

# **RETHINKING THE MANAGEMENT OF SCHOOL BUSINESS PARTNERSHIPS IN PUBLIC SCHOOLS: A CASE OF LIMPOPO AREA OF SOUTH AFRICA**

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## **Abstract**

Public schools' performances have fallen down, resulting in some schools being merged and some being closed during the Corona Pandemic. Therefore, schools find themselves at the crossroads whereby they have to keep up with changes or to diminish. One of the strategic decisions to be taken in these uncertain difficult times is to build effective teams that will be innovative and creative, hence school business partnership team is one of the vehicles to drive the whole innovation mostly needed in public schools.

Schools producing academic excellence are made up of more than just a school, learners, and staff. Rather they pull out through the ecosystem creating a thriving network centered on creating the best learning opportunities. Schools and businesses are working together to benefit the entire community. The research work whets the appetite to rethink the traditional ways of managing school business partnerships amid the era and post era of Corona pandemic.

**Keywords:** Rethinking, management, school business partnerships, public schools

## **1 INTRODUCTION**

The divergent impact and challenges facing public schools in particular during the Corona pandemic require a greater degree of empathy among collaborating partners or teams. Schools differ in sizes and the smaller schools are the most hit by the pandemic. The world is experiencing a paradigm shift in all spheres. This could well be said as affecting nearly ninety-nine percent of different organizations around the globe. According to O'Halloran (2021), rethinking the traditional ways of school partnerships has never been more useful and important than during this time of the Corona pandemic. This is also true for school business partnerships as all parties work together creatively to find solutions for the improvement of school outcomes in disadvantaged public schools.

As society moves into the new normal, schools like all organizations have to develop a 'partnership first' mindset more than never before. The mindset has to be entrenched into the structures, systems, culture and activities of the schools. Schools are more and more looking for working with business in particular for innovation and provide competitive first-class education. It will be more interesting to work with stakeholders that traditionally, they have never worked with. Building a synergistic relationship where there will be openness and transparency as partners learn from each other.

In addition, McCormack (2021) says that the education of our children is not the job of our schools, but the role of the entire community. Furthermore, says there is potential in every child and we need to see the potential because what matters is who the child can become. For this to happen, Poliah says the South African education system needs to support the change in the form of policy, organizational change, resources and programmes for development (National Department of Education, 2022). The study examined

ways to enhance school business partnerships to develop the social capital needed, strengthen collaborative teams and school structures as well as developing the institutional muscle in the form of policy and collective genius to drive innovation at school level.

## **2 PROBLEM STATEMENT**

School business partnerships have been formed with the purpose of improving school leadership and consequently impacting positively on underperforming schools SSA (2014-2018). Practically, the partnerships focused more on the interactions between the business leader and the school principal. However, for the purpose of achieving academic excellence, all relevant stakeholders should be involved in decision making process and implementation of decisions. Therefore, poor school business partnerships in public schools can be linked to poor management of partnerships.

Proponents of democratic leadership believe that school needs will be achieved when parents, teachers, learners, principal, community leaders, education officials, business leaders and employees are involved in the decision-making process at school. Thus, they advocate a more inclusive, transformational partnership approach to school-business partnerships. In contrast, the practice of administrative and bureaucratic leadership believes in the strong leadership of the principal and puts more power in the hands of the principal as the chief executive officer of the school and advocates a transactional partnership approach where the principal and business leader are involved in the partnership.

The study seeks to investigate ways to enhance the school partnerships to assist in improving the quality of learner performance in Limpopo province and ultimately in South Africa

## **3 THEORETICAL BACKGROUND**

Department of Basic Education and MIET Africa (DBEMA) (2010) states that educational conditions of the majority of people in South Africa amount to national emergency and further reports that the improvements in school access and education outcomes hinge on the ability of the Department of Basic Education to engage and lead its institutions, state and partners in the implementation of programmes. However, little progress has been made and barriers still exist and persist.

Indeed, in highlighting the state of education, Jansen & Molly (2017) say seventy-eight of grade four learners cannot read with understanding and meaning in any language while SSA (2014-2018) reports that eighty percent of South African schools are dysfunctional and twenty percent is functional. In acknowledging the assertions above, Ramaphosa (2017) contends that lack of resources mostly in disadvantaged communities, impact negatively on the children's basic rights to decent education. The Limpopo Department of Education reports that it is fully aware of the challenges to overcome in improving the quality of education (Thuto, 2012) as Madela indicates that poor management of school principals and leadership of the School Governing Bodies (SGB) are some of the challenges faced by the Waterberg district (Thuto, 2012).

