

LONG LEARN *ACTIVE* LEARNING MATERIALS

FOR CONTINUING PROFESSIONAL AND PERSONAL DEVELOPMENT IN

LOCAL AND REGIONAL GOVERNMENT

LOCAL LEARNING PROVIDERS

AND

**EVERYONE AND EVERY ORGANISATION WITH AN INTEREST IN CREATING STABLE,
VIBRANT AND PROSPEROUS LEARNING CITIES, TOWNS AND REGIONS**

Chapter 6 Session 6.2:

Schools as Stakeholders in community, city and region: Exploring their contribution.

‘For both the present and the future, schools are potentially the most powerful allies for local and regional governments in the creation of learning cities and regions. This is not only because today’s schoolchildren are tomorrow’s learning citizens, but also because they open up so many awareness doors to parents, teachers and to the community at large.’

From ‘Learning Cities. Learning Regions, Learning Communities – Lifelong Learning and Local Government’ (Norman Longworth)

LONG LEARN LIMITED – HELPING TO SHAPE A LEARNING FUTURE

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Session outline: Schools are one of the most dynamic and essential stakeholders in a learning city or region. They are presently undergoing great changes in order to respond to the challenges of a rapidly changing world. These mostly entail a closer relationship and role with the community in which they exist and, paradoxically, a larger commitment to the international world. This session, which may take several hours to complete and is divided into different topics, touches upon some of these challenges and explores the many ways that schools are becoming key organisations in the construction of learning communities, cities and regions. Not only the school in the community but also the community in the school.

Guidelines for using this Active Learning session

Goals

The creation of learning cities and regions is in all our interests. It promotes social stability, encourages wealth creation, and enables citizens to fulfil their potential, their dreams and their ambitions. It is a survival strategy for our future, and that of our children and grandchildren. But it won't happen unless all of us play our part in making it so. It won't be a simple transition process, to be put into practice by someone else in the local authority. That means that we all, especially local government managers, professionals and staff, need to know and understand more about what it is, why it's important and what the major issues and opportunities are. There are many of them. These sessions have been written to enable each of us to increase our understanding and knowledge of those issues and opportunities. Each one, and there are 57 of them, takes a different theme and offers the learner new insights.

Learning approach

This is an Active Learning session. Lifelong Learning has taught us that people learn best when they are actively involved in the learning. We have therefore given the ownership of the learning over to you, the learner. As well as presenting new concepts in the assignments and exercises, we draw upon your experience, creativity, imagination and knowledge so that you can better understand the subject matter, and will be better able and more motivated to act upon it. You may, or may not, have a learning leader to help organise the groups, and to bring several learners together into discussion groups and sessions. That will certainly make it easier. We all have different learning styles – but we can also all learn from each other. That is why this session, like all the others, recommends a mixture of individual, small group and large group work, so that ideas and experiences and understandings can be bounced around people. Above all you are urged to make this an enjoyable experience. Learning can be fun. It's up to you to make it so.

Learning Organisation

You will find that the session is divided into 2 main parts

- ✓ **The Learning Space:** A set of assignments that will unlock the brain and involve learners in practical discussions and exercises leading to a greater understanding of the issue
- ✓ **The Learning Kitbag:** A set of source learning materials that provide additional information, charts, diagrams, case studies etc to stimulate further insights.

While each session could be used individually as a self-learning module, it is preferable if there is a learning leader to organise small and large group discussions and to act as a focal point. This can be a departmental manager, a staff member appointed to perform that task, or a professional educator from inside or outside of the organisation.

Assignments may be studied on site, or set as preparation for group discussions in the workplace or at a learning provider.

