



LAUREA
UNIVERSITY OF APPLIED SCIENCES



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LbD4All Guidebook Series

Partnership



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LbD4 All Guidebook Series

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PARTNERSHIP

This guidebook is a part of a series of guidebooks concentrating on the LbD4All action model. The series of guidebooks consists of eight guidebooks that introduce the five dimensions of the LbD4All action model. The dimensions are authenticity, research-oriented approach, partnership, experiential nature and creativity. Furthermore, assessment, project and teamwork, as well as e-learning are introduced. In addition, the series of guidebooks includes five videos on the five dimensions.

The guidebook describes the LbD4All action model. The LbD4All action model is based on the action model Learning by Developing (LbD) that has been developed by Laurea University of Applied Sciences. LbD4All is an action

model developed in the LeTeEm (Learners, Teachers and Employers) project by Laurea University of Applied Sciences for comprehensive schools and secondary education. The guidebooks and videos have been created as part of the LeTeEm project.

This guidebook concentrates on **partnership**. Partnership is one of the dimensions of LbD4All (Learning by Developing for All). The dimension is defined on a general level and also from the perspective of a possible practical example of a music project. The aim of this guidebook is to describe the nature of the dimension in practice and give concrete examples of how to implement the LbD4All methodology in secondary education.

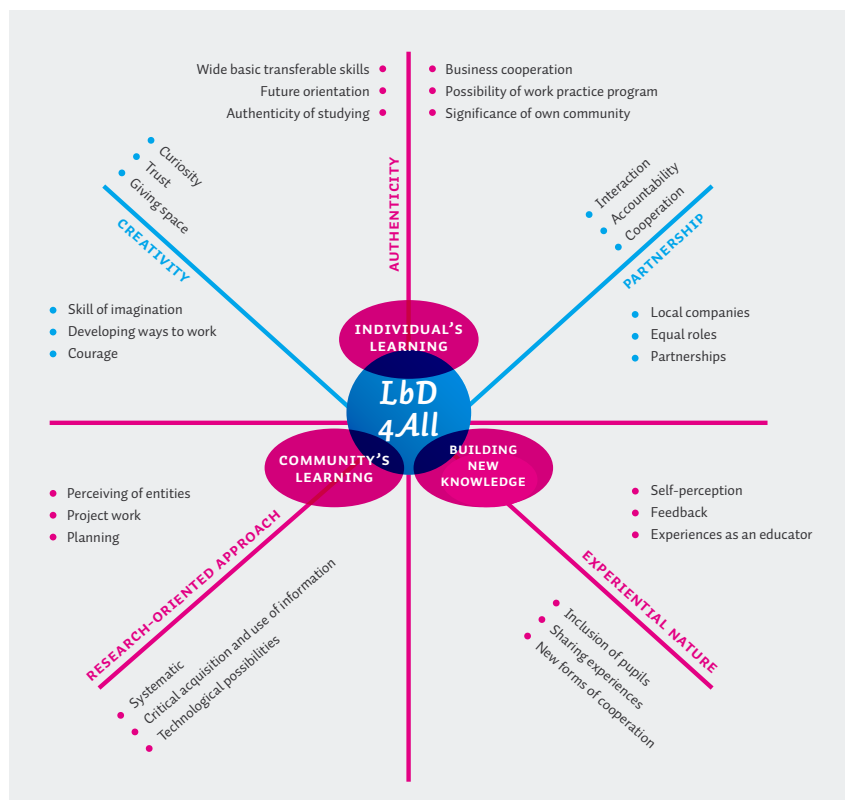


Figure 1. The LbD4All model adapted for comprehensive schools.

Description:

Partnership refers to responsible cooperation in a project between pupils, teachers, and experts from outside the school and communities. Interactive working provides changing situations, challenges and learning events. Pupils have the opportunity to get acquainted with different professions in working life.

Learning takes place in interaction with a peer group, teachers, members of the school community, experts from outside the school and different communities in different learning environments. Learning is doing, thinking, planning, and the versatile evaluation of these processes alone and together.

How is it visible?

- Through cooperation
- The working environment is somewhere other than inside the classroom

Whom does it influence?

