University Library



A gateway to Melbourne's research publications

Minerva Access is the Institutional Repository of The University of Melbourne

Author/s:
Cleveland, B;Backhouse, S

Title:
Building Connections: Schools as Community Hubs - Summary of Research Outcomes and Outputs for the ARC Linkage Project (2019-2022)

Date:
2024-03-26

Citation:
Cleveland, B. & Backhouse, S. (2024). Building Connections: Schools as Community Hubs - Summary of Research Outcomes and Outputs for the ARC Linkage Project (2019-2022). University of Melbourne.

Persistent Link:
https://hdl.handle.net/11343/368608

License:
CC BY

THE UNIVERSITY OF MELBOURNE

Building Connections
Schools as Community Hubs

Building Connections: Schools as Community Hubs

Summary of Research Outcomes & Outputs for the ARC Linkage Project (2019-2022)

Authors: **Benjamin Cleveland and Sarah Backhouse**

26 March 2024 https://doi.org/10.26188/24521299



Partner Organisations

Queensland Government

Government of South Australia
Department for Education

Catholic Schools Parramatta Diocese

RMIT UNIVERSITY

Brand Architects

Clarke Hopkins Clarke

BUILDING CONNECTIONS: SCHOOLS AS COMMUNITY HUBS
Summary of Research Outcomes and Outputs for the ARC Linkage Project (2019-2022)

Cleveland, B. & Backhouse, S. (2024). *Building Connections: Schools as Community Hubs: Summary of Research Outcomes and Outputs for the ARC Linkage Project (2019-2022).* University of Melbourne.
https://doi.org/10.26188/24521299

This report is published under a Creative Commons License CC-BY (Attribution License). This license lets others distribute, remix, tweak, and build upon this work as long as they credit the authors for the original creation.

Australian Government
Australian Research Council

This research was supported under Australian Research Council's Linkage Projects funding scheme (LP170101050). The views expressed herein are those of the authors and are not necessarily those of the Australian Research Council or our Partner Organisations.

THE UNIVERSITY OF MELBOURNE

LEARN

Building Connections
Schools as Community Hubs

Contents

Acknowledgements 2

Preamble 3

- This document 3
- Context 3
- Impact 3

Project Overview 4

- Introduction 4
- Project approach 5
- Project outcomes 8
- What next? 10

Research Outputs 11

- Traditional research outputs 12
- Non-traditional research outputs 14

Acknowledgements

Building Connections: Schools as Community Hubs (Building Connections) was a three-year Australian Research Council Linkage project investigating how best to plan, design, govern and manage schools to operate successfully as 'more than a school', encouraging the development of resilient and connected communities.

The *Building Connections* project was administered by the University of Melbourne and conducted by the Learning Environments Applied Research Network (LEaRN) in collaboration with the Faculty of Architecture, Building & Planning, Melbourne Graduate School of Education, and RMIT University's Centre for Urban Research.

We would like to acknowledge the tremendous support of the project's Partner Organisations:

- Department of State Development, Infrastructure, Local Government and Planning, Queensland Government
- Department for Education, Government of South Australia
- Catholic Schools Parramatta Diocese
- Clarke Hopkins Clarke Architects (including Simon LeNepveu as Partner Investigator)
- Brand Architects (including Laurence Robinson as Partner Investigator)

We express our sincere gratitude to all the school communities, government and non-government organisations, national and international experts, and other research participants, who made the project possible.

We also wish to acknowledge the commitment and tenacity of the research team, who endured the world's longest COVID-19 lockdowns in Victoria, Australia, and re-designed a three-year face-to-face research program 'on the fly' to accommodate virtual and hybrid modalities in response to the pandemic. Each of the team members listed below is affiliated with the University of Melbourne, unless specified otherwise.

- Associate Professor Benjamin Cleveland, Lead Chief Investigator
- Professor Janet Clinton, Chief Investigator
- Associate Professor Ian McShane, Chief Investigator (RMIT University)
- Associate Professor Clare Newton, Chief Investigator (retired)
- Dr Ruth Aston, Research Fellow
- Dr Philippa Chandler, Research Fellow
- Natalie Miles, PhD Candidate
- Hayley Paproth, PhD Candidate
- Carolina Rivera Yevenes, PhD Candidate
- Robert Polglase, PhD Candidate (RMIT University)
- Dr Sianan Healy, Project Manager (2019)
- Sarah Backhouse, Project Manager (2020-2023)
- Phuong Nguyen, Research Communications Coordinator (2019-2021)
- Rebecca Colless, Research Communications Coordinator (2021-2022)
- Lynne Lucas, Research Impact & Translation Coordinator (2023)

Preamble

This document

This report briefly **summarises the key findings** of the *Building Connections* project and **lists its research outputs**, both traditional and non-traditional.

Context

In the next decade, Australia will build hundreds of new schools, and refurbish many times more. Yet schools remain some of our most under-utilised assets. Outside school hours, **school facilities have the capacity to accommodate a wide range of functions,** including family and community-oriented education, recreation, health, and wellbeing programs and services. With additional funds, **school facilities could also be further developed to accommodate more programs and services needed by local communities** during school hours. However, these opportunities remain generally unrealised.

Could schools be better planned, designed, governed, and managed to operate successfully as 'more than a school' to encourage the development of resilient and connected communities? This ARC Linkage project investigated and reported on what could be achieved in future years towards positively impacting Australian society.