The whole course can be incorporated into a continuous professional development programme in the workplace, or taught separately at a school, college, community centre or university. It takes its provenance, and its inspiration, from the book:

Learning Cities, Learning Regions, Learning Communities – Lifelong Learning and Local Government
By Norman Longworth, published by Taylor and Francis ISBN 10 0 415 37175 9

Learners taking the course are recommended to obtain this book either from Amazon.com or from the publishers at http://www.taylorandfrancis.co.uk/shopping_cart/search/search.asp?search=longworth

Target Audiences

The session will be suitable for those who wish to improve their understanding of the session title's theme, in order to help influence the city, town or region's response to the realities of the 21st century. This includes:

- Elected representatives and Mayoral staff
- Managers, Professionals and staff from all departments in local government as part of a continuous development programme
- Community and Voluntary organisation leaders
- Educators at all levels in local and regional stakeholder organisations, including schools, universities, colleges and workplaces
- Industrialists and Business people as stakeholders in the local authority
- All Citizens with an interest in the development of their community
- Students in universities, adult education institutions and teacher training establishments

Further Reading

Learning Leaders wishing to update themselves on the subject matter of this module will find the following additional references useful.

- 'Lifelong Learning in Action – Transforming 21st century Education' by Longworth, (Taylor and Francis, Abingdon) http://www.taylorandfrancis.co.uk/shopping_cart/search/search.asp?search=longworth
- 'The Local and Regional Dimension of Lifelong Learning' EC Policy Document found on <http://europa.eu.int/comm/education/poledu/tels.pdf>

Ideas for treatment particular to this session: *For seminars and courses with several participants it is suggested that assignments 1 to 5 are completed as an exercise for individuals with the answers debated in open session, facilitated by a learning leader. Assignments 6 to 17 may be completed in small groups of 2 or 3 people again with the results discussed after completion. The last assignment should provide the feedback that will enable you to improve the session next time round.*

For self-learning individuals all assignments will be individual efforts but try to find someone with whom you can discuss your answers and opinions either by email or face to face. In this way you can enrich the learning experience by experiencing other viewpoints.

The Learning Space

Assignment 0: These learning materials derive from, and extend, the concepts and ideas in ‘Learning Cities, Learning Regions, Learning Communities.’ Reading pages 109 to 117 of this valuable book before carrying out these assignments would provide an excellent introduction to the session, and strengthen learning.

School and Community

Assignment 1: One definition of a learning city/region stakeholder is:

A learning city or region stakeholder is any organisation, institution, association or person that can benefit from the construction, growth and maintenance of a learning community, city or region and is willing to contribute some or all of its human, physical, intellectual, financial or other resource in order to support its development

A. Can you think of 3 ways in which, in your opinion, a school would benefit from the construction, growth and maintenance of a learning city or region

B. Think of a few ideas on how a school could contribute to its development as described

Human Resources	
Physical Resources	
Intellectual Resources	
Financial resources	
Other resources	

Assignment 2: Think of a school in your district – if you are a member of staff or student, take your own as an example. Look at the list of community activities on sheet 1 of the Learning Kitbag below (taken from the schools stakeholder audit) and say whether it fulfils each one. Add others in the blank boxes if relevant

Assignment 3: Compare your input with that of others.

Assignment 4: Look at the picture on sheet 2 of the Learning Kitbag (ignoring the spelling mistake) It is taken from a presentation about Mawson Lakes school near Adelaide. What message does it convey to you and what are its implications.

Assignment 5: Have a look at the insights into community interaction at St Columba school on sheet 3 of the Learning Kitbag. In column A put a figure from 1 to 4 denoting the extent to which you think each action is desirable in your city or region

1= wholly desirable, 2= mostly desirable, 3= partly desirable, 4= Not at all desirable

In column B put an estimated figure for the extent to which schools generally in your city or region have implemented the action.

Assignment 6: Compare your outputs to assignments 2, 3 and 4 with others

Schools and the Future

Assignment 7: Look at the quotations below. In the columns 1-5 put a tick for the extent to which you agree with the sentiment expressed 1= fully agree, 2= mostly agree, 3= half agree, 4= partly agree, 5 = don't agree at all

Put a cross for the extent to which school in your city have taken note of the sentiments expressed

1= they have noted and have taken measures to address it, 2= they are in the process of taking measures to address it 3= they have noted and are not taking any measures to address it 4= they haven't even thought about it.

