



European Commission Socrates R3L Programme

A Stakeholder Audit

Schools

(Full version)

A tool to enable schools to analyse and respond to a changing educational world in which lifelong learning is predominant and cities regions are in the process of becoming 'Learning Cities' and 'Learning Regions'

**Developed by Norman Longworth, Hon Professor of Lifelong Learning
University of Stirling
norman.longworth@losmasos.com**

**And tested by
Professor Giuseppe Ronsisvalle
University of Catania
Catania, Italy
Giuseppe.ronsisvalle@unict.it**

Introduction to the Schools Stakeholder Audit

The R3L programme

'Learning Cities', 'Learning Regions', 'Learning Organisations' are terms that are increasingly used to describe the rationale for the transformation of European cities, towns, regions and organisations for a knowledge age. The European Commission therefore funded, under the title R3L, 17 interlinked projects that would develop a deeper understanding of the practical benefits of lifelong learning in cities and their stakeholders throughout the continent. The European Commission definition of a learning region is as follows: *'A learning city, town or region recognises and understands the key role of learning in the development of basic prosperity, social stability and personal fulfilment, and mobilises all its human, physical and financial resources creatively and sensitively to develop the full human potential of all its citizens'*

Such a definition implies that all sectors of a local community, including schools, are 'stakeholders' in the construction of a mutually advantageous and interactive learning city, town or region that will deliver prosperity, social stability and the personal well-being of its citizens.

For schools this has important implications and benefits. What happens to individual children there will determine the learning values and attitudes of thousands of people as adults. And since a positive, lifelong learning attitude is the basis of local and regional prosperity and stability, not to mention personal well-being, schools will need to involve themselves in its creation. Change is inevitable – in the way that schools are managed, in the way that teachers enable children to learn and in the way that they interact with the local community. Schools are now part of an active partnership with local government and other local and regional organisations to help create the sort of vibrant learning society that will deliver more skilful, sensitive and fulfilled people

The Indicators project

This was one of the most important of the 17 projects. In it, a group of experienced partners from 5 European countries constructed 'stakeholder audits' to help public and private institutions measure their performance and progress toward becoming 'lifelong learning organisations' within a 'learning region.' The 5 audits were written for schools, universities, small companies, adult education colleges and for local and regional authority administrations. They are completely comprehensive in nature covering a wide variety of internal and external lifelong learning indicators, based on the recommendations and results of research, reports, papers, projects and books written on the subject over a period of years.

A Stakeholder Audit

The audit itself is not simply a questionnaire. It is a carefully-worded instrument to engage the stakeholder in debate with itself about its own future as a quality learning organisation, and its relationship to others in the city/region and beyond. The lifelong learning rationale is embedded in each action element of the audit tool, in order to help stakeholder management and staff understand what a lifelong learning organisation within its sector will be like and how it can make that transformation.

Schools become closely involved with the transformation process through questions soliciting opinions, information and comment, and exercises developing internal and external debate. The 'stakeholder audit' tool we have created for schools therefore has four purposes, all of which are connected with meeting these criteria in a learning region:

- It will enable schools to measure their performance as 'learning organisations' within a learning region.
- It will explore all the parameters which enable a modern school to address the vast number of changing needs and demands of all its own stakeholders – parents, governors, teachers, children and members of the community around it – in a 21st century lifelong learning society.
- It will examine the contribution the school might make to the construction of a learning region in which it can play a part and from which it can benefit.
- It will act as a basis for comparisons with schools in other regions
- It can stimulate debate among staff, students, parents and governors on future directions and best practice

The Testing Phase

We have tried to make the Schools Audit both flexible and useful by dividing it into sections dealing with different aspects of the institution's activities. Please note that this is a tool and not just a questionnaire – its purpose is to stimulate thinking, debate and action. Inevitably the full version is long. The transition to a Learning Organisation affects all parts of the institution, often in quite fundamental ways, and the change process takes months and years. It is not therefore a tool to be used for a week and then discarded. For those who are less committed there is a shorter version, which we have presented at the end of the full audit.

Whichever way you may wish to use it, we believe that you will benefit

Audit tool – R3L Project –Schools

The aim of the questions is to stimulate thinking about learning in your school, how it is fostered to produce people who will learn for life and what the school can contribute to the growth of your area, as a "learning region". As concepts such as "region" and "lifelong learning" mean different things to different people, we welcome thoughts and reflections on what they mean to you, and we have provided space for you to write these down. The creation of this tool is an on-going developmental process, so we would also like you to comment freely on the questions themselves as you go through the form. We have left spaces to do so. Some of the questions may, or may not, be relevant to your region or to your school? We appreciate that decisions made elsewhere, maybe at governmental level, affect actions in schools. However, the purpose is not to judge past and present procedures, ideas and practices but to prepare schools to prepare children for life in a 21st century future in which change is an ever-increasing feature, and to which they will have to have the skills that enable them to adapt quickly and easily. Administrators and teachers are urged to use the audit as a tool for questioning basic assumptions and determining future strategies and policies, and even to bring the pupils into this debate. They will learn much from doing so. All information provided will be treated as confidential and will not be given to anyone else without your permission

Section 1 Some Information about your School

The purpose of this section is to elicit some information that can be used to enable us to make comparisons between regions and companies in respect of their location, their speciality and their size.

1. School Name:.....
2. School Address:.....
.....
3. City/Town.....
- 4 Post Code.....
5. Tel:..... 6. fax:..... 7. www address.....
8. Name of Respondent..... 9. Tel:.....
10. email address:..... 11. School role.....
12. What is the main form of economic activity in the region in which your school operates? (Please tick one box, or enter in order of priority, 1, 2, 3, 4)

Agriculture	<input type="checkbox"/>
Manufacturing	<input type="checkbox"/>
Services (e.g. financial sector)	<input type="checkbox"/>
Commerce	<input type="checkbox"/>
Other (please state).....	
13. What sort of area is your school situated in? Is it

<input type="checkbox"/> Business area	<input type="checkbox"/> rural area	<input type="checkbox"/> residential area
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14. What is the total number of pupils at your school?.....
15. What is the approximate annual intake of pupils into your school?.....per year
16. What is the total number of teachers at your school?.....
17. What is the total number of other staff at your school?.....
18. What is the age range of the pupils at your school? From.....to.....yrs
19. What type of school is it? (eg comprehensive, vocational, etc).....
.....
20. Please let us know what you consider to be your region ie the area within which your external focus extends.

.....
.....

21. How do you think the concept of a 'learning region' might be able to affect your school?

.....
.....

22. We welcome your opinion. If you have any comments to make at this stage please put them here.

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.....
.....

23. Date when audit was completed...../...../.....

Part 2- School leadership and lifelong learning

The implementation of lifelong learning in schools will demand inspired leadership. In this part of the audit we explore together the extent to which your school is already a learning organisation and is led as such.

2.1 Some quotations

The following are quotations from reports, journals and books about the need for lifelong learning in today's world. Please indicate how relevant you think they are to your school.

1= crucial, 2= very relevant, 3= neutral, 4= slightly relevant, 5= not relevant

		1	2	3	4	5
2.1.1	<i>'All educational institutions must become Centres of Learning, with the intention of developing their academic staff, their knowledge and teaching methods, and their assessment methods, for the purposes of implementing continuing and recurrent Lifelong Learning across the lifespan. (European Commission, 2001)'</i>					
2.1.2	<i>A Lifelong Learning school encourages the positive at all times and sets up structures and procedures which celebrate the fact of human potential and its capacity to expand. It means that the focus of the school's effort has to be to develop self-confidence, self-knowledge and self-management in each individual child. (Longworth - Making Lifelong Learning Work)</i>					

2.1.3 Please write down what lifelong learning means to you, as someone working in the schools sector?

2.2 Lifelong Learning at your school

Here we are exploring together whether you have a strategy for lifelong learning, how it was put together and what it might comprise

		Yes	No	In Plan
2.2.1	Does your school have a formal lifelong learning strategy			
	If yes			
2.2.1.1	Is there a publicly-available document which outlines this strategy?			
2.2.1.2	is this strategy continuously updated			
2.2.1.3	Who was involved in deciding on the nature and implementation of this strategy			
2.2.1.3.1	The Head Teacher			
2.2.1.3.2	All Staff			
2.2.1.3.3	All Pupils			
2.2.1.3.4	Some pupils			
2.2.1.3.5	Some teachers			
2.2.1.3.6	Some Administrative staff			
2.2.1.3.7	Union representative(s)			
2.2.1.3.8	Local education advisers			
2.2.1.3.9	Parents			
2.2.1.3.10	Local council representatives			
2.2.1.3.11	Governors			
2.2.1.3.12	Representatives of local companies			
2.2.1.3.13	Other – please say in the boxes below.			
2.2.1.3.14				

2.2.1.4	Has a clear definition of the school's lifelong learning strategy been communicated to all those who work and study at the school?			
2.2.1.5	has a clear definition been transmitted to parents, governors and members of the community around the school			

2.2.2. We welcome your opinion. If you have any comments to make at this stage for discussion about the school's lifelong learning strategy please put them in the box below

2.3. The School as a Learning Organisation

In the 21st century age of knowledge, Companies, Local Authorities, universities, colleges and schools are all now becoming learning organisations. A thumb-nail definition, also acceptable to schools, might be ‘an organisation which understands how learning throughout life is the key to survival in the future and pro-actively puts the learner’s needs and requirements at the forefront of its strategies and policies and provides the support structures to enable staff and students to develop their full potential’ In this section therefore we are exploring together the extent to which the school is a learning organisation within the accepted parameters associated with the term.