Impact

The Building Connections project makes three important contributions to the field. Firstly, our **edited book** offers a national and international perspective on policy, practice, and design considerations, tackling the issue of schools as community hubs though a spatial and infrastructure lens for the first time. Secondly, the results of our **Connecting Schools + Communities Survey** addresses a lack of empirical data about the operation of schools as community hubs in Australia, providing detailed insights into what's working and what's not working in schools that are playing expanded roles in their communities. It also highlights areas for policy development. Thirdly, our **How-to-Hub Australia** resource offers an ecological perspective on the factors essential to the development, implementation, and long-term success of schools as community hubs, informing policy makers, school leaders, and designers about how to take projects of this type forward with confidence.

These outcomes have been informed by an innovative interdisciplinary approach that presents opportunities to develop school facilities as community resources, aiming to empower government, industry, and community stakeholders to **improve schooling and community education, recreation, health, and wellbeing concurrently**.

Project Overview

Introduction

The *Building Connections: Schools as Community Hubs* ARC Linkage project examined the expanded roles of schools, including how they may offer more to their communities than formal schooling, plus what they can gain from their communities through partnerships and collaboration.

The concept of schools as community hubs is not new. In 1899 John Dewey advocated for schools to be placed at the centre of community life, proposing that they should embody a "genuine form of active community life, instead of a place set apart in which to learn lessons" (Dewey, 1915, p. 13). **Throughout history, schools have brought people together, nurtured social engagement, fostered community cohesion, and aided the development of social capital. However, schools that have intentionally prioritised the education, recreation, health, and wellbeing of students, teachers, parents, caregivers, and the members of the broader community have been relatively uncommon and such models have rarely been scaled.** History indicates that establishing and maintaining school-based operations that extend beyond traditional schooling can be challenged by a lack of opportunity, know-how, and support.

Yet, renewed aspirations in Australia for the development of 'schools as community hubs' is evident, as indicated by the work of organisations such as the Queensland Government's Community Hubs and Partnerships (CHaPs) initiative, Government of South Australia, Our Place, and Community Hubs Australia.

Interest in how to effectively develop schools as community hubs informed this project's overarching research question and related objectives.

Key research question:

How can research, policy and practice be coherently linked to inform the planning, design, governance, and use of school infrastructure to meet the emerging needs of Australian communities?

Objectives:

- To determine the occurrence and nature of community programs and services offered from school sites, including details of the facilities being used.
- To assess the effectiveness of community programs and services offered from school sites.
- To develop strategies for the cost-effective delivery and management of the infrastructure required to deliver community programs and services (found to be effective) from school sites.

Project approach

The *Building Connections* project employed a **mixed methods approach**, designed to accommodate its broad research agenda and multi-disciplinary team. The approach enabled the project's academics, PhD candidates, industry partners, and collaborators to contribute in varied ways based on their disciplinary perspectives and expertise in education, urban planning, architecture, evaluation, human geography, wellbeing sciences, and educational facility planning.

The methodologies and methods applied across all aspects of the project are too numerous and varied to detail here, however, the following offers an overview of the research activities undertaken.

Literature Scoping Study

The project began with a **literature scoping study**. Boolean keyword searches were employed, covering a range of synonyms associated with three key terms: 'school,' 'infrastructure,' and 'community.' This process yielded a library of 302 relevant publications. An annotated bibliography was created and served as a valuable resource to guide and inform subsequent phases of the research.

International Conference

The **2020 Schools as Community Hubs International Conference** gathered an international audience to delve into important issues within the field. The event attracted 130 delegates from Australia, North America, Asia, and Europe, fostering discussions on current and historical initiatives and research related to schools as community hubs. Notably, it established a community of both academic and industry practitioners actively involved in complementary research efforts. A comprehensive proceedings publication featured 14 peer-reviewed papers (180 pages) authored by 25 contributors from Australia and the United States.

Expert Focus Groups

Three focus groups brought together **71 international experts from industry, government, and academia**. The objective was to identify opportunities and constraints associated with schools operating as community hubs. These online facilitated sessions engaged participants from Australia (33) and overseas (38). Public-facing summary reports were published to disseminate the emergent themes and insights from Australia; Canada and the United States; and the United Kingdom and Europe.

Four Ph.D. Projects

The ***Building Connections*** **project funded four PhD projects**. Although these projects are ongoing, the literature reviews, interviews, focus groups, workshops, impact models, and other fieldwork activities conducted by Carolina Rivera (exploring lived experiences of schools as community hubs), Hayley Paproth (investigating evaluative thinking and schools as community hubs), Rob Polglase (examining policy settings for schools as community hubs), and Natalie Miles (studying schools and social infrastructure networks) and their supervisors, have generated new insights and understandings. We look forward to the completion of these important projects and the publication of each dissertation and related papers.

Connecting Schools + Communities Survey

The *Building Connections* research team designed and implemented the **Connecting Schools + Communities Survey to better understand the motivations behind schools sharing their facilities with local communities and to gain insights into school and hub leaders' perspectives on associated opportunities and challenges.** The survey delved into three primary areas: a) the characteristics of schools self-identifying as community hubs, b) the role of infrastructure in supporting school-community relations, partnerships, and hub operations, and c) the impacts of schools as community hubs.

