

# **Australian Learning Communities Network Inc. (ALCN)**



Incorporated in NSW.  
No: 9883167  
Australian Registered Body No  
113 273 859

## **Annual Report**

**2019-2020**

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## Introduction:

This Annual Report highlights the work that has been done in the place-based learning communities by our members. Jim and I take this opportunity to thank the Executive for their work in promoting lifelong learning and learning communities within their communities, nationally and internationally.

Communities have had a challenging year so far, bushfires and now COVID-19, and this is testing resilience, social cohesion and the economy, in particular, the livelihoods and health of individuals, families, education providers, businesses, and other organisations, including importantly, our health systems, libraries and cultural centres. However, learning communities are adapting as is particularly illustrated in the reports from our members.

My priority for the next couple of months is to work on rebooting the ALCN website and social media so that we are in a better position to tell your stories and to share other stories of how other communities are working on recovery and to grow the membership base. In the meantime, I thank Adult Learning Australia (ALA) for collaborating on a joint seminar and posting the results on their website, and to PASCAL International Observatory for posting our newsletters and promoting our

members work internationally. Currently one of our members, Peter Kearns, is revising his work on EcoWELL (economy, community, well-being), and launching two programs about EcoWELL2 and community recovery after COVID-19 on the PASCAL International Observatory. Our member Wyndham City is taking part so we will keep you up to date with this development.

Keep up the great work connecting your neighbourhoods, communities and cities through learning as a driver for change.

Leone Wheeler, Hon. Chair, ALCN

## Executive Appointments

In accordance with decisions of the 2019 AGM the following were appointed

Jan Simmons – (Victoria)  
Max Eastcott – Gwydir Learning Region (New South Wales)  
Annette Burns– Townsville City Council ((Queensland)  
Diane Tabbagh – Wyndham City Council (Victoria)  
Sally Edwards – Melton City Council (Victoria)  
Leone Wheeler – incoming Hon CEO  
Danielle Hargreaves – Central Coast Council.  
Diane was appointed as Chair (the position is a 2-year term)

The Manager, Corporate Services at the Albury-Wodonga Community College (an organizational member) has generously agreed to act as the second signature for ease of payment of accounts

Jim Saleeba continued in the position of Hon. CEO and treasurer/public officer. From January 2020 Leone Wheeler took over the position of Hon. CEO/public officer, while Jim Saleeba continues as treasurer and information resource person.

The Executive meets by phone conference regularly and communicates through email or by phone on a constant basis as issues emerge or to membership demands.

## Thank you

Thank you, Jim Saleeba. Jim founded the ALCN in 2001 during the time of the development of Victorian Learning Towns and the Australian Learning Communities Network. Jim represented the network at regional, national and international forums. He is a great supporter of the development of learning communities in Australia. Through active participation in PASCAL's Learning Cities Network, Jim has promoted ALCN stories internationally. Jim has left the network in a financially sound position and remains as a key resource person.

Thank you to Danielle Hargreaves (Central Coast Council, New South Wales), who resigned from her role on the Executive on the ALCN. We are pleased to note that as a person with an environmental management background she has moved on to manage a Unit in Council that delivers essential water supply, sewerage treatment and services. Particularly important during COVID-19 times. We are pleased that Danielle will remain as a member.

## Farewell

We sadly said goodbye to a great stalwart of the Network

Steve Fawcett announced his retirement from the Executive. Steve has been a longtime supporter of the Network, has written a book on learning communities and over his period has supported lifelong learning with South Australia

## Welcome:

We are pleased to report that Hume City Council has joined the Network again this year and we welcome George Osborne, Manager, Economic Development.

## Annual General Meetings

So far it has been decided, due to the expense of holding the national conferences, and where possible state and regional conferences have replaced the national conference.

Our current policy is to link, where possible, our AGM to another conference of value to members which will be attractive to our membership. Failing that, the AGM is held as audio conference.

Last year our AGM was held in 2019 on 18 June via audio conference.

## Advocacy

On behalf of the Network, ALCN Inc. meets with or makes representations to parliamentarians, State Authorities, or key agencies to argue for recognition of and support for the work of learning communities throughout Australia.

In 2019/2020 Executive Members:

- Met with the Director of PIMA, Dr Chris Duke
- Continued as a member of UNESCO Global Network of Learning Cities
- Met with Professor Mike Osborne, University of Glasgow, and PASCAL International Observatory (February 2020)
- Met with the Director of the European Union, Professor Bruce Wilson (January 2020)
- Met with Jenny Macaffer, Chief Executive Officer, Adult Learning Australia.

## National Information Clearing House

The website Learning Communities Catalyst ([www.lcc.edu.au](http://www.lcc.edu.au)) is seen as the best mechanism for the National Information Clearing House on Learning Communities. Currently, this website is under development. This includes the redevelopment of the ALCN logo, website banner, and paper-based brochure. The aim is to include links to the learning community strategies, stories, evaluation tools and research of our partners. The site will also link to international partners, in particular, the PASCAL International Observatory and UNESCO Global Network of Learning Cities (GNLC). Along with this social media tools such as Facebook and Twitter are being incorporated. If all goes well this will be launched by June 2020. Leone Wheeler is currently writing the content. The ALCN Executive has approved the employment of a Graphic Designer to modernize the logo and other material and our Executive member Sally Edwards from Melton will pull the material together.