2.3.1 The quotation below comes from an Action Agenda for bringing lifelong learning to organisations. How much do you believe that schools are as important as industry in the context of the quotation. 1= a lot 2= some, 3= not at all

		1	2	3
2.3.1.1	<i>The knowledge society of the 21st century will discover that learning is the source of wealth, welfare and the well-being of people. We are experiencing a paradigm shift. The evidence suggests that the development of ‘learning organisations’ is not merely desirable, but essential to survival of organisations in the next century. This is a challenge faced not only by business and industry, but also by not-for-profit organisations in the voluntary and educational sectors. Schools, colleges and universities also need to be learning organisations, if they are to prosper</i> Ball – Action Agenda			

2.3.2 Please write in the box below what you think a learning organisation is in the school context.

2.3.3 Learning Organisations are mostly associated with industry in order to operate in the most efficient way. But, as the quotation above suggests, they can be relevant to public sector organisations as well including schools. The following are generally acknowledged to be its main characteristics. Please put a tick and a cross against each item – the tick expresses how much you feel the statement is relevant to your school and the cross how much you have implemented it.

For ticks 1= crucial, 2= very relevant, 3= some relevance 4= little relevance, 5= no relevance

For crosses 1= fully, 2= mostly, 3= some 4= a little, 5= not at all

	The School as a Learning Organisation....	1	2	3	4	5
2.3.3.1	pro-actively puts the needs and requirements of every learner at the forefront of its strategies and policies					
2.3.3.2	provides the support structures to enable pupils to develop their full potential					
2.3.3.3	Provides the support structures to enable all members of staff to achieve their full potential as teachers					
2.3.3.4	Has special procedures for actively helping all less fortunate people irrespective of creed, culture, language, handicap, race or nationality					
2.3.3.5	Is Non-hierarchical - Decision-making is handed down to, and acted upon at, the most appropriate point in all parts of the school					
2.3.3.6	Applies a sophisticated reward system to all people in the school					
2.3.3.7	Treats each person in the school with equal respect					
2.3.3.8	Welcomes feedback on all matters, acts upon it and always replies to it					
2.3.3.9	Operates a sophisticated confidential system of airing grievances with no come-back to the complainant					
2.3.3.10	Encourages everyone to contribute to policy-making. Suggestions always replied to.					
2.3.3.11	Displays prominently in all departments and buildings the value of learning and encourages learners to make the most of it					
2.3.3.12	Provides everyone with a personal daily, weekly and monthly Learning target					

2.3.3.13	Is where every member of staff has been on a quality improvement course and is constantly trying to improve performance						
2.3.3.14	Gives everyone a hand in defining the mission of the school and is given a copy of the mission statement						
2.3.3.15	Is where everyone knows, and acts upon, the school's strategy for the present and the next five years						
2.3.3.16	Operates an externally validated organisational quality standards policy? eg ISO 9000, Investors in People (UK)?						
2.3.3.17	Makes every effort in many different ways to keep all people up to date with events, news, successes, failures, problems, opportunities						
2.3.3.18	requires formal feedback from the students on the learning content and the performance of the teacher in every lesson and on every course						
2.3.3.19	Holds frequent meetings in which everyone, including pupils, has a say						
2.3.3.20	Encourages creativity and innovative ways of learning						

'Educational organizations are not generally accustomed to the idea of learners as customers. But when the focus is on the needs and demands of the learner in order to promote a more personal commitment, this is what they become. They are accountable to the learner as customer

Longworth 'Lifelong Learning at Work'

2.3.4 In a Learning Organisation the customer's needs always come first. On a scale of 1 to 5, please say to what extent you regard the following as customers of the school:

1= very much customers of the school whose interests must be taken into account

to 5= school has no interest in satisfying these

		1	2	3	4	5
2.3.4.1	The children					
2.3.4.2	The teachers					
2.3.4.3	The parents					
2.3.4.4	The School Governors					
2.3.4.5	The local education authority					
2.3.4.6	The government					
2.3.4.7	Members of the community where the school is situated					
2.3.4.8	Anyone else? Please state					

2.3.5 Please put any comment you wish to discuss about the school as a learning organisation

2.4 Management and Leadership

In this section we explore together how management and leadership affects the ambience of your school

		Yes	No	In plan
2.4.1	1 In any school there are bound to be conflicts. Has the school developed separate specific strategies for resolving organisational conflicts in the following situations			
2.4.1.1	For and between pupils?			
2.4.1.2	For and between staff?			
2.4.1.3	For and between staff and external people			
2.4.1.4	Between pupils and staff			
2.4.2	Has the school informed all pupils & staff of these conflict-resolution procedures?			
2.4.3	Has the school initiated a programme of total quality management in respect of learning and school development?			
2.4.4	Is there a formal leadership development strategy for:			
2.4.4.1	administrative staff			
2.4.4.2	pupils			
2.4.4.3	teachers			
2.4.5	Do the following democratic procedures exist in the school?			
2.4.5.1	Class Councils			
2.4.5.2	A school council comprising teachers and pupils			
2.4.5.3	A school council comprising pupils only			
2.4.5.4	An open-door policy by all staff			
2.4.5.5	An open door policy by the head			
2.4.5.6	Frequent debates about school policy involving pupils			

2.4.5.7 Please insert in the box below any comment you feel should be discussed about leadership and democracy in the school.

2.4.6 Standards and Quality.

Here we explore together issues related to internal and external standards in your school

		Yes	No	In plan
2.4.6	Does the school operate a written and displayed internal standards policy for the following			
2.4.6.1	Behaviour of pupils			
2.4.6.2	Dress of pupils			
2.4.6.3	Dress of staff			
2.4.6.4	Behaviour of staff			
2.4.6.5	Behaviour of Visitors to the school			
2.4.6.6	Bullying of children			
2.4.6.7	Other (please state			
2.4.7	Does the school follow an externally generated quality standards policy by any of the following			
2.4.7.1	The local authority			
2.4.7.2	An official quality standards agency (eg Investors in people, ISO			
2.4.7.3	A Trades union			
2.4.7.4	Any other organisation (please state			

Of course management and leadership cover much more than the questions we have explored here. However other issues related to this will be raised during the rest of the audit.

2.4.8. In the meantime, we welcome your opinion. If you have any comments to make for discussion at this stage about leadership and/or any aspect of the points raised in this section, please put them here.

Section 3 – Delivering the goods, Removing the obstacles.

In this section we look at issues relating to the way that your school meets the needs and aspirations of the children in the 21st century in respect of what learn, how they are taught and how they are assessed, the skills needed, how the barriers to learning are removed and the support structures in place to help these processes.

3.1 Please indicate how relevant you consider the following quotations to be to your school
1= crucial, 2= very relevant, 3= relevant, 4= only partly relevant, 5= not at all relevant

		1	2	3	4	5
3.1.1	People will only plan for consistent learning activities throughout their lives if they want to learn. They will not want to continue to learn if their experiences of learning in early life have been unsuccessful and personally negative. They will not feel motivated to take part in learning whose content and methods do not take proper account of their cultural perspectives and life experiences. European Commission Memorandum on Lifelong Learning					
3.1.2	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					
3.1.3	The common curriculum should reflect the realities of an information-dominated world and address the real needs of children for the future. Skills development is an example. Learning to learn and the other high-order skills of thinking, information handing, decision-making and problem-solving are crucial to tomorrow’s world Longworth (Making Lifelong Learning work)					

3.1.4 We welcome your opinion. If you have any comments to make at this stage about learning organisations please put them here.

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3.2 The curriculum

Often curriculum content is decided at governmental level and assessed by external agencies. However schools are closer to the needs and demands of the learners and have considerable flexibility in the value they add to the education of children. These questions examine the school’s perception of these needs and demands in the context of modern learning knowledge.

3.2.1 Curriculum Content

‘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.’

Input to Learning Communities web forum 2003

3.2.1 Which of the following subjects are compulsory and which are optional in the school curriculum and when? Add other subjects in the blank boxes. O= optional, c= compulsory

In the right hand box please put an X against a subject where you have difficulty in finding qualified teachers.