Value-focused Thinking Process

The project established six guiding principles through a value-focused thinking process: a structured decision-making methodology suitable for complex settings that require the consideration of diverse stakeholder needs. This approach was instrumental in **synthesising initial findings from varied research activities**. Dr Ruby Lipson-Smith led three workshops engaging the entire *Building Connections* research team. The value-focused thinking methodology enabled the team to identify fundamental priorities when developing, implementing, and sustaining schools as community hubs. The process also delineated a comprehensive set of means objectives: elements crucial for achieving the fundamental objectives of the project.

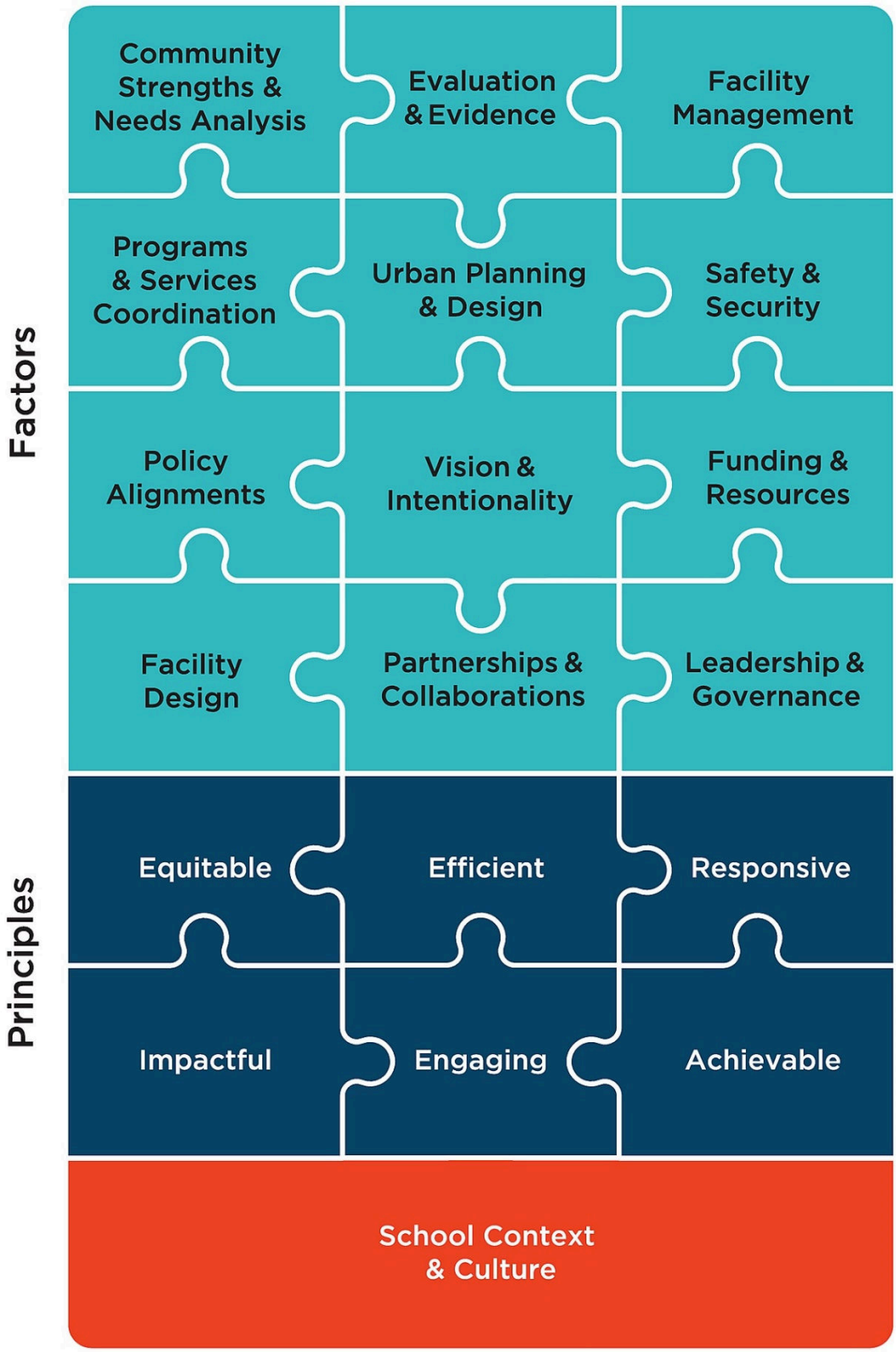
Edited Book

The production of an edited book, titled Schools as Community hubs: Building more than a School for Community Benefit, expanded the international reach of the project, adding important **insights from research conducted in Australia, Canada, New Zealand, South Korea, United Kingdom, and the United States**.

How to Hub Australia Framework

To draw the multiple research strands together, a process of meta-synthesis was adopted to generate a **development framework for developing, implementing, and sustaining schools as community hubs**. The framework built on six guiding principles, then identified 12 factors essential to the development, implementation, and sustainability of schools as community hubs. Figure 1 (below) illustrates the resulting framework, which was the basis for creating the expanded How to Hub Australia toolkit.

Figure 1 How to Hub Australia Framework



Project outcomes

Importance of the Research Conducted

With significant population growth anticipated in Australia in coming decades, it is imperative to deliver and upgrade infrastructure with substantial social value. This approach will be critical for maintaining and elevating standards of living and fostering community health, wellbeing, and resilience. To achieve this, a fundamental shift appears necessary whereby **schools become envisaged as widely distributed multi-service delivery platforms** that can support the education, recreation, health, and wellbeing of diverse community members.

