

Annexe 2 – Sub-Project reports

2a) State of South Australia

2b) Papakura Lifelong Learning Trust, New Zealand

2c) University of Queensland, Brisbane

2d) CEFEL and Sannois, France

2e) Napier University, Edinburgh

2f) Espoo Learning City, Finland

2g) Knowledge Management International and Northern Alberta Institute of Technology, Edmonton, Canada

2h) Beijing Academy of Educational Sciences. China

Annexe 2A Project results – State of South Australia – Schools project

Project Partner

To May 2003: Centre for Lifelong Learning and Development, Adelaide, (Professor Denis Ralph, Chief Executive, and Dr Darryl Dymock Deputy Director)

May 2003 - Feb 2004:, South Australia, Education Department (Dr Darryl Dymock)

Feb 2004 – project end: Delfin Lendlease, Mawson Lakes, acting on behalf South Australia Education Department. (Dr Stan Salagaras)

The Centre for Lifelong Learning and Development was one of the foremost lifelong learning organisations in Australia, if not the world. It worked in partnership with three South Australian Universities, child care centres, school systems, adult and vocational education providers, the South Australian Government and business and industry to promote and implement lifelong learning solutions in the communities of South Australia. It was closed down after a change of political focus for the reason that it was deemed to have completed its mission in bringing lifelong learning to South Australia, and that this now became part of the whole mission of the State Education Department. Responsibility for PALLACE passed therefore to that department under the responsibility of the former deputy director. In February, Dr Dymock left South Australia and responsibility for PALLACE fell to Dr Stan Salagaras, at Mawson Lakes Community Development.

Project Leader (

Professor Denis Ralph (Executive Director)

Professor Denis Ralph is the Founder and Chief Executive of the Centre for Lifelong Learning and Development based at Flinders University, and created to ensure that Adelaide and South Australia are at the forefront of Lifelong Learning initiatives. Prior to taking up this appointment in February 1999, he was Director-general of Education and Chief Executive of the Department of Education, Training and Employment in South Australia, with 35000 staff in all branches of education and employment. He has also been deputy Director-General of School Education in New South Wales. He holds a Master of Education degree from the University of Alberta, Canada and a Fellow of the Australian College of Education, having received awards for his services to Education. In addition to being Chair of the State Reconciliation Council and a Business Ambassador for South Australia, he is the author of significant policy review reports in the field of lifelong learning and has long been involved with curriculum innovation in Adult and Schools education. He has presented keynote addresses at a range of national and international conferences. He is a leader in the education field, particularly in relation to education policy and planning, educational administration, equity issues and evaluating performance.

The PALLACE Schools sub-project

The **schools** sub-project commenced work with Mawson Lakes School, which is one of the first schools in Australia to declare itself a "Lifelong Learning School". In achieving this status it works extensively with the neighbouring adult education college and university and with business and industry, parents and the community at large. Staff there contribute to the vision of a lifelong learning community through

- collaborative team work,
- linking with other learners in an interconnected community,
- professional development that is continuous,
- working closely with families,
- flexible curriculum delivery methods and
- trailing new innovations.

Its Head, Mr Alan Puecker, has extensive experience both as teacher and administrator in rural and urban environments. He has worked closely with the Centre for Lifelong Learning and Development and subsequent bodies to make continuous improvements to the way in which education can enrich and inspire achievement in children and staff. The school has advanced communications facilities which enables it to carry out the schools part of the Pallace project with schools in Queensland and Finland. Mt Puecker gave one of the keynotes at the European PALLACE conference in September 2003.

However, the original group of schools that centred on Mawson Lakes has significantly expanded. This has been done for two main reasons:

- To enrich the school based resourcing and expertise available to produce the required PALLACE project outcome.
- To stimulate thinking about what needs to happen at school systems level (government and non government) to support schools with their roles in building learning communities, cities and regions.

In South Australia, there are now 17 schools associated with the South Australian PALLACE project from across the State - metropolitan and country; all levels; each of the sectors (see list below). All of the principals involved have attended workshops to explain the PALLACE project and, more importantly, have been challenged to consider the roles schools play in building learning communities, cities and regions. In addition, schools have provided routine profile data and conducted an initial consideration of the ways they see themselves currently contributing towards building learning communities and a learning city. In addition, schools have been challenged to think about how schools could play a pivotal role here. The project reports produced from South Australia, given below, demonstrate the extent to which PALLACE has influenced both the curriculum and the way in which schools approach the outside community.

In February 2003, a further workshop with the project leader, Professor Norman Longworth, brought principals up to date with developments occurring in other PALLACE sub-projects, and especially those most closely allied to schools. Discussions with the Queensland PALLACE project officer have indicated the potential of a national region to region linked project that has explored how schools in a regional setting with a specific industry base eg: horticulture, can collaboratively contribute to building learning for economic and social capital growth.