DBEMA (2010) calls for more collaboration, coordinated action from multiple stakeholders in order to overcome these challenges. Equally, the disruptions caused by the Covid 19 has called for more interventions and strategies. At the center of this wave of change, is empowering the transformation, as a skill for creating partnerships and collaborations within the context of the ecosystems. In contrast to the traditional school business practice, the study examined how school business teams, collaboration of partners and innovation can enhance school developments for better school outcomes amid this new normal of Corona Pandemic.

## **4 PURPOSE**

The role of school business partnerships has become more evident in addressing new processes, new tools and collaborations to adjust to the new normal. Efforts have been made by school stakeholders to use technology and make learning more meaningful and equitable. School Management Teams (SMT's), different departments and School Governing Bodies (SGB's) and support structures such as school business teams tried their best to enable their staff members to work remotely and effectively reaching all households, identifying which tools to use and how to drive digital transformation in online teaching and learning. Learners' circumstances often become barriers and undermine learners' ability to achieve well. The partnership boundaries and barriers that were broken down during the pandemic should remain broken down and allow schools to have an expansive view of who the key stakeholders are, their roles and how to map out the way forward. As O'Halloran (2021) remarked that:

"Open innovation ecosystems can require collaborating with a different set of stakeholders, different human capital strategies, and cutting across different sectors that might traditionally be separate, ..."

In addition, Ray (2021) says the right technology and tools can help adapt resources to fit learners' circumstances. Thus, school business partnerships can bring sustainable change. The enhancement with the use of technology can make a difference by helping learners feel safe and included. Reimagining the traditional ways of managing school business partnerships, brings new ways loaded with learner confidence and eliminates barriers such as doubts, fear, anxiety that grabs learners as a result of circumstances, where they feel left out. As Dube (2017) says that most of the challenges in South African schools are economic challenges. Thus, school business partnerships in public schools can assist in bringing technology in class such as Teams Classes and make learning more equitable. The implementation thereof can help destigmatize the public school's negative learning experiences of the Corona Pandemic era.

## **5 METHODOLOGY**

Methodology is a general research strategy that indicates how the research should be undertaken. The research has been guided by the Research Onion model (Saunders et al, 2016, Melnikovas, 2018). The study followed the post positivism epistemological beliefs that allowed the researcher to apply both positivist and interpretivist approaches in the collection and analysis of data. The study used both qualitative and quantitative methods in the collection of data in three case studies of different contextual backgrounds within a short time. The mixed research was appropriate as it assisted the researcher in answering the research questions as well as to contribute in expanding, strengthening the study's conclusions and published literature (Schooneboom & Johnson, 2017). The mixed method design provided data from three case studies of different contexts for validity and credibility purposes. These case studies provided the opportunity to assess and develop ideas, offered insight on research questions, illustrated theory in practice and gave clarity on concepts. With limited literature on the school partnerships locally, the research follows the induction approach whereby the benchmark is theory and practice in other countries which shed light on the phenomenon. HBS (2021) says cases provide the means to collaborate and develop research ideas both across disciplines and across institutions. Cases had different backgrounds and gave the researcher an opportunity to explore situations that offered meaningful experiences in the school business partnership engagement process. The use of primary and secondary data in each case study, purposive sampling, development of interviews and questionnaires had been appropriate for exploring and coming up with interventions to enhance both the internal and external collaborations related to school business partnerships.

## **6 FINDINGS**

### **6.1 The school Business Partnership Team and its Composition**

Although the schools had previous engagements with businesses, the case studies had no formal school business partnership team for innovation. According to Kumar (2021), historically times of crisis have resulted in periods of great innovation because organisations are forced to respond, to bounce back. The Covid 19 response has been no exception as in schools, the normal barriers to innovation dropped, internal decision making accelerated to accommodate remote distance learning as teaching and learning had to be reimagined. Kumar (2022), says there are various models used during partnerships. However, the study used multiple partners in the school partnership team to drive innovation. As a result, schools increased their collaboration with a wide range of partners, parents, education officials, local government education officials, agencies and the state as well as community groups. There has been increased collaboration in terms of school business partnerships from national to school level. The success of the heightened collaboration has created higher expectations for what school business partnerships can do for public schools henceforth.

