



the history
& future of
**social
innovation**
conference

THE HAWKE CENTRE

Adelaide 19-21 June 2008

**EDUCATIONAL SERVICES: A KEY ELEMENT IN THE
CREATION OF SUCCESSFUL COMMUNITIES**

MR KELVIN TRIMPER
DR STAN SALAGARAS



Hawke
Research Institute for
Sustainable Societies

Hawke Research Institute for Sustainable Societies
University of South Australia
St Bernards Road
Magill
South Australia 5072
Australia
www.unisa.edu.au/hawkeinstitute

© Kelvin Trimper, Stan Salagaras and University of South Australia 2009

EDUCATIONAL SERVICES: A KEY ELEMENT IN THE CREATION OF SUCCESSFUL COMMUNITIES

Mr Kelvin Trimper*

Dr Stan Salagaras†

Across Australia, Delfin Lend Lease is committed to creating special places ...
Communities where people want to live and can get the most out of life ...
Places where there's fun to be had and lots of things to do.
Places where you can enjoy greener, wider open spaces ...
Where you can choose the way you live, the way you work, the way you learn ...
Places that encourage pride of ownership, peace of mind and a sense of belonging ...
Special places where fulfilment and community spirit are a way of life.

(Rod Fehring, CEO, Delfin Lend Lease, 2001–07)

The above quote acknowledges Delfin Lend Lease's commitment to creating special places that substantially enhance the lives of people who live, learn, work and play in the communities we create. What is more, Delfin recognises the fundamental importance of education services to the development of new and sustainable communities and the building of social cohesion. The early provision of a comprehensive range of education programs and services that caters for people of all ages supports community integration and local identity formation.

Professor Barry McGaw, former Director for Education at the Organisation for Economic Cooperation and Development and recently appointed by the Prime Minister to chair the National Curriculum Board, argues that 'schools are fundamentally intellectual institutions concerned with cognitive development, building human capital, but they have an important social role as well, building social capital' (McGaw 2008: 16). He distinguishes three forms of social capital—bonding social capital (building ties within a given social or ethnic group), bridging social capital (building ties between groups) and linking social capital (building vertical links to powerful people, institutions and agencies). McGaw asserts that social cohesion (or connectedness) depends on bridging social capital. Schools are well placed to develop strong bonding social capital, but where they serve restricted communities because they select students on the basis of faith, economics or race, they are not so well placed to develop bridging social capital. Elite schools which engage their communities are in a position to begin to forge for their students the links to the powerful people and institutions on which linking social capital depends.

* Director Education and Community Development, Delfin Lend Lease.

† Manager Education Services (SA), Delfin Lend Lease.

Delfin Lend Lease

Delfin Lend Lease is part of the global Lend Lease Corporation, a leading international retail and residential property group integrated with strong investment management and construction management businesses. Lend Lease has a long and successful track record in Australia, the UK and USA and these locations act as the regional hubs for the company's businesses in the Americas, Asia Pacific, Europe and selected markets in the Middle East. Lend Lease operates as an integrated business, with business units working collaboratively with each other and with stakeholders to ensure optimal outcomes for each development.

Delfin Lend Lease began in South Australia 40 years ago and is now the largest developer of master planned communities in Australia with some 30 projects Australia-wide, each at various stages of development from start-up to completion. Our goal is to create communities that not only cater for the residential needs of people, but are vibrant and sustainable—economically, socially and environmentally.

Across the industry, Delfin is recognised as a high quality, urban community developer that has won numerous state and national awards from the Urban Development Institute of Australia (UDIA). Additionally, we have won three awards for the world's 'best residential address' voted for by the French based International Real Estate Federation (FIABCI). Two of these are for West Lakes and Golden Grove, which won the FIABCI award in 1992 and 1998 respectively.

The Delfin brand is strongest in South Australia where the successful West Lakes, Golden Grove and Mawson Lakes communities have been developed. The brand and its associated capabilities have enabled the company to establish strong long-term working relationships with state and local government, the private sector, non-government service providers and community organisations. These relationships play a crucial role in the engagement and organisational processes required to develop innovative and sustainable 21st century communities. Our approach is to take full responsibility for all aspects of delivering a new community from planning, design and project management, through to sales and marketing, and community establishment.

