Projects or Partnerships?
Analysing the Development and Operation of Shared-use Education Precincts

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Outline

1. Introduction to *Opportunity Spaces: the planning management and use of shared-school facilities*, and overview of case study sites

2. Pressure points in shared-use arrangements

3. Sharing digital resources in education precincts
Opportunity Spaces: Context & Policy Drivers

- school and community facility capital investment
  (Neighbourhood Renewal program early 2000s, Victorian Schools Plan 2006)
- new portfolio interest in early childhood (DET → DEECD)
- rationales:
  - economic, service and infrastructure efficiencies
  - school-focussed educational partnerships
  - coordinated, timely infrastructure in growth areas
  - community strengthening, participation
- new learning environments: physical & digital
- controversy over BER & school reform: ‘community buy-in’
Research methodology

- Desk-based analysis of policy & practice
- Qualitative, case study methodology: site analysis, interviews with key stakeholders (*their voices in italics*)
- Research challenges: site access & documentation, getting beyond ‘good news’, evaluating programs where inputs and outcomes are indirect, or distant in time
- Re-focus on partnership effectiveness, sustainability
Field sites

3 Sites (2 x Metropolitan, 1 x Regional)

– Derrimut
– Broadmeadows
– Colac
Derrimut Primary School & Derrimut Community/Early Learning Centre

- Co-located primary school and community centre-early childhood facility opened in 2010/11
- YMCA Child Services; Allied health; Multipurpose rooms; YMCA recreation services
- Public-Private-Partnership: State Govt, Axiom Education, YMCA, local council
Hume Central Secondary College & Broadmeadows Central Activities Area

- HCSC est. 2007 as part of Regeneration Plan (Hillcrest, Broadmeadows, Erinbank), Shared-facility design
- Hume Global Learning Village (HGLV): network strategy
- Hume Global Learning Centre (Library +)
- Broadmeadows Activities Area Structure Plan
Colac Secondary College and Colac Library & Learning Centre

- Joint-use school and public Library
- Colac Secondary College Regeneration Project (merger Colac High School & Colac College)
- Beechy learning and recreation precinct
I think a large risk with these projects is the focus on the physical and once the physical is done, that’s it. We’ve learnt from our own experience...that it’s the network that sits underneath that’s really important (council official)

(1) Governance and leadership
(2) Resourcing & agreements
(3) Communication
(4) Aligning philosophies and practices
From project thinking to partnership thinking

Extra time would be a benefit for us to be able to lock in community partnerships with groups like local government...They were on a different budget cycle, those sorts of things, so it was negotiations post-contract close that resulted in those local governments getting on board (DEECD official)

Really valuable to have Education along with some other government departments sitting at the table...some of them acknowledged they’d never done that before, they didn’t sit around and plan geographically...It was a time of enlightenment...we didn’t want to go back to a situation of dealing with individual principals (school official)
(1) Governance and leadership

Formalising agreements

I’m open, I think, to making the shared use concept work, but what if I change, or some of those key stakeholders change [and] don’t actually understand ... this concept (school official)

[Agreements are] everyone’s business and no-one’s business...while we argue about responsibility, there is a safety risk that needs fixing now (school official)

[The agreement process was] very, very frustrating and took a lot longer than it should have (council official)
Role conflicts

So our principal...had to run the building program as well as the school. A massive, massive task (school official)

I think the biggest issue for me is to do the main job well...to educate the kids... (school official)

[the PPP] ...freed me to be an instructional leader (school official)

...still somewhat stunned by the level of power the school principal has...a change of principal can undo a pre-existing relationship (library official)
Recognising and resourcing partnership work

...things shift, priorities shift in terms of the building program and...before our project was finished there was another project somewhere else and they got sucked out of ours and placed somewhere else...increasingly it became more difficult for them to keep the threads and finish it, tie it all up. So they vanished... and we were all too busy doing the daily thing to pick up on that (school official)
(2) Resourcing

Something more or something less?