Going forward business partnerships with schools in terms of collaborating teams are expected increase and be prominent. The teams' effort to grow and improve external and internal partnerships within schools are driven by school business teams, team members' collaboration and innovation for better school outcomes. Technology has been more pivotal than never before and school business partnership is a precondition for success, also for schools to adjust their new normal operations. Schools are seen to be embracing digital platforms from screening for temperatures, sanitizing and integrated computer technology in teaching and learning. These digital platforms are designed to break down pedagogical, social and environmental barriers in schools. As behaviours and the way of offering pedagogy changes, schools using these digital tools to connect and collaborate with stakeholders, parents, teachers and learners in particular experienced and gathered insights through mechanisms like digital communities.

With these new normal, collaboration with multiple teams and partners have become more critical for addressing societal ills and concerns. The new processes, new tools and new level of transparency will be needed as partnerships become more varied.

## **6.2 Skills and Competencies of the Team Members**

The study found that the right people in the school business partnership team is the pre-condition for the team's success. This will make progress and the team to achieve its purpose. The school business team which literally were not available, has to consider among others, the technical skills, interpersonal and communication skills, motivation to complete tasks and the right sizes of the teams to complete given tasks. Team members have to understand their roles and assignments and carry them out with commitment. Team members have to show deep commitment, adhere to the vision and mission of the school and school business team, they should disagree to agree. They should be prepared to function well in a change-oriented environment and move swiftly, function well in on teams by collaborating, sharing credit, acting responsibly, possess critical thinking skills and have independence, be trustworthy, honest and exhibiting highest standards. Selection of team members is based on skilled and motivated individuals, processes that develop technical and interpersonal skills and commitment of team members.

According to Dyer et al (2014) successful teams have certain competencies that exist independent of any single member but are embedded in the teams' formal and informal processes. The team must clearly articulate goals and metrics to achieve them, clearly articulate means required to achieve the goals ensuring that individuals understand their assignments and how their work contribute to long term goals of the organization, make effective decisions, effectively communicate including giving and receiving feedback, building trust and commitment to the team and its goals, resolving disputes or disagreements as well as encouraging risk taking and innovation.

## **6.3 Vision, Strategic Goals and Objectives**

The study found that the school business partnership policy was not available with the goals, objectives and activity programmes. Regenesys School of Public Management (2011) says a lack of common purpose and strategic direction underpinned by clear goals and objectives might be due to not being involved in the School Management Team and Business Executive teams planning sessions. The strategic plan that is escalated to employees or stakeholders for reading and implementation might be contradictory to teams' efforts. As opposed to a group or an individual a high performing team should be bound by a sense of common purpose that derives from shared vision and should have a plan of how to derive that goal through their collective effort and contributions. The need to have an understanding of what it means to have creativity and productive teams, and empowering others to collaborate and bring innovation each day through the collective genius (HBS, 2021).

George defines purpose as the unique gifts people bring to organizations through which they can align others with their purpose in order to create positive impact (HBS, 2021). Instilling a sense of common purpose that comes from clear cut goals is imperative. All team members should be involved in the teams strategic planning process. The manager or departmental head should talk about the existence, purpose, importance and expected outcomes of teams. Team members should also have the opportunity to discuss how they can contribute to the goals and success of the organization. A blurry vision could be perfected by invitations and attending strategic planning meetings.

Chapman says that this should be a partnership that is underpinned by clearly defined purpose and formal supporting structures that is most likely to be sustainable and to have an impact on learner outcomes (Armstrong,2015). Hence Sieff (2012) says that the most successful and sustainable organizations are those in which leaders and key executives are continually asking questions about strategic position and direction and are continuing to have strategic conversations that allow for the strategic evolution of the organization. Thus, the need for a clear strategy for school business partnerships, a strong partnership structure including role-players to support both activity and both flexibility and reflexivity to adapt to shifting circumstances and new developments (Armstrong,2015).

## **6.4 Empowerment**

The absence of school business partnership meant minimal activities with businesses were provided as and when they come they would have a task team to deal with the project. They were done on a haphazard manner denying learners and educators of real experiences and employment opportunities.

"We have to train our kids in an environment like they will encounter when they go into the workforce"(Ray, 2021).

