

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 3 Session 4:

Leadership in the Learning City/Region: Finding and priming the movers and shakers

‘Leadership in a Learning City is the function of everyone who wants to contribute to its success. The more people are motivated to help create their own city as the sort of place they want to live in, the more leaders there will be.’

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

Chapter 3 Session 4:

Leadership in the Learning City/Region: Finding and priming the movers and shakers

Session outline: In its initial stages a Learning City will depend heavily on the commitment of leaders within the region, city and the communities they serve. They are the people who will spread the message of Lifelong Learning and facilitate its acceptance. The strategy therefore has to be to inform and engage the decision-makers, opinion-formers and community leaders and to expand their number as quickly and innovatively as possible. This session therefore examines who the leaders are in the learners' city or region and the learning they receive to enable them to make knowledgeable decisions. The learner is encouraged to contribute his/her own ideas and observations and to develop a strategy for improving leadership.

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 and 2 are completed as an exercise for individuals with the answers debated in open session afterwards, facilitated by a learning leader. Assignments 4 and 5 may be completed in small groups of 2 or 3 people again with the results discussed after completion. Assignment 6 is again an individual exercise. Assignment 7 is another opportunity for group creative expression, which should be discussed in plenary session after completion. – you may wish to change the people working together to enable a mix of ideas, experiences and opinions Assignment 9 should be completed by the individual and then discussed and completed with someone else in assignment 10 Assignment 10 is an opportunity to identify other topics of interest to the course/workshop/seminar members and to develop individualised courses for each. The last assignment should provide the feedback that will enable you to improve the session next time round. Always encourage innovative thinking about leaders and leadership.

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.

Assignment 5: Name 5 measures by which you would ensure that this is a decision-taking body and not a talk-shop

1. _____
2. _____
3. _____
4. _____
5. _____

Assignment 6: Actionsheet 1 in the Learning Kitbag below comes from the TELS report. Please read it and answer the embedded questions and exercises

Assignment 7: Suggest 5 strategies by which you would increase the number of good leaders in your own city or region

1. _____
2. _____
3. _____
4. _____
5. _____

Assignment 8: Discuss and consolidate your answers with others.i

Assignment 9: Questionnaire 2 in the Learning Toolkit below is a modified version of the relevant TELS questions on leadership development. Please answer them in relation to your own city or region. Discuss your answers and their implications with others.

Assignment 10: Actionsheet 3 shows the results of the TELS questionnaire on Leadership. What 5 messages does this give to you?

1. _____
2. _____
3. _____
4. _____
5. _____

Assignment 11: This completes this session but not hopefully your need for knowledge on this important subject. You are invited to complete the diagram on the next page by ticking the relevant box.

LEARNING CITIES AND REGIONS FOR THE FUTURE - YOUR LEVEL OF KNOWLEDGE

		High	Enough to get by	Not enough	None	Session
1	Consultation methods and levels					7.1, 7.2
2	Characteristics of a Learning Organisation					2.3
3	Your city as a learning organisation					2.4
4	Skills and competences for learning cities and regions					1.6
5	The city as an ideopolis					1.5
6	Learning Communities in all their senses					2.5
7	Smart cities, wired cities, slow cities					2.6
8	Learning Festivals for developing a learning culture					3.3
9	Learning Charters for demonstrating a city's commitment:					3.2
10	Leadership in the Learning City/Region:					3.4
11	Tools for measuring city and region performance					3.1,4.1,4.2, 4.3,4.4,4.5
12	Lifelong Learning as wealth creator					5.3, 1.5,2.3
13	Tools for activating learners – Personal Learning Audits					5.4,5.5,5.6, 5.7,5.8,5.9
14	Stakeholders in the Learning City/Region – Who? What?					6.1
14	Schools as Stakeholders in community, city and region					6.2, 8.4
15	Higher Education as a stakeholder in community, city and region					6.3
16	Business and Industry as stakeholders in community, city and region					6.4
17	Adult Education Colleges as stakeholders in the city					6.5, 8.5
18	Bringing Museums, Libraries, Archives and Galleries into the learning world					6.6
19	Family Learning					6.7
20	The power of partnerships					6.8
21	Using Technology in the learning city					7.3
22	Active citizenship and volunteering in the learning city					7.4
23	Mentoring in the learning city and region					7.5
24	Resources for the Learning City and region					7.6
25	Global roles and responsibilities for learning cities and regions					8.1
26	Internationalising Learning City Networks					8.2, 8.3
27	International projects as learning city stimulators					8.4, 8.5
28	Two-way profiting from international cooperation					8.6
29	Organisational issues in the learning city and region					9.2
30	Enabling issues in the learning city and region					9.3
31	Pedagogical issues for learning cities and regions					9.4
32	Practical Actions to become a learning city					9.1, 1.4
33	Learning Cities for Elected Representatives (Councillors					4.6
34	Individuals as learners					5.1,5.2,6.7
35	Change, society and the city/region					1.1, 1.2
36	Learning City Domains					1.3
37	Some Research results on Learning Cities and Regions					4.2,4.3, 4.4
3.8	Towards true Learning Societies					2.2
3.9	Defining Learning Cities and Regions					2.1