West Lakes

Context

The Delfin story began in West Lakes in June 1969 when the Australian Investment Banking Group, Development Finance Corporation signed an indenture with the South Australian government to develop 650 ha of swampland, 12 km west of Adelaide, as a model housing community. The plan was ambitious, as the coastal swamp was a wasteland and a polluted rubbish dump that had thwarted earlier development proposals.

West Lakes Limited was incorporated in May 1969 and the indenture ratified by the *West Lakes Development Act 1969* in November of the same year. Delfin Property Group Limited took the principal role of establishing a skilled, multi-disciplinary team to handle the overall management, development and marketing of the project. Its brief was to 'coordinate and manage Australia's largest urban development project of its type, keep faith with the West

Lakes indenture, satisfy local government requirements, bring about the physical transformation of the site and ensure its successful marketing' (West Lakes: A Story Worth Telling: 7).

West Lakes Fact File

- 🕒 project duration: 1970–1992
- 🕒 total number of dwellings: 6,000
- 🕒 population at completion: 20,000
- 🕒 creation of a 106 ha lake and island for building development from a swamp
- 🕒 advanced urban design protected through strong covenant arrangements
- 🕒 innovative mix of housing types including public housing
- 🕒 master planned community incorporating various community facilities
- 🕒 environment encourages active population
- 🕒 model marketing strategy offering not just a place to live, but a total lifestyle
- 🕒 commercial investment linking business and the community, employment and lifestyle
- 🕒 important partnerships with state and local governments enabled innovations.

Educational innovations

Although a school was originally planned for West Lakes (on Delfin Island), it was never built because the South Australian Education Department considered that the surrounding schools had sufficient surplus capacity to cope with the educational needs of school age children in the West Lakes community. No provision was made for post-school training, adult or community education.

Lessons learnt

West Lakes established the basis for Delfin's culture, instituting many 'signatures' which have become foundation stones for the company's future success: a sense of belonging, greener open spaces, fully planned community, quality housing options, business prosperity, attention to detail and respect for our environment. However, from an education and community perspective, West Lakes failed to deliver any innovations.

Despite excellent partnerships with state and local government and a flexible planning framework, West Lakes was inhibited to some degree by traditional models and thinking of education and community planning of the 1970s and '80s. The prevailing view of government was to wait until a community was established before determining the nature and extent of education and community facilities required. For example, it was standard practice not to consider public schooling until there were at least 250 school-aged children in a community. Until that time, families moving into new communities were required to take their children to nearby schools in surrounding suburbs.

Golden Grove

Context

In 1983 Delfin Property Group won the tender to develop a 1,230 ha site, in the outer north-eastern suburbs 22km from Adelaide in a joint venture with the South Australian Government's

Land Management Corporation. This was the first joint venture agreement between a government agency and private property development company—a groundbreaking achievement! The development was made possible by an act of Parliament that had the objective of ‘lifting the profile of the north-eastern region of Adelaide with its vision for a creative, high quality and diverse urban community’ (The Story of Golden Grove 2003:11).

Golden Grove Fact File

- ⌚ project duration: 1984–2003
- ⌚ total number of dwellings: 10,860
- ⌚ population at completion: 30,000
- ⌚ more than 27% of the total development is dedicated to open space, including over 120 parks and reserves, and 60 km of walking and bike trails
- ⌚ sixteen schools, three neighbourhood shopping centres, one major district shopping centre and more than ten churches
- ⌚ movement away from the quarter acre block syndrome
- ⌚ first development to integrate public and private housing on a large scale
- ⌚ flexible, multi-faceted planning approach including the creation of a community development plan.

Educational innovations

Prior to Golden Grove, education facilities had typically been provided in new regional areas by the government, with private schools arriving after the area matured. This made planning for regional facilities difficult and led to less than optimum opportunities for the student community.

For these reasons, special approaches were made to state and private education authorities in early 1984 as part of the Joint Venture Feasibility Study. As a result, a combined Education Services Planning Committee was formed to consider innovative approaches to efficient use of shared education and community facilities, reduced land uptake and greater value for no additional cost.

The outcome for Golden Grove in respect of education was:

- ⌚ a balance between private and public education options
- ⌚ the sharing of resources and facilities between service providers
- ⌚ the timely delivery of all sectors of education services.