Increasingly, schools recognise that achieving their educational objectives involves providing health and wellbeing support to students and their families and carers, to ensure their active participation and engagement in learning. This necessitates ready **access to integrated services on or near school sites to meet growing demand for supports**. Essential components, often delivered through partnerships with external organisations, may include community education programs, recreational opportunities, formal and informal sports, health and wellbeing services, and referral systems to outside program and service providers.

This research outlines important **strategies for forging partnerships and (re)developing schools as community hubs, as opposed to operating as standalone educational institutions**. It demonstrates how leveraging existing social networks and trusted relationships around schools can help foster community wellbeing and resilience when likeminded organisations can work together, gain access to shared facilities, and collectively make a difference to the lives of children, teenagers, and adults alike.

The project's **findings underscore the vital role of engaging local communities in the development and sustainability of school as community hubs**. Community engagement is viewed as essential, not only during initial planning but as an ongoing process to foster long-term success.

Contributions to the Field

The project outcomes make three important contributions to the field. Firstly, by providing a **national and international overview of policies and design considerations**, the project tackles the issue of schools as community hubs though a spatial and infrastructure lens for the first time. Secondly, the Connecting Schools + Communities Survey addresses a lack of empirical evidence in Australia about the operation of schools as community hubs and provides **key insights into what's working and what's not in schools that are seeking to align themselves more closely with local communities**. It also identifies areas for policy development. Thirdly, the How-to-Hub Australia resource offers an **ecological perspective on the factors essential for the successful development, implementation, and sustenance of school as community hubs**, helping to inform the work of policy makers, school leaders, and designers. These outcomes and contributions have been informed by an interdisciplinary approach that presents new opportunities to view and develop school facilities as integral community resources/social infrastructure.

Discoveries Made

The Connecting Schools + Communities Survey was a significant initiative of the project. The survey was distributed in every state school jurisdiction except Tasmania, where ethics was not approved, and over 20 Catholic school dioceses. This **comprehensive survey delved into three primary areas: a) the characteristics of schools self-identifying as community hubs, b) the role of infrastructure in supporting school-community relations, partnerships, and hub operations, and c) data on the impacts of schools identifying as community hubs**. Offering a distinctive dataset, the findings provide detailed insights into the locations, reasons, and extents to which schools share facilities with other users.

Key findings indicated that:

- Combined schools (P-12) engaged in more facility sharing and offered a broader range of programs and services compared to other school types.
- Schools in major cities frequently formed partnerships with external organizations for cultural and sporting events on school sites.
- Remote and very remote schools reported extensive facility sharing, serving diverse purposes, including the delivery of essential health and social services.
- Funding was identified by most respondents as inadequate to sustain support and maintenance of facilities for sharing purposes. Schools with older buildings find this particularly challenging, due to the associated costs of maintenance. School budgets are providing most of the funds required for maintaining and supporting facility sharing but are strained by such demands.
- Most schools, irrespective of location and type, tend not to have specific goals or a specific vision for facility sharing. However, those that do often include reference to 'community engagement', 'community wellbeing' and 'community connection' in their goal and vision statements.

A technical report, disseminated to all participating school jurisdictions and made publicly available, is anticipated to prompt further inquiries from policymakers regarding the roles of schools and school infrastructure, opening **avenues for deeper exploration and understanding in this vital area, and subsequent development**.

Innovations

The project explored the notion of **schools as integral components of broader social infrastructure networks**, departing from viewing them as isolated entities. One PhD candidate focused on this issue, developing methodologies for mapping these networks both in terms of physical infrastructure and social connections. In this approach, social connections become the links between infrastructure nodes, forming a network where the interplay between these elements can be analysed using network theory. **This innovative perspective sheds light on how social infrastructure performs for different community user groups**.

Additionally, a key innovation within the project is the creation of a **robust, evidence-based evaluation framework for schools as community hubs**. This framework, shaped by the evolving concept of evaluative thinking, is a focal point for another PhD candidate. This research offers **fresh insights into how to support schools as community hubs to set objectives and evaluate their impact**.

What next?

New Research Directions Identified

The project identified a **critical need for ongoing field-based research** to understand how policies for schools as community hubs are interpreted and implemented at the school level, particularly with respect to operational and design aspects. Ongoing research is needed to inform the **development of policy settings that facilitate effective, place-based responses**. A key insight gained is the importance of allocating administrative resources separate from the school's educational staffing to manage hub operations successfully.

Building on these insights, the research team is actively collaborating with government and education sector leaders to advance strategic thinking about the evolving roles of schools and related infrastructure. **Research translation and impact development aims to generate further research into on-the-ground development of schools as community hubs**. The team is developing replicable participatory action research (PAR) projects to document and evaluate the successes of hub projects, providing valuable insights for decision-makers in specific school/community contexts.

Aligned with this research agenda, **a newly funded ARC Linkage project titled, *Designing Learning Spaces for Diversity, Inclusion, and Participation,* will focus on designing mainstream schools for students with disabilities**. This project will extend understandings about how schools can contribute more to the lives of students, families, and local community members through partnering with support organizations, including allied health and other service providers.

We welcome further enquiry.

Please contact:

A/Prof Ben Cleveland – Co-Director LEaRN, Faculty of Architecture, Building & Planning, University of Melbourne

benjamin.cleveland@unimelb.edu.au

Research Outputs

The *Building Connections* project produced traditional research outputs including, journal articles, conference proceedings/papers, and book chapters – including an edited book by the research team.