		In the early years	In the middle years	In the upper school	X
3.2.1.1	National Language				
3.2.1.2	National Literature				
3.2.1.3	Mathematics				
3.2.1.4	General Science				
3.2.1.5	Physics				
3.2.1.6	Chemistry				
3.2.1.7	Biology				
3.2.1.8	Geography				

3.2.1.9	History				
3.2.1.10	Media Studies				
3.2.1.11	Crafts (woodwork, metalwork, design)				
3.2.1.12	A second language (say which)				
3.2.1.13	A third language (say which)				
3.2.1.14	Domestic Science (Cookery etc)				
3.2.1.15	Economics				
3.2.1.16					
3.2.1.17					
3.2.1.18					
3.2.1.19					

3.2.1.20 We welcome your opinion. If you have any comments to make at this stage about the content of the curriculum please put them here.

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3.2.2 Curriculum Skills and values

“Scientific and technical information increases by 13% per year (which means that it doubles every 5.5 years) and, since this is a self-generating process, by 1990, the amount of information in the world will be 4-7 times what it was in 1986’

(John Naisbitt - Megatrends 1987)

‘However, it has to be said too, that for the majority of education providers there is still a long way to go. They are providing an industrial age education for a post-industrial environment. The emphasis is still on information and memorisation rather than knowledge, high-order skills, understanding and values - teaching what to think and commit to memory, rather than how to think and how to discriminate between good, bad and indifferent. In an age in which information doubles every 5 years and then feeds upon itself to produce new knowledge, this is a nonsense.’

Longworth and Davies: Lifelong Learning

3.2.2 According to the quotation, skills are at least as important as content (annexe 1 suggests a full list of skills which every pupil should develop.) Please indicate by a cross how relevant you consider the following generic skills to be in relation to life in the 21st century the curriculum taught in the school. Also please put a cross in the box corresponding to how much these skills are formally given to the pupils. Please also add other skills and attributes not listed here in the empty boxes.

For crosses 1= crucial to 5= not at all relevant

For ticks 1= formally taught at all levels to 5= not taught at all.

		1	2	3	4	5
3.2.2.1	Learning how to Learn					
3.2.2.2	Decision-making					
3.2.2.3	Problem-solving					
3.2.2.4	Information handling					
3.2.2.5	Thinking					
3.2.2.6	How to memorise effectively					
3.2.2.7	Communicating Formally – expressing oneself clearly verbally and orally					
3.2.2.8	Communicating Informally – debating, discussing, in play etc					
3.2.2.9	Critical Judgement – how to distinguish between good, bad and indifferent					
3.2.2.10	Self-awareness and self management					
3.2.2.11	Listening					
3.2.2.12	Teamwork					
3.2.2.13	Adaptability and Flexibility in changing situations					
3.2.2.14	Meditational Skills					
3.2.2.15	Empathy and Tolerance for others					
3.2.2.16	Parenting Skills					
3.2.2.17	Creativity and Imagination					
3.2.2.18	Entrepreneurial Skills					
3.2.2.19						
3.2.2.20						

3.2.3 Please make a list of the values the school tries to instil in the minds of the pupils in order to serve them for life.

3.2.4 We welcome your opinion. If you have any comments to make at this stage about skills learning and values in schools please put them here.

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3.3 School organisation and ownership of learning

3.3.1 How are classes organised in the school?

- 3.3.1.1 By ability? (streamed) Yes/No
- 3.3.1.2 In Mixed Ability classes Yes/No
- 3.3.1.3 A mixture of the two Yes/No

3.3.2 Ownership of learning

‘In Wigan pupils are responsible for setting their own learning objectives and putting them into action plans, receiving help and guidance from teachers in the early years but needing less and less as they mature. These action plans are discussed with parents in line with the school’s policy on home-school partnership and assessed frequently with the teacher/mentor. This has been so successful that the older pupils write their own performance report’

Longworth (Lifelong Learning in Action)

....learning to learn suggests that all learners begin to question the habitual givens about their thoughts, values, attitudes, and knowledge and become critically reflective thinkers’

Galbraith, Report to U.S. Department of Education

3.3.2 Many schools are working out schemes to give more ownership of their own learning to the pupils. Use a cross to mark how much the ethos of the first of the above quotations is represented in the school’s approach to learning and also your perception of the extent to which the teaching staff and parents believe that pupils might have ownership of their own learning . Use a tick to mark similarly for the second quotations about the desirability of questioning ‘givens’

1= very high priority to 5= completely unacceptable

		1	2	3	4	5
3.3.2.1	School’s approach					
3.3.2.2	Staff attitude					
3.3.2.3	Parental attitude					

3.3.3 How much ownership do pupils at your school have over his/her own learning? Which of the following is closest to the truth

- 3.3.3.1 Teacher decides the curriculum at all stages of school life and pupil learns
- 3.3.3.2 Teacher decides curriculum in first school years and discusses examination subject options with the pupil later in the school
- 3.3.3.3 Pupil has considerable control over what is learned at all stages of school life
- 3.3.3.4 Each pupil has personal targets discussed with the teacher at the beginning of each term and signed by both
- 3.3.3.5. As above and also transmitted to parents.

3.3.4 We welcome your opinion. If you have any comments to make at this stage about the ownership of learning please put them here.

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3.4. Support for Learning

In the OK Learning Centre of Espoo, teachers work with logopedists, psychologists and others in multi-professional teams to provide the children with a learning environment of high quality, to offer the necessary support and a feeling of security, to support the development of metacognition, to help pupils acknowledge, recognize and choose among factors relevant for their own development. The children themselves are encouraged and given the tools to influence their own learning and their own lives. This sort of supportive environment requires transparent openness between all the participants, a great deal of energy and dynamism on the part of the teachers and staff, plenty of variety and co-operation, achievable targets and flexible work schedules that would support the pupil's development. Pupils play a full part in the processes.'

(Longworth – Lifelong Learning in Action)

3.4.1 Please read the above quotation and answer the following questions'

1= very true, to 5= not at all true

		1	2	3	4	5
3.4.1.1	The situation described in the above quotation is close to the practice in my own school?					
3.4.1.2	The school has a great deal of professional support available to us when we need it					
3.4.1.3	Potential learning problems are identified early and dealt with in the appropriate manner					
3.4.1.4	We involve the pupils themselves in the solution of their learning problems					
3.4.1.5	We look at least every month at the individual learning needs of each pupil and discuss them with the pupil and his/her parents					
3.4.1.6	We believe that the individual development of each pupil is paramount but get little support from the local authority					
3.4.1.7	The children themselves are encouraged and given the tools to influence their own learning and their own lives					

3.4.2 Please tick the extent to which the following support mechanisms for learning are carried out at your school. 1= very true, to 5= not at all true

		1	2	3	4	5
3.4.2.1	Every pupil has weekly learning targets and is fully aware of what is expected					
3.4.2.2	All parents are involved in the child's learning process					
3.4.2.3	In addition to the teacher, every child has mentor from within the school to help achieve learning objectives					
3.4.2.4	There is a mentoring programme using volunteers working from outside the school					
3.4.2.5	There is always a place for the pupil to go to to discuss his/her learning difficulties					
3.4.2.6	Children from difficult socio-economic backgrounds are given special early attention					
3.4.2.7	As soon as a learning difficulty arises it is dealt with in the appropriate way					
3.4.2.8	The availability of support and encouragement to use it is displayed prominently throughout the school					

3.4.3 We welcome your opinion. If you have any comments to make at this stage about the availability and quality of support for learning please put them here.

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3.5 Barriers to Learning – and their removal

'In Britain, only 1 adult in 4 describes him/herself as a learner, 1 in 3 has taken no part in education or training since leaving school, at any one time only 14% of employees are taking part in job-related training, only 5% of the workforce has obtained an NVQ and over 40% of 18 year olds are not currently in any kind of education and training'

Fryer (Education for the 21st Century)

3.5.1 Here we explore the barriers to learning that exist in your school and locality. The quotation above shows how a high percentage of the output of the schools in Britain is not fully committed to learning. Please mark your perception of the barriers to learning in your own school on a scale of 1 to 5. Add some of your own in the blank spaces
 1= very important to 5= no relevance

		1	2	3	4	5
3.5.1.1	Poor family culture of learning					
3.5.1.2	Insufficient personal and emotional support from the home					
3.5.1.3	Insufficient support services to catch reluctant learners early					
3.5.1.4	Low aspiration - perception of learning as irrelevant					
3.5.1.5	Low self-esteem – can't learn					
3.5.1.6	The school curriculum is seen as irrelevant					
3.5.1.7	Lack of facilities to study at home					
3.5.1.8	Poor standard of teaching					
3.5.1.9	Opposition from television and the media					
3.5.1.10	Peer group pressures to conform to other priorities					
3.5.1.11	Bullying in the school					
3.5.1.12	Puberty – physical changes give other priorities					
3.5.1.13	Over-anxious parents					
3.5.1.14	Lack of ownership of own learning					
3.5.1.15	Methods of teaching seen as old-fashioned					
3.5.1.16	Too many other distractions					
3.5.1.17	Large class sizes – little opportunity for individual attention					

3.5.2 Which of the following strategies is the school adopting to remove the barriers? Add some of your own into the blank spaces.