The five most appropriate educational sites were selected—four for primary education and one for secondary. In each location there was at least one government and one non-government school, together with some community service providers and community recreational facilities. Interim facilities were provided by the Joint Venture to facilitate the early provision of educational services and schools were encouraged to share facilities. In one site they share ovals, in another teachers share a common staff room and students a common tuck shop. In total, Golden Grove offers two child-care centres, four preschools, eight primary schools and four secondary schools.

The Education Services Planning Committee developed the innovative vision for a shared secondary and community complex, centrally located on a 17.5 ha site in the Golden Grove

development. The complex provides educational services to some 2,500 students from three secondary schools (government, Anglican-Uniting Church and Catholic).

The schools have separate entrances, discrete buildings, their own playing areas and their students wear different uniforms. However, while operating as separate entities, the schools are joined by walkways and share an extensive range of specialist educational facilities for senior students. These include a single library, science laboratories, technology facilities (together with a full computer-aided design studio), music and drama suites, quality home economics facilities and art studio service rooms.

In addition, the schools and community share indoor sporting facilities and the performing arts theatre in the adjacent multipurpose community centre that is owned and managed by the local council. The school home economics facilities are of commercial standard for training students in the hospitality industry. They also service functions in the community centre. All of these facilities are more elaborate than any of the schools could build alone. Further collaboration has followed, with the schools sharing resources and teachers to provide Year 11 and 12 students across all three schools with a broader range of curriculum offerings.

Over the years the schools have built a positive, cooperative bond with each other and a shared relationship with their community. As McGaw (2008: 18) says, ‘this kind of collaboration is achieved when mutual benefit is perceived. There is no cohesion’. The separate identities of the schools are nurtured and as a result bonding social capital is built. However, the collaboration adds a further important dimension by expanding opportunities to build bridging social capital; thereby enhancing the social connectedness of the community.

So special is this complex that it continues to receive national and international acclaim. It has been the subject of an OECD booklet and a special commendation by FIABCI; and more recently has formed the basis of the new Rudd Government’s \$62.5m plan for greater cooperation between government and non-government schools.

Lessons learnt

Golden Grove has been nationally and internationally recognised as the landmark model for large-scale development projects in the 21st century. Many of the initiatives pioneered at Golden Grove continue to shape urban community development planning across Australia. The Golden Grove development provides a framework for:

- ⌚ improving the lifestyles of people living in new communities on the fringes of cities
- ⌚ providing shared public and private education and community facilities of a high standard, when required by the community
- ⌚ enhancing the natural landscape of a region through the design of individual villages and their surrounds
- ⌚ building a strong social inclusion agenda, including public housing, public and private schools and welcome events.

The early provision of community facilities, including a district town centre and a comprehensive range of public and private schools sharing facilities was revolutionary at the time. It required special vision and an innovative financial model, which included joint venture funding of community facilities so that schools, transport, retail and recreational amenity were

provided up front. The early provision of educational and community facilities developed an acceptance of Golden Grove as an address and created a greater sense community identity.

Mawson Lakes

Context

Mawson Lakes is located 12 km north of Adelaide on a 620 ha site incorporating, as integral features, a campus of the University of South Australia and the Technology Park business precinct. The \$1.5b urban development project is being delivered as a joint venture between the South Australian government (Land Management Corporation) and Delfin Lend Lease, with support and commitment from the University of South Australia, the City of Salisbury and Telstra.

Mawson Lakes was born out the Multi-Function Polis (MFP) with the vision to create a socially, environmentally and economically sustainable 21st century community. The project is committed to developing a rich and diverse community where people can live, learn, work and play.

Educational innovations

Mawson Lakes is creating a learning community—a community with a wide range of accessible and seamless educational services (formal as well as informal) which provide for the continued learning and development of people of all ages (from birth to retirement). We now have four child-care centres (private and community based), a government-run preschool, a public primary school (Mawson Lakes School), a Lutheran secondary school (Endeavour College), a campus of the University of South Australia and a community learning centre (The Mawson Centre).

Our aspiration at Mawson Lakes has been to provide learning for anyone, anytime and anyplace. One of the key vehicles through which this is being achieved is The Mawson Centre—a state of the art, innovative learning, cultural and community facility in the heart of the Town Centre that provides access to educational and training services for everyone:

- ⌚ from students at preschool, primary, secondary and university levels
- ⌚ to residents interested in adult and community educational programs
- ⌚ to workers and businesses looking at developing their skills and capacities
- ⌚ to the many people from the surrounding communities who come to Mawson Lakes to learn.