- Pupils
- Teachers
- Society
- Organizations
- School administration

Who does what, when, where, why?

- Together (pupils, teachers, representatives from working life)
- Shared understanding of the process and objectives
- Teachers' new role as coaches and advisors
- The cooperation of teachers (in pairs or in teams) and different fields of expertise

What does it generate/produce?

- Shared experience
- The ability to solve problems
- Options of summer jobs, a work practice program

Realization:

- Partnership can be cooperation with local companies such as a transport company, supermarket, congregation, youth work and post office
- Long-term partnerships are worth building in the areas close to the youths' lives
- Equality is seen as a challenge when in the role of a teacher
- Significance of accountability and making responsibilities visible
- An example of an ongoing project at a school: "Meetings for the benefit of a sustainable way of life." The project is carried out in cooperation with local experts and officials.

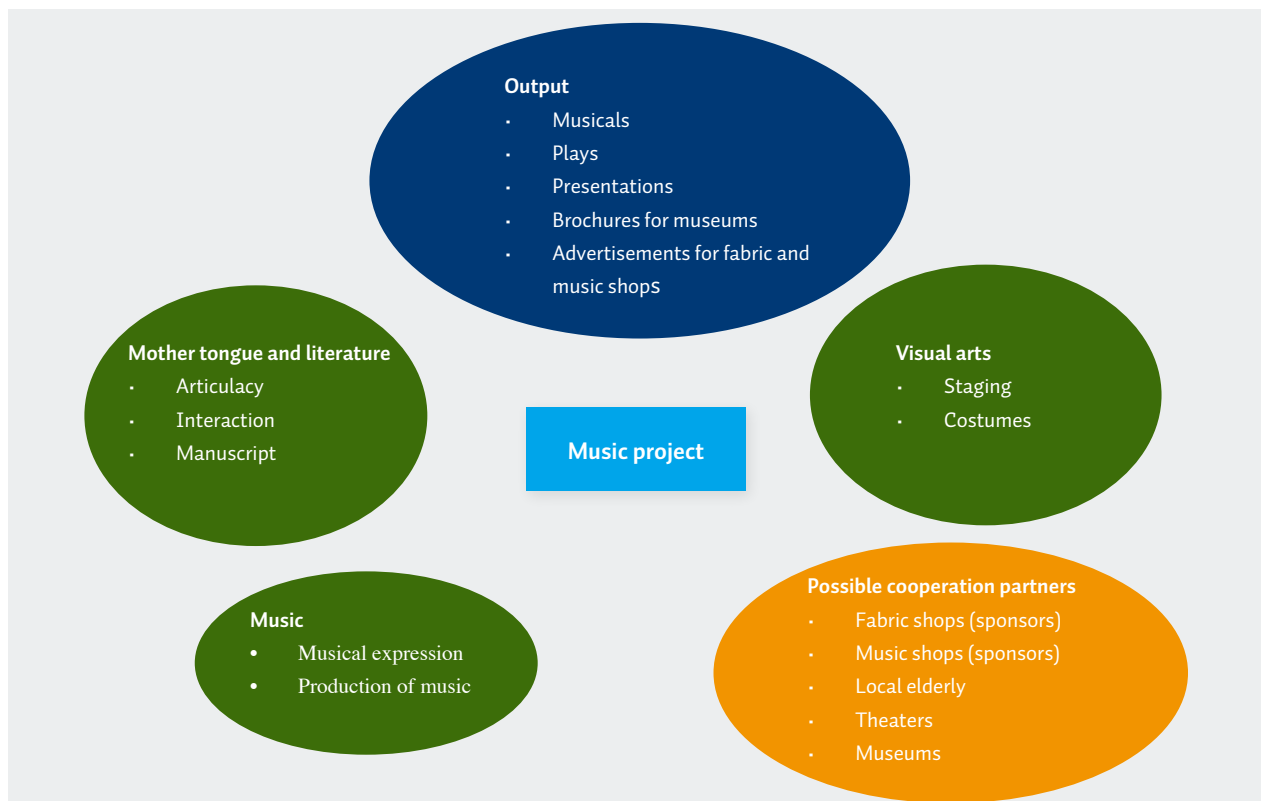


Figure 2. Example of a practical implementation: a music project.