3.5.2.1	Improving home-school relations	
3.5.2.2	Improving the delivery of the curriculum through modern methods	
3.5.2.3	Developing more active learning methods	
3.5.2.4	Setting weekly and termly learning targets	
3.5.2.5	Involving more people in the learning process	
3.5.2.6	Catching learning reluctance early	
3.5.2.7	Displaying eye-catching publicity for learning	
3.5.2.8	Adopting new learning methods based on new knowledge of how people learn	
3.5.2.9	Taking the idea of failure from the school	
3.5.2.10	Reducing class sizes	
3.5.2.11	Adding the development of personal learning skills into the curriculum	
3.5.2.12		

3.5.3 We welcome your opinion. If you have any comments to make at this stage about the content of the curriculum please put them here.

.....

3.6 Individual Learning Styles.

‘In order to facilitate better learning, learning providers must take into account the learning styles and preferences of each individual and tailor courses to them.’

Longworth - Lifelong Learning in Action

‘The National Curriculum and other initiatives continue to force schools into a straitjacket of conformity. The opportunities for learners to develop a love of learning, an understanding of preferred learning styles and ‘to think outside the box’ have at best not been encouraged and at worst, have been squashed.’

Hazlewood Head, St John’s College, Marlborough

3.6.1 Each individual has a different learning style and much research has been done in recent years to understand how people learn. Some enjoy academic study in a classroom, others prefer to learn by doing, yet others may learn better alone in front of a computer or by reading or by discussing with a tutor or in groups. Please answer the following question

1= very much, every pupil is assessed and/or catered for according to learning style
to 5= no attempt is made to measure or cater for a pupil’s learning style.

		1	2	3	4	5
3.6.1.1	To what extent does your school try to measure the learning styles of its pupils?					
3.6.1.2	How much flexibility is there in the school curriculum for teaching pupils according to their preferred styles of learning					
3.6.1.2.1	Classroom environment with teacher					
	Individually with computer software					
	Individually with a tutor					
	In small groups with a tutor					
	Learning actively by doing					
	Learning by satellite					

3.6.2 We welcome your opinion. If you have any comments to make at this stage about learning styles please put them here.

.....

3.7 Assessment of Learning

'In the Opening minds project we want to emphasise the importance of assessment as an aid to learning, for providing information about individual progress, and for assisting young people to make realistic judgements about themselves and how they need to develop'

Bayliss, RSA Opening Minds project

'Examinations and tests as continuous learning opportunities have great merit, but it is how the learner copes with the results of this process that is important. If he/she is given ownership of the assessment process and sees the result as a further opportunity to continue learning, where the only competitor is the learner him/herself, then we have the beginnings of a mature view of the true purpose of assessment.'

Longworth – Lifelong Learning in action

We recognise that final examination assessment is often in the hands of external bodies. However a great deal of assessment takes place internally as a part of the curriculum. We want to explore your thinking about the purpose of examinations and assessment. Please answer the following questions.

3.7.1 How often are pupils assessed in your school

- | | |
|--|--------|
| 3.7.1.1 In most subjects at least once a week, as a part of the curriculum | Yes/no |
| 3.7.1.2 Every half-term in most subjects | Yes/no |
| 3.7.1.3 Every term in most subjects | Yes/No |
| 3.7.1.4 Every year in most subjects | Yes/No |

3.7.2 For what do the teachers, the children and the parents regard the purpose of examinations?

Insert a figure from 1 to 3 in each box. Add other reasons in the empty boxes. 1= always, 2= sometimes, 3= never

		teachers	pupils	parents
3.7.2.1	As a way of dividing failures from successes?			
3.7.2.2	As a means of checking that something has been learned?			
3.7.2.3	As another method of creating a learning opportunity leading to the best possible learning outcomes?			
3.7.2.4	As a way of dividing children into more homogeneous teaching groups			
3.7.2.5	As a way of giving pupils a challenge			
3.7.2.6	As a way of encouraging children to memorise facts learned in lessons			
3.7.2.7	As a way of exercising other skills than memory.			
3.7.2.8	As a means of providing continuous assessment during examination year			
3.7.2.9	As a means of proving that some children are better at memorising than others			
3.7.2.10	As a means of ensuring standards			

3.7.3 If children fail their final year examinations are they kept down for another year in your school

Yes/ No

3.7.4 How much does memorisation play a part in the majority of examinations set by the school?

Entirely/a lot/some/not much/not at all

3.7.5 Are any of the following intelligences taken into account in school examinations?

		Yes	No
3.7.5.1	Verbal/linguistic intelligence - words, listening, speaking, dialogue		
3.7.5.2	Visual/Spatial intelligence – images, drawings, puzzles, visualization		
3.7.5.3	Logical/Mathematical intelligence– reasoning, facts, sequencing, ranking, patterning		
3.7.5.4	Musical/Rhythmic intelligence– melody, beat, classical, singing, playing		
3.7.5.5	Bodily/kinaesthetic intelligence – activity, running, jumping, touching,		

	feeling, performing		
3.7.5.6	Interpersonal intelligence– interacting, communicating, charisma, socialising		
3.7.5.7	Intra-personal intelligence – environmental awareness, observing		
3.7.5.8	Naturalist intelligence - recognising and classifying objects in the environment		
3.7.5.9	Emotional intelligence – empathising, understanding one’s own emotions		
3.7.5.10	Spiritual intelligence – searching for and making meaning, seeing ‘wholes’		

3.7.6 Is there any means in the school of testing the pupils when they are ready to be tested rather than all at the same time.
Yes/No

3.7.7 We welcome your opinion. If you have any comments to make at this stage about the purpose of tests and examinations please put them here.

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Section 4 Continuous Improvement - Keeping staff up to date

In this section we are raising issues about the need for both administrative staff and teachers to remain up to date about many aspects of education in a changing world. We explore with you why, where and how this might be done and what the new imperatives are for the modern school.

Staff Development

4.5.1 How important are the sentiments expressed in the following quotations to the development of staff in your school?
1= in every respect, 2= a lot, 3= some 4= only a little, 5 = not at all

	<i>A Lifelong Learning school will involve both children and staff in the maintenance of a culture of quality and respect for high standards in everything it does. It will have continuous improvement programmes for all teaching and non-teaching staff</i> European Lifelong Learning Initiative – Principles					
	<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 in formal and informal settings. 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.</i> (European memorandum on lifelong learning)					
	<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</i> Longworth – Making Lifelong Learning Work					

4.1.2 The following is a list of those skills identified by Longworth in ‘Making Lifelong Learning Work’ which teachers may have to develop in order to help create a learning approach. Many have been mentioned in other parts of this audit. Please express your opinion of the importance of each

1=crucial, 2=very, 3= so-so, 4= not much 5= not at all

in the last column (6) please insert your estimate of the percentage of teachers in your institution with that skills.

	How to set and administer personal learning plans for their students								
	The effective uses of mentoring as a learning support system								
	Knowledge of how to identify and teach to different individual learning styles								
	Knowledge of how to establish and use partnerships with other organisations (eg industry) as additional resources for learning								
	Practical knowledge of the uses of Computers as aids to learning								
	Practical experience and knowledge of distance learning techniques								
	Up to date knowledge of the psychology of how children learn								
	Knowledge of how to use electronic networks to help learning and learner motivation								
	Skills as a resource manager to mobilise and use all the resources in the community to improve the learning of their students								
	Knowledge of how to carry out and analyse learning audits								
	Knowledge of new evaluation and assessment techniques								
	Ability to teach in several types of institution								
	Counselling skills								
	Knowledge of web-surfing and the use of the internet as a communication and learning tool								
	Knowledge of meditation and other techniques for improving receptiveness to learning								

Knowledge of how to give ownership of learning to the learner							
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4.2 Strategies for Staff and teacher development in the school

4.2.1 How important are the sentiments expressed in the following quotation to the development of staff in your school?
 1= in every respect, 2= a lot, 3= some 4= only a little, 5 = not at all

	<i>The Creation of personal development planning support mechanisms over a career which involves opportunities for both the enhancement of job skills and the development of personal and organisational vision are not simply desirable for teachers in the 20th century. They are essential</i> Christopher Day, Lifelong Learning and Teacher Education						

