

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 8 Session 8.3:

PALLACE Case Study 1:

International schools projects as Learning City and Community stimulators

'the network which South Australia put together was the first to involve children, teachers and parents in focussed debate about the learning community and what schools can do to help create it. There is an important add-on value to this concept in that it not only creates heightened awareness of what a learning city can be but also potentially mobilizes hundreds of people to contribute to it, not least those future citizens who will eventually inherit its administration.'

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

Chapter 8 Session 8.3:

PALLACE Case Study 1: International schools projects as Learning City and Community stimulators

Session outline: So far in this chapter we have studied the general issues around international cooperation and the benefits to be obtained from it. We have also looked at a Case Study from Kent. This session homes in on international cooperation at the schools level. It comprises a series of assignments and exercises describing how international projects can give new insights and impetus to help stimulate local action (think globally, act locally) and uses examples from the PALLACE project. It continues by discussing what our current generation of schoolchildren – the future generations of adults - have to contribute to the construction of learning cities and regions, why it is both important and beneficial and ends with the development of a tool to improve that process.

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 3 are completed as an exercise for individuals with the answers debated in open session afterwards, facilitated by a learning leader. All other assignments 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 173 to 176 of this valuable book before carrying out these assignments would provide an excellent introduction to the session, and strengthen learning.

Assignment 1: Look at the chart on Actionsheet 1 of the learning kitbag.

A: What does it tell you about the attitudes of young people

a) in your country? _____

b) in Europe as a whole _____

B: Why do you think that these attitudes are as they are? _____

C: What can you guess happens in Finland to make it so different from the rest?

Assignment 2: Discuss these issues with others.

Assignment 3: Look at the description of the Canadian Schoolnet on Actionsheet 2. Say to what extent your local junior and secondary school do the following. Use a x for secondary and a tick for junior

	frequently	sometimes	never
Receives preferential telephone rates for using the internet			
Works with other schools in an electronic network			
Links with organisations providing refurbished or new computers			
Accesses electronic databases to enhance the content of lessons			
Teachers access and discuss best learning practice with others			
Teachers exchange learning materials			
Teachers develop new more challenging courses from the net for individual pupils			
Teachers develop new more challenging courses from the net for working in teams			
Teachers work with teachers in other schools internationally through the net			
Students work in collaborative projects with other students internationally			
Teachers and students access experts from around the world			
Teachers help make homework into a family adventure			

Administrators forge stronger links with the community through the net			
The school has its own web-site			
Economies are made in bulk purchase with other schools			
The school is transformed into a learning, challenging, communicating and exciting place through its networks			

Assignment 4: Please make any comment about this exercise you wish to make. Then discuss the whole exercise with others

Assignment 5: Use the web to find as many international schoolnets as you can.

Assignment 6 Answer the questions on actionsheet 3.

Assignment 7: (also from Chapter 6 session 2): Have a look at the insights into community interaction at St Columba school on Actionsheet 4 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 8: Compare your outputs with others

Assignment 9: Actionsheet 5 in the Learning Kitbag shows some of the results of the PALLACE project. Read it and carry out the exercises on Actionsheet 6.

Assignment 10: Discuss your answers with others

Assignment 11: Here's where we get creative. You are the teacher in charge of an international link between your school and that of another country. Your remit is to stimulate thinking about what your school (and schools in general) can do to help transform your city or town into a learning city or a learning town. The other school is doing the same and you want to bounce ideas between the students, as well as involve parents and other staff. Name 8 of the actions you would take to make it happen?

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8.

Assignment 12: One way of doing this is to develop an audit of learning activity in the community in which everyone concerned (and the community at large can participate). What sort of questions would be included on it?

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/) ISBN 10 0-415-37175-9, and add new dimensions. They are downloadable from www.longlearn.org.uk

Assignment 18: 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.