All sessions shown in the last column follow the progress of the book **‘Learning Cities, Learning Regions, Learning Communities – Lifelong Learning and Local Government’** by Norman Longworth (Taylor and Francis – www.tandf.co.uk/books/) ISBN 10 0-415-37175-9, and add new dimensions. They are downloadable from www.longlearn.org.uk

Assignment 12: 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.

Chapter 3 Session 4

The
LEARNING

KITBAG

Actionsheet 1 Extract from the TELS Report

Developing Local Leadership - Insights, Examples and Implications

In its initial stages a Learning City or region will depend heavily on the commitment of leaders within the city and the communities it serves. They are the people who will spread the message of Lifelong Learning and facilitate its acceptance. The strategy therefore has to be to inform and engage the decision-makers, opinion-formers and community leaders and to expand their number as quickly and innovatively as possible.

Exercise 1: Who exactly are these people in your own city or region? Name names if possible or at least job titles

However the concept of leadership is changing. At a period in history when such skills as decision-making, problem-solving and communicating instructions is passed down the line to the most appropriate point in industry, empowerment is perhaps a more fashionable, and appropriate, word. The process of renewal and regeneration of the learning city, and participation by large numbers of stakeholders, becomes self-sustaining over time.

Exercise 2A: How far do you believe that your city leaders accept this point of view?
Completely?... Mostly? ... Partly ... Not at all ...

Exercise 2B: How far do you personally accept this point of view?
Completely ... Mostly ... Partly ... Not at all ...

Exercise 2C: Say what your own view of what makes a good leader is

But such a happy state lies a long way ahead in most cities. In the primary stages of the development of any new project or system, ideas, solutions and procedures are imparted by the few with the insight and the energy to take the leadership role, to the many. The sensitivity and innovation with which this leadership is exercised can be the difference between success and failure in these circumstances. It is a process of empowering as many people as possible to play a responsible role in learning city development, in a cascade model of growth, so that the city itself becomes a learning organization.

Exercise 3A: What do you understand to be a cascade model of leadership growth?

Exercise 3B: How might it work in your own city or region?

One of the first steps a city can take is to organize courses to develop the learning leaders who can help achieve common goals. These should not always be the obvious candidates of teachers, social workers, managers and councillors. Leaders can, and should come from anywhere in the community, from any background - from industry, voluntary organizations, education, perhaps even from the ranks of the unemployed. They need to be given the vision of a learning city and invited to participate in its development, inserting their own ideas and practical advice. This is the learning city as a learning organization, an exercise in participation and commitment with the aim of eventually involving everyone in the city in the common objective. Leaders should be immersed in the skills of creativity and, just as important, how to develop creativity in others.

Exercise 4A: How many of your city's/region's leaders have taken a course about the learning city?
Many/few/none

Exercise 4B: How many leaders in your community do not come from 'the obvious candidates'?
Many/few/none

Exercise 4C: How far is 'creativity' a component of leadership courses in your city or region?

It should be a cascade process, each member of each group developing another group. Brainstorming sessions with local government officers, schoolteachers and children, the disadvantaged and disabled, higher education lecturers, special interest groups would help to increase knowledge and commitment.. These, in themselves, would inspire new solutions to old problems. They should be encouraged to use all the resources of the community around them - the buildings, the streets, the parks, the theatres, the shops, restaurants and public houses to spread the message of learning and to involve people in projects to enhance it.