The project also produced a range of non-traditional research outputs including, technical reports, presentations, a public exhibition, and the *How-to-Hub Australia* toolkit.

These research outputs are listed below.

Traditional research outputs

Publications: Edited book

Cleveland, B., Backhouse, S., Chandler, P., McShane, I., Clinton, J.M., Newton, C. (2023) (eds) *Schools as Community Hubs: Building 'More than a School' for Community Benefit.* Springer. https://doi.org/10.1007/978-981-19-9972-7

Publications: Book chapters

Aston, R., Clinton, J.M., Paproth, H. (2023). Are Schools as Community Hubs Worth It? In: Cleveland, B., Backhouse, S., Chandler, P., McShane, I., Clinton, J.M., Newton, C. (eds) Schools as Community Hubs*: Building 'More than a School' for Community Benefit*. Springer, Singapore. https://doi.org/10.1007/978-981-19-9972-7_22

Chandler, P. & Backhouse, S. (2023). Emotional Labour and Developing Schools as Community Hubs. In: Cleveland, B., Backhouse, S., Chandler, P., McShane, I., Clinton, J.M., Newton, C. (eds) Schools as Community Hubs*: Building 'More than a School' for Community Benefit*. Springer, Singapore. https://doi.org/10.1007/978-981-19-9972-7_17

Cleveland, B. (2023). A Framework for Building Schools as Community Hubs: If It Were Simpler Would It Happen Everywhere? In: Cleveland, B., Backhouse, S., Chandler, P., McShane, I., Clinton, J.M., Newton, C. (eds) Schools as Community Hubs*: Building 'More than a School' for Community Benefit*. Springer, Singapore. https://doi.org/10.1007/978-981-19-9972-7_2

Cleveland, B., McShane, I., Chandler, P., Backhouse, S., Aston, R., Clinton, J.M. (2023). Renewed Aspirations for Schools as Community Hubs. In: Cleveland, B., Backhouse, S., Chandler, P., McShane, I., Clinton, J.M., Newton, C. (eds) Schools as Community Hubs*: Building 'More than a School' for Community Benefit*. Springer, Singapore. https://doi.org/10.1007/978-981-19-9972-7_1

Clinton, J.M., Aston, R., Paproth, H. (2023). An Evaluation Framework for Schools as Community Hubs. In: Cleveland, B., Backhouse, S., Chandler, P., McShane, I., Clinton, J.M., Newton, C. (eds) Schools as Community Hubs*: Building 'More than a School' for Community Benefit*. Springer, Singapore. https://doi.org/10.1007/978-981-19-9972-7_20

Lauer, L., Watters, S., Morris, K., Griffin, S. (2023). Brokering School-Community Partnerships: Cross-Sector Advocacy and Hard Work. In: Cleveland, B., Backhouse, S., Chandler, P., McShane, I., Clinton, J.M., Newton, C. (eds) Schools as Community Hubs*: Building 'More than a School' for Community Benefit*. Springer, Singapore. https://doi.org/10.1007/978-981-19-9972-7_4

Le Nepveu, S. (2023). Progressive Pedagogies and Community Connections: Fifty Years of Urban Planning and Architectural Design. In: Cleveland, B., Backhouse, S., Chandler, P., McShane, I., Clinton, J.M., Newton, C. (eds) Schools as Community Hubs*: Building 'More than a School' for Community Benefit*. Springer, Singapore. https://doi.org/10.1007/978-981-19-9972-7_12

Matthews, T., Newton, C., Mayere, S., Guaralda, M. (2023). Vertical Schools as Community Hubs. In: Cleveland, B., Backhouse, S., Chandler, P., McShane, I., Clinton, J.M., Newton, C. (eds) Schools as Community Hubs*: Building 'More than a School' for Community Benefit*. Springer, Singapore. https://doi.org/10.1007/978-981-19-9972-7_15

Miles, N., Cleveland, B., Chandler, P. (2023). School and Community Infrastructure Networks: What Might These Look Like? In: Cleveland, B., Backhouse, S., Chandler, P., McShane, I., Clinton, J.M., Newton, C. (eds) *S* Schools as Community Hubs*: Building 'More than a School' for Community Benefit*. Springer, Singapore. https://doi.org/10.1007/978-981-19-9972-7_7

Rivera-Yevenes, C. (2023). Theorising the Development, Implementation and Sustainability of Schools as Community Hubs. In: Cleveland, B., Backhouse, S., Chandler, P., McShane, I., Clinton, J.M., Newton, C.

(eds) Schools as Community Hubs*: Building 'More than a School' for Community Benefit*. Springer, Singapore. https://doi.org/10.1007/978-981-19-9972-7_19

Paproth, H., Clinton, J.M., Aston, R. (2023). The Role of Evaluative Thinking in the Success of Schools as Community Hubs. In: Cleveland, B., Backhouse, S., Chandler, P., McShane, I., Clinton, J.M., Newton, C. (eds) Schools as Community Hubs*: Building 'More than a School' for Community Benefit*. Springer, Singapore. https://doi.org/10.1007/978-981-19-9972-7_21

Polglase, R., McShane, I., Cleveland, B. (2023). Policy for Schools as Community Hubs: Insights Into a Fragmented Environment. In: Cleveland, B., Backhouse, S., Chandler, P., McShane, I., Clinton, J.M., Newton, C. (eds) Schools as Community Hubs*: Building 'More than a School' for Community Benefit*. Springer, Singapore. https://doi.org/10.1007/978-981-19-9972-7_18

