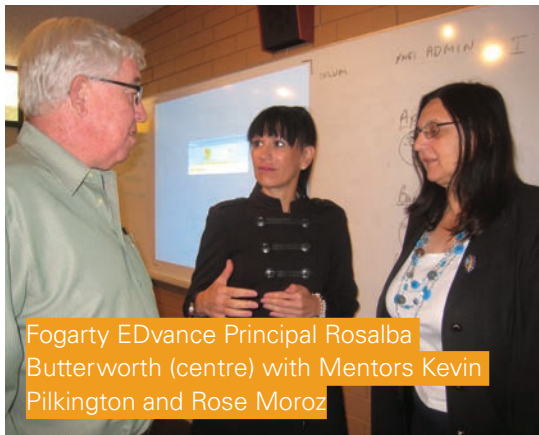


# Fogarty EDvance

Fogarty EDvance is an intensive school leadership mentoring project for a select group of principals working in low socio-economic communities. Eight school principals Perth applied and were selected in this inaugural program. Over a three year period, the program seeks to equip each principal's leadership capacity to improve key needs for their schools. Support is offered through a combination of matched mentor support and frequent whole group professional learning, with a focus on building the school's capacity to bring the resources of the community into the school. As well, the program has an explicit focus on advocating for changes in education, based on what they are learning. For more information go to: <http://fogartyedvance.org.au/>



Fogarty EDvance Principal Rosalba Butterworth (centre) with Mentors Kevin Pilkington and Rose Moroz

## Governance

Fogarty EDvance has a management group, which comprises senior education department bureaucrats and leaders from the Catholic

and government school sectors, the Fogarty Foundation, Boston Consulting Group and a business consultant. They meet every six weeks and their key role is to set the strategy and direction for the program. A sub-group of this management committee has been established with the specific role of looking at the issue of sustainability. At present they are seeking additional financial support to enable more schools to take part.

The program brings education, philanthropy and business together around a pressing

issue: supporting the leadership of schools in low socio-economic locations. This multi-faceted lens allows for new ideas and fresh perspectives to be 'brought to the table'.

What's crucial is that a strong philanthropic group got it going and got the right people to the table. During the initial discussions, we highlighted that while students from low SES backgrounds are mainly from government schools, they are also in the other sectors too. (Kevin Pilkington, EDvance mentor)

## Innovation

Fogarty EDvance is an intensive school leadership mentoring project for a select group of principals working in low socio-economic communities. Eight school principals (6 primary schools: 2 Catholic, 4 government and 2 senior high schools, both government) from the Girrawheen, Balga, Mirrabooka metropolitan areas of Perth applied and were selected in this inaugural program. Over a three year period, the program seeks to equip each principal's leadership capacity to improve key needs for their schools. Support is offered through a combination of matched mentor support and frequent whole group professional learning, with a focus on building the school's capacity to bring the resources of the community into the school. As well, the program has an explicit focus on advocating for changes in education, based on what they are learning.

The program officially began in April 2012, 18 months after the initial concept and planning. Without the Fogarty Foundation's local credibility, ability to influence, network and financial support, the project would not exist. Through the program, principals are discovering their strengths and areas of development so they can create sustainable leadership practices in clear and coordinated ways. The mentors have a deep, first-hand experience of leading schools where students are experiencing high degrees of disadvantage. All agree that quality mentors make the program. They understand the issues of the principals, they have no vested interest in the school but are interested in the professional growth of the principal and the flow on affects this is having on the staff, students and their families. As one principal from the program comments:

*If it wasn't for Fogarty EDvance, our school would be on a very different path, with less clarity. Before the program, the school's vision was buried on the website. Nobody knew it, where to find it or how it was developed. Put simply, nobody owned the vision. Through the fortnightly face-to-face mentoring sessions, how to operationalise the vision in terms of relations between staff and the quality and focus of the teaching and learning is happening. (Lina Bertolini, Principal, Majella Catholic Primary School)*

**Factors for effective engagement**  
(see all 10 factors on p. 22)

The most important factor for effectiveness in Fogarty EDvance is to build the capacity of principals. This means putting in place supports for principals, such as diagnostic tools and mentors to improve their capacity to lead change in their school and to better partner with those in the community. At a governance level, this means having a management groups made up of experienced leaders across business, education and philanthropy.