Exercise 5: How would you use the resources of the community as named above to develop leadership?

One example might be Glasgow. Its progress towards a Learning City is master-minded by the Glasgow Development Agency. Within its 'Learning Inquiry' strategy, still at an early stage, its leaders are the members of 4 'themed action groups'. These comprise 12 'experts' to develop plans, solutions and activities within 4 overarching themes

- How to get more organizations involved in developing their people, especially SME's
- How to encourage Institutions to improve quality in the supply of access to training and how to evaluate it
- How to stimulate personal motivation to learn, especially where traditional learning achievement is poor
- How to surmount 'Barriers to Learning', a topic to be addressed by all groups.

Exercise 6A: Put a tick against those of the 4 themes above that are carried out in your city/region

Exercise 6B What are 5 of those barriers to learning in your city/region?

2
3
4
5

Within their remits are such issues as new ways of learning, citizen involvement, developing learning cultures, wealth creation and identifying best practice. Each group will be supported by a facilitator who will advise and help put into action the workplans. The facilitators work together, consulting and using the staff within the city's lifelong learning directorate, also based at the Development Agency. While much is employee-oriented toward improving industry's performance and the continuous training of the workforce, the strategy does recognise that 'regeneration and a culture of lifelong learning cannot be accomplished by any one agency alone. All organizations have a unique contribution to make, but they must work together to produce added value.'

Which organization would best perform the leadership task in a learning city? In Glasgow and some other cities in Britain it is the Development Agency which leads the pack. And this is reasonable, since Development Agencies have a commitment to change things, a budget to allow them to do it, a staff which can focus on the task and a healthy distance from the vested interests. They need to be convinced that their work will be in vain if the vision of a lifelong learning city does not happen. However, other cities may choose differently. Business and Industry has the marketing and development know-how and, particularly in France, strong Chambers of Commerce may be the new leaders.

In other places Universities may be an acceptable central focus of community involvement. In 'Lifelong learning', the vision of a 'universal university' university was mooted. Instead of an institution for educating an elite of highly intelligent undergraduates and researchers, the university of the 21st century would become a universal university, open to all irrespective of background, of qualification, of age, of subject. To create the sort of society in which learning is natural and pervasive, that may be the way the traditional university must go. Thus the mission of the university as place which adopts a leadership role in the local community, serving it and involving its citizens in the research it carries out, would see the community as a huge learning research laboratory. It would act as a conduit to the rest of the world through its national and international dimensions and contacts, importing and exporting new knowledge and ideas from and to it. By involving the people it would disseminate valuable knowledge, understanding and insights to the whole community.

Exercise 7A What contribution do the following make to the development of a learning city/region in your city/region? Put others in the blank rows

	A lot	A little	None
The Local Authority Administration			
The local university (ies)			
Business and Industry			
The Development Agency			
The City Council			
The Adult Education College			
The schools			
Community Centres			
Voluntary Organisations			

Exercise 7B: Put a circle around the organisation that takes the main lead.

Questionnaire 2

Leadership development in a Learning City

1 Does the city lifelong learning strategy contain provision for leadership development? Yes/No

2 How are opinion-formers and leaders actively involved in the development of the learning city at present?

2.1 Through a strategy for keeping them informed

2.2 Through courses/seminars for leaders in lifelong learning

2.3. By giving people specific tasks which expand lifelong learning in the community

2.4 There is no strategy at present to involve leaders.

3 How many of the following people have participated in formal training in lifelong learning or learning city matters (put a tick in the relevant column against your best estimate)? Column 1= None, 2- 1-20%, 3=21-50%, 4= 51-75%, 5= 76-100%

		1	2	3	4	5
3.1	Elected Representatives					
3.2	Advice, support and guidance workers					
3.3	Teachers and lecturers					
3.4	Public Sector Employees					
3.5	Private Sector employees					
3.6	Third Age Retirees					
3.7	Community Workers					
3.8	Excluded people - unemployed, disadvantaged etc					
3.9	Union/Association Representatives					
3.10	Voluntary Organisation leaders and workers					