...penny pinching strategies...there’s a community basis and a philosophy and that’s really strong and great, but then you don’t have a gym and you don’t have a theatrette and you don’t have a whole lot of other things (school official)

[Dept of Ed is] saying councils build the library, councils build the sport and recreational gym centre, it’s almost like the school is just becoming classroom based (council official)

Importance of demonstrating that school mergers and shared facilities are ‘a loss rather than a gain’ (council official)
More consultation is not always better

There was substantial and ongoing communication ... a terrific example actually of community consultation and partnership with government (LGA official)

In hindsight... there wasn’t enough community consultation across a broad range of people... (LGA councillor)

...a lot of the stuff the Neighbourhood Renewal was about saying, you know, the people pretty much have their own answers to things (community representative)

I think that [for] local government to be to be successful as a sector it’s got to be almost the world’s best at community engagement and change management (council official)
Clarify purpose, processes and language

My line was always ‘are decisions being made for this to take place? We had to get something up because we wanted the next stage of funding to happen...we couldn’t afford for things to stagnate (DEECD official)

A. Out of almost nowhere...someone decided that instead of calling it a library, lets call it a global connector.

Q. Do you know where that name came from?
A. No idea, someone with a bottle of wine... (community member)
(3) Communication [with communities]

Importance of ownership, identity

...they were closing a high school which had been donated to the education department (local councillor)

The Government owns the school, it is not a private school (DEECD presentation)

There’s a feeling of expectation on them. So families when they come here don’t think it’s just a community centre, there an expectation that they should be using kinder, early learning centre (community centre official)
Appraising and managing risk

Highly regulated, so higher risk (PPP early years care provider)

Having shared spaces for before and after school is difficult...there’s a lot of hazards that we’ve identified...what if the Sunday church group brought in a Picnic bar and a child with an allergy picked on up on Monday? (community centre worker)

There’s other tricky things that I prefer not to think about and I hope I won’t have to...we use the oval but we’re not responsible for the maintenance...We’ve told them to be safe and make sure there’s no glass, but technically if you don’t maintain your oval, you shouldn’t allow kids to play on it... (school official)
Managing the school-community interface

As time has gone by I think [school staff] probably got more used to this school in an urbanised environment...the success of a civic or green space is the incidental gathering (council official).

[A] school without a fence is pretty scary for teachers, but also for the kids and parents...it’s all open here...opening the whole school was quite difficult (school official).
User identities

*It was very funny the first year we were here, the school students would all rush round at 3.30 and walk in the front door, which was nice because they wanted to come in the library as public people* (CRLC staff)

*I mean for someone who is knocking about the street...the library is a good place for you to go...that’s our attitude...the school certainly weren’t going to let him [a suspended student] in, and yet he was comfortable being in the library, he’d made friends with the library staff...[the school] were quite strong about that so he wasn’t allowed anywhere near this building because it’s on school grounds* (CRLC staff)
Looking forward: Implications for policy and practice

- Institutional configurations: design & resourcing issues
- Partnership work and formal agreements
- The black-boxing of schools in local planning
- ‘Shared schools’ and the educational market
- Managing risk
- Evaluation for evidenced-based policy
Education Precincts & Shared Digital Resources
Education precincts & shared digital resources

Colac Secondary School & Global Connector

State-of-the-art technology resources, access to computers and audio/visual equipment
Education precincts & shared network Access

1. Public wi-fi and shared network access
2. Rationales for shared network access
3. Complexities of sharing
   a. Regulation
   b. Data retention
   c. Content control
   d. Security
4. UniSA and public wi-fi
Shared network access: Public wi-fi

Growth Wave 1
- Wi-fi commercialisation (1999)
- Public investment in North America, Europe & Asia

Growth Wave 2
- Smartphone/tablet uptake
- Telco support - offloading data
- Realistic tech. & business models

Declining Fortunes
- Overly ambitious city-wide projects
- Business model uncertainty
- Legal & legislative challenges

ISM Band

Government
Commercial
Community

Education Sector?
Rationales for shared network access

1. Internet as fundamental life-long learning resource
2. Community and industry engagement
3. Space-activation (a more lively campus?)
4. Innovation (unforeseen opportunities)
5. Communications portal for host/s
6. Reduced transaction costs of visitor access
7. Digital inclusion
Rationales: Digital Inclusion

