

# **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)

## Chapter 6 Session 6.2:

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

**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](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 21<sup>st</sup> 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 21<sup>st</sup> century Education' by Longworth, (Taylor and Francis, Abingdon) [http://www.taylorandfrancis.co.uk/shopping\\_cart/search/search.asp?search=longworth](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 Actionsheet 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 Actionsheet 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.

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**Assignment 5:** Have a look at the insights into community interaction at St Columba school on Actionsheet 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 <sup>st</sup> 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					

<b>(European Round Table of Industrialists – A stimulus to job creation)</b>					
‘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 <sup>st</sup> century societies will have learning communities in line with the needs of continuously changing economic and social environments’.(John Abbott)					
<b>The basics have changed. To concentrate on giving children literacy and numeracy skills is to give them 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)</b>					
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 <sup>st</sup> century schoolroom, promoting the excitement and versatility of learning instead of the boredom of waiting and inaction. (Lifelong Learning in Action)					
<b>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)</b>					

**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

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**Assignment 10:** Have look at the LONGLEARN poster shown on Actionsheet 4 of the Learning Kitbag. On the lines provided put a mark for the extent to which you believe your own school did that. 1= fully, 2= mostly, 3= half and half, 4= partly, 5= not at all.

Did your school ever display such a poster or something similar?

	Yes	No
As a poster on the classroom or school walls?		
As a handout for pupils?		
As a handout for all parents?		
In the school bulletin or information sheet?		
Anywhere else		

**Assignment 11:** Now look at the Learning School charter on Actionsheet 5 of the kitbag. Repeat the exercise in 10 above.

**Assignment 12:** Discuss your opinions with others

**Assignment 13:** Actionsheet 6 in the learning kitbag shows an uncompleted diagram of the general skills, competences and attributes required for life in the 21<sup>st</sup> century. Fill in the ovals with the skills and attributes that you think today's young people will need in order to become effective citizens of tomorrow's world.

**Assignment 14:** Compare your answers with those shown on Actionsheet 9 of the kitbag. Yours may of course be different but add any that you think you may have missed and are important

### Schools and teachers

**Assignment 15: 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 schoolteachers in your city have, in general, 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
<i>even a well-educated, fully trained adult with a wealth of qualifications' can only expect to remain current with developments in a changing world for a maximum of three years. New knowledge, new procedures, new processes and new environments will enforce new thinking, new actions and new ideas. A professional person who does not understand and implement the need for continuous improvement in a lifelong learning world is not just standing still. He/she is falling behind. The maintenance of good teaching demands that teachers review regularly the ways in which they are applying principles of differentiation, coherence, progression and continuity. They also need to establish balance in the what and the how of their teaching and their core purposes. To be a professional means taking up a lifelong commitment to inquiring practice.' (Rose and Nicholls)</i>					
<i>'Teaching' for me is not the imposition of another's ideas or knowledge, but the expert opening up of the mind and the intellect to allow it to take in the understanding, beauty and wisdom of our passage on this earth. Perhaps the problem is not the school, but the stifling system which puts teachers into the position of information brokers within artificially fragmented subject areas. (Learning Communities website)</i>					
<i>Teaching as a professional role faces decisive change in the coming decades: teachers and trainers become guides, mentors and mediators. Their role – and it is a crucially important one – is to help and support learners who, as far as possible, take charge of their own learning. The capacity and the confidence to develop and practise open and participatory teaching and learning methods should therefore become an essential professional skill for educators and trainers, in both formal and non-formal settings. (European memorandum on lifelong learning)</i>					
<i>However schools now operate in a complex world becoming ever more perplexing and diverse. Respect has to be earned and the democratic concerns of a wider constituency of people and organizations met. Knowledge has proliferated, a greater number of skills and competencies are needed to survive in an often hostile world and values and attitudes have changed. The sources of information have burgeoned and become ever more urgent. The job of the teacher has changed with all of this. No longer is he/she God, the fount of all knowledge, the ticket to prosperity. Teachers need help. Lifelong Learning in Action)</i>					
<i>The teacher of the future must develop from being a production worker, teaching so many hours to so many pupils for so many hours a day, to being a planner, a coach and a supervisor, and (not least) a critic of the learning process itself (J Abbott)</i>					
<i>In a world in which information is doubling every five years, no-one expects the teacher to have total knowledge. The teachers most valuable function is as a trained, skilled manager - a conductor of the orchestra of learning, introducing the instruments which facilitate the learning in a wide range of symphonic variations (Making Lifelong Learning Work)</i>					