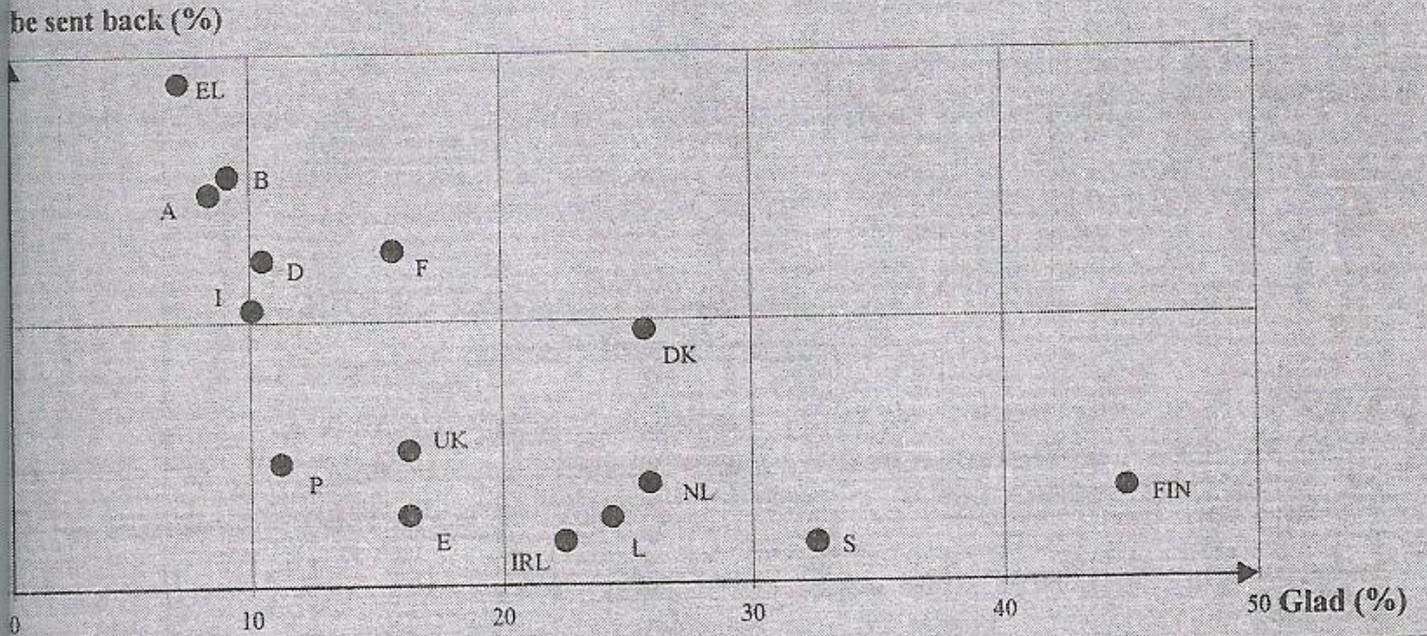
Chapter 8: Session 4

THE

LEARNING

KITBAG

ATTITUDES TOWARD FOREIGNERS OF THE 15-24 YEAR OLD POPULATION, 1997



Source: Eurobarometer.

A similar network operates on a much grander scale in Canada. Schoolnet, a network of the provincial providers of electronic networks for education, is available to every school. Further, although it is neither free nor public, its board is packed with educationists who make sure it remains affordable. It negotiates preferential telephone rates for schools and is linked to organizations which can provide less expensive refurbished computers. a number of computer. Databases are made available, including local and national history, and the full books of remembrance of Canadians who fought in wars, and wetlands and sustainable development, educational games and simulations. The benefits and uses are described in its descriptive pamphlet produced by Industry Canada.

Students, it says, can stimulate their imagination, develop the confidence to explore challenging new subjects, gain a broader knowledge of the outside world, develop marketable skills in information technology

Teachers can access a global reservoir of information complementing their expertise and including experts and databases around the world. They can discuss best educational practices and resources nationally and internationally, and create their own deliverable learning materials. One might add that they can also develop courses which challenge students to learn individually, in teams with their classmates, internationally with others from other countries and with a wide variety of experts, including their own teachers and parents, as required of a lifelong learning world. The role of the teacher as an empowerer of knowledge and an enabler of learning activity, inserting him/herself into the communication, has already been discussed as a new and urgent skill.

Through Schoolnet and other networks parents can participate in their childrens' education, make homework into a family adventure and encourage children to higher achievement levels. They can communicate with teachers and access information on developments in educational practice, grants, universities etc.

