?**

Judy’s first success was a chaplaincy program, a federal government initiative. Then came the soundfield, which was through the Victorian Department and Early Childhood Development. (Note: a soundfield is essentially ‘surround sound’ for teachers and pupils, shown to result in better student comprehension, better test results and fewer behavioural problems.) She also secured a grant from Newsboys Foundation¹ to purchase tents and sleeping mats to practise for the Duke of Edinburgh award. More recently, she succeeded in securing RACV Foundation funding for bikes and vests for an extensive bike education program. “Bike-riding is an important life skill and form of transport for our students. Karingal East Bowling Club funded the helmets. I got this tip from the funder feedback from Tender Bridge’s ‘Grant-Seeking for Success’ program. I wondered whether what I had written was too simple. But keeping it simple helped them to understand what I was asking for.”

The school also has a kindergarten project, and is establishing an integrated early education program with East Karingal Kindergarten. “This one has been a long time coming, and the tipping point was them recognising that they have kids in their kinder who can benefit from the expertise of our staff, so there’s a two-way benefit. We are providing a staff member here who has special education and early childhood qualifications.”

Judy is also currently working on establishing a relationship with a local service club, where some members are the grandparents of the school’s students. “It’s about relationships.” She has also met with a philanthropic foundation to discuss funding for a sensory garden.

**There is a lot of diversity in your grant applications. How do you keep a track of where you are at?**

“I have a folder with a list of things I’d like to apply for funding for, and I write deadlines against the need. I put the priorities down, and then I have a personal list at the bottom.”

**What is the hardest thing?**

“Knowing when to stop! Because I get on a roll, and more ideas pop into my head. I keep adding things to my list, and other things into my personal list. It’s really exciting work, and it’s good fun, but where do you stop!?!? One day a week isn’t enough!”

**Judy’s key lessons/top grant writing/seeking tips**

- Write it, leave it, go back to it.
- Get another staff member to read it.
- Make sure you make contact with the funder, to have a discussion to see if your project is likely to be accepted.
- Use Tender Bridge and the LLEAP Guide and Cases companion document.
- Be prepared that you are not going to be successful all the time. Look at what you did and what you might do differently next time.

**How have Tender Bridge and the LLEAP project helped?**

“Feedback from Tender Bridge’s ‘Grant-Seeking for Success’ program helped and gave me confidence, and I’ve used the section on what makes for a good proposal from the LLEAP Guide as a bit of a template for subsequent applications.²

“A lot of it has been about giving me confidence. Understanding the processes, and learning that I need to keep the language simple, removing the education speak so that people outside of the department know what you’re talking about. Sharing others’ stories and experiences has been helpful tool. The LLEAP Guide and Case Studies are fantastic. The case studies have given me ideas for more big picture things. Reading these gave me the confidence to be able to say, ‘I can do that’.”

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¹ Newsboys Foundation was featured in the June 2012 (No. 5) issue of the Tender Bridge Quarterly.

² As part of the Tender Bridge ‘Grant-Seeking for Success’ program, participants were encouraged to submit a ‘sample’ or ‘practice’ application, which was then passed along to a funder for their anonymous feedback.
From the Mouths of Funders

HotRock

HotRock is a not-for-profit organisation that works with high schools to make sustainability education engaging, relevant and fun. Four programs that seek to connect young people with the natural world to bring a head-heart-hands approach to learning about the environment and our important role within it. These programs are the Organic Food Garden Program, Seed2Tree, Sustainability Leadership Program and School Energy Efficiency Program.

HotRock supports teachers to integrate solutions-focused sustainability education into the curriculum by providing free online resources (www.thehotrock.org.au) and Professional Development. HotRock currently focuses its work in Perth and the south-west of Western Australia and South Sydney, New South Wales.

New Resource

The Successful Schooling Toolkit

The Successful Schooling Toolkit, developed by Regina Hill of Effective Philanthropy, is now available online. Developed as a practical ‘how to’ guide to assist schools and teachers to engage students from disadvantaged and non-English speaking backgrounds and help them to learn, the approaches described in the Toolkit are relevant to all students. It explains what the most effective schools do on a day-to-day basis, and provides tools to help schools and teachers to apply those practices themselves. The toolkit has been peer reviewed and endorsed by the Catholic Education Office of Melbourne.