4.2.2 What percentage of people in the school do the following
 1= 0-5%, 2=6-15%, 3= 16-30%, 4=31-60%, 5= over 60%

	Teaching staff having completed a course on lifelong learning						
	Administrative staff having competed a course on lifelong learning						
	Teaching staff having completed a course on Quality management (TQM or similar)						
	Administrative staff having completed a course on quality management						
	Teaching staff have a continuous improvement personal learning plan						
	Administrative staff have a personal learning plan						
	School staff have mentors, coaches or guides (as used in learning organisations)						

4.2.3 In the following question the boxes are (in order) 0, 1-3. 4-6, 7-10, more than 10

	How many days in the year will the average lecturer go on a full-time course or seminar to update skills and knowledge						
	How many day equivalents will the average educator spend in updating skills and knowledge part-time or in own time						
	How many days per year will administrative staff spend in personal skills updating						

4.2.4 Is there a system in the school for monitoring the performance of teachers? Yes/ No

4.2.5 Is there provision for teachers to learn by distance education methods? Yes/No

4.2.6 What incentives are there for staff to update their knowledge and practice?

- 4.2.6.1 Full payment of costs
- 4.2.6.2 partial payment of costs
- 4.2.6.3 tax deductions
- 4.2.6.4 Potential promotion
- 4.2.6.5 Time off for learning activities
- 4.2.6.6 Time off in lieu of payment
- 4.2.6.7 Professional Pride

4.2.6.8 Other incentives (please state).....

4.2.7 Are teachers habitually in touch with other teachers in the following situations

- 4.2.7.1 From other schools locally Yes/ No
- 4.2.7.2 From other schools nationally by internet Yes/ No
- 4.2.7.3 From other schools internationally by internet Yes/ No

4.2.8 If you have any further comment about strategies for staff development in the institution, please use the lines below to express your thoughts and/or opinions and/or information.

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Section 5: The community in the school, the school in the community - Looking to the outside world

5.1 In this section we are raising issues about the relationships the school has with the world outside of the school. We explore with you the way in which partnerships with other organisations can enhance learning in the school and the role that the school can play in the development of a Learning city and region for the benefit of all.

5.1.1 How important are the sentiments expressed in the quotations below to the school's development as a true learning organisation?
1 = in every respect, 2= a lot, 3= some, 4= a little, 5= not at all

		1	2	3	4	5
5.1.1.1	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. Educational Institutions 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)					
5.1.1.2	Schools will no longer be the cinderellas of the system, but the core of the community and adopted by partners in industry, education and local society. They will look outwards to the national and international world through electronic networks, visits, adventures and competitions. Longworth (Making Lifelong Learning Work)					

5.2 The school's role and activities in helping its city become a learning city

Modern Educational organisation don't exist in a vacuum. They are a vital and vigorous part of a local and regional dynamic of learning provision across the board. They may, or may not, be a part of a formally expressed 'Learning City' but they have the potential to influence the many ways in which learning takes place there. These questions can be used as discussion points to explore the school's relationship to the outside world and the ways it can influence, and be influenced by, it.

Two European Commission definitions of a Learning city, town or region.

'A Learning City, Town or Region 'recognises and understands the key role of learning in the development of basic prosperity, social stability and personal fulfilment, and mobilises all its human, physical and financial resources creatively and sensitively to develop the full human potential of all its citizens'

'A Learning Community is a city, town or region which goes beyond its statutory duty to provide education and training for those who require it and, instead, creates a vibrant, participative, culturally aware and economically buoyant human environment through the provision, justification and active promotion of learning opportunities to enhance the potential of all its citizens '

5.2.1 To what extent do you believe that the town or city in which the school is situated meets either of the definitions above. Please circle your answer
0-5%, 6-15%, 16-30%, 31-50%, over 50%

5.2.2 Please answer the following questions

		Yes	No	In plan or N/A
5.2.2.1	Has the town, city or region in which the School is situated formally declared itself to be a 'learning town, city or region'			
5.2.2.2	In which of the following does the school participate with the municipality or region?			
5.2.2.2.1	Is represented on the local lifelong learning committee			
5.2.2.2.2	Encourages the city to become a learning city			
5.2.2.2.3	Has a specific contact point with city lifelong learning officers			
5.2.2.2.4	Participates in city learning events (eg festivals)			
5.2.2.2.5	Participates in joint projects with the city and other partners			
5.2.2.2.6	Encourages its staff to participate in learning city development			
5.2.2.2.7	Helps publicise Learning city events to parents etc			
5.2.2.2.8	Other (please state			
5.2.2.2.9				

5.2.3 If you wish to add a comment here about the school's relationship to the development of a learning city, please use the lines below to express your thoughts and/or opinions or more information.

.....

5.3 Partnerships for mutual benefit.

5.3.1 How important are the sentiments expressed in the following quotations to the development of your institution's present and future partnership policy?

1= in every respect, 2= a lot, 3= some 4= only a little, 5 = not at all

		1	2	3	4	5
5.3.1.1	Lower secondary pupils carry out real life studies of facets of local industry to develop an awareness of the interaction between the public and the private sector in economic life. Teachers develop materials while on secondment to local industries. For older pupils there is work experience for all, each pupil being given a specific task to do in the company to give them a taste of the workplace. The result of this is the development of new skills and knowledge in a practical way working with local experts. But there are also valuable spin-offs in the science and technology, history, geography and drama departments of the schools, in the increased motivation which spills over into other aspects of schoolwork, in the number of people from the community able and willing to help out in the schools and in the employability of young people in the whole region Longworth – Lifelong Learning in Action					
5.3.1.2	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 this period of their lives, rather than being channelled into narrow pathways. More schooling can be an effective tool for reducing youth unemployment					

5.3.2 How strong are the school's links with any of the following organisations

- 1= formal partnerships with joint projects
- 2= formal partnerships, fairly frequent contact,
- 3= informal partnerships with occasional contact,
- 4= little contact
- 5= no links

		1	2	3	4	5
5.3.2.1	Local Universities					
5.3.2.2	Local Adult Vocational Education Institutions					
5.3.2.3	Local Industry					
5.3.2.4	Other schools locally					
5.3.2.5	Other schools nationally (by internet)					
5.3.2.6	Other schools internationally (by internet)					
5.3.2.7	Professional Associations					
5.3.2.8	The Local Education Authority					
5.3.2.9	Local Community and Voluntary Associations					
5.3.2.10	Local Chambers of Commerce					
5.3.2.11	The local media organisations					
5.3.2.12	Political Organisations					
5.3.2.13	Other (please say)					

5.3.4 The following are recorded activities between schools and industry. Please indicate whether the school gets involved in similar activities. Add those not mentioned in the blank boxes

		Yes	No	N/A
5.3.4.1	Work experience for teachers			
5.3.4.2	Work experience for pupils			
5.3.4.3	Joint seminars/meetings/conferences termly or annually			
5.3.4.4	Exchange of staff			
5.3.4.5	Fund-raising for school trips etc			
5.3.4.6	Mentoring relationships			
5.3.4.7	Curriculum development assistance			
5.3.4.8	Curriculum teaching assistance			
5.3.4.9	Teachers onto management courses			
5.3.4.10	Sharing of facilities			
5.3.4.11	Equipment donation schemes (eg computers)			
5.3.4.12	Class visits to industrial organisations			
5.3.4.13	Other (please specify)			

5.3.5 Does the school get involved with any of the following activities through partnerships with other local organisations?

		Yes	No	N/A
5.3.5.1	Visits to local adult education colleges			
5.3.5.2	Visits to universities			
5.3.5.3	Talks in school by local colleges			
5.3.5.4	Talks in school by local universities			
5.3.5.5	Talks in school by local media			
5.3.5.6	Joint events run by local media eg results of lesson surveys in newspaper			
5.3.5.7	External surveys on behalf of the local authority			
5.3.5.8	Talks in-school by other local authority people eg police			
5.3.5.9	Sharing of facilities in other organisations			
5.3.5.10	Other (please state)			

5.3.6 The following are said to the essence of good partnerships. How much do the partnerships the school gets involved with conform to these guidelines? (NB Annexe 4 shows the full set)

1= fully conforms, 2= mostly conforms, 3= conforms in some respects, 4= little conforming, 5= not at all

		1	2	3	4	5
5.3.6.1	Partnerships should provide benefits for all partners. A one-way flow of information or service will lead to a loss of motivation					
5.3.6.2	Partnerships should involve as many people as possible in the respective organisations in its activities					
5.3.6.3	All people in the organisations should be informed about the partnership's objectives and progress					
5.3.6.4	People in the organisations should be free to suggest improvements to the partnership and its activities					
5.3.6.5	Each partnership should have clear objectives and goals, with time-scales and benchmarks for achieving them					
5.3.6.6	At least one high level person from each organisation should be responsible for ensuring the success of the partnership					
5.3.6.7	Regular meetings of the partnership should be held, at least once per term					
5.3.6.8	The partnership should have a manager with secretarial support and ownership of making it happen					
5.3.6.9	Partnership management should be pro-active, encouraging people to contribute and participate					
5.3.6.10	The partnership should be celebrated as frequently as appropriate to maintain interest and commitment					

5.3.7 If you wish to add a comment here about the school’s relationship to other organisations, please use the lines below to express your thoughts and/or opinions or more information.