This is possible through sustainable school business partnerships. This will also eliminate other social ills like lack of employment skills, poverty and gender inequity. Technology provides big access to high quality

resources for educators expertise and learners opportunities. These is possible through sustainable school business partnerships. If harnessing technology can provide quality education to all our children, then we will be empowering them to make changes and the difference in our society. Robinson (2013) contends about the need for mentors to help you along the way. Learners need all kind of mentors especially from the business sector where they will seek employment. George says we need to focus on how we can enable leaders to become more authentic, and give them the tools to do so (HBS,2021). By bringing business inside the schools and sustaining the partnership more opportunities will be offered for the learners and teachers. As Ray (2021) says if technology is a way to do it, which I know it is, and we are using it for them to find their voice, to understand different perspectives and ask the question, then they can create the change.

As for mentors a strategic planning session done externally away from the workplace may be a positive enabling environment to discover and stimulate thinking processes of individual strengths and roles as well as responsibilities in a team context. It gives the manager the opportunity to know personalities of team members and assess how they can be complemented in the team building exercises. There could be fun rewards for out of the box thinking. It could also help in team members devising their own strategies to fill in gaps to existing policies.

Lack of involvement and ownership render the team inefficient in making a clear strategy to achieve the goals in school business partnerships or lack of thereof, in the strategic planning process. Absence of partnership programs in strategic planning meetings are experiences of weakening team's low morale. The sense of empowerment is mainly derived from the sense of power based in their individual personality. Sharing and supplementing individual skills and assisting each other with respect in the team contributes towards the teams' success. Lack of human resources contributes to the incapacity of team members. Therefore, it will improve the overall level of willingness, commitment and ownership

## **6.6 Relationship, Collaboration and Communication**

Schools are obliged to embrace school business partnerships that are inclusive and transformative, if they are to improve school outcomes. Apart from that the partners should share mutual interests using trust as the bedrock to build more collaboration and creativity into their daily operations Teams instead of individuals or positions have become the critical building blocks of future organizations. Teams are seen as one of the primary means of creating the high performance, high flexibility and high commitment organization with self-management teams as the anchor of the team-based organization. The knowledge and skills required have to sustain the organization in the era of global competitiveness

The team can collaboratively decide on the ground rules in the group to instill discipline and cohesion. Knowledge of the values and principles governing them is first and foremost important, structures, reporting procedures for meetings and appointments, decision making system. Members should be clear about their roles in teams, what their responsibilities are and how will they account, be equally clear about processes and procedures in their activities. Instilling a culture of active listening and communication in the team during meetings enhances performances, and expressing themselves openly and honestly through communication. The head should ensure that clarity of issues is maintained at all times and should lead the team from storming phase to supporting phase. And delegating tasks and responsibilities.

## **6.7 Flexibility and Productivity**

School leadership and teams should be aware of changing demands and circumstances and be prepared to respond to them. The structure of the school partnership team should allow for the exploration of various ideas and approaches as well as for innovative decision making. Schools should be encouraged to have an open-minded view of partnerships that can promote agility and produce value as well as sustaining these partnerships. High performing teams have a certain measure of flexibility. SMT's and departmental heads should not box in team members to serve themselves. Team members should be given opportunity to explore and perform different roles in the team to serve the team's and organization's goals and objectives.

The principal should be ready for times when teams will not be performing as expected and to inspire them to high performance. Principals should know the root causes of deviations or derailments and address them quickly. Reasons will differ from the attitude of individual members, management bottlenecks or financial constraints. Acritical look at the structure, roles and responsibilities, systems, culture, assigning tasks would provide solutions. The manager should ensure free flow of information to all members and provision of required resources to carry out tasks successfully.

## **6.8 Recognition and Commitment**

Girard (2021) contends of the recognition that innovation is a team sport not the act of the sole inventor... that the ability to elicit and then combine members separate slices of genius into a single work of collective genius. As a result, the role of the principal will be to create and sustain an innovative school. Our best hope for the future is to develop a new paradigm of human capacity to meet a new era of human existence (Robinson, 2015). Robinson contends of the need to create positive environments in our schools, workplaces and public and private offices and spaces where every person is inspired to grow creatively. That, teams should be sure that all people love the chance to do what they should be doing, to discover the element in themselves and in their own way. It will be about the diversity of human talent and passion and to our extra ordinary potential for growth and development. It is about understanding the conditions under which human talents will flourish or fade. It is about how we can engage more fully in the present and how we can prepare in the only possible way for a completely unknowable future. In this sense we will be embracing a richer conception of human capacity in our schools.