The Successful Schooling Toolkit is a great example of the power of philanthropy, not-for-profits, schools and an education system working together around a common issue. Regina explains:

What is it?

The Successful Schooling Toolkit is a practical ‘how to’ guide for schools and teachers to help them support students from disadvantaged and non-English speaking backgrounds (NESB) to engage at school and to learn. Having said that, the approaches outlined in the Toolkit apply equally to all students.

Why is a toolkit like this needed?

Working with students who come from more challenging backgrounds often requires teachers to take a different, more holistic approach to help students to engage at school and to learn. The most effective teachers and school leaders intuitively know this, and tend to adopt a ‘whatever it takes’ approach when it comes to supporting their students. These teachers and leaders are often so busy ‘doing’ that they don’t have time to write down what they have learned, making it harder for them to share their experience outside of their immediate peer group. It also means that the valuable practices they put in place often fall away when they move on. This Toolkit helps to address that problem by writing down the sorts of practices that those teachers and leaders apply.

How did the idea for the Toolkit come about?

The idea for the Toolkit evolved out of work that Effective Philanthropy was doing back in 2008 relating to Aboriginal primary and secondary education. We were specifically looking for programs or models of practice that philanthropists could support to help improve education outcomes for Aboriginal students.

As part of that research, we identified a number of schools achieving remarkable results with students from highly disadvantaged backgrounds, both Aboriginal and non-Aboriginal. Although there was no single “one size fits all” model that those schools were using, there were a number of common aspects to the way that they were operating. We produced a research report on this work called ‘Our Children, Our Future: Achieving Improved Primary and Secondary Outcomes for Indigenous Students.’

What happened next?

There was a lot of interest in the Report from government, philanthropy, not-for-profit organisations and schools. The
Ian Potter Foundation (IPF) talked to us about the Report and asked us what we thought would be ‘the most useful thing to do next’. Given that a number of the school principals we had talked to as part of the research had raised concerns about not being able to write down and share or learn about good practices happening in schools, we said that we thought it would be most useful to work with schools to produce a toolkit that captured all of the wonderful practices school teachers and leaders were applying. The IPF then gave us funding to do that, and the Successful Schooling Toolkit is the result.

The development of the Toolkit has been a truly collaborative process. We have worked with schools, sitting in classrooms, and talking to teachers, support and admin staff. We have been given tools that schools use and helped schools to document processes that they use but hadn’t written down. We talked to students and parents. The Toolkit is reflective of what we learned from so many people. And everyone was really generous with their time and enthusiastic about what we were trying to do.

The IPF has been flexible and supportive all the way along. Initially, we intended to work with one main partner school and develop the Toolkit with them, but we soon realised we needed to work with more schools, meaning more time and more money. The IPF ran forums for us to talk about the work with other foundations, linking us into the Myer Foundation, who supported us to work with other schools.

Although we didn’t get any funding from government, state government departments were happy to help us identify schools to talk to and were supportive in linking us into school networks.

What does the Toolkit contain?
The Toolkit covers a lot of different topics, including curriculum and curriculum planning, student management and discipline, student transition management and staffing models. A summary of what the Toolkit covers is outlined in this diagram.

The focus throughout the Toolkit is on WHAT the most successful schools do and – most importantly - HOW they do it.

How might the Toolkit be used by schools?
The Toolkit and the tools within it have been designed for use by school leaders, and beginning and accomplished teachers alike. School leaders can use the diagnostic tools as part of their school improvement programs to review where they are up to and identify areas for focus. Beginning teachers – and accomplished teachers who are new to working in schools with a high proportion of disadvantaged or NESB students – can use the induction tools to build an understanding of the student group and how to work with them. There are a number of tools accomplished teachers can use to reflect on and hone their existing teaching practice.

Where can people get a copy of the Toolkit?
The Toolkit can be downloaded for free through the internet from the Effective Philanthropy website at www.effectivephilanthropy.com.au. We (Effective Philanthropy) are really keen to learn what teachers and school and system leaders think of the Toolkit, how they use it, what they get out of it and what else they would like included in it. If you have any feedback on the Toolkit, would like to talk to Effective Philanthropy about it, or would like some help in thinking about how to use it in your school, please email Regina at reginahill@effectivephilanthropy.com.au.