.....

5.4 The School and the Social Curriculum – Bringing the world to the school

5.4.1 How important are the sentiments expressed in the following quotation to the development of your school’s present and future access policy?

1= in every respect, 2= a lot, 3= some 4= only a little, 5 = not at all

		1	2	3	4	5
5.4.1.1.	<i>This is one of the infrastructural elements of a Lifelong Learning Society, in which the informal education sector - all the non-formal educational influences on children and adults, parents, governors, libraries, museums, professional societies, uniformed associations and religious organizations - play a supportive part in opening the doors of perception for all. It has a breadth of vision for all which exists in very few places and which will take a long time to create. It makes the school a central focus for learning for everyone in the community, and enlarges its function.</i> Longworth – Lifelong Learning in Action					
5.4.1.2	<i>‘to create a lifelong learning community where learning is available for everyone, at any time, and in any place. Educational services will become a catalyst and a conduit for the creation of a community that has a culture of continuous improvement, and where the school both contributes to and receives from the community of which it is a part’</i> Mawson Lakes school vision statement					

5.4.2 Home-school relationships.

Just as parents and other family members can make a large difference to the performance of their children and of the school, so too can the school stimulate and support the continued learning of the parents and other members of the family (Fryer report on Lifelong Learning)

‘A Lifelong Learning School will stimulate home-school co-operation and involves the family in the life and work of the school’ (European Lifelong Learning Initiative)

Parents can play a big role in supporting the school. Indicate the extent to which the following are features of home-school cooperation in your school

1= fully implemented to 5= not integrated at all

		1	2	3	4	5
5.4.2.1	The school runs courses for parents on modern educational methods					
5.4.2.2	The school invites parents into the classroom to learn with their children					
5.4.2.3	The school runs parents clubs and societies					
5.4.2.4	The school encourages sporting links between schools and parents					
5.4.2.5	The school encourages parents to help out in school lessons					
5.4.2.6	There is a school newsletter with a parent’s page					
5.4.2.7	The school delivers frequent brochures and informative handbooks for parents					
5.4.2.8	Parents are encouraged to use their work contacts for the benefit of the school					
5.4.2.9	Parents are encouraged to use their knowledge for the benefit of the curriculum					
5.4.2.10	Learning Requirements Audits carried out among parents					
5.4.2.11	The school issues guidelines on how parents can support their children					
5.4.2.12	There is a formal home-school contract outlining the responsibilities and rules for parental support of their children					
5.4.2.13	The school has parent governors					

5.4.2.14	There is a parent-teachers association					
5.4.2.15	There is a telephone hot-line for parents					
5.4.2.16	There is a parental suggestions box					
5.4.2.17	The school runs brain-storming sessions on home-school cooperation. Parents are invited					
5.4.2.18	Parents are invited onto school trips and journeys					
5.4.2.19	There is an email link between school and home					
5.4.2.20	Parents are advised of homework requirements and content					
5.4.2.21	Parents participate in school plays					
5.4.2.22	Parents with expertise coach sports teams, run school choirs, clubs and societies					
5.4.2.23	Parents help out with school administration					
5.4.2.24	The school reaches out to parents and does not wait for parents to volunteer					
5.4.2.25	Other (Please state)					

5.4.3 If you wish to add a comment here about the school’s relationship to other parents, please use the lines below to express your thoughts and/or opinions or to add more information.

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5.4.4 Bringing the community to the school.

The local community contains an abundance of talents, skills, experience, knowledge and creative ideas. The lifelong learning school of the 21st century will tap into that reservoir of expertise and good-will to help it perform its task. Please indicate whether the school is using these talents in any of the following ways.

		1	2	3	4	5
5.4.4.1	The school runs courses for the community on modern educational methods					
5.4.4.2	The school invites members of the community to share their knowledge and experience in the classroom in support of the curriculum					
5.4.4.3	The school invites members of the community into school clubs and societies					
5.4.4.4	The school has a thriving community involvement					
5.4.4.5	The school encourages members of the community to help out in school lessons					
5.4.4.6	The school keeps the community informed through newsletters and magazines					
5.4.4.7	The school invites the community to contribute to newsletters and magazines					
5.4.4.8	Members of the community can sit in and learn on school classes					
5.4.4.9	The school carries out a learning requirements audit in the community					
5.4.4.10	The community is used as the source of information for surveys carried out by pupils					
5.4.4.11	The school has governors from community associations					
5.4.4.12	Members of the community act as learning mentors for pupils					
5.4.4.13	There is a telephone hot-line for the community					
5.4.4.14	The school suggestions box is open to the community					
5.4.4.17	The school runs brain-storming sessions on its relationships with the community					
5.4.4.18	There is a school email address which members of the community can contact					
5.4.4.19	Members of the community participate in school plays					
5.4.4.20	Members of the community with expertise coach sports teams, run school choirs, clubs and societies					
5.4.4.21	The school reaches out to the community and does not wait for the community to volunteer					
5.4.4.22	The school runs open days for the local community					
5.4.4.23	Other (Please state)					

5.4.5 If you wish to add a comment here about the school’s use of the community, please use the lines below to express your thoughts and/or opinions or more information.

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5.5. Implementing the Social Curriculum - Bringing the school to the world

5.5.1 How much do the sentiments expressed in the following quotations fit into what you believe to be the right way to educate youngsters 1= in every detail, 2= very much, 3= neutral 4= not much 5= not at all

		1	2	3	4	5
5.5.1.1	We recommend a more robust and hands-on approach with interactive materials, frequent visits to council chambers, school parliaments and active involvement with those less fortunate in the community, such as the aged, the handicapped and the dysfunctional (Crick Committee on citizenship)					
5.5.1.2	The school's involvement in the outside community can take many forms. Ontario High school in Canada even makes it a curriculum requirement. Its credit programme emphasizes the acquisition of knowledge, skills and values, the first two through the standard curriculum and the latter through the social curriculum in the form of community service. In grades 9 and 10 there are 30 credits, 18 of them compulsory and 12 of them optional so that the student can take some ownership over the learning he/she does. Additionally each student completes a minimum of 40 hours of community service to improve awareness of civic responsibility (Industry Canada)					

5.5.2 If you wish to add a comment here about the school's use of the community, please use the lines below to express your thoughts and/or opinions or more information.

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5.5.3 Community Service, Citizenship and Democracy

Please say to what extent your school participates in the following types of project in the community.
1= fully to 5= not at all

		1	2	3	4	5
5.5.3.1	Community service is part of the curriculum at all stages					
5.5.3.2	Community Service is part of the curriculum for some ages					
5.5.3.3	Our pupils are encouraged to involve themselves with community activities outside of school hours					
5.5.3.4	The school works with community organisations in the locality					
5.5.3.5	The pupils get involved with the following community projects					
5.5.3.6	Community Service is carried out in school time					
5.5.3.7	Community service is carried out outside of school hours					
5.5.3.8	The school runs citizenship courses for all children in which the value of community service is emphasised					
5.5.3.9	Visits are frequently made to the council debating chambers					
5.5.3.10	The school has its own parliament to demonstrate democracy at work					
5.5.3.11	The school facilitates the collection of money for charitable organisations					
5.5.3.12	The school gets involved with national campaigns eg telethon, family learning days etc					
5.5.3.13	The school actively encourages care for the environment					
	Other (please specify)					

5.5.4.1 What percentage of pupils has been involved in partnerships?.....%

5.5.4.2 What percentage of teachers has been involved in partnerships?.....%

5.5.5 If you wish to add a comment here about the institution's external lifelong learning policies, please use the lines below to express your thoughts and/or opinions or more information.

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Section 6 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 21st 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

6.1 Sources of additional funding

' At Mawson Lakes, technology will be an enabling tool to facilitate learning and to increase interaction between people. The Mawson Lakes School will demonstrate world class practice in the use of information technologies and telecommunications products and services as innovative tools for the improvement of educational and organizational practices. This expertise will be offered as a service to other institutions, businesses and the community in ways that are commercially sustainable and provide productivity gains and benefits for users.'