We thank Andrew Williamson, our web and host manager, for continued generous assistance with the site.

## Points of Contact

Executive members are a nominated point of contact for their State and for any information to members.

NSW – Max Eastcott

Northern QLD – Annette Burns

Victoria – Jan Simmons; Diane Tabbagh, Sally Edwards

The Executive also nominate other specific responsibilities around which they are the focal point for information and research. In the past year these responsibilities were:

Name	Executive position	Additional responsibilities
Max Eastcott	NSW rural contact	Local government contact NSW liaison
Jan Simmons	Victorian contact	Regional Victorian activities
Diane Tabbagh/Sally Edwards	Victorian contacts	Metropolitan activities
Annette Burns	Executive member	Queensland activities
All		Participation in deputations when possible
Jim Saleeba/Leone Wheeler/	Hon CEO	Overall coordination responsibilities Public officer Treasurer
<b>Other Members</b>		
Judith Jensen	Member	Australian Library and Information Association liaison

## Some 2019/2020 Member Achievements – A Snapshot

Our learning cities and communities report on their activities for the 2019/2020 year.

### 1. Learning Activities in Ballarat – Report from Jan Simmons

#### Ballarat ----Social Enterprise and the Corona Virus

At the beginning of February, a new group of participants joined the Cooking up Jobs social enterprise. All this came to a grinding halt one month later with the speedy entrance of the Corona virus. One minute the group were buzzing around preparing meals and undertaking catering orders next, we were moved into the silence of lock down. Everyone was hugely disappointed. So, we set to thinking about how we could still move forward with their learning and participation. A solution hatched out of the Work and Learning centre's regional meetings and Jamie Oliver. The idea of having online cooking activities matched with learning seemed like the answer. So, we set about designing the way forward.

Firstly, we tried filming various recipes and processes and working on the verbal explanations – learning along the way about the need to keep things simple and to bring in humour where possible.

These clips were uploaded to the organisations Facebook page which provided easy access for all participants and at the same time engaged the community.

The next step was to get the participants to utilise the clips and get family or friends to film the class participants in action.

Food Fridays were introduced so that the enterprise volunteers could continue to be involved and the organisation was able to provide meals for community members who were unemployed or socially in need. So still using social isolation principles 100+ meals are prepared and distributed each week.

We now have participants from the original class coming back into the kitchen each week (3 at a time). This has kept class engagement in place and maintained their learning. They are then

linked to the online learning. Additionally, the community has responded positively with financial donations and food donations.

The Corona Virus has given us the opportunity to think about doing things in a different way so that we could continue to offer this valuable program.

## **2. Brimbank, Victoria**

Christine McAllister, Manager Learning and Participation reports a range of activities which support the implementation of the Brimbank Lifelong Learning Strategy 2018-2023, a framework for building better learning outcomes.

Activities include a 'State of the Play in the West' forum; a Schools and Community Organisations Exchange Forum; professional development for local tutors and volunteers; the 19 workshops on skills development and learning pathways as part of the Brimbank Learning Futures initiative, and Brimbank Libraries response to COVID-19. [Read more](#).

## **3. Central Coast Council Learning Community Department, NSW:**

Danielle Hargreaves reports Central Coast Council, New South Wales reports that over the year the learning community area has ran over 40 projects including ones on water conservation, the waterways, community safety-based, including reducing graffiti, personal and household safety and road safety.

The Environmental Education Team have produced several eBooks to raise awareness of Australia's amazing wetlands, Tuggerah Lakes Estuary, and Australia's Eucalypt forest. The books contain beautiful photography, videos and interactive activities. To download and find out more go to the following links:

iBooks link: <https://books.apple.com/au/author/central-coast-council/id1244087689>

App link: <https://apps.apple.com/no/app/tuggerah-lakes-estuary-explore/id1476229187> for

Apple or <https://play.google.com/store/apps/details?id=com.centralcoast.tle&hl=en> for Google Play.

## **4. Gwydir Learning Region**

Max Eastcott, CEO of Gwydir Shire, reports that Gwydir Learning Region (GLR) continues to focus on employable outcomes for the workforce of the region. The challenges due to the drought, bushfires and now COVID-19 mean that there has been unemployment, but this is being addressed. Gwydir Learning Region, a Registered Training Organisation had a limited scope, but was able to expand under the NSW Government's Smart and Skilled Program, so that those who have lost jobs, particularly farm workers, could be retrained as for example, Forklift Drivers and Truck Drivers. The Council has also employed some of these workers, thus retaining people in the region, which is important as Gwydir Shire, being 9,122 square kilometres in area is sparsely populated (5,516 people).