The study subjects mother tongue (Finnish), visual arts and music are combined in this project. The partners in the project are a fabric shop, a music shop, local elderly people, a theater and a museum.

Regarding the subject of mother tongue, the topics that are studied are oral and written communication, interaction, and scriptwriting. In the subject of visual arts, the topics to be studied are staging and costumes. Music studies focus on musical expression and producing of music in this project.

The project runs during the spring term, and the teachers plan in advance how to launch the project after Christmas vacation in a class with 25 pupils aged 14 years old. In the preparation phase, the teachers act as partners in the project planning. The teachers plan the working schedule, the contents from the perspective of the learning and the partners that are needed for the project. They contact the organizations and agree on certain principles for carrying out the project with the pupils. Furthermore, the teachers make sure that the organizational partners are committed to the project.

The pupils start their project by creating a project plan. For these purposes, the pupils are divided into five teams, each with five members. Each team focuses on a certain approach of the project idea, and they share the results of their planning and discussion with the whole class and the teachers. Together they create a schedule and a project plan. The pupils present a musical by the end of the spring

term. They cooperate with fabric shops and musical shops to receive sponsorship when planning the music and creating costumes for their project. The local elderly work as guiding cooperation partners when planning the output of the project. They also provide experience and knowledge for the pupils to take into consideration when creating the musical. Theaters provide the pupils with the experience of creating musicals and plays. Museums provide deepened knowledge on the specific time period's culture, such as costumes and music.

In addition to the musical, the pupils produce songs and small plays to present to their schoolmates, cooperation partners and the local elderly. They also conduct presentations in cooperation with the elderly. Brochures for museums and other partners are produced.

The teachers need to ensure that the pupils work appropriately with all the partners. In addition to guidance and instructions, their role is to teach the students how to treat the partners equally and take their wishes into consideration.

The pupils learn how to communicate with different representatives, both from working and from everyday life. They learn the importance of partnership and the maintenance of a good relationship with all stakeholders.

The project described above is an example that can be adapted to fit different needs and contents.

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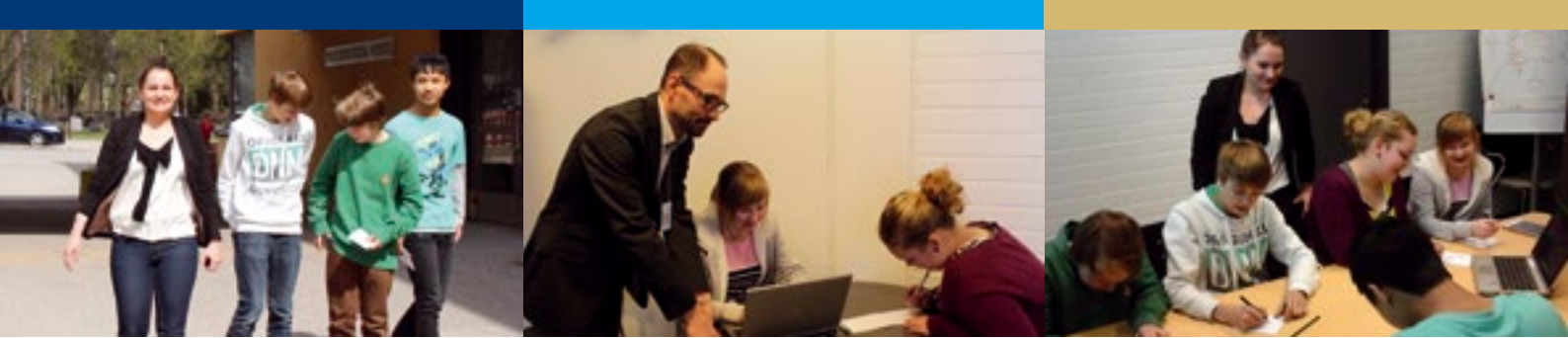
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This guidebook concentrates on partnership. The dimension is defined on a general level and also from the perspective of a possible practical example of a music project.