Robinson, L. (2023). Planning Doveton College: Holistic Vision, Innovative Design and Paving the Way for Others. In: Cleveland, B., Backhouse, S., Chandler, P., McShane, I., Clinton, J.M., Newton, C. (eds) Schools as Community Hubs*: Building 'More than a School' for Community Benefit*. Springer, Singapore. https://doi.org/10.1007/978-981-19-9972-7_14

Publications: Journal articles

McShane, I., Coffey, B. (2022). Rethinking community hubs: Community facilities as critical infrastructure. Current Opinion in Environmental Sustainability, 54. https://doi.org/10.1016/j.cosust.2022.101149

Publications: Editorship of peer-reviewed conference proceedings

Cleveland, B., Chandler, P., Backhouse, S., Clinton, J.M., McShane, I., Newton, C. (2020). *Building Connections for Community Benefit.* Proceedings of the Schools as Community Hubs International Conference 2020. University of Melbourne. https://doi.org/10.26188/13146527.v2

Publications: Papers in peer-reviewed conference proceedings

Cleveland, B. (2024). Links between school buildings and the wellbeing of students and education professionals. What's happening in the Australian context? *Proceedings of the International Comparison Conference of CNESCO (French Centre for Education Studies)* - 2023. November 2023, Paris. https://doi.org/10.26188/25476535

Miles, N. (In press). Social infrastructure in Australia: The benefits and challenges of a network approach. *Proceedings of the State of Australian Cities Conference 2023*. Victoria University of Wellington.

Miles, N. (2020). Integration of Schools and Community Infrastructure: A Network Analysis. *Building Connections for Community Benefit: Proceedings of the Schools as Community Hubs International Conference 2020*. The University of Melbourne. https://doi.org/10.26188/13291526.v1

Polglase, R. (2020). Researching Policy Settings for Schools as Community Hubs. *Building Connections for Community Benefit: Proceedings of the Schools as Community Hubs International Conference 2020*. The University of Melbourne. https://doi.org/10.26188/13311410.v1

Rivera-Yevenes, C. (2020). Understanding the Development and Implementation of Schools as Community Hubs: A Case Study Approach. *Building Connections for Community Benefit: Proceedings of the Schools as Community Hubs International Conference 2020*. The University of Melbourne. https://doi.org/10.26188/13311392.v1

Non-traditional research outputs

Publications: Technical reports

Aston, R., Paproth, H., Clinton, J., Cleveland, B., McShane, I., Chandler, P. & Backhouse, S. (2023). *National Patterns of School Facility Sharing: Report from the Connecting Schools + Communities Survey.* The University of Melbourne. https://doi.org/10.26188/22758386

Chandler, P. and Cleveland, B. (2022). *Schools as Community Hubs Development Framework: Workshop 3, Insights from Europe and the UK.* The University of Melbourne. https://doi.org/10.26188/17035934.v1

Chandler, P. and Cleveland, B. (2021). *Schools as Community Hubs Development Framework: Workshop 2, Insights from Canada and the USA*. The University of Melbourne. https://doi.org/10.26188/17035880.v2

Chandler, P. and Cleveland, B. (2021). *Schools as Community Hubs Development Framework: Workshop 1, Emerging Themes & Insights from Australia*. The University of Melbourne. https://doi.org/10.26188/12730940.v3

Cleveland, B. and Backhouse, S. (2023). *Building Connections: Schools as Community Hubs. Summary of Research Outcomes and Outputs of the ARC Linkage Project (2019-2022).* The University of Melbourne. https://doi.org/10.26188/24521299

Publications: Industry resources

Building Connections (2023). *How to Hub Australia: Evidence and advice for policy makers, school leaders and designers involved in schools as community hubs*. The University of Melbourne. https://doi.org/10.26188/21692492.v5

Building Connections (2023). *How to Hub Australia Advice Sheets: Introduction.* The University of Melbourne. https://doi.org/10.26188/21692735.v3

Building Connections (2023). *How to Hub Australia Advice Sheets: Vision & Intentionality.* The University of Melbourne. https://doi.org/10.26188/21692804.v2

Building Connections (2023). *How to Hub Australia Advice Sheets: Urban Planning & Design.* The University of Melbourne. https://doi.org/10.26188/21692792.v3

Building Connections (2023). *How to Hub Australia Advice Sheets: Safety & Security.* The University of Melbourne. https://doi.org/10.26188/21692795.v2

Building Connections (2023). *How to Hub Australia Advice Sheets: Programs & Service Coordination.* The University of Melbourne. https://doi.org/10.26188/21692789.v2

Building Connections (2023). *How to Hub Australia Advice Sheets: Policy Alignments*. The University of Melbourne. https://doi.org/10.26188/21692801.v3

Building Connections (2023). *How to Hub Australia Advice Sheets: Partnerships & Collaborations*. The University of Melbourne. https://doi.org/10.26188/21692813.v3

Building Connections (2023). *How to Hub Australia Advice Sheets: Leadership & Governance.* The University of Melbourne. https://doi.org/10.26188/21692816.v2

Building Connections (2023). *How to Hub Australia Advice Sheets: Funding & Resources.* The University of Melbourne. https://doi.org/10.26188/21692807.v2

Building Connections (2023). *How to Hub Australia Advice Sheets: Facility Design.* The University of Melbourne. https://doi.org/10.26188/21692810.v2