Schools must ensure stability in their partnerships through both parties signing the memorandum of agreement and the school business partnership program. Successful teams and organizations instill pride and satisfaction and assist team members feeling confident and on top. It is equally a celebration of individual contributions and teams' performance. The teams' decisions and accomplishments are honoured. The achievements will be communicated by managers throughout the whole organization. It is also an opportunity for individuals for promotion within the section and organization as their work becomes a quality innovation and output. Recognition goes beyond the organization.

## **7. CHANGING ROLES OF STATE, PRIVATE SECTOR AND CIVIL SOCIETY**

### **7.1 Business Sector**

The present theoretical framework under which school business partnerships operate does not give public schools more opportunities for innovation. Today effective partnerships are founded on each participant valuing the others for their inherent value and seeking coexistence in holistic and adaptive ways (HBR,2021). Kumar says that to effectively manage partnerships you must know who you are, which skills you will provide, what skills you will leverage from partners and how the collaboration will be supported by people (HBR, 2021). Furthermore, says the potential of the ecosystem-based approach works at a larger scale, but we can see the potential in the structures created. Schools' ecosystems provide the context within which schools can create a form of collaboration wealth consisting of business terms, connected teams, common knowledge and skills and technology integrations. Joy says there are always more smart people outside your organization than within it (HBR,2021). Barriers that traditionally existed have been broken during the new normal and key stakeholders such as the state, private sector and community have an new role to play in school partnerships towards the realization of the outcomes of the NDP 2030 Vision.

In addition, Banna (2020) qualifies the point by saying that a network of carefully selected individuals who are pioneers in their respective sectors and inspirational leaders should be considered. Furthermore, says businesses need to expand their opportunities to grow within the community. Apparently, representatives selected for the above school business partnership support committee should have skills, knowledge, abilities, capabilities, energy, hard work, support, commitment and inspiration. It is true considering that contradictory statements with regard to school-business partnerships such as:

"Some business leaders view their involvement in education primarily as a way to conduct market research and advertise in schools to get children's opinions. That reasons businesses interact with public schools appear to be as diverse and complex as the forms these interactive take. Some are motivated by a sincere desire to serve their communities and others by a profit motive" (Policy report, 2019).

The report above states that while there is a need for the business to intervene in the initiatives to improve the quality of education in public schools, many education policies now condemn certain types of school business relationships. This anomaly could be minimized through formalization of structures, teams , processes and provision of technology tools.

### **7.2 The Role of the State**

Hodge (2011) presents that the state can act as regulatory role player, a resource, facilitator on the availability of wide range of regulatory tools and on what tools work most effectively for the benefit of the community. Furthermore, says that the regulatory lenses will encourage greater cross disciplinary thinking and a stronger regulatory tools other than traditional command and control regimes. The role of the state

should move from the traditional control to a more strengthened network capability. DfE (2010) says along with our best schools, we will encourage strong and experienced sponsors to play a leadership role in driving the improvement of the whole school system. The partnership will see schools working together with businesses, learning from each other and supporting one another to develop localized solutions to the challenges they might be facing. The aim is context specific, strategies for improvement, more willing distribution of professional knowledge and schools sharing resources more efficiently than in the past (Hargreaves, 2012). Thus, the changing role of the state is to be seen engaging in a greater range of partnerships, network and collaborative sectors (Hall, 2022). The state should be seen in connected action across different stakeholders, moving away from adversarial relationships that existed in the past. It should built synergistic relationships and learn from each other, providing agility and producing value, boundaries that were broken during the pandemic should remain broken and constraints be seen as creating opportunities for more innovations and these new roles should be sustained.

### **7.3 The Role of the Community**

Oleyaran-Oyeyinka (2014) cites the lack of public-private collaboration mostly in developing African states as the cause of failure. Furthermore, states that lack of active engagement in value added activities for capacitating and institutional building, lack of inclusive development, unsustainable development and weak structures citing transformation show backwardness. In addition, Morore and Hartley (2008) cite lack of capacity, low level skills, talents and capabilities in the technological area in implementation mostly in deprived rural areas of developing countries. They further indicate that change experts noted that no business can survive on a long term if it cannot reinvent itself. Thus, it brings to light that during school partnerships leaders have to surround themselves with knowledgeable, talented, gorgeous, creative minds as well as committed team players to drive the organization successfully through planned change process. Moreover, for effective partnerships school partnerships have to value people as assets and improve on its commitment to the people. Therefore, making human capital the cornerstone culture of intra-investing in its people is of paramount importance. The discussions highlight the importance of involving the civil society, community, business people and the state in the midst of the constraints of limited resources mostly in Sub Saharan countries and South African public schools in particular. It has also been highlighted by Weiss (2021) saying the government has to be a possibility government instead of being the probability government. It has to engage citizens to find solutions for schools.