*Teachers are no longer viewed as remote, powerful authority figures, whose pronouncements have the force of law. These changes can seem threatening for teachers, but they can also be liberating. No longer do teachers have to 'know' or convey everything – instead of being the source of information and knowledge, they can become catalysts and facilitators, empowering students to explore a multitude of information resources and, above all, to discover the process of learning – of learning how to learn (Professor Denise Bradley AO, Vice Chancellor, University of South Australia)*

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**Assignment 16:** Extract 5 basic issues for teachers resulting from these quotations from reports and books on the subject.

1
2
3
4
5
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**Assignment 17:** If you have any other comment about these quotations and your answers to them please use the lines below. Then discuss your comments with others

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**Assignment 18:** Have a look at the skills of a 21<sup>st</sup> century teacher on Actionsheet 7 of the learning kitbag. Against each one put a mark out of 4 for your estimate of whether it is essential (1), very important (2), useful (3), unimportant (4). Put a cross against the 5 that you believe to be the most important.

**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 20:** The diagram on Actionsheet 8 of the learning kitbag encapsulates the many changes that are needed to bring schools into 20<sup>th</sup> century. It is shown in the book 'Learning Cities, Learning Regions, Learning Communities. The last column is blank – complete it with the actions which you believe need to be taken to get from column 1 to column 2. If there is not enough space use a blank piece of paper.

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

**Assignment 22:** 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
38	Towards true Learning Societies					2.2
39	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/](http://www.tandf.co.uk/books/)) ISBN 10 0-415-37175-9, and add new dimensions. They are downloadable from [www.longlearn.org.uk](http://www.longlearn.org.uk)

**Assignment 23.** 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.

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**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 21<sup>st</sup> 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) Access module 12 of the ‘LILLIPUT’ learning materials ([www.appui.esc-toulouse.fr](http://www.appui.esc-toulouse.fr)) which contains 20 lessons on many aspects of the relationship of schools to lifelong learning concepts and their roles in the development of learning cities and regions.**

**c) Carry out the full schools stakeholder audit by contacting the University of Stirling at [www.ioe.stir.ac.uk/Indicators/](http://www.ioe.stir.ac.uk/Indicators/)**