Building Connections (2023). *How to Hub Australia Advice Sheets: Facility Management.* The University of Melbourne. https://doi.org/10.26188/21692786.v2

Building Connections (2023). *How to Hub Australia Advice Sheets: Community Strengths & Needs Analysis.* The University of Melbourne. https://doi.org/10.26188/21692780.v2

Publications: General articles

Chandler, P., Cleveland, B., Backhouse, S., Clinton, J. M, Newton, C., Aston, R., McShane, I. (2021). *Building stronger connections between schools and communities*. Pursuit, The University of Melbourne. https://pursuit.unimelb.edu.au/articles/building-stronger-connections-between-schools-and-communities

McShane, I., Cleveland, B., Chandler, P. (2022). Building Connections. *Royal Society of the Arts Journal*, 1. https://www.thersa.org/comment/2022/03/building-connections

Paproth, H. (2021). Wasted spaces? Evaluating the success of schools as community hubs. https://www.linkedin.com/pulse/wasted-spaces-evaluating-success-schools-

Polglase, R. (2021). Wasted spaces? The policy web around schools as community hubs. https://www.linkedin.com/pulse/wasted-spaces-policy-web-around-schools-

Rivera-Yevenes, C. (2021). Wasted spaces. How can we better use schools as community hubs? https://www.linkedin.com/pulse/wasted-spaces-how-can-we-better-use-

Publications: Research higher degree theses

Miles, N. R. (In progress). *School and Community Infrastructure: A network analysis*. The University of Melbourne.

Rivera-Yevenes, C. (In progress). *Schools as Community Hubs: A Case Study Approach to Planning, Designing, Governing and Managing Social Infrastructure*. The University of Melbourne.

Paproth, H. (In progress). *Evaluative thinking, impact, and the success of Schools as Community Hubs*. The University of Melbourne.

Polglase, R. (In progress). *More than a School: Policy for Schools as Community Hubs*. RMIT University.

Presentations: Keynotes and Invited Addresses

Aston, R. (2022). How can we support 21st Century Children's physical health? OECD Ask an expert webinar, 19th July 2022, https://oecdedutoday.com/oecd-education-webinars/

Paproth, H. (2022). *Evaluative Thinking*. Connected Catholic Communities Symposium. Catholic Schools NSW

Cleveland, B. (2023). *Links between school buildings and the wellbeing of students and education professionals. What's happening in the Australian context*? International Comparison Conference of CNESCO (French Centre for Education Studies) - 2023. Paris., France. https://www.youtube.com/watch?v=sa4PY5IkBqY&list=PLWZT1gcRUA4pFeBZY0C9pmFr3knuTMeUA&index=8

Presentations: Academic Conferences

Chandler, P. (2021). *Local and international perspectives on school-community connections*. Australian Association for Research in Education 2021, Melbourne, Australia. https://www.aare.edu.au/publications/aare-conference-papers/show/14204/local-and-international-perspectives-on-school-community-connections

Chandler, P. (2021). *"Someone's gotta drive the project": Vision, leadership, and emotional labour in the development of schools as community hubs*. International Association of Geographers Conference 2021. Sydney, Australia.

Cleveland, B. (2021). *Towards a development framework for schools as community hubs*. Australian Association for Research in Education 2021, Melbourne, Australia. https://www.aare.edu.au/publications/aare-conference-papers/show/14205/towards-a-development-framework-for-schools-as-community-hubs

Cleveland, B., Chandler, P., McShane, I. (2021). *Schools and communities: Temporal cycles of socio-educational policy and built environment entanglements*. International Association of People-environment Studies Conference 2020, Quebec, Canada. https://doi.org/10.26188/12831035

Clinton, J., Aston, R., Paproth, H. & Yeates, L. (2021). *Building school-community partnerships: is it worth it and how do we do it well?* Australian Association for Research in Education 2021, Melbourne, Australia.

Clinton, J., Aston, R. & Paproth, H. (2022). *Evaluating place-based approaches in schools: Reflections from evaluators and practitioners in Schools as Community Hubs*. AES22 International Evaluation Conference, Adelaide, Australia.

Clinton, J., Aston, R. & Paproth, H. (2023). *Enhancing Teaching Practices: The Power of Evaluative Thinking for Teachers.* Australian Association for Research in Education 2023, Melbourne, Australia.

McShane, I. (2021). *A policy environment for schools as community hubs*. Australian Association for Research in Education 2021, Melbourne, Australia. https://www.aare.edu.au/publications/aare-conference-papers/show/14203/a-policy-environment-for-schools-as-community-hubs

Miles, N. (2020). *Integration of Schools and Community Infrastructure: A Network Analysis*. Schools as Community Hubs International Conference 2020, Melbourne, Australia https://doi.org/10.26188/13308494.v1

Miles, N. (2023). Social infrastructure in Australia: The benefits and challenges of a network approach. *The State of Australian Cities Conference 2023*. Victoria University of Wellington.

Paproth, H. (2021). *Evaluative Thinking: A missing factor in translating research into improved student outcomes*. Australian Association for Research in Education 2023, Melbourne.

Paproth, H. (2022). *How can thinking evaluatively help school leaders build successful partnerships with community?* Australian Association for Research in Education Conference 2022, Adelaide, Australia.

Paproth, H. (2023). *Partnering with the community: Schools as Community Hubs as a tool to improve student and community outcomes*. Australian Association for Research in Education 2023, Melbourne, Australia.