(Mawson Lakes school charter)

6.1.1 Does the school try to increase resources (financial, human or in kind) through any of the following strategies?

		Yes	No
6.1.1.1	Through partnerships eg with industry in which people donate towards a specific event or project		
6.1.1.2	Through partnerships in which resources can be shared eg computers		
6.1.1.3	Through partnerships in which human resource is made available		
6.1.1.4	Through fund-raising events such as school fetes		
6.1.1.5	Through fund-raising events organised by others eg fund- book schemes		
6.1.1.6	Through national projects to make resources available eg TESCO fund a computer scheme		
6.1.1.7	Through commissions from other organisations eg art department makes a collage for display in a company environment		
6.1.1.8	Through sponsored walks and other similar events		
6.1.1.9	Through requests for financial support for projects from old students		
6.1.1.10	By appointing a rich sponsor onto the board of Governors		
6.1.1.11	Through exhibitions eg of childrens work where there is an entry fee		
6.1.1.12	By transforming the school into a limited company		
6.1.1.13	By running paid courses in technology or other subjects in the evening		
6.1.1.14	By raffles, tombolas and similar projects		
6.1.1.15	By leasing out equipment eg computers) for courses for other organisations)	
6.1.1.16	Other (please specify		

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.
Longworth (lifelong Learning in Action)

6.1.2 Fund-raising often needs someone to drive it. Please reply to the following questions.

		Yes	no
6.1.2.1	Is there a member of staff full-time responsible for resource fund-raising?		
6.1.2.2	Is there a member of staff who gets time off to raise resource?		
6.1.2.3	Has the school ever had a brainstorm among staff about schemes for raising new resource?		
6.1.2.4	Has the school ever initiated a brainstorm among pupils for raising new resource?		
6.1.2.5	Is there a member of staff with a responsibility for resource-raising?		

6.1.2.6	Does the school use the goodwill and expertise among parents or other community members to raise new resources?		
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6.2.3 If you wish to add a comment here about the institution’s external lifelong learning policies, please use the lines below to express your thoughts and/or opinions or more information.

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Section 7: Picking up a few pieces

In this section we raise other issues connected with the theme of a lifelong learning school in a learning city/Region. We look at how the school publicises itself and its communication strategies, what guarantees it gives to its staff and pupils, the technology it uses and the extra-curricular activities it initiates. This section also includes issues of social inclusion and active learning

7.1 Communicating the school's message

'the way that education is presented to the potential learner is important – it needs to be marketed as fun, cool, valuable and important that he/she should have it – it needs to compete with all the other 'products' available in the advertising marketplace.'

Longworth – Lifelong Learning in Action

'the way in which the image of learning is presented internally and externally as an attractive and pleasurable activity can make a world of difference to the success of both the institution and the student.' (NewTELS education survey)

Schools are, whether they like it or not, at the forefront of social, economic and political change. They will become 21st century learning organisations only by making their product more desirable and accessible to learners who themselves need to be convinced of the value of learning. These questions can be seen as points of debate about how the school goes about addressing its target audiences in the new 21st century paradigm.

7.1.1. Promotion of the school to the outside world

Does the school actively promote and publicise itself to the community outside by any of the following means?

		Yes	No
7.1.1.1	A Video showing the school as a learning organisation		
7.1.1.2	Local Press Advertising about the school as a class learning organisation		
7.1.1.3	Internet pages specifying the school as a Learning organisation		
7.1.1.4	Colourful brochures developed to show the school as an attractive place to learn		
7.1.1.5	A telephone hotline for enquirers		
7.1.1.6	Other – please specify		

7.1.2 Internal Communication of the school as a Lifelong Learning organisation

Does the institution employ any of the following strategies to develop lifelong learning awareness in students and staff?

		Yes	No
7.1.2.1	The school logo on every information leaflet		
7.1.2.2	Posters on classroom and laboratory walls outlining the virtues of learning		
7.1.2.3	An attractively produced leaflet about learning for every new pupil		
7.1.2.4	An attractively produced leaflet about learning in the school for parents		
7.1.2.5	Displays in staff-rooms about lifelong learning in the school		
7.1.2.6	Regular information bulletins for staff, parents and pupils		
7.1.2.7	Other strategies (please state)		

7.1.3 Has the school developed a learning charter outlining the rights of learners or the school's commitment to the learning of its pupils and staff. (see annexes 4 and 5 as examples)

7.1.4 If you have any further comment about the schools information/communication policy, please use the lines below to express your thoughts, opinions and information.

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7.1.4.1 Did you add any comments above? Yes/no

7.2 Technology and the school

It is recognised that few schools are wired up to the distance learning capabilities of the internet. However, bearing in mind that this audit reflects the future as well as the present, these questions are relevant to the development of a technology policy by the school

7.2.1 How much do the sentiments expressed in the quotations below accord with the school’s perception of its potential usefulness 0= fully to 5= not at all

		1	2	3	4	5
7.2.1.1	<i>‘The communications revolution has enriched, in different ways, both the internet service providers and their rapidly expanding customer bases. Schools cannot but be a part of that scenario if they are to enable their charges to come to terms with the real world’</i> Longworth - Making Lifelong Learning Work					
7.2.1.2	<i>Our use of technology will broaden the curriculum and enhance lifelong learning by establishing new learning environments for teachers and children. It will connect into the broadband fibre optic networks linking homes, workplaces and educational organizations in the community, creating innovative home-school links with all parents and joining into national and international projects through satellite (Mawson Lakes School technology policy)</i>					
7.2.1.3	<i>Most of what our education and training systems offer is still organised and taught as if the traditional ways of planning and organising one’s life had not changed for at least half a century. Learning systems must adapt to the changing ways in which people live and learn their lives today.</i> European memorandum on Lifelong Learning					

The effective use of technology is essential to the modern school and helps to meet the new lifelong learning demands of flexibility and increased ownership. These questions can be used to raise the debate on 3 aspects of learning technologies in the school

- 1. The development and effective use of distance learning technologies (satellite, cable, ISDN, radio etc) to develop and deliver learning**
- 2. E-learning - the use of electronic networks to increase learning incidence and performance**
- 3. The development and use of open learning systems and courses through computers in the classroom, the home, the office and wherever there are learners.**

7.2.2. Distance Learning and the Institution

		Yes	No
7.2.2.1	Does the school have access to broadband capability for delivering courses at distance to learners in classrooms etc within the school		
7.2.2.2	Is there a school strategy to increase broadband facilities for learning		
7.2.2.3	Are there studio facilities for distance delivery within the school?		
7.2.2.4	Is there a defined strategy to improve the knowledge of teachers about the effective uses of distance learning systems		
7.2.2.5	If such an opportunity arrived would it be welcomed by the majority of the teachers in the school?		

7.2.3 If you wish to add a comment here about the institution's distance learning development policies, please use the lines below to express your thoughts and/or opinions or more information.

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7.3 E-learning and the internet

'thanks to the school's investment in technology, its social-studies teachers are able to enrich their instruction on international trade by bringing into their classrooms live coverage of French farmers demonstrating in Strasbourg, or by discussing the subject live with a university teacher in California who is an authority on sanctions and embargoes. New technologies have opened up the world to students in the school'

Ray Steele, Westfield High School Indiana

7.3.1 the use of networks in schools is proliferating . Please answer the questions below
 1= 0-5%, 2= 6-10%. 3= 11-20%, 4= 21-50%, 5= over 50 %

		1	2	3	4	5
7.3.1.1	What proportion of students are given access to email facilities internally in the school					
7.3.1.2	What proportion of teaching staff regularly use email as a communications tool					
7.3.1.3	What proportion of courses use the internet as a reference source					
7.3.1.4	What proportion of homes are linked to the school by email/internet?					
7.3.1.5	What proportion of staff are able to use networking strategies for learning?					

7.3.2 The use of the internet demands special knowledge of technology. Please answer the following questions

		Yes	No	planned
7.3.2.1	Is there a formal plan to increase this sort of activity within the institution			
7.3.2.2	Is there a formal course for staff on the effective educational use of e-learning and the internet?			
7.3.2.3	Does the institution have special programmes to enable students and staff to buy computer hardware and software more cheaply			
7.3.2.4	Is there a self-learning centre within the school?			
7.3.2.5	Is there a library of educational software available to staff and pupils?			
7.3.2.6	Does the school participate in any local, European or National projects involving electronic networking as a learning medium/environment			

7.3.3 The following are effective uses of networking and computer technology in schools. Please say wheter or not it is used in this way in your school. Please add any other use within your school in the blank boxes

		Yes	no
7.3.3.1	The computer as a people networking tool – linking staff and pupils to others		
7.3.3.2	The computer as a collaborative learning tool – for developing and teaching new courses cooperatively with another school		
7.3.3.3	The computer as a personal learning tool – for individual study		
7.3.3.4	The computer as an information retrieval and database tool – for supporting projects		
7.3.3.5	The Computer as a data collection and analysis tool – for analysing data		
7.3.3.6	The computer as a communications tool – linking children and staff internationally		
7.3.3.7	The computer as a research tool – for gathering and analysing personally collected data.		
7.3.3.8	The computer as a materials delivery or development tool – for staff to develop new materials and have them delivered automatically		
7.3.3.9	The computer as a distance delivery tool – for linking to satellite programmes world-wide		
7.3.3.10	The computer as a management tool – for developing timetables etc		
7.3.3.11	The computer as an administration tool – for letters etc		
7.3.3.12	The computer as a tool for creativity – using creativity programmes		
7.3.3.13	The computer as a home-school communications tool		

7.3.4 If you wish to add a comment here about the school's use of computers as tools for learning, please use the lines below to express your thoughts and/or opinions or to give more information.