Mawson Lakes Fact File

- ⌚ project duration: 1997–2010
- ⌚ total number of dwellings: 4,000 (approx.)
- ⌚ population at completion: a vibrant, mixed community of about 10,000 residents, 6,000 workers and 7,500 students
- ⌚ 30% open space, including 70 ha of lakes and waterways and 26 km of hike and bike trails
- ⌚ quality water and environmental management system
- ⌚ Promenade Town Centre—a vibrant and cosmopolitan meeting place with retail and

entertainment amenities, apartments and offices

- ⌚ Mawson Central—a 50 ha mixed-use precinct designed for business and commercial enterprises, residential, home office and educational uses
- ⌚ development is underpinned by a project commitment deed that ensures a whole of government response
- ⌚ first urban development project in South Australia with sustainability benchmarks. The joint venture is required to report to the South Australian government every three years on achievements and innovations across six key elements:
 - urban design and character
 - information technologies and telecommunications
 - business and employment
 - energy and environment
 - social development
 - education.

The Mawson Centre is a unique, internationally acclaimed facility that incorporates a joint school–community library, a 24/7 computer barn, a 255 seat theatre–auditorium, several tutorial and breakout rooms, meeting spaces, exhibition spaces and a coffee shop. It also provides executive offices for the University of South Australia, the Mawson Lakes School and the Centre’s development coordinator, whose task it is to supply learning, cultural and information services to the community. The Mawson Centre has developed into a central meeting and gathering place, a one-stop learning shop for everyone in the community. It provides an integrated forum for enhancing social cohesion in the community—not only bonding and bridging social capital, but for linking social capital.

The operating model employed at Mawson Lakes is services driven, not facilities driven, as is usually the case in new communities. It is driven by the educational and training needs of learners in the community, by the demands of emerging industries, by the opportunities new technologies provide and by the expectation of regular and continuous access to information and knowledge, not by the building of facilities. Under this model, both Endeavour College and the Mawson Lakes School began to deliver educational services in interim facilities in the University of South Australia, as the first residents were moving in to Mawson Lakes early in the life of the project (1999 and 2000 respectively). This facilitated the commitment of both the students and their parents to Mawson Lakes and the development of a strong sense of community identity.

At Mawson Lakes we are implementing a finely grained model of educational services (not the traditional coarse grain) that connects learners to the community, dissolves borders between learning settings and makes optimal use of new learning technologies. It is moving away from traditional school facility planning models, which required four to six hectare school sites, to smaller sites that make use of shared facilities and maximise learning opportunities with other parties. The Mawson Lakes School and Endeavour College are both built on less than three hectares of land, but have agreements to access other facilities and services that enhance their capacity. Joint use agreements have been developed with the City of Salisbury to allow the

Mawson Lakes School to use the adjacent civic park as a recreational facility for students and for the Council's library to deliver a service to the school as well as the community through The Mawson Centre. Furthermore, Endeavour College has arrangements to use the university ovals and gymnasium, and its students have benefited significantly from active learning partnerships with various departments in the University of South Australia.

The Mawson Lakes educational model is underpinned by learning partnerships and alliances, and new resource models between private and public education providers, business and community organisations. The \$10.5m Mawson Centre is a prime example. It is owned and managed by the University of South Australia, the City of Salisbury and the Department of Education and Children's Services on land provided by the developers and with the support of a grant from the South Australian government.

Education is not just a service, it is a business crucial to the success and economic sustainability of communities. Education creates employment opportunities and provides vocational and job training for school leavers or the unemployed. In communities like Mawson Lakes where there is a nexus between the university campus and Technology Park (i.e. between theory and practice), there are the knowledge and capacity to establish commercially viable enterprises that involve the development and sale of educational products and services into local, national and international markets.

Lessons learnt

Mawson Lakes is developing as an innovative economic development project without peer in Australia and respected internationally for its delivery of a fully integrated 21st century urban community. It is a true mixed use development with residential villages, a town centre, business and commercial enterprises, retail, educational and community facilities, landscaped neighbourhood parks, meeting places and a unique lakeside lifestyle.