Thus, engagement in the school stakeholder partnerships would depart from engaging different stakeholders with their competitive divergent viewpoints. Engagements should make difference and have an impact (Harvard Business Review, 2020). Hall (2022) says partnership efforts should begin at the local level with ample public meetings and participation building efforts. Furthermore, says in building this partnership trust, openness, cooperation and accountability as well as equity should be entrenched in the wide participation process. Thus, it should be an interactive and inclusive partnership approach

However, it is clear from the assertions above that, businesses which are exerting so much power to influence the curriculum do exist. This could lead to explaining a deprivation of mechanisms to express common values and purposes mostly where partnerships are involving only the principal and the business leader. In instances where major school stakeholders are involved businesses will not do self-gains. It is in the context of the above discussion that, the meaning of the concept stakeholder building and engagement become more clearer and meaningful. Engagement would refer to when someone takes co-responsibility for his fellow people, willingness to act on behalf of somebody, characterized by true communication, consciousness of the needs, acceptance and co-operating positively. As a result, the assumption of responsibility implies intervention. Successful intervention is characterized when communication becomes meaningful dialogue, thus actualizing proper involvement based on mutual understanding. Therefore, state, community and businesses have a social responsibility to help those in need, while application of common things are antique, they provide a strong argument for social responsibility. Rules and regulations can provide a benchmark for determining protections that are necessary for the welfare of the learners.

## **8. SCHOOL LEADERSHIP**

The school leadership should be capable of leading innovation in the organization. According to Gino (HBS, 2021), it is in this context that leaders should break away from the routines and tradition to seek out the new and get the inspiration, explore new ideas and create positive change, encourage constructive dissent during conversations, open communication with open minds, have the understanding to create and transform, believe that constraints have offers a source for thinking differently about challenges schools encounter, able to lead from the trenches and foster situations whereby teams can make connections, and happy accidents more likely to occur McCabe believes that to be successful, leaders today have to find ways to engage

people's ideas, energy and inspiration and this means they will have to build much stronger relationship (Mullins, 2008). However, he warns that what will prevent such relationship happening is the leaders' shadow. He further clarifies that leaders should be mindful that their shadow can impact on the organization in that it will affect others and can compromise people's engagement at work and the business effectiveness.

Collaborative work in organizations is useful and important today than it has been centuries ago and does not come by itself, it needs planning through good management and leadership in the organization. The need for change is crucial than it has never been in the past. The paradigm shift from the assembly line model to a more contemporary organizational model that contain increasing amounts of teamwork is a precondition for the prosperity and success in organizations (Teambuilding, 2020). The challenge faced by organizations is to ensure teamwork through teambuilding development of effective and efficient teams for high performance or stay where they are with ineffective low performing teams.

## **10 CONCLUSION**

School business partnerships are useful and important. They can create a sense of helpfulness for all parties involved. The Corona pandemic has shown how events can change quickly and what schools need out of the partnerships. However, school contextual factors, sustainability and social ills will fundamentally direct and change the school's approach to establishing school business partnerships. School business activities will surely have an impact on the children. Schools without these activities will not prepare children equally as schools with partnership activities.

Children growing up in a significantly degraded environment such as rural public schools will experience the impact negatively compared to their counterparts in resourced environments. This will end up in real life consequences for everyone. The more collaborative and partnership activities being offered in public schools through school business collaborative teams, the better achievement of school outcomes. As public and private organizations are moving from adversarial relationship into more collaborative partnerships (O'Halloran,2021), schools need to emulate that. The need for connections across various stakeholders will have a big impact on the bigger challenges that have a direct impact on the children. By bringing people from different sectors together to solve multiple problems at the same time has proved beyond doubt to be effective strategy.

