



Improving transformative relationships between high schools and universities partnerships.

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Abstract. Students' employment in the workforce is a recurring education issue. Partnerships can improve program quality, resource use, and individual partners by strengthening, helping, and altering them. This paper argues that by adopting a broader perspective, difficulties related to professional experience can be effectively addressed, while also creating more opportunities for teacher professional development. There is a common belief that improving transformative relationships between high schools and universities is difficult, slow, and full of red tape, but if everything started from scratch, much could be achieved. The paper also suggests that a committed partnership approach makes use of neglected skills and expertise to provide learning results that are beneficial to all parties. Universities demonstrate exceptional proficiency in the domains of research and branding. The amalgamation of the two entities will yield formidable alliances that leverage their own capabilities and achievements through a memorandum of agreement. High schools demonstrate proficiency in both pedagogy and the administrative aspects of school management. Both high schools and universities have important roles in fostering school-community partnerships that seek to enhance the quality of education at local and global levels.

Keywords: Partnerships, Relationships, Professional Growth, Schools, Universities

1 Introduction

The potential for collaboration between schools and universities is substantial in enhancing both educational institutions, particularly in the realm of teacher preparation. This study investigates the effective handling of professional experience, with a particular emphasis on the promotion of opportunities for the professional growth of teachers through the establishment of strong connections between schools and other institutions. This collaboration entails a partnership where universities, specifically those involved in teacher training, work together with schools to achieve a shared objective of genuine engagement, common goals, and mutual benefits [5]. Transformational collaborations may sometimes result in unforeseen instances of engagement. In order to ensure effectiveness and longevity, partnerships necessitate the establishment of a shared objective encompassing both the partnership as a whole and its individual projects. In order to effectively accomplish predetermined objectives and establish consensus on strategies, it is crucial for all individuals involved in the project, including participants and stakeholders, to possess a shared comprehension of the project's underlying intent [7].

Through partnerships, one can access more information, skills, and resources that would help to create better understanding and reach a wider market. When combined with 360-degree feedback, all of these can help an organization reach new heights. The correct corporate collaboration would improve the institution's ethos. Furthermore, [14] states that the partner philosophy, which is the prevalent viewpoint on how businesses engage with their channels, guides how the program is run and how partner managers engage with students to influence behavior.

2 The research methodology

The researcher addresses the subject of what can be discovered about the establishment, continuation, and advantages of partnerships by using the concept of

transformative partnership in this article. This tool's goal is to highlight the possibilities for school-university collaborations to help address social issues and promote democratic principles and practices in South African local communities. The researcher utilised a participant observation methodology as a means of investigation in this study [15]. The methodology employed in this research facilitated an analysis of the origins and attributes of the transformative partnerships between the university and school system across diverse projects.

This research fits the description given by Mitchell (cited in [8]) who stated that it reflects "the fundamental descriptive material an observer has assembled by whatever means available about some particular phenomenon or set of events". This study will make use of secondary data; such as scholarly and or journal articles, books, and credible internet sources, on the topic. Secondary data is information gathered by other researchers for another purpose that is useful in indicating deficiencies and gaps in the existing literature and is cost-effective [9].

3 Enhanced comprehension of partnerships and collaborations

Understanding what fosters partnering, what causes challenges in collaborations, and how to achieve long-term success when institutions form partnerships and legislators explore mandates to encourage joint ventures helps. State officials often seek cooperation to streamline children's educational routes to reduce duplication and state education spending [16]. According to [13], organizations often seek partnerships as a means to combine their collective expertise and utilize available resources in order to address intricate problems. Partnerships are highly valued by individuals due to their ability to enhance professional communication, particularly within academic units where individuals possess specialized knowledge in a specific subject area. According to [1], it is common for higher education institutions to facilitate economic transactions. The establishment of robust partnerships through collaborative efforts and transparent practices can yield a lasting positive impact and effectively mitigate excessive expenditures, hence reducing the overhead costs incurred by an organization.

4 The Concept of Shared Leadership and its Impact on Professional Development

In recent years, collaborative leadership has received a lot of attention in schools, and the dynamics that have been identified there can be used to enrich the current topic about transformational partnerships. In actuality, shared or distributed leadership is difficult to build and sustain. One of the main causes, according to [10], is the focus placed in many school settings on independence, privacy, and peculiar institutional practices. It is necessary, according to [4], to be much clearer about what we mean by "shared leadership." The ability of a partner to exercise influence over the other organization in addition to its own is what is being shared.

The establishment of a durable partnership, which is highly esteemed for its intrinsic worth as well as its capacity to yield desired outcomes that are advantageous to all parties involved, engenders a heightened level of trust. This increased trust, in turn, enhances the probability that meaningful discussions regarding significant matters will not only occur but also exert a meaningful influence on the final outcomes. According to [**Error! Reference source not found.**], there are two primary rationales for establishing a partnership between educational institutions and pedagogical universities. On one side, we have the domains of educator training, professional growth, and teacher learning. On the contrary, it pertains to the domains of invention, research, and development.