We have learnt that education is the key to the success of Mawson Lakes. It is a strong foundation stone for social cohesion and community integration, offering an integrated approach to education service delivery. Our focus on creating a learning community has bonded, bridged and linked the community's social capital by:

- ⌚ addressing the learning needs of the whole community
- ⌚ making optimal use of new ICT
- ⌚ developing partnerships between education, business and community groups
- ⌚ establishing innovative funding arrangements
- ⌚ generating alternative ownership and governance structures
- ⌚ creating an education services model that can be transferred to other communities.

We have also learnt that it is important to focus and plan on developing 'the entire community as a school', not 'the school as self-contained community'. A network of multiple learning settings needs to be created to maximise learning opportunities in the community. In 21st century communities, learning can occur in variety of places: school, work, home, town centres, neighbourhood villages or elsewhere in the community.

Furthermore, educational services need to have the built-in capacity to grow and develop in the future. They cannot remain static. They need to be fitted with the elements required to

provide quality educational services as we know them today, and at the same time, be fitted for delivery of educational services that will be needed later in the 21st century.

Elements of the design and operational model for learning services at Mawson Lakes are transferable to other communities. In doing so, Mawson Lakes is becoming a beacon for education in the future.

Educational services in the 21st century need to be different

Delfin Lend Lease's history has shown that education is critical for sustaining the new communities we create. The approach summarised above represents a significant change in the way educational services are delivered. Delfin believes that this is the way of the future. So over the last few years, we have been working on a very important question: 'What model of education services is going to be most appropriate for a 21st century knowledge society in which rapid change is inevitable?'

We have looked at our own practical experience; taken into account the growing global consensus about education that is expressed by groups such as the OECD, Tony Blair's government in the UK, CEFPI in the USA, and commissioned independent R&D in a number of universities. Gradually we have developed a new education service model. Not surprisingly, it differs from the education service model which was appropriate 150 or even 50 years ago and which is still operating today.

So, why should education services in the 21st century be different to those of the 20th century? The answer, simply, is that today's communities and their needs are different from those of the 20th century—we live in an era characterised by change. This change is faster, more dramatic and less predictable than ever before.

Some fundamental and significant changes occurring to the fabric of our society include the:

- Ⓟ greater diversity, complexity and uncertainty of 21st century communities
- Ⓟ need to deal with the effects of globalisation and rapidly changing technologies
- Ⓟ explosion of knowledge and the movement towards an information society
- Ⓟ process of micro-economic reform and the internationalisation of industries and the marketplace
- Ⓟ changes in the nature of work and the emergence of new occupations and careers
- Ⓟ transformation of families and communities, and the need to balance freedom with responsibility
- Ⓟ formation of enterprising and innovative communities as a means of tackling changes and developing economically and socially sustainable communities.

What is clear is that successful communities in 21st century will have a diverse economy, strong links with knowledge-based organisations and a well educated workforce. The immense changes in our society are affecting our schools and educational institutions, forcing us to reconsider the way education services are being delivered in our communities.

The table below summarises some of the differences between education services in the 20th century and those appropriate to education in the 21st century. If we accept the changes in the characteristics of 21st century communities described earlier and the resultant change in the scope of the required services, the timing of these services and the influence of technology on

the delivery of education, then it is clear that we need to consider new models for delivering education services to all learners.

| Educational changes | |
|--|--|
| 20th century | 21st century |
| focused on children | focused on all ages, everyone in the community is a learner |
| information sourced from books | information sourced from Internet by digital technology— Information age |
| predominantly Independent and competitive education providers | sharing, cooperation and collaboration between education providers— partnerships |
| predominantly funded by government | new funding arrangements between education providers and those organisations that require education services— new resource models |
| preparatory stage before work | ongoing, seamless and whole of life process— lifelong |
| only available in special places (schools and universities) | increasingly becoming available in the home, workplace and other places— anywhere |
| took place at special times | education provided on demand— anytime |
| only available from special people (teachers, lecturers) | increasing number and variety of registered training providers |
| centred on teacher or lecturer | becoming learner controlled |
| used chalk, talk and basic technologies | adopting new online learning technologies— new information and communication technologies |
| curriculum tended to have a local, state and national focus | increasing globalisation of the curriculum |
| local assessment and accreditation | assessment and accreditation becoming national and international in focus |
| workplace practices embedded | changes in workplace practices— diversification |
| education regarded purely as a service | increasing acknowledgement of education as a business— economic benefits |

New Delfin Lend Lease education services model

Modern knowledge economies require high-quality early education, a high level of participation to the end of secondary education and beyond to various forms of tertiary education, and flexible opportunities for people to access education in later life.