Administrators and those who sit on the governing bodies of schools can communicate better with each other between meetings, forge stronger links with the community and make economies in bulk purchases for the school. All in all, this is an impressive range of activities for all, which can transform the school into a learning, communicating, challenging and exciting environment. It will also transform the role of the teacher beyond recognition.

Such links are exciting and innovative, and they open up real possibilities for understanding and co-operation, but the secret of success lies with enthusiastic and sensitive community leaders, who understand the power of the technology to motivate and stimulate. The advantage of such schemes is that, once set along the right road, very little further training is needed. Ownership of the learning passes quickly onto the participants.

(from 'Lifelong Learning at Work')

Questionnaire for Assignment 5

A: Name the International sites that you found

B: How do you think schoolchildren can benefit from such interactions?

C: What global learning tools are recommended for schools? _____

D: Would you recommend participation to your school(s)) and if yea why.

-

G: How often does your local school use websites like this to initiate global action?

Frequently/Sometimes/Never

H: How often does your local school contribute to sites like this?

Frequently/Sometimes/Never

I: Describe some of the actions in which pupils in your school have participated actively in global action.

J: What recommendations would you make to your local school on these issues?.

Actionsheet 4: St Columba School – aims and objectives as a result of the PALLACE project

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	A	B
1. Build the confidence and skills of the people in our community		
2. Enthuse their love of Learning.		
3. Enable them 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.		

In column A put a figure from 1 to 4 denoting the extent to which you think each action is desirable in your community

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 community have implemented the action.

The PALLACE project took place between 2002 and 2005 to stimulate links between learning cities and regions in 4 continents – Europe (Edinburgh, Espoo and Sannois (France)), North America (Edmonton), Asia (Beijing) and Australasia (S Queensland, S Australia and Auckland/Papakura). Each region managed a separate sub-project, usually involving a different stakeholder, with its own unique outputs. This is part of the South Australia story. A sheet of exercises and questions follows the report.

Global schools networks are not new, but the network which South Australia put together was the first to involve children, teachers and parents in debate about the learning community and what schools can do to help create it. There is a huge add-on value to this in that it not only creates heightened awareness of what a learning city can be but also potentially mobilises hundreds of people to contribute to it. Its beauty is that the answers are coming from the future citizens themselves, and not being imposed upon them by others, which in our opinion, is a truer lifelong learning approach to education. The participating schools examined their relationship to the community and the things they could do to help it grow.

Seventeen S Australian schools were initially associated with the PALLACE project and these provided a representative cross-section of the range of schools in South Australia, including:

- Metropolitan and country schools, including remote schools.
- All levels of schooling – pre-schooling, junior primary, primary, secondary, single sex schools, co-educational, adult re-entry, specialist focus schools, aboriginal schools.
- Both sectors of education – government and non-government (Catholic and Lutheran).

The project has achieved some positive and encouraging highlights:

- It has stimulated significant interest in the learning community concept amongst a broad spectrum and diversity of South Australian schools,
- It has reinforced that schools are in fact, as a result of the nature of their role, involved on an ongoing basis in the development of links with their surrounding communities to enhance learning outcomes for all – it is a fundamental component of their educative role and function.
- It has emphasised the important role of schools in the development of learning communities and enabled individual schools to benchmark themselves with learning communities elsewhere. The very nature of a learning community means that it should be open to review and analysis.
- Schools, as they explored the dimensions of their role in developing learning communities, were shown to be at various stages of development; some at the beginning of the journey and others more progressed. This reinforces the view that developing the role of the school in building a learning community is an evolutionary process.
- It has involved children, teachers and parents as well as tertiary education providers, business and community organisations in a debate about what schools can do to help create a learning community. There is significant add-on value to this in that it not only creates heightened awareness of what a learning community can be, but also potentially mobilises hundreds of people to contribute to it.
- It has stimulated the documentation in the form of case studies of a diversity of learning community initiatives as indicated in the above table. Two schools, Mawson Lakes School and St Columba College, have compiled comprehensive reports for the Edmonton Conference on their role in the development of a learning community through the PALLACE project.
- The case studies reflect a cross-section of possible activities and roles for schools in the development of a learning community, and contribute to the database of good practice, which is one of the intended outcomes of the PALLACE project.
- When combined, these case studies identify innovative and practical outcomes, which can help other schools to develop curriculum and methodological practices for collaborative work in schools, another intended outcome of the PALLACE project.
- It has created some international links between schools in South Australia and Finland, which will continue to grow and develop in the future.