## **Chapter 6 Session 2**

# **The LEARNING**

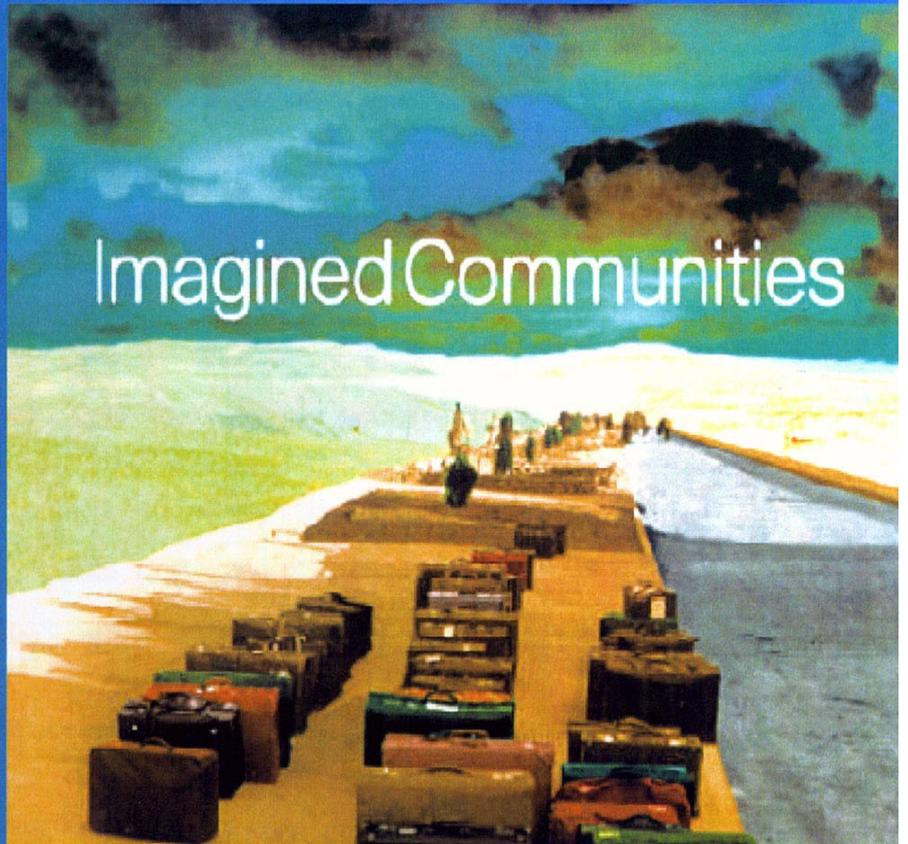
## **KITBAG**

**The school and the community**

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

# **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.

<b>We believe the facilities at St Columba offer the wider community opportunities to experience lifelong learning</b>	<b>A</b>	<b>B</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> .		

<b>Our Hopes for the Wider Community</b>	<b>A</b>	<b>B</b>
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.		

This is a

# Lifelong Learning School

We:

Love all children with equal depth as individuals \_\_\_\_\_

Empower all children to develop their full potential \_\_\_\_\_

Assess all children without creating failure \_\_\_\_\_

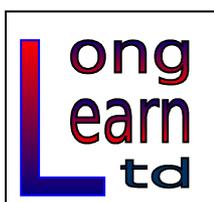
Resource all children with skills and values for life \_\_\_\_\_

Nourish all children mentally, physically and spiritually \_\_\_\_\_

Involve parents and the community \_\_\_\_\_

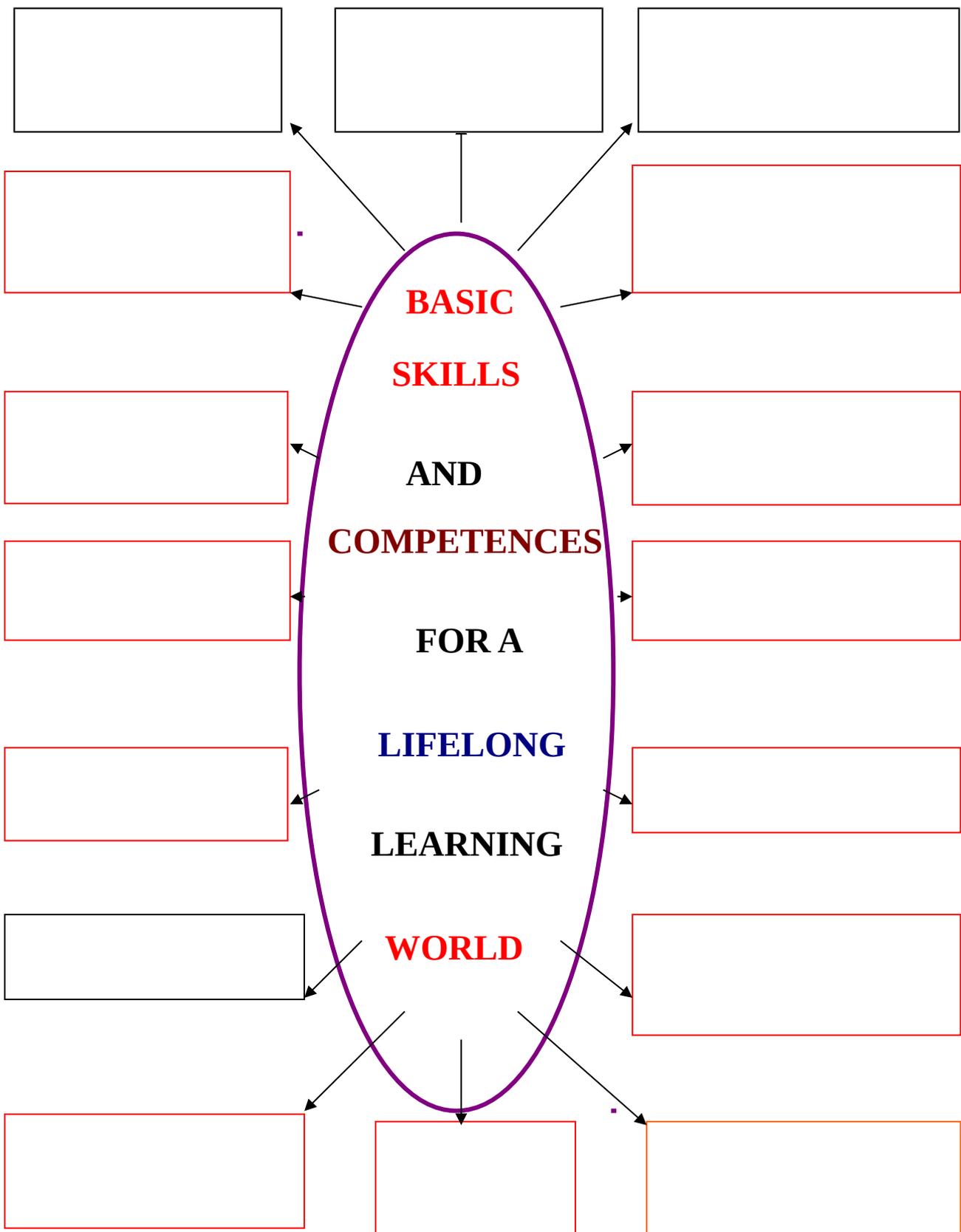
Nurture all children into full and fulfilled human beings \_\_\_\_\_