5 Contribute to Team Effort

Working for a common purpose is important, as seen by the history of the partnership and its projects. This idea must be upheld at all levels, from the general partnership to the specific initiatives, in order to achieve the desired mutual benefits. Simply deciding on a common goal is not enough; the partners must put that goal at the forefront of all they do [3]. He further explains that, it has been demonstrated that group problem-solving produces superior results. If they have a team behind them, people are more inclined to take calculated risks that

result in innovation. Working as a team promotes the development of the individual, enhances job satisfaction, and minimizes stress.

Partnerships must have a common goal for the partnership as a whole and for each of its specific projects in order to be effective and lasting. For the various stakeholders and project participants to work cohesively and effectively toward the defined goals and to agree on tactics, it is crucial that they all comprehend the purpose of the project. The emphasis shifted away from maximizing individual gain and toward collaborative planning intended to achieve common objectives in priority areas. The partners realized that they no longer occupied distinct domains but rather that they shared a common ground that allowed for meaningful involvement and compelled them to be receptive to shifts in thinking and behavior.

6 Parental involvement in school-university collaboration

In order to build successful partnerships, attitudes toward parents are crucial. They must believe that the schools regard them. To assist parents in fostering their children's learning at home, there must be strategies that take place. These included sharing learning objectives with families so they can support their children's outside-of-school learning, including "study hints" in the school newsletter, providing specific questions for parents to ask children about their learning, interactive homework requiring family participation, and sharing interactive research with families. The study literature does, however, indicate that many of the following characteristics are present in productive school partnerships.

- Successful school-university cooperation emphasizes courteous, cooperative relationships.
- Successful relationships are multifaceted and attentive to the demands of the community.
- Successful school-university relationships are properly resourced, routinely reviewed, well planned, and integrated into whole school development plans.

- Successful collaborations are goal-oriented and learning-centered.
- Effective parental involvement primarily takes place at home.
- Successful relationships involve prompt, two-way communication between the school and the parents [2].

Parents should be involved in choosing the activities they want to participate in, and their opinions about how well these programs are working should be taken into consideration. The focus of the school-university partnership should shift from the school providing parents with general information about teaching strategies to a focus on the learning of their specific children. In addition to receiving feedback regarding student achievement, parents will also receive tips on how to best support their children at a young age.

7 Collaborations have clear objectives and a strong emphasis on education.

Although developing relationships is an essential initial step in creating partnerships, if the goal of the partnership is to increase achievement, it is crucial that there be a change to a more task-oriented approach once the relationship is created. By reducing stress and isolation for both families and staff, positive, goal-oriented connections enhance wellness [11].

When staff and families work together with the goal of raising their children in a way that is in their best interest, they are able to realize the sense of support that comes from sharing a mission, which is learning. Teachers are perceived as teacher leaders and have decision-making authority within the partnership. Hierarchies are broken down, and partners are seen as equal contributors.

Teachers' attitudes and beliefs about education from the basis of the fundamental values of respect, honesty, justice, responsibility and freedom, form the basis of education. Whether it is the teacher-student relationship, pluralism, or a teacher's relationship with their profession, all teaching is based on ethics.

Teachers do not view the time and effort required to build these partnerships as a hardship when they are committed to working closely with universities and believe that this cooperation is advantageous to both their own teaching and students'

learning. For these educators, partnerships are a necessary component of their main teaching duties rather than an optional “extra” [17].

It is feasible to address and respond to differences openly and establish a foundation of trust where individuals are in constant conversation and where shared leadership is acknowledged. Some collaborations appeared to be built on the premise that the university and high school would collaborate and use their respective areas of expertise to offer learning opportunities that neither institution could produce on its own. The tactics would be more targeted, and it would be possible to try to quantify their impact if those involved in these partnerships were clearer about the goals of the partnerships and the desired outcomes.

8 Implications for Higher Education

Strong data systems that can target student support and consistent university success predictors that allow high schools to better prepare their graduates for successful transitions are necessary for strong transition learning opportunities. and the promotion of initiatives with a strong evidentiary base, while eliminating initiatives without one.

According to [12], the link between pedagogical institutes and high schools is a key relationship in resolving many crucial issues pertaining to the growth of general education and the functioning of teacher training institutions. One crucial necessity for teacher preparation is the relationship between the educational institution and the high school.

This connection spans a variety of topics, but it primarily relates to what is important to getting good results. In [6] and [**Error! Reference source not found.**], the partnership’s role is to “support initial teacher education, enhance continuing professional development, and create research communities aimed at knowledge building, often in the form of consultancy.” They might be reciprocal and inclusive. They have the potential to have a significant impact at the local level while assisting participants in understanding how their local context relates to larger, regional, national, and international concerns and trends.