The major educational outcomes for 3 of the schools are summarised below:

(a) McLaren Vale Primary School

- Increasing interaction with the community, both in amount and depth.
- Linking with a range of schools across Australia and the World.
- Increasing understanding by students and parents that learning needs to be directed by the learner.
- Increasing links between the theory of learning and the value of practical activities.
- Increasing links with community members, including elderly citizens.

(b) Mawson Lakes School

- Reconceptualising the nature of learning.
- Re-constructing the ways curriculum and teaching and learning are conceived.
- Challenging traditional organisational frameworks.
- Increasing accessibility and flexibility of educational programs.
- Re-examining critical learning pathways.
- Developing a one-stop shop educational advisory and brokerage service.
- Addressing the State Government's Social Inclusion agenda for the Northern Adelaide region.
- Increasing school retention rates in Northern Adelaide.
- Improving higher education participation rates.
- Increasing employment opportunities in north.
- Creating stronger industry-education-community links.
-

(c) St Columba College

- Beginning of a second energy audit program totally decided and owned by the community and the use of train-the-trainer process.
- Willingness of community members to go to meetings to find out about community gardens, community capacity and community programs.
- Running of a Regional Workshop on how we together can grow our young people and the involvement of community agencies.
- Community ownership of a recycling computer program – the project manager is long term unemployed person from the community.
- Moving of the school from provider to facilitator process in program delivery.
- Evolution of a process of engagement of the community in learning programs – community consultation which leads to community ownership.
- Ensuring that community members have fun in learning programs, while at the same time developing self-esteem and confidence.

1. What, in your opinion, are the major advantages of involving schools in international learning city, learning community projects?

2. How and why do you think the international dimension gave an impetus to the project's actions and outcomes? (3 reasons)

1

2

3

3. In Column A give a mark for your opinion of the value of the following outcomes of PALLACE for the role of schools in the future. 1= crucial, 2= important 3= medium priority, 4= low priority, 5= shouldn't happen
Create and insert a couple of your own potentially important outcomes of such cooperation if you so wish.

		A	B
1	It has stimulated significant interest in the learning community concept amongst a broad spectrum and diversity of the region's schools,		
2	It has reinforced that schools are in fact, as a result of the nature of their role, involved on an ongoing basis in the development of links with their surrounding communities to enhance learning outcomes for all – it is a fundamental component of their educative role and function.		
3	It has emphasised the important role of schools in the development of learning communities and enabled individual schools to benchmark themselves with learning communities elsewhere.		
4	It has involved children, teachers and parents as well as tertiary education providers, business and community organisations in a debate about what schools can do to help create a learning community.		
5	There is significant add-on value to this in that it not only creates heightened awareness of what a learning community can be, but also potentially mobilises hundreds of people to contribute to it.		
6	The results reflect that there is a cross-section of possible activities and roles for schools in the development of a learning community		
7	Identification of innovative and practical outcomes, which can help other schools to develop curriculum and methodological practices for collaborative work in schools		
8	Creation of international links between schools in different countries, which will continue to grow and develop in the future		
9			
10			

4. In column B say how many of your authority's schools are actively carrying out the activity
1= all, 2= most, 3= about half, 4= a few, 5= none.

5. Against each of the outcomes/insights for the 3 schools, say how much you think that the majority of your own authority's schools have taken the concept on board. 1= fully, 2= mostly, 3= partly, 4= not at all.

6. Put a second mark to reflect your opinion of its desirability 1= fully, 2= mostly, 3= partly, 4= not at all

7. What 5 actions would you recommend to your local school as a result of doing this exercise?

1

2

3

4

5

MATERIALS ON EARNING CITIES AND REGIONS FOR THE FUTURE – A REMINDER

	Topics	Sessions
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
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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

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