A clear understanding of the importance of lifelong learning for all is evident in the collective 1996 deliberations of countries through the OECD, UNESCO and the EU. Since then, countries have certainly embraced the rhetoric but have had difficulty in making it a reality.

The current model of education services does not work. It is difficult to achieve a coherent approach with a lifelong perspective, since education services are typically provided by a

plethora of agencies and organisations, government and non-government, each operating in isolation.

To achieve the kind of collaborative effort required will not be easy. We need a new education service model. Policy coherence should not be sought by the imposition of a single (government) provider. The innovation and improved quality that vibrant, competitive provision can yield would be lost. There does, however, need to be cooperation to achieve effective overall provision.

Many of the responses to calls for change have been piecemeal at best. The upgrading of school buildings, for example, is heralded as a sign of renewal when bricks and mortar alone cannot solve the fundamental problems of an outdated service model.

As mentioned earlier, Delfin Lend Lease has, over the past few years, been investigating models of education services that will be appropriate for a 21st century knowledge society in which rapid change is inevitable. We have been assisted in this process by Professor Barry McGaw, past CEO of the OECD Education Directorate and a globally respected education policy expert, together with a group of other eminent Australian leaders.

Our new model will be trialled in Australian communities over the next few years. It has the following characteristics:

- ⌚ it is a service that meets the diverse and changing needs of every person, organisation and enterprise in the community
- ⌚ it is a service that contributes to the sustainable economic development of the local community
- ⌚ it is a service that contributes to the social connectedness of the community.

To enable these characteristics to be developed and sustained, the new model will also require the following enabling characteristics:

- ⌚ it is a form of governance that enables the community to shape the education service that fits its needs
- ⌚ it has resource arrangements that ensure efficient, high-quality provision.

Meeting diverse and changing needs for all in the community.

Our model accepts that no single provider can meet the diverse and changing needs for education in any community. Multiple providers will continue to operate and new providers may emerge.

A high degree of coordination would be achieved between education providers at all levels and across sectors, based on collaboration, joint ventures and formal partnerships. Coordination would help close the gaps that would otherwise exist in the range of services.

Education would be promoted as a core element of the life of the community through a year-round program, events organised and communicated from the focal access point and celebrations of learning.

Contributing to sustainable economic development of the community

Our model proposes an education service that contributes to the economic sustainability of the local community at various levels. At a personal level, every member of the community would

have access to education and information services aimed at increasing individual employability through the acquisition of knowledge, skills and understanding.

At the enterprise level, every business—from small, home-based enterprises to global corporations—would have access to high-quality education and information services. Close partnerships between business and education would help ensure that gaps in education are identified and closed. Education, as a business in its own right, would make its own direct economic contribution to the community, providing jobs and creating wealth.

Contributing to the social connectedness of the community

Our model proposes that education service providers would work to build social capital. They would retain their distinctive identities and that would enable them to continue to build strong bonding social capital among their students. However, they would also cooperate in ways that would give students rich connections to others outside the limited environment of their own providers. This would create opportunities for stronger bridging social capital to be built in communities.

Beyond this, connections between education providers and employers and other decision makers in the community would be developed to give students an opportunity to learn how decisions are made in practice. Building linking social capital like this would be especially important for students from disadvantaged social backgrounds.

Socio-cultural events, ranging from art shows through public lectures to concerts, would be promoted and delivered and would help to build a sense of belonging and shared experience within the community. Engagement of the local community in social and recreational activities, ranging from book clubs to bridge clubs, fitness to football, would help to invigorate local community networks and the social fabric which is necessary for stronger social cohesion.

Governance that enables the community to shape the service

Our model requires a form of governance that enables the community to shape the education service that fits its needs. Communities need an education agency, a local education council, that takes an overall view of the community's education needs and has the power to negotiate with potential providers.

The local education council would coordinate local community education services from a number of providers, including public, partly publicly funded and private providers. The council would be accountable to the local community and local business for the range and quality of service provision, forward planning and measurement of outcomes. It would also be accountable to central authorities, including the ministers responsible for education services, local government, and systemic authorities.