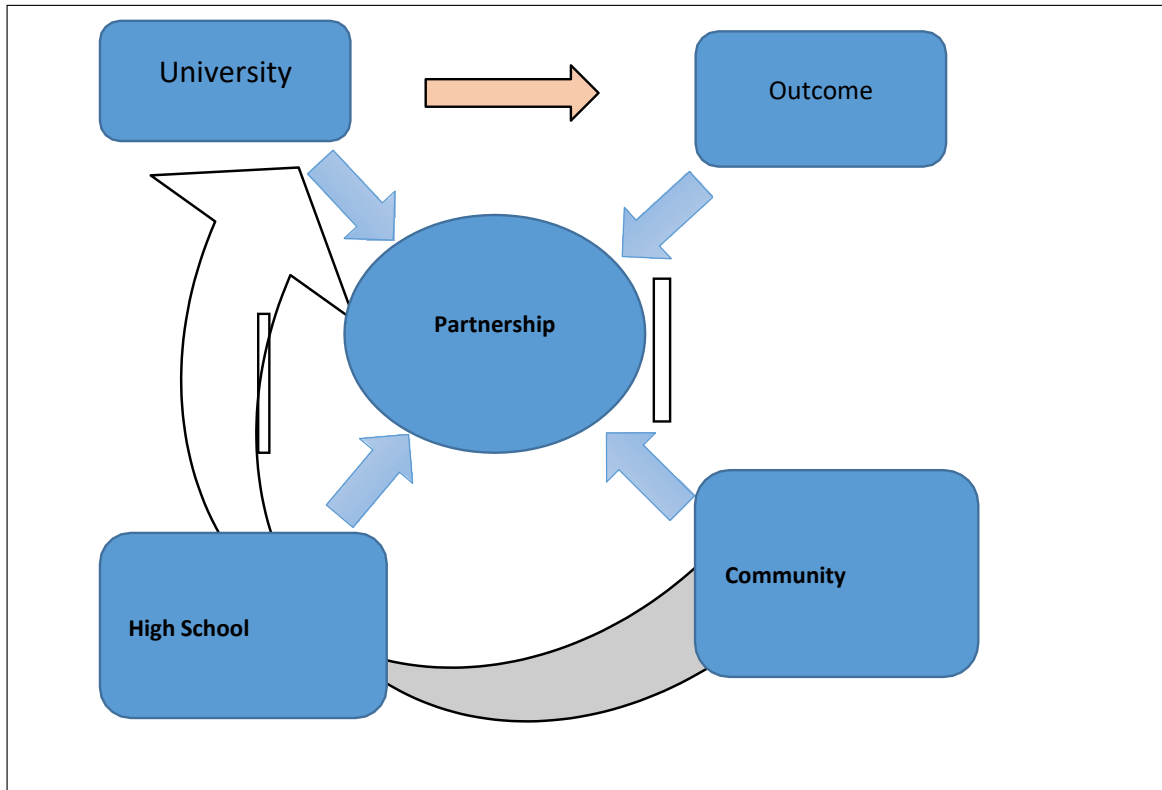


Fig. 1. Transformative partnerships.

As illustrated above, all concerned participants can address issues, and produce new methods to operate, and improve students through partnerships and reciprocity to get a great outcome.

9 Conclusion

Partnerships require the formation of a common goal that spans both the partnership as a whole and each of its particular initiatives. This is necessary in order to assure both the partnership's efficacy and its ability to endure over time. It is necessary that all individuals involved in the project, including stakeholders and participants, have a full grasp of the project's underlying purpose in order to efficiently accomplish predetermined objectives and develop consensus on tactics. It is also imperative that such an understanding be shared among all individuals involved in the project. The idea of forming professional learning communities and professional learning teams within educational institutions is gaining

popularity as a direct result of the rising realization of the limitations associated with isolated and sporadic activities aimed at the professional development of teachers. The dynamic between schools and universities is widely acknowledged for its significant capacity to facilitate meaningful professional engagement, particularly in the context of fostering the growth and advancement of local learning communities.

Ensuring the suitability and adequacy of resources is of paramount importance. The resources under consideration encompass the human and financial resources contributed by partners to a certain project with the aim of ensuring its success. In order for a project to be sustainable, it is imperative that it possess adequate resources to sustain its operations. Should the project lack sufficient resources, it becomes necessary to undertake a redesign process aimed at enhancing resource conservation. The size of a project is constrained by the available resources. However, in order to establish and sustain transformative connections, a singular emphasis on these transactional aspects is inadequate.

Finally, it is imperative that all individuals involved in a collaborative endeavour exhibit a high degree of adaptability. It is a legitimate expectation that individuals who engage in regular activities aimed at promoting new growth and knowledge will experience advancement and progress. It is imperative for individuals to possess a receptive attitude towards acquiring new knowledge.

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