

Ripples



Official Newsletter of the
Australian Learning Communities Network
Incorporated in NSW. No: 9883167

Winter Edition

June 2020

Welcome to the Winter Edition

This issue is written as we are slowly emerging from lock-down with our schools, libraries and other organisations starting to open. While writing the Annual Report I was struck by how our learning communities are adapting rapidly. The stories from the Annual Report highlight examples of online learning, online seminars, tour of a virtual art gallery, libraries delivering to your door and so forth. This is also happening in other countries and I include an article about Adult Education in Finland.

I am particularly pleased to welcome a new member - Sudbury Community House located in the Mirrabooka Community within the City of Stirling.

Please note an open invitation to attend Wyndham's Online Forum on Learning Transitions on 23 June and several Webinars on Learning Cities as a partnership of PASCAL International Observatory and the UNESCO Institute of Lifelong Learning.

Last year, before returning to Australia, I worked in for the UNESCO Chair of Technical and Vocational Education (TVET) and Sustainable Development, College of North Atlantic Qatar. I include a research report from WISE (the World Innovation Summit for Education), Qatar Foundation, on examples of Local Learning Ecosystems. The examples from the report demonstrate that there are many similarities with the learning community partnerships that you are developing.

A key building block of learning communities and learning cities is learning for and in the workplace. I have included articles which talk about lifelong learning as the new normal, the skills individuals will need to deal with unprecedented change, and the need for our learning systems to adapt quickly. I also highlight vocational education and training (VET), and link to the NCVER "NO FRILLS" conference which will be available online for the first time in early July.

I look forward to hearing more ideas from you about your innovative programs, funding opportunities, and events you would like to share with the network. Feedback on this newsletter is particularly welcome.

Dr Leone Wheeler

Hon. CEO

Australian Learning Communities Network

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News about the Network

Updated Logo

The Executive, at their meeting on 12 May, voted on an updated logo for the Network. The logo, designed by [Joy Hawkins Design](#), incorporates a book to represent learning and the circle to represent a network. This new design is to be incorporated in our forthcoming Website and other documents.

AGM and Annual Report

The AGM was held on 12 May 2020. The Audit and Financial Report reports accepted and the Executive appointed. The Annual Report and highlights the activities of our learning communities. It illustrates how many of our communities are adapting to life under COVID-19. There are examples of online learning, online seminars, tour of a virtual art gallery, libraries delivering to your door, social enterprises adapting to make face masks and food to be delivered to those in need, a university partnership training model, and the Australian Safe Communities Foundation.

[Read more:](#)

New Member

Sudbury Community House, Western Australia

Sudbury Community House, located in the Mirrabooka Community within the City of Stirling, is a new member to ALCN. We warmly welcome General Manager Strategy, Policy and Projects, Viti Simmons, and her team and look forward to hearing about the progress of the Education Hub and help her make connections with other ALCN members to share ideas.

Viti introduces us to Sudbury Community House and writes about her plans to develop a Community Education Hub:

Sudbury Community House, 30 & 28 Chesterfield Road, Mirrabooka, Western Australia.

Sudbury Community House (SCH) has been servicing the Mirrabooka and surrounding areas for nearly four (4) decades. The Centre is situated in the North Eastern Corridor between Perth and Joondalup Cities. The Neighbourhood Centre and its Early Childhood Learning Centre are two parts of the whole. A unique combination in service delivery.

SCH deliver opportunities that facilitate, support, and build confidence in individuals and families to engage in activities as well as learn from each other and grow together. Sudbury Community House aims to support individuals and families within the community, with a wide range of services and activities designed to support and strengthen their daily lives. We aim to provide our community with a safe and inclusive space where people are free to come and go as they please and most importantly, learn from each other.

The Service Model at Sudbury Community House is built on a strength-based approach with strategies designed to build on people's skills and capacities rather than focusing on their problems and issues. In 2019 SCH was the recipient of a Dept. of Communities - Empowering Communities Grant with five (5) Key Activities: Outreach Node – Local Shopping Centre Partnership, Incubator for Emerging Community Groups.

SCH are currently seeking support for the establishment of Sudbury Community Education Hub which will provide community courses leading to accredited courses with Institutions.

A model of the proposed Sudbury Community Education Hub is available at the end of this newsletter.

[Read More:](#)

Online Events

Wyndham Learning Community – Learning Transitions

On behalf of the Learning Community team at Wyndham City Council, Diane Tabbagh and Jac Torrez Gomez, are pleased to invite you to a Virtual Learning Community Forum – Good Practice in Learning Transitions.

The forum will showcase good practice in the area of learning transitions. The work of *The Smith Family Partnerships for Education Initiative*, will be the focus, highlighting innovative practice in Wyndham, including replicable work to other learning contexts globally.