	1	2	3	4	5
The methods used to promote a healthy sense of self-esteem, learning motivation and learning skills in young peoples' basic education are critical for the development of lifelong learning values and attitudes. Schools should encourage their students to learn beyond their organisation and analyse how that contributes to the whole spectrum of an individual's intellectual growth (Finnish National Strategy)					
Now, young people need to be prepared more generally for the uncertain years ahead. There is a need both to integrate general and vocational programmes and to enable young people to move easily between different kinds of education, training and work experience during the later period of their school lives, rather than being channelled into narrow pathways. (European Memorandum on Lifelong Learning)					
A didactic communication methodology ignoring modern day knowledge of retention patterns and learning psychology has to accept that some of the imparted knowledge will fall by the wayside, and is surely inefficient and ineffective. An examination process designed to fail a good proportion of its students is surely wasteful. A value system setting greater store on academic and intellectual performance over personal attributes such as self-esteem, self-knowledge and tolerance for others is surely misguided. An assessment procedure testing only the skill of the memory to regurgitate facts and information, and ignoring the importance of other high order skills such as information-handling, decision-making, communicating, thinking and others is surely inappropriate for the 21 st century. (Longworth: Lifelong Learning in Action)					
Every child has a right to a curriculum that makes sense to them and the present one does not. There will be an uphill battle for anyone trying to reform the system because of the power of subjects; the huge teaching force used to teach them, subject associations, and many middle class parents for whom a subject based curriculum tied to public exams is the nearest equivalent today of a guarantor of personal salvation. John White (prof emeritus of philosophy of ed Un of London institute of ed)					
We really must empower pupils with opportunities for choice and discovery; encourage their independent learning commensurate with the pupils' evaluation of their needs. We need to praise curiosity and exploration and develop the pupils motivation for creative thinking' David Wyse (Cambridge university)					
SMEs tend to succeed when they are driven by people who approach life with the spirit of enterprise. Children of all ages need training at school to develop initiative and enterprise skills that will overcome a traditional dependency on local mass employment that is fast disappearing (European Round Table of Industrialists – A stimulus to job creation)					
'For adolescents to develop skills and attitudes needed for a knowledge economy, learning must be viewed as a total community responsibility. It is not just teachers who must teach nor students who must continually learn, nor is it the classroom that is the major access point to a range of information and expertise on which knowledge is built. Good schools alone will never be good enough. Successful 21 st century societies will have learning communities in line with the needs of continuously changing economic and social environments'. (John Abbott)					
The basics have changed. To concentrate on giving children only literacy and numeracy skills is to give them only the skills needed by their grandparents. It is like using a wrench to mend a computer - there is nothing wrong with a wrench but it won't mend a computer!' (Naisbitt - Re-inventing the Corporation)					
No young child in a class of thirty should be left to wait for the seven precious minutes of available one-to-one teacher time in the school day, when there are so many who are able and willing to help stretch minds, develop potential and/or simply listen to reading under the leadership of the professional teacher. Such a classroom should be a hive of interaction between children and adults, children and children, children and teacher, all orchestrated under the leadership of a teacher trained to manage every resource available to him/her. This is the true leadership of the 21 st century schoolroom, promoting the excitement and versatility of learning instead of the boredom of waiting and inaction. (Lifelong Learning in Action)					
Real learning is not what many of us grew up thinking it was. It is not simply memorising facts, learning drills or soaking up traditional wisdom. While these activities may be required in learning, they are only a part of a larger process. (Charles Handy)					

Assignment 8: Extract 6 key basic issues for schools of today and tomorrow resulting from these quotations

1
2
3
4
5
6

Assignment 9: If you have any other comment about these quotations and your answers to them, please use the lines below. Then discuss your answers with others

Other assignments on learning charters for schools and skills needed for school-leavers have been omitted here – they are in the full version

Schools and teachers

The full version deals with the attributes and skills needed by modern teachers for the future. It contains quotations, space for comments, exercises etc

Assignment 19: How can these skills be developed? Make 5 recommendations for the various bodies responsible for training teachers.

