

## Guidelines for the PALLACE project for schools

1. Each school will move from its level of involvement in helping build a learning community at the beginning of the project (ie: first half of 2003) to a higher level of involvement at the end of the project (June 2004).
2. The Longworth model of 'Schools and lifelong learning' (adapted from p.49 of Longworth N and Davies W, *Lifelong learning*, Kogan Page, 1996) will form the basis for each school to consider which elements of lifelong learning
  - (a) it currently relates strongly to;
  - (b) it aspires to by the end of the project.
3. Schools will most likely relate their current and newly developed activities to only a few elements of the model, not to all of them; each school will make its own decisions about what activities to pursue, individually or in collaboration with other schools.
4. Each school will document its progress as a lifelong learning school from the first half of 2003 until May 2004, ie: tell its story over that period, and this will provide a 'lifelong learning case study' from each school.
5. These lifelong learning case studies will be combined by the South Australian coordinator in June 2004 as an **e-learning module** that provides a range of examples of what schools can do to help build a learning community, and which will be the 'deliverable' to the European Commission at the end of the project.
6. At the end of the project the range of case studies will be compared against the 'Longworth model' and a new model may be developed to reflect the reality of the case studies.
7. Each South Australian school, or small cluster of schools, will be linked with a Finnish school; where possible links will be between schools with similar lifelong learning interests (as per point 2 above).
8. There will be ongoing modifications to the process as links develop between schools and as lifelong learning activities change for various reasons.
9. The activities undertaken may involve only one class or group of students, or could involve the whole school, or other groupings.

## Timeline for schools

### 23 May 2003

#### Finnish Schools:

1. Provide a brief description of the school to Kristiina Santala by 23 May. This might include the number of teachers and students; primary, secondary etc, age range of students; any special features of the school eg: particular cultural groupings of students, subject specialities, location etc.
2. Provide a statement by 23 May of:
  - a) What lifelong activities they are **currently** undertaking and which elements of the Longworth model these activities most strongly relate to. (Note: It is expected that only one or two activities will be listed at this point).
  - b) Identifying what activity/ies they might develop OR what **other** element(s) of the model they might pursue over the period of the project (Note: It is understood that these may be tentative at this stage, and may require further discussion within the school).

#### South Australian Schools:

1. Brief description – already completed.
- 2a. Current lifelong learning activities – report completed.
- 2b. Activity already identified as 'next step' – Provide progress report by 23 May.

### June 2003

Progress report from SA Coordinator to PALLACE Manager.

### August 2003

- PALLACE Manager sends progress report to European Commission.

- Link with a partner school, initially at Principal level. The nature of the ongoing interactions between the two schools will be decided between the schools.

### **19 September 2003**

- Schools provide reports on the progress of:
  - a) lifelong learning initiatives for the PALLACE project
  - b) their links with their partner school.

### **28 November 2003**

- Schools provide reports on the progress of:
  - a) lifelong learning initiatives for the PALLACE project
  - b) their links with their partner school.

### **December 2003**

- Progress report from South Australian coordinator to PALLACE Manager

### **March 2004**

- Schools provide reports on the progress of:
  - a) lifelong learning initiatives for the PALLACE project
  - b) their links with their partner school.

### **May 2004**

- Final reports from schools, as per Guideline 4.

### **June 2004**

- Final report from SA Coordinator to PALLACE Manager

### **July 2004**

- Final PALLACE Manager report to European Commission

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