Date: Tuesday 23 June 2020

Time: 3.30 – 5.00 pm. **FREE**

To register go to: <https://www.eventbrite.com.au/e/best-practice-in-learning-transitions-tickets-104105051010>

With this registration, you will receive the link to the live event closer to the date.

Contact: Jac Torres Gomez - Jac.Torres-Gomez@wyndham.vic.gov.au

[Read More:](#)

'No Frills' 2020 Is Back As An Online Conference

Your community members have a great opportunity to update their knowledge about Vocational Education and Training (VET) in Australia and internationally – register for the 29th National VET Research Skills Conference “No Frills” which is online for the first time ever.

The organisers say that there is an innovative mix of live and pre-recorded content, including keynote speakers, workshops, and presentations, #NoFrills2020 will immerse you in the future of VET.

Date: 7-10 July 2020. **Fee:** \$195

To register go to: ['No Frills' 2020](#)

<https://www.ncver.edu.au/news-and-events/events/29th-national-vet-research-conference-no-frills>

PASCAL International Observatory/UNESCO UIL forthcoming Learning Cities COVID 19

RECOVERY: From Research to Practice Webinar Series.

Join an international dialogue with other Learning Cities from around the world to discuss the practical application of learning city approaches and how these approaches might be applied to the current COVID-19 times. Topics include social inclusion; measurement and evaluation; the role of vocational education and training (internationally known as TVET), business and entrepreneurship, and sustainable development.

Webinar 1: The challenge of inclusion in learning cities, building on work for the Fourth International Conference on Learning Cities

Date: 17 June 2020.

Time: 21:00 AEST or 19:00 AWST (13:00 Central European Time)

Webinar 2: The challenge of measurement, planning and evaluation in Learning Cities.

Date: July 8, 2020.

Time: 21:00 AEST and 19:00 AWST (13:00 Central European Time)

Webinar 3: The challenge of developing the role of TVET, business learning, and entrepreneurship in learning cities.

Date: September 16, 2020.

Time: 21:00 AEST and 19:00 AWST (13:00 Central European Time)

[Read more;](#)

News about UNESCO Global Network of Learning Cities

Webinars

UNESCO Institute of Lifelong Learning (UNESCO UIL) is holding a series of Webinars on **UNESCO Learning Cities' Response to COVID-19**. The dates of future Webinars and summaries of past Webinars can be found at: <https://uil.unesco.org/event/gnlc-webinars-unesco-learning-cities-response-covid-19>

Membership of UNESCO Global Network of Learning Cities (UNESCO GNLC)

UNESCO UIL announce on their website that due to the unprecedented circumstances surrounding COVID 19, the period for applications to join the UNESCO Global Network of Learning Cities has been extended by two months. Applications now close on 31 July. Go to: <https://uil.unesco.org/lifelong-learning/learning-cities/become-member>

Maybe your city or community is not ready to join just yet. This is not unusual. For example, the City of Melton and the City of Wyndham worked on building a culture of learning within their communities and refined their Learning Community Strategies before applying. There are many resources available to start you on your journey.

[Read more:](#)

Articles about Learning

I highlight articles about the ongoing need for skills development and lifelong learning. First, lifelong learning is critical to keep pace with the increasing rapid changes because of technological advancements and other issues. Second, schools cannot go alone. Learning partnerships (or as the articles says Learning Ecosystems) with industry and business, educational institutions, cultural institutions (museums and libraries) and community are as important as ever but must be focussed on attainable outcomes. Third, an article about Finnish Adult Learning where the results of a survey demonstrate the rapid change to online learning compared to before the pandemic. Will this be a permanent change? Finally, the importance of Vocational Education and Training as part of training in the recovery phase.

Lifelong Learning will be the New Normal – But are we Ready?

Michelle R. Weise, the chief innovation officer at Strada Education Network, writes that we are living longer, and due to the technological revolution that many are labelling Industry 4.0 and 5.0, many jobs are becoming obsolescent. However, technical advancements give rise to entirely new types of jobs and careers. This article backs up other research on 21st Century skills that the skills of the future will not only be in STEM (Science, Technology, Engineering and Maths), but also with human skills or what have been labelled soft skills. Skills noted are those such as leadership, research, communication, writing skills and problem solving. These combined with technical knowledge will help when adapting to the changing needs of the workforce.

The takeaway is that we need to develop a new ‘learning ecosystem’ that addresses the evolving demands for new knowledge and training throughout our longer working lives. Those human skills are often developed through learning partnerships. The article does not address the important and growing need for what can be termed ‘green skills’ for building a sustainable ‘green’ economy. That will be the focus of another newsletter.