Give all children a respect for themselves and others \_\_\_\_\_



**A Lifelong Learning Company**  
([www.Longlearn.org.UK](http://www.Longlearn.org.UK))

<b>THIS IS A LEARNING SCHOOL</b>	<b>A</b>
<b>WE RECOGNISE THE CRUCIAL IMPORTANCE OF LEARNING AS THE MAJOR DRIVING FORCE FOR THE WELL-BEING OF OUR STAFF AND STUDENTS, OUR SURVIVAL AS A LEARNING PROVIDER AND THE CREATION OF A STABLE SOCIETY IN WHICH WE CAN GROW</b>	
<b>We declare that we will invest in Lifelong Learning within our school by:</b>	
<b>1. DEVELOPING PRODUCTIVE PARTNERSHIPS WITH THE OUTSIDE COMMUNITY FOR OPTIMISING AND SHARING RESOURCES, AND INCREASING LEARNING OPPORTUNITIES FOR ALL</b>	
<b>2. AUDITING THE LEARNING REQUIREMENTS OF STAFF AND STUDENTS FOR PERSONAL GROWTH, CAREER DEVELOPMENT AND FAMILY WELL-BEING</b>	
<b>3. SUPPORTING LEARNING FOR STAFF AND STUDENTS THROUGH MODERN LEARNING GUIDANCE AND COUNSELLING SERVICES</b>	
<b>4. SUPPLYING LEARNING AS FAR AS POSSIBLE ACCORDING TO THE LEARNING STYLES OF THE LEARNERS THEMSELVES</b>	
<b>5. STIMULATING DEMAND FOR LEARNING INTERNALLY THROUGH INNOVATIVE COMMUNICATION STRATEGIES AND THE EFFECTIVE USE OF THE MANAGEMENT SYSTEM</b>	
<b>6. STIMULATING DEMAND FOR LEARNING EXTERNALLY BY HELPING TO DISCOVER THE LEARNING REQUIREMENTS OF PARENTS AND PEOPLE IN THE COMMUNITY IN WHICH WE EXIST, AND HELPING TO PROVIDE THE SUPPORT AND LEARNING TO SATISFY THEM</b>	
<b>7. ENABLING THE APPROPRIATE AND EFFECTIVE USE OF NEW LEARNING TECHNOLOGIES THROUGH NEW INVESTMENT AND A VIGOROUS STAFF TRAINING STRATEGY</b>	
<b>8. MOTIVATING STAFF AND STUDENTS TO CONTRIBUTE THEIR OWN TALENTS, SKILLS, KNOWLEDGE AND ENERGY TO SUPPORT THE LEARNING OF OTHERS AND TO CARE FOR THE ENVIRONMENT</b>	
<b>9 ENCOURAGING THE DEVELOPMENT OF PERSONAL LEARNING ACTION PLANS BY STAFF AND STUDENTS</b>	
<b>10. RESPECTING ALL PEOPLE AS VALUABLE AND VALUED INDIVIDUALS IRRESPECTIVE OF RACE, BELIEF, ABILITY, GENDER OR NATIONALITY</b>	
<b>11. HELPING MORE PEOPLE LEARN BY ENSURING THAT ALL STAFF ARE KEPT UP TO DATE WITH MODERN KNOWLEDGE OF HOW CHILDREN LEARN</b>	
<b>12. CELEBRATING AND REWARDING LEARNING AND ACHIEVEMENT BY PROMOTING FREQUENT EVENTS OPEN TO ALL</b>	