Footnote from Tender Bridge:
We have been referring to the Toolkit in our workshops and briefing sessions for schools and system leaders. There has been a great appetite for this resource. Our advice is, don’t be put off by the number of pages! Yes, it is longer than ‘War and Peace’ – it covers a lot! - but the interactive nature of the kit makes it easy to find what you are looking for and it is written in very clear and simple language.

“I’ve had a look through the Successful Schooling toolkit and it’s fantastic, so comprehensive, it applies to all of the schools in our region. I spent the night trawling through it on my iPad.” (Carolyn Lupton, Tender Bridge subscriber, Armidale High School, NSW)
Grant seeking for success

A one day face-to-face program with post-program follow-up. Learn about navigating the funding territory, fund sources and types of applications, what a ‘good proposal’ looks like, effective strategies for proposal development, case studies of success and more. Participants will receive copies of all handouts used on the day and a post-program summary package of information, with any additional tips and suggestions from participants.

Funder feedback: As part of the program, participants have the option to submit a piece of writing (e.g. a paragraph about an idea for a project, a project plan outline, an actual application) for review by a Tender Bridge ‘MyBidGuide’ consultant and two funders, and receive three pieces of anonymous personalised written feedback.¹

“Excellent– thanks.” “Very generous with strategies and ideas.”

“Motivational – I have moved from ‘too hard – too much time’ to ‘I'll give this a go!’”

“High level of professional knowledge shared.”

“Very informative and extremely well run.”

“Well done. What a team!!”

Building a culture for partnering

A face-to-face program that includes a pre-program package and participant goal setting preparation. Learn how to ‘build a case’ for partnering, lay the foundations, and evaluate both the project and the partnership. Guests from school, philanthropy, not-for-profit and business are invited to contribute in sessions based on their direct involvement in, or assessment of, school-community projects.

“The program gave me confidence and also encouraged me to persist. I see possibilities now where I would have been put off more before.”

“The resources are valuable and will no doubt be useful tools for the way forward.”

“I found something helpful in each session – there was so much to learn and presented in a logical and informative manner.”

“Thank you for our guest led discussion, this helped understand the ‘end game’ of our possible partners and the benefits we could offer them”.

“Provided impetus and motivation for ideas.”

¹ ‘Funder feedback’ will also be offered as a stand alone registration option.
Creating an engaged society:

Professor Bill Lucas, Special Event, 18 October 2012.

This event was created as a direct outcome of the LLEAP findings, which showed ‘student engagement’ as an area of priority for philanthropy, not-for-profits and schools. The Origin Foundation provided a grant to ACER, Tender Bridge to support the development and delivery of this event.

The delegate feedback showed that the event was a great success. Not only was the quality of the speaker critical, but so too was the mix of audience—not-for-profit, school and philanthropy, demonstrating that the LLEAP project is playing a role in creating the conditions for improved engagement across philanthropy and education.

“Bill’s presentation was inspirational – a wonderful balance of research, practical advice, encapsulated in a vision we can all aspire to – engaged learners.”

“This was a brilliant morning, Thanks: relevant, interesting, engaging. It will make a difference.”

“… The focus on learning was very powerful. Great opportunity to network.”

“Thank you. This kind of event will have very beneficial flow-on effects for education in Australia.”

“Excellent background for when developing an education funding program.”

Sean Barrett, Head of Origin Foundation (l) Bill Lucas (c) and, Emma Curtin, Tender Bridge (r)

‘Doing Good’ Forum on Philanthropy and Indigenous Education

Tender Bridge is pleased to promote the work that Tony Dreise is leading through the ‘Doing Good’ Forum on Philanthropy and Indigenous Education. This is the second occasion this forum has been held. The Forum will be held at the Melbourne Business School. Places strictly limited. Enquires or registrations contact: tony.dreise@gmail.com

Professor Bill Lucas has founded and led many third sector organisations. Since September 2008, Bill has been Co-Director of the Centre for Real-World Learning and Professor of Learning at the University of Winchester. He is also Chairman of The Talent Foundation in the UK, a trustee of The English Project, a non-Executive Director of the Live Group, and, with Philip Pullman, a patron of Pegasus Theatre in Oxford. He currently runs his own learning strategy business, The Bill Lucas Partnership. Previously Bill was the first CEO of the Campaign for Learning, a founding Director of Learning through Landscapes and a school leader in Oxfordshire and London.