4 Where in the city do formal leadership development courses for lifelong learning and learning city matters exist?

4.1. City Local Government Administration Departments

4.2. Schools to 18 years old

4.3. Universities/Degree awarding Bodies

4.4. Further/Vocational Education Colleges

4.5. Community Centres

4.6. Private Sector Business and Industry

4.7. Pre-Service and in-service Teacher Training Institutions,

4.8. Trades Unions/professional associations

4.9. Other Organisations engaged in Learning

5. Is there a strategy to increase the number of people as leaders in the development of the learning city?
yes/no/in process

6. Are new course and seminars being developed to encourage city and community leaders to understand and participate in the growth of the city as a learning city?
yes/no/in process

Actionsheet 3

Leadership and TELS

In TELS, City strategies for lifelong learning include provisions for leadership development in 16 cities. Formal courses in leadership development for lifelong learning are offered primarily by organizations for further/vocational education in 13 cities, or by providers of non-vocational community or adult education in 12 cities. In 19 cities opinion-leaders and community leaders are actively involved in the development of the learning city through a strategy for keeping them informed and by giving them specific assignments that spread lifelong learning in the community. Thus 17% of the sample actively keeps its leaders up to date and in more than 80% there is no such provision.

Courses do exist however, though the link between them and leadership has not always been made.

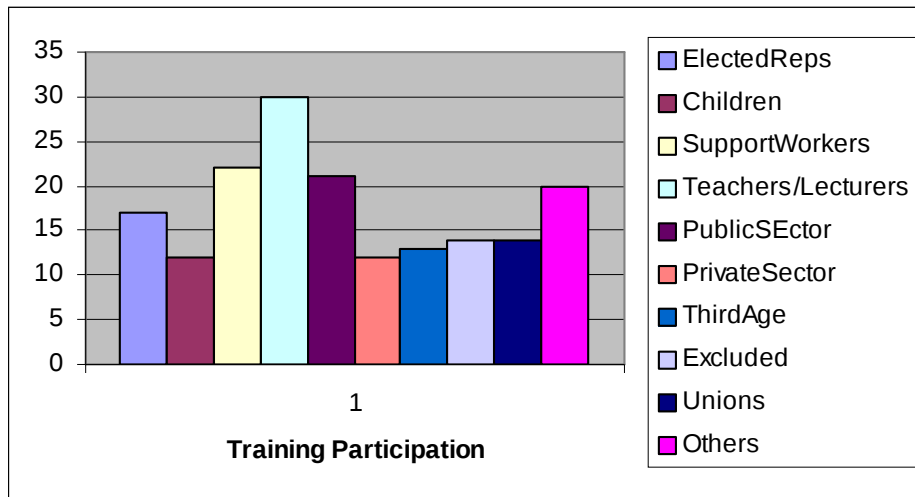


Figure 27 People Participation in Lifelong Learning Education by category

As shown in figure 27, participation in formal training in lifelong learning already exists for teachers and lecturers in 30 cities, for counselling, support and guidance workers in 22 cities, and for public sector employees, in 21 cities. Only 12 cities offer such courses to private sector employees and 16 to elected representatives, a similar small number to those offered to equally needy groups such as third-agers, private sector employees and the unemployed, who it might seem, would most benefit.

Lifelong learning courses exist in Vocational education centres (16 cities), non-vocational adult education centres (16) and other centres of education. Fewer courses exist in schools (10), universities (9) and teacher training institutions (8). Nevertheless, the development of new courses is in process in 20 cities.

17 cities say that they have a strategy to increase the number of people who are to function as leaders in the development of the learning city. That strategy however appears to identify teachers and lecturers and elected representatives as the people to spread the message of the learning city.