**Learning Counsellors - Teachers of Tomorrow**

**Leadership Skills**

- ✓ **Create the habit of learning in people through a thorough knowledge of how people learn and their individual learning styles**

**Technology Skills**

- ✓ **Optimise the use of open and distance learning technologies to make the best use of their power to create interactive feedback between the learner and the learning programme(s)**

**Classroom Management Skills**

- ✓ **Understand how to organise classrooms into hives of active personal learning using all the human resources available from parents and the community**

**Networking Skills**

- ✓ **Network learners with other learners on a local, national and International basis and develop all the ways of using Communications technology to stimulate innovative learning**

**Negotiating Skills**

- ✓ **Support learning by developing and exploiting partnerships between Industry, schools, higher and further education, local Government and the informal education system**

**Counselling Skills**

- ✓ **Empower each learner by helping to set and monitor personal goals through personal learning plans, mentoring techniques and individualised learning modules**

**Research Skills**

- ✓ **Lift the vision of students by involving them in audits, surveys and studies which enhance their appreciation of the world around them and the value of critical analysis**

**Resource Discovery skills**

- ✓ **Link the results to learning opportunities locally, nationally and internationally and make use of all funding sources**

**Skills of Resource Management**

- ✓ **Organise information programmes and schemes to mobilise the skills and talents of the whole community for education and learning**

**Self-Improvement Skills**

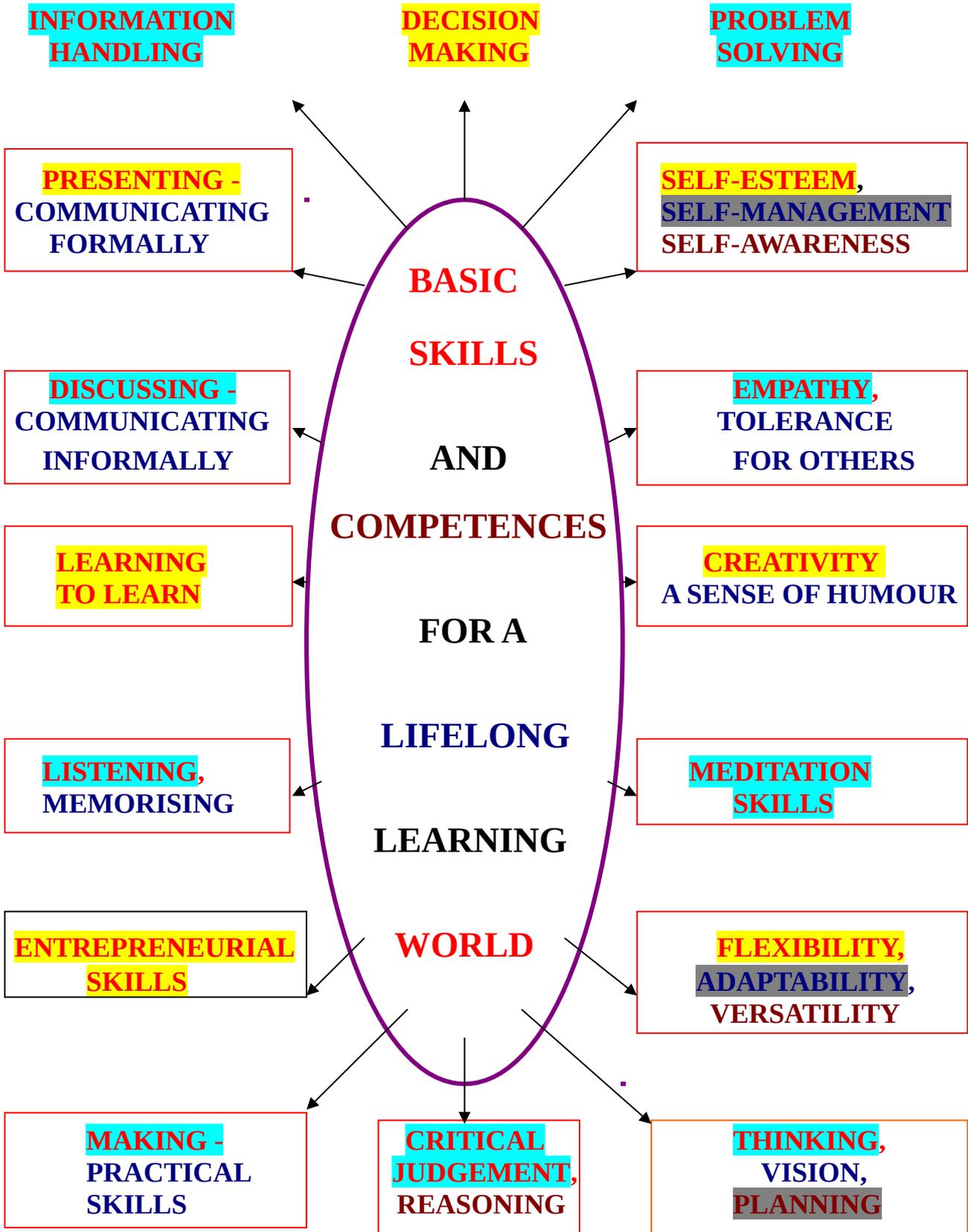
- ✓ **Respond to the new lifelong learning world by continuously updating skills and competencies**