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7.4 Extra-curricular activities – the real stuff of learning

The successful school has a thriving set of extra-curricular activities. It also tends to be the sort of school which gains the affections of its staff and children which it retains for a long time after. Such activities provide the opportunity for children and staff to know and respect each other better through shared experiences

7.4.1 Please say to what extent the sentiments expressed in the quotations below express the experience of the school
1= fully, to 5= not at all

		1	2	3	4	5
7.4.1.1	<i>'Those things which take place outside the classroom - participation in the school play, songs sung in the school choir, friends made in the playground, the peculiar characteristics of certain teachers, the clubs and societies they joined, the sports teams they represented and journeys organised by the school to other places - often have a greater impact than the curriculum in the long term.'</i> (OECD)					
7.4.1.2	<i>'Certainly the successful school has a thriving set of extra-curricular activities associated with it. Such activities are also the opportunity for children and staff to know and respect each other better through shared experiences. Participation is also learning - it is one of the most effective ways of understanding and instilling respect for any cultural field, whether it be the theatre, music, literature or sport. It goes without saying that a Lifelong Learning school will be one of the liveliest, most stimulating and inspiring organizations in town.'</i> (Longworth – Making Lifelong Learning Work)					

7.4.2 Please answer the following questions. In the last column put a percentage for staff and pupil participation where appropriate. Add more extra-curricular activities in the blank boxes

		Yes	no	%s	%p
7.4.2.1	The school puts on a school play at least once a year				
7.4.2.2	The school has a thriving choir				
7.4.2.3	The school has more than one thriving choirs				
7.4.2.4	The school puts on at least one big musical event each year				
7.4.2.5	The school has an orchestra				
7.4.2.6	The school has a jazz/swing band				
7.4.2.7	The school has a scout/guide/brownie/cub group attached				
7.4.2.8	The school plays other schools at soccer				
7.4.2.9	The school plays other schools at rugby				
7.4.2.10	The school plays other schools at tennis				
7.4.2.11	There is a strong coaching staff for sports				
7.4.2.12	There are many after-school clubs and societies				
7.4.2.13	The school organises one or two trips abroad each year				
7.4.2.14	The school organises more than 2 trips abroad each year				
7.4.2.15	The school is the centre of a thriving community using the facilities				
7.4.2.16	The school has its own swimming pool				

7.4.2.17	The school participates in sponsored events for charity				

7.3.4 If you wish to add a comment here about extra-curricular activities at the school, please use the lines below to express your thoughts and/or opinions or to give more information.

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Do you have any general comments on the usefulness of this audit tool to your school? <i>(comments)</i>
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Thank you for completing this audit tool. We hope that it has been useful for you in your journey towards becoming a true learning organisation. We appreciate that this is a process that will take years to complete and that you may wish to refer back to many of the ideas and concepts included within. If we can help in this process please let us know. The contact name is given below.

You will also benefit greatly from the learning materials to be found at www.longlearn.org.uk/materials.html.

For further reading try ‘Learning Cities, learning regions, learning communities’ and ‘Lifelong Learning in Action’ both available from http://www.taylorandfrancis.co.uk/shopping_cart/search/search.asp?search=longworth/

For further information on this and other audits contact norman.longworth@losmasos.com or m.osborne@educ.gla.ac.uk

We have also attached a number of annexes which should be of use for stimulating discussion among staff, students, parents, governors and the community at large

THE SCHOOL LEARNER'S CHARTER

GOOD FOOD, GOOD HEALTH AND GOOD LEARNING ARE INTERDEPENDENT PARTS OF THE HUMAN BIO-SYSTEM

IN OUR SCHOOL WE GIVE ALL PEOPLE THE OPPORTUNITY TO LEARN AND TO DEVELOP THEIR OWN POTENTIAL

THIS IS IRRESPECTIVE OF CREED, ETHNIC BACKGROUND, AGE, NATIONALITY OR GENDER

THE LEARNER IS THE CUSTOMER WHOSE INDIVIDUAL NEEDS TAKE FIRST PRIORITY

AS FAR AS POSSIBLE, THE LEARNING IS PROVIDED WHERE, WHEN AND HOW THE LEARNER DESIRES IT

THE BENEFITS OF LEARNING THROUGHOUT LIFE ARE ACTIVELY PROMOTED AND ENCOURAGED FOR ALL AGES

EVERYONE'S INDIVIDUAL LEARNING STYLE IS RECOGNISED AND CATERED FOR

CHILDREN WITH LEARNING DIFFICULTIES RECEIVE EXPERT HELP

OUR LEARNERS HAVE ACCESS TO MODERN RESOURCES FOR LEARNING AND EXPERT HELP TO USE THEM FULLY

SUPPORT AND GUIDANCE SYSTEMS, INCLUDING ACCESS TO LEARNING COUNSELLORS, ARE IN PLACE AT ALL STAGES OF LEARNING

AS FAR AS POSSIBLE, ALL OUR LEARNERS ARE GIVEN OWNERSHIP OF, AND CONTROL OVER, THEIR OWN LEARNING

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

THIS IS A LEARNING SCHOOL

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

We declare that we will invest in Lifelong Learning within our school by:

1. DEVELOPING PRODUCTIVE PARTNERSHIPS WITH THE OUTSIDE COMMUNITY FOR OPTIMISING AND SHARING RESOURCES, AND INCREASING LEARNING OPPORTUNITIES FOR ALL

2. AUDITING THE LEARNING REQUIREMENTS OF STAFF AND STUDENTS FOR PERSONAL GROWTH, CAREER DEVELOPMENT AND FAMILY WELL-BEING

3. SUPPORTING LEARNING FOR STAFF AND STUDENTS THROUGH MODERN LEARNING GUIDANCE AND COUNSELLING SERVICES

4. SUPPLYING LEARNING AS FAR AS POSSIBLE ACCORDING TO THE LEARNING STYLES OF THE LEARNERS THEMSELVES

5. STIMULATING DEMAND FOR LEARNING INTERNALLY THROUGH INNOVATIVE COMMUNICATION STRATEGIES AND THE EFFECTIVE USE OF THE MANAGEMENT SYSTEM

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

7. ENABLING THE APPROPRIATE AND EFFECTIVE USE OF NEW LEARNING TECHNOLOGIES THROUGH NEW INVESTMENT AND A VIGOROUS STAFF TRAINING STRATEGY

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

9 ENCOURAGING THE DEVELOPMENT OF PERSONAL LEARNING ACTION PLANS BY STAFF AND STUDENTS

10. RESPECTING ALL PEOPLE AS VALUABLE AND VALUED INDIVIDUALS IRRESPECTIVE OF RACE, BELIEF, ABILITY, GENDER OR NATIONALITY

11. HELPING MORE PEOPLE LEARN BY ENSURING THAT ALL STAFF ARE KEPT UP TO DATE WITH MODERN KNOWLEDGE OF HOW CHILDREN LEARN

12. CELEBRATING AND REWARDING LEARNING AND ACHIEVEMENT BY PROMOTING FREQUENT EVENTS OPEN TO ALL

Core Skills for Personal Survival in the Lifelong Learning Age

Learning to learn	<ul style="list-style-type: none"> ➤ Knowing one's learning style, ➤ Being open to new learning techniques and new knowledge ➤ Wanting to learn with self-confidence
Applying new knowledge into practice	<ul style="list-style-type: none"> • Seeing the connection between theory and practice, • Transferring knowledge into action
Questioning and reasoning	<ul style="list-style-type: none"> ✓ Being continuously aware of changes ✓ Continually wanting to improve procedures and processes ✓ Never being satisfied with the status quo
Managing oneself and others	<ul style="list-style-type: none"> ❖ Setting realistic personal targets ❖ Recognising the gap between the current and the target and understanding how to fill it ❖ Continuously developing personal skills
Managing information	<ul style="list-style-type: none"> □ Collecting, storing, analysing and combining information □ Using information technology
Communication skills	<ul style="list-style-type: none"> ▪ Expressing oneself clearly orally and verbally in formal and informal situations ▪ Persuading others ▪ Listening to others
Team work	<ul style="list-style-type: none"> ➤ Sharing information and knowledge, ➤ Receiving information and knowledge ➤ Participating in goal-setting ➤ Achieving common goals
Problem solving skills	<ul style="list-style-type: none"> • Creativity and innovation
Adaptability and flexibility	<ul style="list-style-type: none"> ✓ Facing change with confidence ✓ Adapting to the new situations and tasks ✓ Being ready to change personal direction
Lifelong Learning	<ul style="list-style-type: none"> ▪ Continuously upgrading personal skills and competence ▪ Cherishing the habit of learning