

CALL FOR PAPERS

Schools as Community Hubs International Conference

Abstracts due 24 February 2020

Melbourne School of Design
The University of Melbourne
4 December 2020

Hosted by the Building Connections: Schools as Community Hubs
ARC Linkage Project (2019–2022)

In association with the Learning Environments Applied
Research Network (The University of Melbourne)
& Centre for Urban Research (RMIT University)

The relationships between schools and communities are often complex. Educating young people invariably remains the principal goal, yet additional objectives commonly emerge. As cities around the world intensify and societal dynamics change, pressure on schools to become ‘more than a school’ appears to be increasing.

The *Schools as Community Hubs International Conference* explores the expanded roles of schools, investigating how and in what ways schools may offer more to their communities – historically, currently, and into the future.

Known variously as community schools, extended schools and full-service schools, the concept of the school as community hub has received scholarly attention for decades (e.g. Dryfoos 1994; Blank et al. 2003; McShane 2012). However, sustained discourse has been interrupted over time and schools as community hubs have not been implemented widely around the globe. In the Australian context, government aspirations for closer school–communities ties are at an all-time high, yet the implementation and ongoing operation of schools as community hubs remains fraught with obstacles.

The *Schools as Community Hubs International Conference* brings together researchers in academia and industry investigating how best to plan, design, govern and manage schools to operate successfully as 'more than a school', to encourage the development of resilient and connected communities.

The conference organisers are particularly keen to hear from people with an interest in the infrastructure requirements of schools with community links. Traditionally, school facilities are not designed for community use and are used sparingly outside of school hours. Yet school sites are increasingly being recognised as valuable assets that can support the education, health and wellbeing of individuals, families and members of the wider community through the shared use of facilities. How such use can be offered and sustained over time is of particular interest.

CALL FOR ABSTRACTS

Abstracts are invited from academics, graduate research students and industry professionals who are researching or working in the field. Papers should address at least one of the following themes:

1. Histories of schools as community hubs
2. Objectives of schools as community hubs
3. Models of schools as community hubs
4. School–community partnerships
5. Processes of developing schools as community hubs
6. Sustaining schools as community hubs
7. The role of facilities/infrastructure in supporting the operation of schools as community hubs
8. Government policy and schools as community hubs
9. Evaluation of schools as community hubs
10. The future of schools as community hubs

Papers will be presented over the course of one day, Friday 4 December 2020. All presenters will have the opportunity to attend all sessions. Each session will comprise a panel of three speakers plus a discussant. Each speaker will be allocated 10 minutes to present. A 30-minute discussion will be facilitated by the discussant following each panel. All accepted speakers must submit a 1500–2000-word version of their paper for peer-review and publication in the conference proceedings (see key dates).

On Thursday 3 December 2020, conference attendees will have the opportunity to visit two Melbournebased schools operating as community hubs (locations to be announced).

GUIDELINES FOR SUBMISSION

1. **Abstracts should be no longer than 300 words, plus up to 6 keywords and references.** All abstracts must be submitted by 24 February 2020 to be considered.
2. Abstracts will be peer-reviewed, with the highest-rated papers selected for the program by the organising committee. All submitters will be advised if their paper has been accepted or not by 17 March 2020.
3. All successful speakers will be required to submit a 1500–2000-word version of their paper for peer-review and subsequent publication in the conference proceedings by 28 August 2020. These papers will be circulated with the panel discussants ahead of the conference, enabling them to prepare for the event.

4. Following the conference, selected speakers will be invited to extend their paper into a book chapter of 3500–5000 words and re-submit for a second round of external peer-review. Selected papers will be invited to contribute to an edited book.

Speakers will be asked for permission for their presentation and panel discussion to be video recorded and shared, along with their presentation slides, on the Building Connections: School as Community Hubs website (<https://research.unimelb.edu.au/learnetwork/building-connections>).

KEY DATES

- 5 December 2019: Call for papers opens
- 24 February 2020: Abstracts due for blind peer-review
- 17 March 2020: Notification of successful submissions
- 24 August 2020: Conference paper of 1500-2000 words due for peer-review
- 5 October 2020: Return of reviewer comments to presenters for inclusion in final paper for conference proceedings
- 9 November: Re-submission of final conference paper for publication in proceedings
- 3 December: Optional site visits in Melbourne
- 4 December: Conference at The University of Melbourne
- Further dates TBA

HOW TO SUBMIT

Please submit your abstract (or any queries) to Sianan Healy, Building Connections: Schools as Community Hubs Project Coordinator: building-connections@unimelb.edu.au.

REFERENCES

- Blank, M. J., Melaville, A., & Shah, B. (2003). *Making the difference: Research and practice in community schools*. Washington, DC: Coalition for Community Schools.
- Dryfoos, J. (1994). *Full-service schools: A revolution in health and social services for children, youth, and families*. San Francisco, Jossey-Bass.
- McShane, I. (2012). 'Learning to share: Australia's Building the Education Revolution and shared schools'. *Journal of Educational Administration and History* 44, 2: 105–19.



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