**Inspirational Skills**

- ✓ **Stimulate learning into an enjoyable and creative experience through a thorough knowledge of the psychology of learning motivation and how to overcome barriers to learning confidence.**

**Equally at home in Industry, Schools, Adult Education, Universities and all parts of education and social systems**

Education and Training C20	Lifelong Learning C21	Action for change
1. Sets narrow academic objectives and targets and works to achieve these in the present	Not only works to achieve present targets but also to impart future long-term values and attitudes to learning	
2. Rudimentary short-term business plan usually around academic matters. Little effort to keep every stakeholder informed and on-side.	A full written organizational Strategy, available to all, for developing the school into a lifelong learning organization, and covering all aspects of the school's activity.	
3. Some teachers go on educational courses according to need or desire. Occasional seminars in schools for teachers only.	Every person in the school has a continuous improvement plan for academic and personal skill/ knowledge development embedded into the management system, and part related to the school development plan	
4. Teachers only human resource for curriculum delivery supplemented by helpers. Other resources supplied from local government and school events	School adds human resource by tapping into skills, talents and knowledge of governors, parents and everyone in the community and other resource by exploring funding and other sources in the community	
5. Curriculum based on discrete subjects, and assessed on memorization of facts with pass-fail philosophy	Curriculum based on skills and knowledge, the enhancement of self-esteem and the acceptance of lifelong values. Examinations as stock-taking part of the personal learning process	
6. In-school pastoral care systems staffed by overworked teachers. Sparse support services to identify and solve individual learning and social problems early	Guidance, support and counselling systems available for all learners and their families using all available resources. Rapid identification and solution of learning and social problems	
7. Focus on curriculum and examination success within the school. Social curriculum dealt with on an ad hoc basis. Some social and community programmes	Looks outward to the world, learning by contributing to the community in which it exists. Strong social curriculum to promote a sense of tolerance and understanding of different races, creeds and cultures	
8. Teacher as a passer of information through didactic teaching methods using chalk, talk and paper exercises.	Teacher as developer of learning skills using motivational power of ICT, multimedia, networks etc in individualized active learning programmes	
9. Parents invited to school to discuss child's progress once a term. Occasional public information meetings	Involves the family in the life of the school through increased home-school cooperation and active participation in school events	
10. In some schools a play or a show once a year. Out-of-school activities led by enthusiastic teachers. Annual School Fair and Presentation Days	Enhances confidence, creativity and the cultural vision of staff, parents, children and the community through a wide range of extra-curricular activities.	
11. (In some countries) Concentrates mainly on high academic achievers in order to enhance attractiveness to parents through position in league tables.	Concentrates on academic and personal success of all pupils as a means of enhancing the school's reputation and satisfying society's need. Invites the public to share in it.	