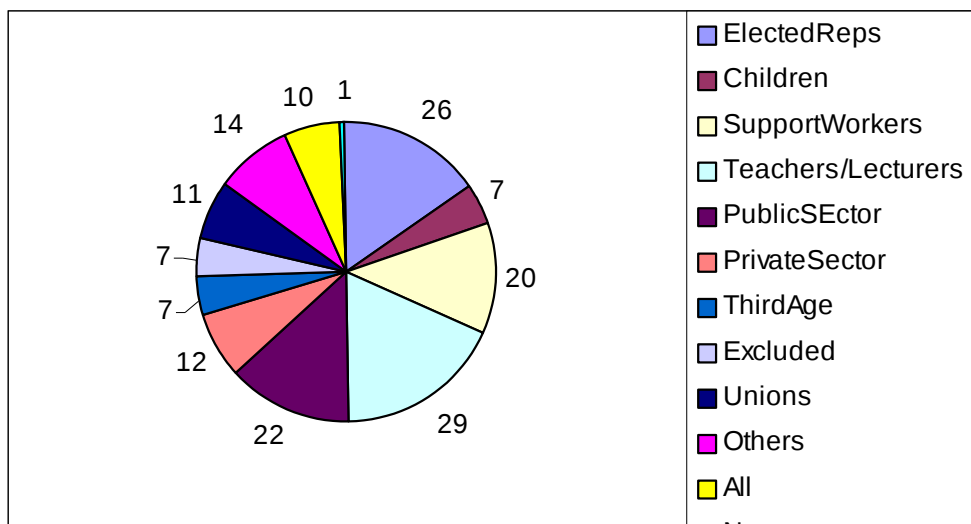


Figure 28. People expected to be leaders in the Learning City

Those cities without such a strategy thought similarly (see figure 28), 29 cities identifying teachers and lecturers and 26 cities identifying elected representatives, thus questioning some of the more cynical observations at seminars and conferences that these are the last people who might be expected to spread that message truly, having a vested interest in the status quo. Of the alternative groups offered, only 7 cities believe that new leaders will emerge among third age retirees or from groups of hitherto excluded people such as the unemployed, though some of these excluded no-one from that process. More encouraging however is the fact that almost 20 new cities are now in the process of addressing this issue.

Where to find sessions on topics

All sessions follow the progress of the book 'Learning Cities, Learning Regions, Learning Communities – Lifelong Learning and Local Government' by Norman Longworth (Taylor and Francis – www.tandf.co.uk/books/) ISBN 10 0-415-37175-9

	Topic	Session(s)
1	Consultation methods and levels	7.1, 7.2
2	Characteristics of a Learning Organisation	2.3
3	Your city as a learning organisation	2.4
4	Skills and competences for the 21 st century	1.6
5	The city as an ideopolis	1.7
6	Learning Communities in all their senses	2.5
7	Smart cities, wired cities, slow cities	2.6
8	Learning Festivals for developing a learning culture	3.3
9	Learning Charters for demonstrating a city's commitment:	3.2
10	Leadership in the Learning City/Region:	3.4
11	Tools for measuring city/region performance	4.1, 4.2, 4.3, 4.4, 4.5
12	Lifelong Learning as wealth creator	5.3, 1.5, 2.3
13	Tools for activating learners – Personal Learning Audits	5.4, 5.5, 5.6, 5.7, 5.8, 5.9
14	Schools as Stakeholders in community, city and region	6.2, 8.4
15	Higher Education as a stakeholder in community, city and region	6.3
16	Business and Industry as stakeholders in community, city and region	6.4
17	Adult Education Colleges as stakeholders	6.5, 8.5
18	Bringing Museums, Libraries, Archives and Galleries into the learning world	6.6
19	Family Learning	6.7
20	The power of partnerships in the city and region	6.8
21	Using Technology in the learning city	7.3
22	Active citizenship and volunteering in the learning city	7.4
23	Mentoring in the learning city	7.5
24	Resources for the Learning City	7.6
25	Global roles and responsibilities for learning cities and regions	8.1
26	Internationalising Learning City Networks	8.2, 8.3
27	International projects as learning city stimulators (schools, adults)	8.4, 8.5
278	Two-way profiting from international cooperation	8.6
289	Organisational issues in the learning city and region	9.2
309	Enabling issues in the learning city and region	9.3
31	Pedagogical issues for learning cities and regions	9.4
32	Practical Actions to become a learning city	9.1, 1.4
33	Learning Cities for Elected Representatives and Councillors	4.6
34	Individuals as learners	5.1, 5.2, 6.7
35	Change, society and the city/region	1.1, 1.2,
36	Learning City Domains	1.3
37	Some Research results on Learning Cities and Regions	4.2, 4.3, 4.4

The sessions themselves are downloadable from the learning materials section of the longlearn website

www.longlearn.org.uk