[Read more:](#)

Weise, M. (13 April 2020). "Lifelong Learning Will Be the New Normal—But Are We Ready?". from <https://www.pewtrusts.org/en/trend/archive/spring-2020/lifelong-learning-will-be-the-new-normal-but-are-we-ready>.

Local Learning Ecosystems: Emerging Models.

The World Innovation Summit for Education (WISE) as part of Qatar Foundation, have published a report exploring the notion of Local Learning Ecosystems idea as a potential game changer for today’s learners.

The term ‘ecosystem’ derives from the field of evolutionary biology and is a metaphor for thinking about differently about the future of education – moving beyond a top-down systems approach. The authors reinforce the idea that it is not the role of the education system alone, but that society as a whole has a collective role to play in equipping people to create meaningful futures, through lifelong learning.

I found the case studies particularly interesting. The report highlights nine case studies of Learning Ecosystems from the Real World. You might find some useful ideas that can be adapt or apply in your own learning community. A list of some of the case studies are:

- Swinburne University, Melbourne, Australia in a STEM (Science, Technology, Engineering and Maths) partnership program with industry, secondary schools, and Government.
- Cities of Learning movement piloted in Greater Manchester, Brighton, and Plymouth. The movement mobilizes and amplifies the formal and informal assets and resources in a city in order to close gaps in creativity, opportunity and employment and civic outcomes. It brings together learning, work and civic institutions (schools, colleges, employers, training providers, charities, local authorities, libraries, museums, coding clubs, makerspaces and so on) to form purposeful city- wide networks.
- Kuopio Cultural Pathways, Finland. The aim is to better familiarise young people with the cultural life of Kuopio and help schools and the city provide for their physical, social, and spiritual well-being.
- St Petersburg, Russia – a co-working business space in St Petersburg for those interested in technological entrepreneurs and education, and
- Career pathways examples from the USA.

[Read more:](#)

Coronavirus in Finland:

A great leap forward into Virtual Adult Learning?

This is an article about how the non-formal, adult learning sector of Finland had to change from face-to-face learning to online and distance education in a matter of days. Piano lessons, Spanish lessons and so forth have been moved to online learning. Compared to the previous year, the move to online learning has been very rapid indeed.

[Read more:](#)

Importance of Vocational Education and Training (VET) (also internationally known as TVET)

While our Government talks about reforming the training sector, the World Bank reminds us that TVET (the international name for Vocational Education and Training) programs are well placed to play an important role in the COVID-19 pandemic. ‘They have significant potential to contribute in three stages: the current “coping” phase, an intermediate phase when schools and businesses gradually reopen, and during the recovery period when structural changes are expected in both the education system and in the labour market.’

The World Bank, the ILO and UNESCO are joining forces to survey TVET providers, policy makers and social organisations, so stay tuned for this.

[Read more:](#)