- Digital Inclusion Index (Access, Affordability, Digital Ability)
- Children & teens
- Homeless or at-risk (where Public wi-fi is survival infrastructure)

Complexities: Regulation

- Wi-fi deployed for domestic or internal commercial (non-customer) use is ONLY subject to radiocommunications regulation

- Public wi-fi provision is subject to telecommunications regulation and licensing requirements (Carriers, Carriage Service Provider)

- Universities are generally exempt:
  - Immediate circle (where service is provided only to students and staff)
  - Same area (where service is provided on campus)
  - Non-commercial provision

But, there is some ambiguity around provision to the general public and definitions of ‘same area’
Complexities: 
Metadata retention

- Typically, a Wi-Fi provider must retain information pertaining to a session including:
  - time a device authenticates and terminates the session
  - MAC address (or other identifier) of devices that connect to the network
  - the location of the Wi-Fi access point
- Universities are generally exempt (under S187B)
  - Immediate circle (where service is provided to students and staff)
  - Same area (where service is provided on campus)

The purpose of these exclusions is to ensure that entities such as universities and corporations will not be required to retain telecommunications data in relation to their own internal networks (provided these services are not offered to the general public), and that providers of communications services in a single place, such as free Wi-Fi access in cafes and restaurants, are not required to retain telecommunications data in relation to those services.
Complexities: Content control

When we were setting it all up [we faced the issue] do we have the one network and because of the restrictions on the school network. The public library said ‘well we just can’t go with that, we’ve got to be able to have open access to everything’, so that’s where we had to go with the two networks. We looked at can we filter, can we draw a line in the sand, in the networks and it was just far easier to go with the two networks in the end.

(School official)

We have run some training sessions within the Seniors Computer course there, it was quite difficult for us to do that because school have quite severe blocking on their internet and the school network, whereas we wanted to show people how to get into Yahoo or email or Hotmail or Gmail, and I think that’s a really strong area of difference.

(Library official)
Complexities: Content control

Nearly 60% of 1200 Victorian secondary students surveyed by Monash University researchers have admitted to bypassing internet filters, mostly to use social media sites at school.

Most students bypass the school’s Wi-Fi and use the internet on their phones instead. As one student put it: ‘Everyone has 3G so nobody cares about using school Wi-Fi’.

The Age, 14 August 2015

Have a mobile phone 8-17 year olds

ACMA: Like, post, share: Young Australians’ experience of social media, 2013
Complexities: Security

Perceptions of public wi-fi security

<table>
<thead>
<tr>
<th>Security Measures</th>
<th>Awareness</th>
<th>Use</th>
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</thead>
<tbody>
<tr>
<td>Virtual Private Network</td>
<td>32%</td>
<td>11%</td>
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<tr>
<td>HTTPS</td>
<td>24%</td>
<td>13%</td>
</tr>
<tr>
<td>SSL</td>
<td>18%</td>
<td>8%</td>
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<tr>
<td>DNS Proxy</td>
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<td>24%</td>
</tr>
<tr>
<td>Anti virus</td>
<td>39%</td>
<td>24%</td>
</tr>
</tbody>
</table>

% of Public wi-fi users (last 3 months)

Financial transactions
- 26% (18% without security measures)

Work Activities
- 22% (14% without security measures)
NAS is opening up the campus to the surrounding streetscape by creating light-filled laneways, glass-roofed arcades and the Academic Street – linking all the new precincts with the existing city campus and the CBD in a logical and continuous urban experience.
UniSA, AdelaideFree WiFi and Eduroam

“The vastly extended coverage now allows students, businesses, workers, tourists and visitors to connect just about anywhere, anytime, and that’s a great thing”

ACC Lord Mayor Stephen Yarwood, News Release June 2014
Select Bibliography


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Opportunity Spaces – Other outputs (https://oppspaces.wordpress.com/publications/)


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Public wi-fi in Australia (https://publicwifiaustralia.wordpress.com/pubs)