Finally, following extensive email communication with Ms Kristiina Santala of The Learning City Project, The City of Espoo, Finnish schools have linked with schools in the South Australian PALLACE project. The strengthening of State, national and international links has therefore been a key element of PALLACE South Australia and The various Directors of the project have made selected site/location visits to support in depth discussion and action at the local level. In addition the PALLACE project was represented at a large OECD International Conference held in Melbourne in April 2003, where it received a great deal of interest.

In the Elected Representatives sub-project, in which it is working with CEFEL France, PALLACE South Australia has been working with the City of Marion, a large, independent suburb of Adelaide which in September 2001 organised a Learning Festival expressing the joy of Learning and encouraged its citizens to take it up in larger numbers. Professor Ralph and the Centre for Lifelong Learning and Development played a key role in that. Professor Longworth has run an English language workshop for elected representatives and senior officers of the city using materials corresponding to those used in Sannois in French under the theme of Learning Communities and cities. This has contributed to the growth of awareness of the concept there.

Outcomes

The outcomes of the sub-project are:

- Greater understanding of the role of the school in the development of learning communities
- Leaflets and brochures giving examples of good practice
- National and international networking at principal, teacher and student levels
- Innumerable seminars and workshops for both schools and city officials over the project period
- Papers and articles in local and national magazines
- Presentations at international conferences of PALLACE, OECD and the Educating Cities Network based in Barcelona.
- Powerpoint presentations (provided on the accompanying disk)
- Presentations and forums on the PALLACE website

The full South Australia Project manager report is given on page xx below – it shows a commitment well beyond the normal in spite of the difficulties of changing leaders. Results are outstanding especially in view of the small subvention available to the state. All involved are to be congratulated on the high degree of professionalism, enthusiasm and achievement. It is to be hoped that cooperation of this kind between Australia, Europe and North America will continue and the Commission is thanked for making it possible in the first instance.



BACKGROUND

The Centre for Lifelong Learning and Development is a partner of the PALLACE project and has lead of one – Schools (PALLACE Project 1) – and is a member of another – local Government/City Councillors (PALLACE Project 4).

SCHOOLS (PALLACE PROJECT 1)

The original group of schools in the PALLACE project that centred on Mawson Lakes has significantly expanded. This has been done for two main reasons:

- To enrich the school based resourcing and expertise available to produce the required PALLACE project outcome.
- To stimulate thinking about what needs to happen at school systems level (government and non government) to support schools with their roles in building learning cities and regions.

There are now 17 schools associated with the South Australian PALLACE project from across the State - metropolitan and country; all levels; each of the sectors.

In relation to the schools strand, there are five matters to briefly report on.

First, nearly all of the principals involved have attended a workshop to explain the PALLACE project and, more importantly, have been challenged to consider the roles schools play in building learning cities and regions. The rest have been sent detailed information on this.

Second, schools have provided routine profile data and conducted an initial consideration of the ways they see themselves currently contributing towards building learning communities and a learning city. In addition, schools have been challenged to think about how schools could play a pivotal role here. An analysis and evaluation of the findings will be used to develop a better understanding and database for policy and operational use at local and systemic levels.

Third, a workshop with Professor Norman Longworth was held on 11 February to bring principals up to date with developments occurring in each element of PALLACE and especially those most closely allied to schools.

Fourth, early discussions with the Queensland PALLACE project officer have indicated the potential of a national region to region linked project that could explore how schools in a regional setting that have a specific industry base eg: horticulture, contribute to building learning for economic and social capital growth.

Finally, following extensive email communication with Ms Kristiina Santala of The Learning City Project, The City of Espoo, two Finnish and two Swedish schools have been identified to link with schools in the South Australian PALLACE project. The work on the PALLACE Schools strand will continue to be progressed through:

- Oversight of the project by Dr Darryl Dymock, Deputy Director of the Centre for Lifelong Learning and Development
- The ongoing involvement of Mr John Halsey, Senior Lecturer in the School of Education at Flinders University.
- Building out and strengthening the State, national and international links
- Selected site/location visits to support in depth discussion and action at the local level

In addition, a workshop is planned for late March 2003 with the Principals of each of the schools involved to consider various models of schools and lifelong learning. Following this, a decision will be taken on which model (or variation of a model) will be adopted and used to facilitate achievement of the requirement of Project 1. This is especially important in relation to international links with Espoo and other cities and regions.

The outcomes of the project will be:

- Greater understanding of the role of the school in the development of learning communities
- National and international networking at principal, teacher and student levels
- A 'learning module' that documents the range of lifelong learning initiatives undertaken by partner schools, as a model for other schools.

LOCAL GOVERNMENT/CITY COUNCILLORS (PALLACE Project 4)

For the local government/city councillors strand of the South Australian PALLACE Project, there are four actions to report.

First, a very successful workshop involving senior executive staff and a meeting with the Mayor of the City of Marion, which has a population of approximately 78,000 and an area of nearly 55 square kilometres, took place on 10 February with Professor Norman Longworth. The objectives of the workshop were

- To provide information regarding national and international trends/examples of local government involvement in the development of learning communities;
- -To achieve a better understanding of the role Marion Council has in developing leadership for a learning community and of its part in the PALLACE project.