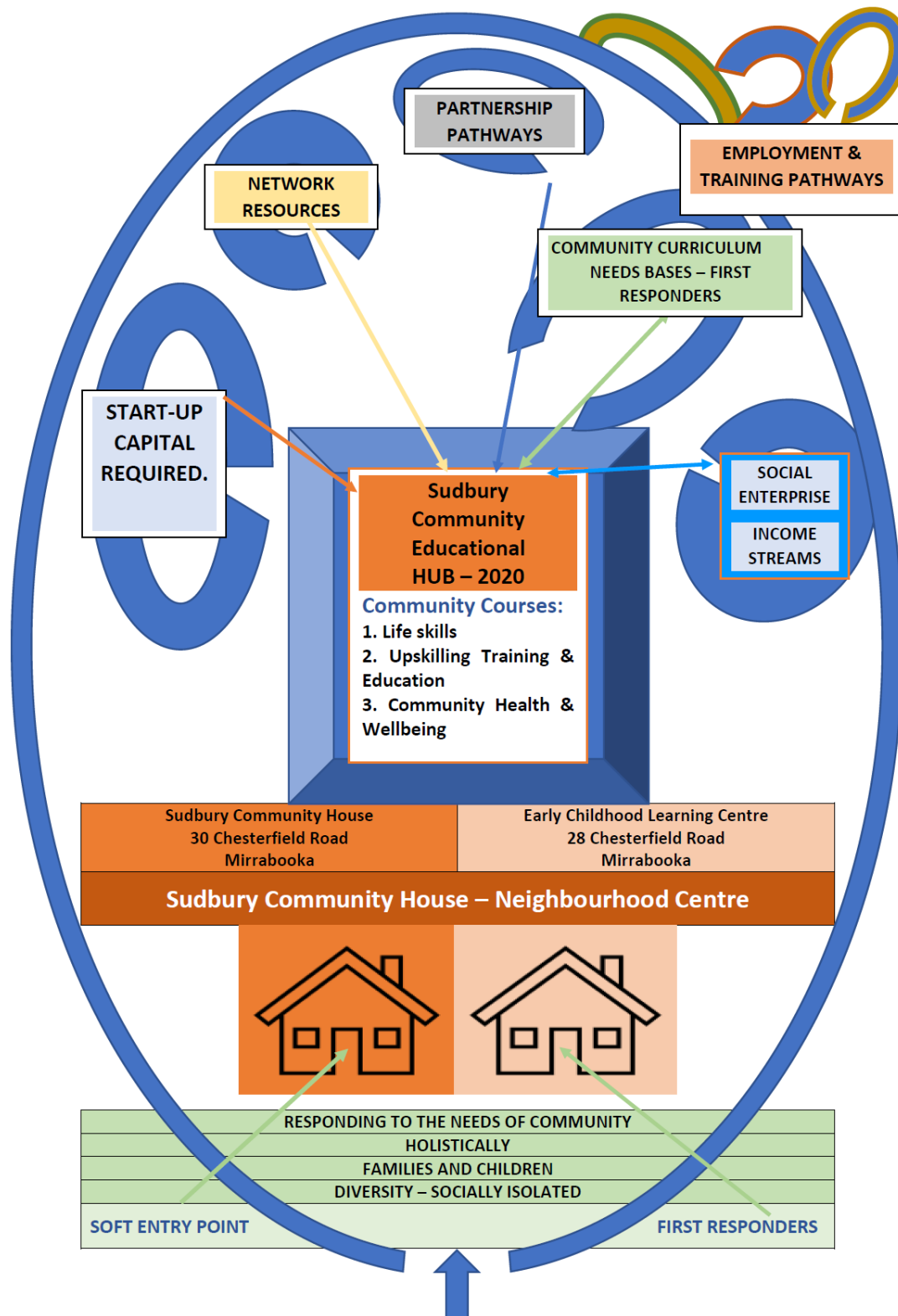
Funding opportunities

Community Grants Hub

To ensure you are up-to-date on Community Grants that may be available make sure you subscribe to the Commonwealth Governments Community Grants hub for notification of upcoming grants <https://www.communitygrants.gov.au/>. This site provides updates on grants available across a range of Commonwealth departments.

Additional Reading

1 Sudbury Community House, Educational Hub Model





**SHARED PRACTICE IN
LEARNING TRANSITIONS**

**VIRTUAL LEARNING COMMUNITY FORUM
TUESDAY 23 JUNE 2020, 3.30PM-5.00PM**

SHOWCASING GOOD PRACTICE IN LEARNING TRANSITIONS WITH
THE SMITH FAMILY'S *PARTNERSHIPS FOR EDUCATION INITIATIVE*

AN INITIATIVE OF THE WYNDHAM LEARNING COMMUNITY STRATEGY 2018 - 2023

TO REGISTER

[HTTPS://VIRTUAL-LEARNING-COMMUNITY-FORUM.EVENTBRITE.COM.AU](https://virtual-learning-community-forum.eventbrite.com.au)

Contact: Jac.Torres-Gomez@wyndham.vic.gov.au



wyndhamcity

3 Tools for Learning Communities and Cities

Key Features of Learning Cities

UNESCO UIL has several useful tools for those who want to use a learning community or learning city approach in their neighbourhood. These documents are also useful to explain the concept.

To start go to UNESCO Global Network of Learning Cities: Guiding Document at <https://uil.unesco.org/lifelong-learning/learning-cities/unesco-global-network-learning-cities-guiding-document>.

There are also a range of videos in plain language on how to build a learning city. These are terrific resources that you can use with your community.

[Read more](#)

The full suite of guiding documents is listed at <https://uil.unesco.org/lifelong-learning/learning-cities>

Australian Learning Community Framework

The ALCN was a partner in developing the **Australian Learning Community Framework** which adapted the [UNESCO Key Features of Learning Cities](#) for use in Australia . The Framework is a useful resource for communities embarking on developing a learning community strategy or evaluating one already in place.

Wheeler, L., Wong, S, Blunden, P. (2014a). Learning Community Framework and Measuring Impact Toolkit. Volumes 1 and 2. Australian Centre of Excellence for Local Government, University of Technology, Sydney. Retrieved from <https://opus.lib.uts.edu.au/handle/10453/42098>

Evaluation Tool

The Collective Impact Assessment Tool (CIAT) (City of Melton, 2017), is a tool for measuring and evaluating the strength of partnerships in contributing to the achievement of collaborative projects. For example, this tool was applied successfully to the evaluation of the Wyndham LCS 2014-2017 to assess the collective impact of partnerships across the Life Stages.

City of Melton (2017). "Collective Impact Assessment Tool (CIAT)." Retrieved from <https://meltonciat.com/>.