## Actionsheet 10

### QUALITY IN A 21<sup>ST</sup> CENTURY LIFELONG LEARNING SCHOOL

Education and Training C20	Lifelong Learning C21	Action for Change
1. Sets narrow academic objectives and targets and works to achieve these in the present	Not only works to achieve present targets but also to impart future long-term values and attitudes to learning	More schools/life links and partnerships – with industry, community etc construct a wider curriculum dealing with life skills
2. Rudimentary short-term business plan usually around academic matters. Little effort to keep every stakeholder informed and on-side.	A full written organizational Strategy, available to all, for developing the school into a lifelong learning organization, and covering all aspects of the school's activity.	Develop longer-term school business plan and make it available to all . Create pro-active information strategies to bring all stakeholders on-side. Adopt external quality indicators like Investors in People
3. Some teachers go on educational courses according to need or desire. Occasional seminars in schools for teachers only.	Every person in the school has a continuous improvement plan for academic and personal skill/ knowledge development embedded into the management system, and part related to the school development plan	Develop written continuous improvement plans for academic and personal development of pupils, teachers and admin staff. Extend these to parents and community as desired
4. Teachers only human resource for curriculum delivery supplemented by helpers. Other resources supplied from local government and school events	School adds human resource by tapping into skills, talents and knowledge of governors, parents and everyone in the community and other resource by exploring funding and other sources in the community	Appoint someone to identify and use ALL the human and other resources in the community and beyond. Use innovative strategies to involve the community in school development
5. Curriculum based on discrete subjects, and assessed on memorization of facts with pass-fail philosophy	Curriculum based on skills and knowledge, the enhancement of self-esteem and the acceptance of lifelong values. Examinations as stock-taking part of the personal learning process	Incorporate personal skills development into curriculum Take the notion of failure out of the system and replace it with strategies for improving personal self-esteem
6. In-school pastoral care systems staffed by overworked teachers. Sparse support services to identify and solve individual learning and social problems early	Guidance, support and counselling systems available for all learners and their families using all available resources. Rapid identification and solution of learning and social problems	Introduce individual learning guidance systems for all pupils and update frequently Use resources in school and community – mentors etc, Involve the family. Initiate rapid response system.
7. Focus on curriculum and examination success within the school. Social curriculum dealt with on an ad hoc basis. Some social and community programmes	Looks outward to the world, learning by contributing to the community in which it exists. Strong social curriculum to promote a sense of tolerance and understanding of different races, creeds and cultures	Introduce an active social curriculum in and out of school to enhance tolerance and understanding. Use internet networks in projects to link pupils to other pupils throughout the world
8. Teacher as a passer of information through didactic teaching methods using chalk, talk and paper exercises.	Teacher as developer of learning skills using motivational power of ICT, multimedia, networks etc in individualized active learning programmes	Train all teachers in the many uses of technology as learning tools. Invest heavily in ICT through innovative programmes with industry etc
9. Parents invited to school to discuss child's progress once a term. Occasional public information meetings	Involves the family in the life of the school through increased home-school cooperation and active participation in school events	Write a family participation guide outlining all the things parents etc can do for the school. Open an email line. Establish a contact point
10. In some schools a play or a show once a year. Out-of-school activities led by enthusiastic teachers. Annual School Fair and Presentation Days	Enhances confidence, creativity and the cultural vision of staff, parents, children and the community through a wide range of extra-curricular activities.	Establish an impressive programme of school societies, out-of-school activities, cultural events etc and involve the community where appropriate
11. (In some countries) Concentrates mainly on high academic achievers in order to enhance attractiveness to parents through position in league tables.	Concentrates on academic and personal success of all pupils as a means of enhancing the school's reputation and satisfying society's need. Invites the public to share in it.	Market the school strongly. Emphasize the positive learning opportunities for all children, staff and the community at large. Create own league table of all-round achievement.

## LEARNING MATERIALS ON CITIES AND REGIONS FOR THE FUTURE – A REMINDER

		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/](http://www.tandf.co.uk/books/) ) ISBN 10 0-415-37175-9, and add new dimensions. They are downloadable from [www.longlearn.org.uk](http://www.longlearn.org.uk)