A central feature of this approach to local community governance of education services would be a requirement that education service providers that are subsidised by the government would actively collaborate to provide a total education service to the local community. The council would protect the badge and autonomy of providers.

Resources arrangements for efficient, high-quality provision

Finally, our model requires a new set of resource arrangements shaped at the community level to maximise the efficiency and quality of service provision. This can be achieved if we:

- ⌚ define the existing or likely provision of education services, based upon existing, conventional planning models
- ⌚ estimate likely local demand for education services
- ⌚ identify gaps that would be unlikely to be met via conventional provisions
- ⌚ determine how the savings in capital and recurrent expenditure might be deployed.

It should be noted that we have only provided a brief overview of the model. There is significantly more detail, including measurement criteria for determining whether the model delivers the improved outcomes sought. Some aspects of the new model have already been implemented in Delfin Lend Lease communities over the past 20 years. The results of these efforts are most encouraging, particularly at Mawson Lakes and Caroline Springs.

Conclusions

Delfin Lend Lease's history has shown that people prefer to live in communities where they can access quality community and education services. The social, economic and environmental sustainability of communities depends fundamentally on strong education and training services that are responsive and accessible to all. Our focus has been on creating the foundation stones which enable the social capital of a community to grow. This has centred on a platform of providing learning for everyone in the community, rather than simply building schools, which by their very nature focus on narrow communities that divide, rather than develop social capital (McGaw 2008). Our approach to the delivery of education services has evolved from West Lakes, where education was not a core consideration, to Golden Grove with its innovative shared school model, to the 21st century Mawson Lakes with its focus on integrated education services for all.

During the last four decades Delfin Lend Lease has pioneered many new innovations in its projects, locally in South Australia where the company had its origins, and nationally and internationally. The company has set up service delivery models, new programs and new ways of working to better meet the needs of people moving into the communities it creates and to keep ahead of its industry competitors.

In particular, Delfin has observed, researched, project managed and delivered innovative education services to Australian communities across four Australian States. These have included:

- ⌚ new forms of collaboration between schools and early childhood education and care providers (Mawson Lakes SA, Caroline Springs VIC)
- ⌚ new forms of collaboration between government and non-government schools and local government (Golden Grove SA, Caroline Springs VIC, Forest Lake QLD)
- ⌚ close attention to the contribution of education services to the development and maintenance of social connectedness in communities (Golden Grove SA, Mawson Lakes SA, Caroline Springs VIC, Springfield Lakes QLD)

- ⌚ close attention to the connection between education provisions and economic needs and opportunities in a community (Ropes Crossing NSW, Caroline Springs VIC)
- ⌚ new forms of collaboration between schools and tertiary education and training providers (Varsity Lakes QLD, Mawson Lakes SA, Caroline Springs VIC)
- ⌚ establishment of a focal point within the community for education services management, coordination and delivery (Mawson Lakes SA, Caroline Springs VIC).

Delfin Lend Lease has focused on delivering more and better educational services within existing funding arrangements. This approach has produced innovative educational solutions which have improved the quality of facilities, enhanced their cost efficiency and broadened the scope of learning and services available to students.

Our new education services model not only meets the diverse and changing characteristics of every person, organisation and enterprise in the community, but also contributes to the sustainable economic development and social connectedness of the local community. To enable the successful implementation of this model in both new and existing communities will require a new form of governance that assists the community to shape the education service that fits its need and resource arrangements that ensure efficient, high-quality provision.

This approach represents a significant change in the way in which education services are delivered, but Delfin Lend Lease believes that this is the way of the future if we are to attain the aspiration of improved outcomes for all. We need to provide education services that build the social capital and sustainability of the communities we create.

References

- Delfin Property Group, *West Lakes: A Story Worth Telling*, Adelaide
- Delfin Lend Lease (2003) *The Story of Golden Grove: The Creation of a Community*, Adelaide
- European Commission (1996) *The Goals, Architecture and Means of Lifelong Learning: European Year of Lifelong Learning*, Brussels.
- McGaw B (2008) Education and Social Connectedness, *Debate*, Issue 2, 16–19
- OECD (1996) *Lifelong Learning For All*, Paris.
- UNESCO (1996) *Learning: The Treasure Within* (Delors Report), Paris.