*As in business, and supported by educational research, one of the most valuable strategies to increase the effectiveness of a school is to improve the quality of its leadership...high quality leadership enables high quality teaching, parent and community support for the school and so the fundamental aim of improving the learning of the children.*



For those governing Fogarty EDvance, the issue of sustainability is the greatest challenge. To address this issue, a sub-committee of the management group has been established to consider fundraising strategies.

*It would be a disaster if there wasn't a second or third cohort of Fogarty EDvance. If we have to put more money in, then that's what we need to do. It has to continue. For me it's been professionally life changing. (Lina Bertolini, Principal, Majella Catholic Primary School)*

*I've become very aware of my strengths and my development areas and the strengths I already had and didn't draw on. It feels like a journey of discovery. I feel like I've started all over again. (Lina Bertolini, Principal, Majella Catholic Primary School)*

As one principal explained, to engage fully in Fogarty EDvance, ensuring that what the program is setting out to do is a 'good fit' with their values and priorities is what can be most challenging;

*Values are really important and while we are interested in partnering, we would only do so if the partner is also interested in improving the outcomes for our students. In our school, 70% of our students are from Africa, we are not interested in partnering with groups that are doing so out of sympathy or because they feel sorry for us or because they want to 'use' us for research. There has to be a mutual focus and benefit out of the relationship. (Lina Bertolini, Principal, Majella Catholic Primary School)*

<p>Models over time</p>	<p>Guiding principles and practices used in EDvance for effective engagement of philanthropy and education ...</p>
<p><b>First wave</b></p> <p></p> <p>(The Fogarty Foundation approached the state government education department with a concept)</p>	<ul style="list-style-type: none"> <li>— <i>Research what is happening:</i> The Fogarty Foundation investigated what other foundations and organisations overseas and across Australia were doing in the 'mentoring, school leadership and equity space' simultaneously as they began talking with senior bureaucrats.</li> </ul>
<p><b>Second wave</b></p> <p></p> <p>(The Fogarty Foundation works with the state government, business and the Catholic church to support principals in eight schools)</p>	<ul style="list-style-type: none"> <li>— <i>Consult across multiple perspectives:</i> Bringing together an advisory group of high level educationalists, principals who are role models for their peers – 'who had been there and done that' – and business and philanthropic perspectives brings new ideas and fresh ways of thinking through an issue.</li> </ul>

**Impact**

In the short time Fogarty EDvance has been going, there is evidence that the program is having a positive impact on the principals, as illustrated in this reflection;

**What are the main outcomes?**

Edith Cowan University in Western Australia has been commissioned to undertake the evaluation of the program. As an intensive school-based leadership support program, the outcomes sought fall within three key areas:

4. improved student engagement at school, leading to improved academic outcomes and, where relevant, post-school transitions into further learning and employment;
5. improved social outcomes for students and
6. school-specific outcomes, as determined in consultation with each principal in the program, for example, improved teaching and learning. Fogarty EDvance will build the capacity of principals and schools in low socio-economic communities by working with the schools for at least three years. However, the expected impact will be more far reaching and enduring resulting in a ripple effect throughout the community.

**How is information gathered?**

Within the program, three tools are being used to gather formative and summative data: the Diagnostic Inventory of School Alignment (DISA); the Australian Council for Educational Leaders (ACEL) leadership capability framework inventory; and 360 degree performance feedback. The evaluators are using the feedback from this information, along with data from interviews with principals, mentors and focus groups at the schools and regular discussion with the management group. Other already accessible data will also be drawn on to evaluate the impact of the program and other relevant indicators of change.

**How do you share the information gathered and with whom?**

Information gathered for the evaluation is shared with the program's partners and stakeholders; other education and philanthropic groups around Australia who have an interest in addressing educational equity; and government organisations that are working to improve the wellbeing of children.