

# 'The Partnering Wheel': Designing partnering for impact

'The Partnering Wheel' is a conversation starter tool to help design interactions for impact. Add your thoughts to the box on the next page. See a school-business example on the last page.



### Connecting - why, how and what

**Why:** We can explain in a purpose statement our intent and why it relates to the success of students in the school's community.

**Qs:** Which students? What learning? (Knowing, Doing, Being)

**How:** We can show how to co-design learning, in our programs and practices, for greater student autonomy and agency in their learning and life decisions.

**Qs:** What prompts might students need? Where will the student opportunity focus? (Students developing, practising, demonstrating, deploying their learning)

**What:** We can show how we are matching and combining types of student interactions to the partnering's intent and learning experience design.

**Q:** What type of interaction/s do we need to achieve our purpose?

## ‘The Partnering Wheel’ Example\*

### The Partnering Wheel helps with mapping, measuring and embedding Rooty Hill High School and Origin Energy’s ‘The Explorers’ with all Year 8 students

**Why:** *Program-level purpose statement:* Rooty Hill High School and Origin Energy employees are designing business and school workplace hosting workshops and hands-on challenges, and student-led Q&A experiences together. These will expose all the school’s Year 8 students to new and diverse networks and future diverse employment possibilities. From doing ‘The Explorers’, each student will be able to:

- Name their interests or passions (real or possible).
- Write what strengths or skills they got to practice (improving learning).
- Use the experience to help (re-)make their Year 9 subject selections (informed decision-making).
- Explain how the experience has got them thinking about post-school possibilities (intentions).

#### How:

- Every student has a personalised ‘Explorer Passport’ to record and review their decisions.



- Students choose which four job clusters are of interest to them (face-to-face workshops).
- Students ask what questions matter to them (online Q&A).
- Evidence of students engaging in self-reflection and goal setting –
  - Something new I discovered about this job cluster.
  - A strength or skill I got to practise in this workshop.
  - Something I still want to know more about or how to do.

**What:** We use a combination of work-place hosting learning strategies at school, at Origin Energy and blended learning. *Challenges* - hands-on-learning strategies that students co-develop with the teachers and business volunteers. A teacher and Origin business volunteer co-facilitate each challenge workshop. *In-person and remote real-time Q&As* - student-led, teacher enabled Q&As with Origin business volunteers.

Discover more Purposeful Partnering including tools, tips and stories at [purposefulpartnering.org.au](https://purposefulpartnering.org.au)

\*‘The Partnering Wheel’ was a prototype created in 2019 by teacher leaders, Kathryn Short, Kate Kennerson and one of the school’s academic partners, Dr Michelle Anderson, Interface2Learn.