“Celebrate and Learn Forum” FREE EVENT

We are delighted to announce that Professor Bill Lucas will return again in 2013 to be the keynote speaker at the 2013 LLEAP Celebrate and Learn Forum, to launch the 2013 LLEAP Guide and Cases. This is a ‘not to be missed’ event. Participants will also receive a free copy of the 2013 LLEAP Guide and Cases.

Creating an engaged society

Bill Lucas will facilitate two highly interactive workshops in Melbourne and Sydney with new material and ideas again around the theme of ‘creating an engaged society’ to encourage stronger connections between not-for-profits, schools and philanthropy for improved learner outcomes.
My Tender Bridge

If you would like to take up the option of a ‘My Tender Bridge’ website profile, contact us at tenderbridge@acer.edu.au to configure your account (there’s no charge). Setting up your own profile will enable you to receive tailored weekly alerts that are more specific to your needs. Once your profile has been established, you will be able to update it yourself as your needs evolve – choose to have your ‘My Tender Bridge’ weekly alert instead of or in addition to your regular weekly alert.

At a glance in 2013 … some dates for your diary

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<thead>
<tr>
<th>Date</th>
<th>What?</th>
<th>Where?</th>
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<tr>
<td>28 February – 1st March</td>
<td>Queensland Department of Education state school principals’ conference: Q&amp;A session and showcase of Tender Bridge repository of funds and materials</td>
<td>QLD - Brisbane</td>
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<td>5 March</td>
<td>“Doing Good” Forum on Philanthropy and Indigenous Education (Tony Dreise)</td>
<td>VIC – Melbourne</td>
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<td>20 March</td>
<td>Grant seeking for success</td>
<td>VIC - Melbourne</td>
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<tr>
<td>20 March</td>
<td>Grant seeking for success – funder feedback option</td>
<td>Australia-wide</td>
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<tr>
<td>April (date TBC)</td>
<td>Day 1 Building a Culture for Partnering</td>
<td>QLD - Brisbane</td>
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<td>23 April</td>
<td>LLEAP – Celebrate &amp; Learn Forum with Bill Lucas</td>
<td>VIC – Melbourne</td>
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<td>Creating and Engaged Society – Bill Lucas facilitated workshop</td>
<td>VIC – Melbourne</td>
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<tr>
<td>Late April (date TBC)</td>
<td>Creating and Engaged Society – Bill Lucas facilitated workshop</td>
<td>NSW – Sydney</td>
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<td>1st May</td>
<td>Day 1 Building a Culture for Partnering</td>
<td>VIC – Melbourne</td>
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<td>20th June</td>
<td>Day 2 Building a Culture for Partnering</td>
<td>VIC – Melbourne</td>
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<tr>
<td>July (date TBC)</td>
<td>Day 2 Building a Culture for Partnering</td>
<td>QLD – Brisbane</td>
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This calendar will be updated in our back-to-school edition.

Tender Bridge visit to Western Australia

During November 2012, thanks to the support of the Western Australian Department of Education, Tender Bridge team members ran a number of sessions on LLEAP for EdAdvance and the WA Department of Education mentoring program with principals from low SES schools. We also conducted a focus group around the LLEAP project research and a briefing session for system leaders and professional associations, again around the LLEAP findings. It was as great to see number of Tender Bridge subscribers at a professional learning ‘taster session’ too.

- Are you a school with a story to share about how you have identified a local need and then successfully sought support to address that need?
- Are you a funder or a not-for-profit who has some tips or information you’d like to share with schools?
- Do you want others to learn more about what your school, business, foundation or trust or not-for-profit is doing in the space of ‘school-community relationships’?

Please contact Leanne about being featured in a future edition of the Tender Bridge Quarterly, on 03 9277 5543 or tenderbridge@acer.edu.au