As such this is a shift from competition to partnership and reconciliation. Realistic thinking brings the dream to fruition. Certainty will come in the midst of uncertainty and it will bring stability. One of the ways is to encourage harmony, productivity, creativity and workplace satisfaction is simply to work together in the best teams possible and getting work done well. Encouraging trust, communicating, understanding and sharing common goals, honesty and empowerment, valuing the relationship, listening effectively, have formal and informal chats, create an open culture, take responsibility creating and adapting to innovation (Robbins, 2020). In addition, strengthening the concept of collaborative teams, Wheeler suggests that human beings should be creative and not observe from outside as we have a relationship (Braden, 2007). He identifies elements such as gifts, connection, communication, participation and empowerment are critical in realizing the goals and objectives of the NDP.

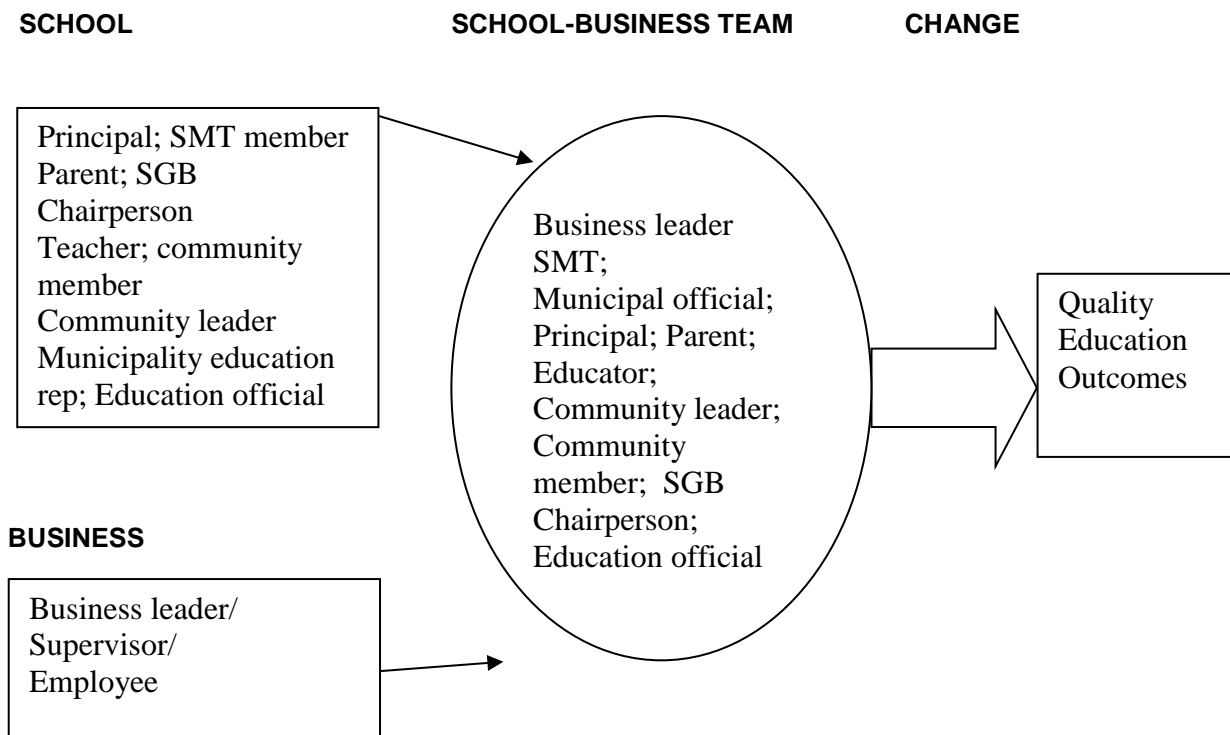
The study found that the present theoretical framework under which school business operates does not give public school learners more opportunities for innovations. The new framework that is envisaged during the new normal should be strengthened with collaborative teams, built and open up opportunities, create diverse use of technology, self -reliance, inclusivity and sustainability. It

found the new, increased role of school business partnerships to address the societal concerns that impact on learner outcomes in schools and more pressing school needs in particular. As communities become digital, schools have also become more demanding and digital, hence the role of collaborative teams have become more critical to address these needs. The study agrees with Ray (2021), that we have to train our kids in an environment like they will encounter and be ready when they go into the workforce. The study found could become real through the use of effective school business partnerships. The study shows that tools to meet school expectations could be provided, experiences, digital literacy through the usefulness of school business partnerships. Finally, those inequities in public schools in contrast to private schools could be addressed or eliminated.



The transformational developmental partnership model is indicated as follows:

Fig: 1



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