Paproth, H., Aston, R., & Clinton, J. (2022). *School-community partnerships across Australia: Success factors, impacts, investments and lessons for evaluation,* Australian Association for Research in Education Conference 2022, Adelaide, Australia.

Paproth, H., Aston, R. & Clinton, J. (2022). *Evaluating Schools as Community Hubs*, Australian Evaluation Society Conference 2022, Sydney, Australia.

Polglase, R. (2020). *Researching Policy Settings for Schools as Community Hubs*. Schools as Community Hubs International Conference 2020, Melbourne, Australia. https://doi.org/10.26188/13311410.v1

Rivera-Yevenes, C. (2020). *Understanding the Development and Implementation of Schools as Community Hubs: A Case Study Approach*. Schools as Community Hubs International Conference 2020, Melbourne, Australia. https://doi.org/10.26188/13311392.v1

Presentations: Other Conferences

Cleveland, B. (2020). *Creating new learning spaces through collaboration between architects and educators.* Seminar on Educational Facility Research, National Institute for Educational Policy Research, Japan. https://www.nier.go.jp/English/pamphlet/nier_e2020.pdf

Cleveland, B. (2021). *Building More than a School for Community Benefit.* EduTECH 2021. https://www.youtube.com/watch?v=3T8SWOvu60E

Cleveland, B. (2022). *Fresh Perspectives on Educational Design: Reflections on Research.* Australian School Business Administrators Queensland Conference 2022. https://asbaq.com.au/2022/preliminary-program.php

Cleveland, B. (2022). *Schools as Community Hubs: Reflections on Research in Australia.* World Education Research Association International Research Networks Conference 2022.

Cleveland, B. (2022). *Ten Years of Learning Environments Research in Schools.* World Education National Institute of Education, Nanyang Technological University Singapore.

Cleveland, B. (2022). *Beyond the Classroom: Designing a Neighbourhood Asset.* Old School / New School: Design Speaks. Architecture Media. https://designspeaks.com.au/events/2022/10/12/old-school-new-school-2022-session-2

Cleveland, B. (2023). *Building schools as community hubs: Making it a reality!* EduTECH 2023.

Cleveland, B. (2022). *Architecture Integration with Schools: People & Space.* Australian School Business Administrators National Conference 2023. https://asba2023.com.au/program.php

Cleveland, B. & Alterator, S. (2023). *Designing for inclusion & wellness: Reframing the planning of learning spaces.* Learning Environments Australasia Conference 2023 Christchurch – Reactivate.

Cleveland, B., Sansom, L., Jew, L. & Robinson, L. (2022). *What's Next for Schools as Community Hubs in Australia?* Learning Environments Australasia Conference 2022 Adelaide - Building Learning Ecosystems.

Sharing Schools, Building Communities Exhibition

Cleveland, B., McKoy, D. & McShane, I. (2022) *Designing hubs with communities* [Panel discussion]. The University of Melbourne. https://youtu.be/IfsQjpKreVY

Cleveland, B., Arain, R., Law, S., LeNepveu, S., Lilleyman, A. (2022). *Why design matters for schools as community hubs* [Panel discussion]. The University of Melbourne. https://youtu.be/c62o9QpHUx0

Clinton, J. M., Gibson, D., Mackey, J., Yeates, L. (2022). Why hubs matter for schools [Panel discussion]. The University of Melbourne. https://youtu.be/KDGI-47aWf8

Colless, R., Cleveland, B., Backhouse, S., McShane, I., Clinton, J. M., Chandler, P., Aston, R. (2022). *Sharing Schools, Building Communities: An E-book of the Exhibition.* The University of Melbourne. https://doi.org/10.26188/20762230.v4

McShane, I., Fritchitthavong, T., Hamilton, R. Menassa, C., Robinson, R. (2022). *Why hubs matter for communities.* [Panel discussion]. The University of Melbourne. https://youtu.be/ut4B5zUVXk8

Building Connections

Schools as Community Hubs

ARC LINKAGE PROJECT
2019 – 2022

Building Connections: Schools as Community Hubs was a four-year Australian Research Council Linkage Project investigating how best to plan, design, govern and manage schools to operate successfully as 'more than a school', encouraging the development of resilient, connected communities.

Building Connections Project Team:

Associate Professor Benjamin Cleveland | Lead Investigator
Professor Janet Clinton | Chief Investigator
Associate Professor Clare Newton (retired) | Chief Investigator
Associate Professor Ian McShane | Chief Investigator
Dr Philippa Chandler | Research Fellow
Dr Ruth Aston | Research Fellow
Natalie Miles | PhD Candidate
Carolina Rivera Yevenes | PhD Candidate
Hayley Paproth | PhD Candidate
Robert Polglase | PhD Candidate
Dr Sianan Healy (2019) | Project Manager
Sarah Backhouse (2020-23) | Project Manager
Phuong Nguyen (2020) | Research Communications Coordinator
Rebecca Colless (2021-22) | Research Communications Coordinator
Lynne Lucas (2023) | Research Impact & Translation Coordinator



For further information:

Contact: **Associate Professor Benjamin Cleveland**
E: benjamin.cleveland@unimelb.edu.au

W: https://sites.research.unimelb.edu.au/learn-network/projects/building-connections

Australian Government
Australian Research Council

THE UNIVERSITY OF MELBOURNE

LEARN