1
2
3
4
5

Assignment 21: Compare your answers with those of others and with the completed version on sheet 10. Put a tick against the 5 you think are the most urgent.

Assignment 22. On the lines below please put your personal reactions to working on this session, based on how much you have learned, how much you have worked creatively and how your ideas have developed as a result.

NB Although it may seem to be long, this session is a curtailed version of the many challenges facing schools in a learning city and the ways in which more community orientation and a lifelong learning approach will help them to meet those challenges.

For further and more detailed work on schools as lifelong learning and community institutions readers are encouraged to

a) read Part 2 of 'Lifelong Learning in Action – Transforming Education in the 21st Century' by Norman Longworth (Taylor and Francis) which describes the changes that schools will need to make in order to meet the challenges of today.

b) Carry out the full schools stakeholder audit by contacting the University of Stirling at www.ioe.stir.ac.uk/Indicators/

Chapter 6 Session 2

The LEARNING

KITBAG

The school and the community

	Yes	No
The school runs courses for the community on modern educational methods		
The school invites members of the community to share their knowledge and experience in the classroom in support of the curriculum		
The school invites members of the community into school clubs and societies		
The school has a thriving community involvement		
The school encourages members of the community to help out in school lessons		
The school keeps the community informed through newsletters and magazines		
The school invites the community to contribute to newsletters and magazines		
Members of the community can sit in and learn in school classes		
The school carries out a learning requirements audit in the community		
The community is used as the source of information for surveys carried out by pupils		
The school has governors from community associations		
Members of the community act as learning mentors for pupils		
There is a telephone hot-line for the community		
The school suggestions box is open to the community		
The school runs brain-storming sessions on its relationships with the community		
There is a school email address which members of the community can contact		
Members of the community participate in school plays		
Members of the community with expertise coach sports teams, run school choirs, clubs and societies		
The school reaches out to the community and does not wait for the community to volunteer		
The school runs open days for the local community		
The school allows the community to use its premises for meetings		
The school allows the community to use its sports halls		
The school allows the community to use its equipment		
The school shares its library with the community		

Schools as Communities to Communities as Schools

Reconnect
Learners to
Community



St Columba, a mixed Anglican and Catholic school in South Australia, participated in the PALLACE project (see chapter 8 of the book ‘Learning Cities, Learning Regions, Learning Communities’) and re-examined its relationship with the community in which it existed. These is the charter it drew up as a result.

We believe the facilities at St Columba offer the wider community opportunities to experience lifelong learning	A	B
1. The courses that could be offered will be for a variety of age groups.		
2. Our facilities will be available for Community use where appropriate.		
3. We seek to nurture in the wider Community a life long love of learning.		
4. We seek to build partnerships with Local Council, Further Education Providers, The Business Enterprise Centre, Service Providers and our local Parishes.		
5. We seek to provide courses of training that are needed in the wider community.		
6. We seek opportunities to be a “Satellite” Centre for programs offered in other Regional Centres.		
7. We see our Library/Resource Centre/ Careers Centre/Recreational facilities as practical dimensions of a <i>St Columba Learning Centre</i> .		

Our Hopes for the Wider Community		
1. Build the confidence and skills of the members.		
2. Enthuse members’ love of Learning.		
3. Enable members to create new opportunities in their lives.		
4. To see St Columba as a vibrant part of their community life.		
5. Have opportunities to search and develop their spirituality.		
6. Use particularly our Entertainment Facilities to celebrate family and community functions.		
7. Build bridges between all cultures of the community and the various aged groups.		
8. To have a positive self-belief in their ability to succeed and make a difference.		

Here in the full version are the kitbag support sheets and exercises for assignments 9-18 and assignment 20