

## **Module 4 Topic 5: The Lifelong Learning School in a Learning City - A Summary**

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### **Topic Description**

This topic acts a summary for all other topics and lessons in the schools module. It comprises two lessons, the first being the completion of a table of the major changes a school will expect to face as it transforms itself from a 20<sup>th</sup> century subject-based information delivery organisation into a 21<sup>st</sup> century skills, values and understanding-based lifelong learning organisation. In this new paradigm, not only schools will need to change but also society around them. Indeed this movement is interactive, interdependent and holistic. Thus lesson one also emphasises the processes of change and engages the learner in strategies to make it happen.

Lesson 2 is round-up of the ways in which additional resources can be obtained. In the much more open environment of the 21<sup>st</sup> century schools are on the one hand becoming far more autonomous and responsible for shaping their own financial destiny and, on the other hand, far more responsive to the needs of the local community, and to the demands of a national and international learning society in order to serve the best interests of their pupils and staff. The days of vast mass centrally governed and financed education systems, and the 9 to 4, five days a week, teacher are on their way out, although of course central and local taxes will still be available to schools. However schools will be increasingly thrown upon their own initiative to supplement resources wherever they can in order to meet the increasingly complex challenges of the new millennium. That means of course that heads and teachers will be expected to be more versatile, more adaptable, more flexible, more aware of the world and infinitely more open to new opportunities and ways of working.

Other topics have hinted at this and have engaged learners in coming to terms with the new paradigm. This topic reminds them of this.

### **Topic Objectives**

The objectives of this topic are:

- a) To present a summary of the previous topics, and in particular to emphasise the changes that will take place ever more rapidly as the 21<sup>st</sup> century advances.
  
- b) To stimulate new thinking about resources and where they can be found in order to implement the 21<sup>st</sup> century curriculum in all its guises.

## **Lesson 4.5.1: Summarising Change**

### **Lesson Objectives**

To revise Topics 1 to 5 and in particular to emphasise the changes that are taking place to education in schools in the 21<sup>st</sup> century.

### **Suggestions for Learning Leaders**

1. Collect reactions to the course. What has it taught about change? What changes will have to be made to satisfy a lifelong learning remit for a school? Make a list on the board.
2. Distribute toolbox item 1. Divide into groups of 3 and ask the groups to complete column number two as best they can. This will take some time – you may wish to give them selected items from the table.
3. Bring into plenary and discuss the answers given. Where did they have some difficulty etc. Distribute toolbox item 2 and compare the answers with those of the groups.
4. Ask different groups of 3 to complete column 3 – again you may wish to restrict the number of cells to be completed.
5. Bring into plenary and again discuss the answers given. Distribute toolbox item 3 and compare the answers with those on the sheet.
6. Debrief. Find out who among the class is ready to meet the challenge and who is fearing it. Why? Which aspects of this course did they find the most interesting and which the least?

## **Lesson 4.5.2: New Resources for old bottles**

### **Lesson Objective**

To stimulate new thinking about resources in a lifelong learning world especially as it affects the school.

### **Suggestions for Learning Leaders**

1. Stimulate some thinking about the source of resources. Point out that schools are becoming more adaptable, flexible and versatile organisations – learning organisations and that increasingly they will be more responsible to their own initiatives in the future.
2. Hand out toolbox item 4. Divide into small groups and ask the class to respond to the first question. In plenary discuss what the school is and is not doing to tap into these resources and the reasons why. There will be some strong feelings about resourcing. How could it be done? Ask for some ideas and put them on the board.
3. In the same groups ask for some answers to question 2. Discuss in plenary.
4. Ask the groups to draw up a strategy for increasing resources into the school. 5 main points to be put onto a poster and onto the wall. Other groups tick those that they also thought of. Make a complete list in plenary.

**Toolbox Item 1**

**INDICATORS OF A LIFELONG LEARNING SCHOOL**

Education and Training C20th	Lifelong Learning C21st	Action for Change
1. Sets narrow academic objectives and targets and works to achieve these in the present		
2. Rudimentary short-term business plan usually around academic matters. Little effort to keep every stakeholder informed and on-side.		
3. Some teachers go on educational courses according to need or desire. Occasional seminars in schools for teachers only.		
4. Teachers only human resource for curriculum delivery supplemented by helpers. Other resources supplied from local government and school events		
5. Curriculum based on discrete subjects, and assessed on memorization of facts with pass-fail philosophy		
6. In-school pastoral care systems staffed by overworked teachers. Sparse support services to identify and solve individual learning and social problems early		
7. Focus on curriculum and examination success within the school. Social curriculum dealt with on an ad hoc basis. Some social and community programmes		
8. Teacher as a passer of information through didactic teaching methods using chalk, talk and paper exercises.		
9. Parents invited to school to discuss child's progress once a term. Occasional public information meetings		
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		
11. (In some countries) Concentrates mainly on high academic achievers in order to enhance attractiveness to parents through position in league tables.		

## Toolbox Item 2

### INDICATORS OF A 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	
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.	

### Toolbox Item 3

#### INDICATORS OF A 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 strategies to bring all stakeholders on-side. Adopt external quality indicators
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.

## **Toolbox item 4: Resources and Funding**

In this short section we explore the opportunities and constraints of funding. Evidently enormous new resources are not going to be made available for the implementation of lifelong learning in schools. Like other organisations in a 21<sup>st</sup> century world they will need to create their own sources of income in order to supplement the, often inadequate, funds they receive from local and central government

**Exercise 1: There are a number of sources of additional funding. Say whether the school tries to increase resources (financial, human or in kind) through any of the following strategies?**

		yes	no
1	Partnerships eg with industry in which people donate towards a specific event or project		
2	<b>Partnerships in which resources can be shared eg computers</b>		
3	Partnerships in which human resource is made available		
4	<b>Fund-raising events such as school fetes</b>		
5	Fund-raising events organised by others eg fund- book schemes		
6	<b>National projects to make resources available eg fund a computer schemes</b>		
7	Commissions from other organisations eg art department makes a collage for display in a company environment		
8	<b>Sponsored walks and other similar events</b>		
9	Requests for financial support for projects from old students		
10	<b>Appointing a rich sponsor onto the board of Governors</b>		
11	Exhibitions eg of childrens work where there is an entry fee		
12	<b>Transforming the school into a limited company</b>		
13	Running paid courses in technology or other subjects in the evening		
14	<b>Raffles, tombolas and similar projects</b>		
15	Charging for attendance at school plays, musical events etc		
16	<b>Leasing out equipment eg computers) for courses for other organisations</b>		
17	Participation in local, national or international projects		
18	<b>Other (please specify)</b>		
19			
30			

**'Resources, financial, physical and human, are all around, but unless there is someone to tap into them and to develop the partnerships which breathe life and meaning into school routines, there will be a continuing interdepartmental scramble for the meagre scraps thrown out by funding authorities.'**

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**Exercise2: Fund-raising often needs someone to drive it. How is this done in your school?**

Yes	no

a member of staff full-time responsible for resource fund-raising?

a member of staff who gets time off to raise resource?

Has the school ever had a brainstorm among staff about schemes for raising new resource?

Has the school ever initiated a brainstorm among pupils for raising new resource?

Does the school use the goodwill and expertise among parents or other community members to raise new resources?

**Exercise 3:** with 2 other members of your group brainstorm ways in which your schools could raise extra money. Write down the results here

**Exercise 4:** What would you like it to be spent upon. Put in order of priority

1	5
2	6
3	7
4	8

**Exercise 6.** Put a cost against each of these.