Second, initial contact has been made with Alain Bournazel at the Centre de Formation des Elus (CEFEL) to provide a brief outline of the South Australian local government PALLACE project with further reports and discussion to follow.

Third, discussions have commenced with the South Australian Local Government Association about its role in training local government councillors and a possible link to CEFEL.

Fourth, a one-day conference on the role of local government in the development of learning communities will be held in Adelaide in August 2003.

The outcomes of this aspect of the project will be:

- Greater understanding of the role of local government in building learning communities
- Input into the development by the French partner of a program for local government councillors and leadership for learning cities
- Productive international links and networks about the role of local government in building learning communities
- The involvement of other local government authorities in lifelong learning initiatives



Deputy Director
21 March 2003

Schools and Lifelong Learning Communities

PROGRESS REPORT ON PALLACE SCHOOLS PROJECT JUNE 2003

Since the report following the conference in Papakura, New Zealand, in March 2003, there has been considerable progress with the Schools and Lifelong Learning Communities component of the PALLACE Project. South Australia is the leader of this component, through the Centre for Lifelong Learning and Development, and the City of Espoo in Finland is the major partner.

In South Australia, at the beginning of June there were 14 schools or school units taking part in the PALLACE project; so far in Finland, seven schools have joined in and it is expected that more will follow. Since the report in March 2003, there have been a number of significant achievements:

1. Development of a set of Guidelines to help the schools move from their present level of involvement in building learning communities to a higher level (see Appendix A).
2. Development of a timeline for schools from May 2003 to June 2003 in order to ensure outcomes are met and the project is completed on time (see Appendix A).
3. Slight adaptation of the 'Longworth model' (1996) of the role of the school in building learning communities as the basis for schools to categorise those activities that contribute towards the development of learning communities (see Appendix B).
4. Development of a template that enables schools to report on their learning community activities as well as providing profiles to use when matching schools in South Australia and Finland (see Appendix C and Appendix D).

Below is a list of the schools involved and a summary of each school's learning community theme or topic, where the latter have been provided.

South Australian schools helping build learning communities

The South Australian schools and the areas activities of development are:

Name of School	Theme/Topic of proposed contribution to building learning communities
Aberfoyle Park / Heysen Primary School	Interactive internet site: community services for parents
Hamilton Secondary College <ul style="list-style-type: none"> ▪ Adult Campus ▪ Flato Centre 	<ul style="list-style-type: none"> ▪ Document curriculum development and development of partnerships ▪ Enhancing extra curricular activities for students
Immanuel College Seaview Downs Primary School Seaview High School	Modification of 'Longworth Model' of lifelong learning (see Appendix E)
Loxton High School	TBA
Mawson Lakes School	Document formation of Mawson Lakes Education Services (joint facility)
McLaren Vale Primary School	Document helping and hindering factors in role of school in building learning communities
Seaford 6-12 School	Establish a Lifelong Learning Interest Group from 'Global' community
St Aloysius College	Improvement of study tours program as cultural exchange; Database of community resources and how they shape curriculum
St Columba College	Development of community education courses and volunteers; Partnerships with key stakeholders
The Pines Junior Primary	Integration of Vietnamese community with school; Report on birth to 13 years model of learning
Woodville High School (Wiltja Program)	Development of website and school-home video link

The profiles and learning communities roles for these schools as provided by 30 May 2003 are shown in Appendix C. This reporting template will be updated as additional information is provided by the schools.

Finland schools helping build learning communities

The schools in Finland which have joined the project to date are:

Name of School	Theme/Topic of proposed contribution to building learning communities
Etälä – Tapiolan lukio	Awaiting details
Finno school	Awaiting details
Mattliden <ul style="list-style-type: none"> ▪ Mattlidens gymnasium ▪ Mattlidens skola 	Awaiting details <ul style="list-style-type: none"> ▪ Engaging parents of teenagers in building a network ▪ Program for pupils in different schools to discuss novels over the internet
Rastaala school	Awaiting details
Tähtien school <ul style="list-style-type: none"> ▪ Tähtiniity primary ▪ Tähtitarha Special School 	Team work, student parliament, conflict resolution team, bullying prevention, normal-handicapped integration, lifeskills and self-esteem.

Since most of the schools in Finland have only recently joined, some details of their involvement in building learning communities were not available in time for this report (see Appendix D). As with the South Australian schools, the reporting template will be updated as additional information is provided.

The information provided by schools in South Australia and Finland will be used as the basis for matching schools in August via the internet. As shown in the Guidelines, each school will write the story of the development of its learning community role in 2003-04 as a case study for the e-learning module at the end of the PALLACE project.

There is considerable enthusiasm for this project on both sides of the world; the developments to date augur well for innovative and practical outcomes at the conclusion of the collaboration.

Dr Darryl Dymock
 Deputy Director
 Centre for Lifelong Learning and Development
 Adelaide: Australia
 In association with:
 Kristiina Santala – Espoo, Finland
 John Halsey and Carmel McCarthy, South Australia.
 June 2003