## **5. Hume City Council:**

George Osborne, Manager Economic Development, reports that while the Hume Global Learning Village no longer exists, 9 years ago Council established the Hume Jobs and Skills Task Force, which is supported by Economic Development. It has a focus on skills for employment, rather than

cradle to grave education. It is fuelled however, by the same generosity of spirit and community focus that we saw so often in the HGLV and the membership is drawn from all levels of government, industry, education and community across Hume.

It is heartening to see that the Hume City Multiversity has several business, education, and community partners which aim to provide a range of programs and services which raise local aspiration and employability and assist local businesses and industry grow. [Read more](#).

## **6. Hume Community Learning Inc (HLC)**

The Hume Learning Community Inc. is established to be a charity whose purpose is to advance education by pursuing the following goals:

- To address social inequalities and provide a forum for local community to have a voice and increase lifelong learning opportunities for people who are disadvantaged, upholding the principles of equality, access, participation and social justice;
- To inspire and promote participation of Hume residents in lifelong learning (formal, informal and non-formal) experiences regardless of age, ability, religion, ethnicity, race, gender, disability or socioeconomic status;
- To reduce social isolation of individuals and groups within the community and provide forums for inclusion, participation and pathways to learning; and
- To act as a champion of lifelong learning for all and actively build and facilitate a strong local stakeholder network and collaborative initiatives as the foundation for individual learning.

The focus is to maintain and grow communication and cooperation between some leaders in lifelong learning in Hume. The goal is to support member organisations and community members with their initiatives and well as develop projects that will promote the HLC goals that are beyond but incorporate the remit of each organisation.

A research paper by former resident and leading teacher, Matthew O'Hagan highlighted the significant challenges that remain in achieving improved learning, social and economic outcome for Hume residents. He highlighted the Collective Impact model. The impact of the HLC Inc. will be achieved through the collective efforts of member organisations.

In-between meetings, the members share information on relevant developments, research, professional development opportunities and seek advice and help from one another. Members support and celebrate each other's successes, and there are many.

Locally based research, with the help of RMIT, has formed part of the work in recent years as has the placement of students from RMIT and the University of Melbourne in member organisations.

Membership of HLC Inc. includes representation from the disability, tertiary, education and community education sectors. Valuable liaison with the local member of parliament is maintained.

Ken Thompson, Chair, HLC

## **7. Melton**

Sally Edwards reports that in the past year her role has changed from being the Lifelong Learning Officer to now Coordinator of Community Activation and Learning. Her area of responsibility has

expanded to include the development and delivery of Council's Learning City policy and strategies, as well as lifelong learning, community activation and programming to respond to community need at both the municipal and local neighbourhood level. Management of Council's Community Hub, Learning Centres and other community facilities ensures Melton Council is delivering enhanced outcomes for community in engagement, empowerment, activity, and community learning objectives.

A highlight for 2019 was the hosting of Melton City Council second Lifelong Learning Festival. Established in 2018, the Melton Lifelong Learning Festival is the benchmark celebration of learning in the City of Melton. The principal of the festival is to provide opportunities for learning and social development without barriers associated with financial, cultural or physical constraints. The 10-day event took place from October 18 to 27, with more than 200 learning events held across the municipality, and in excess of 2500 people participating.

Melton continues its international presence in this space. Two representatives from Melton City Council attended UNESCO's Fourth International Conference on Learning Cities in Mendeley, Columbia, and fortunately Mathew Wilson, Manager Community Planning, shared insights on social inclusion with participants at the [Smart City Forum](#). Melton is also jointly coordinating the theme of **Digital Inclusion** for the UNESCO Global Network of Learning Cities, along with a focus on increased digital literacy in the municipality.

Melton's City of Learning Strategy 2020 – 2030 will be finalised soon and will support the ongoing development of Melton as a place to live, a place to learn and a place to grow. Council's aim is to be a City of Learning that fosters creative lifelong, lifewide and lifedep learning that inspires and enables all our residents to reach their best, to build a better quality of life for themselves, their families and that of the wider community.

## **8. ALCN Member Dr Stan Salagaras,**

Dr Stan Salagaras, CEE Consulting, Community Education Economic Development. Project Management and Research reports on his work in the community:

- Continued as Chair of the Australian Safe Communities Foundation (ASCF), a national, not-for-profit organisation made up of members and supporters who are committed to safety promotion, injury prevention and community wellbeing. Our Board comprises a group of dedicated people drawn from various government agencies, community organisations and private sector business.
- The Safe Communities Model is an internationally recognised, evidence-based, best practice model for addressing community safety issues at the local level. It recognises safety as a universal concern and a responsibility for all.
- The ASCF works with like-minded safe community champions, local community stakeholders and local councils to share knowledge, skills, resources and data, and promote networking opportunities.
- The ASCF supports the accreditation of safe communities, delivers Passport to Safety (an online safety program for secondary work experience students) and organises quarterly Webinar programs. For more information refer to <http://www.safecommunities.net.au>
- Appointed Co-Chair of the Pan Pacific Safe Communities Network (PPSCN), the international agency responsible for accrediting 'safe communities'. The PPSCN is a non-government organisation comprised of the peak safe community organisations from three countries (New Zealand, United States of America and Australia).



- Collectively there are around 60 accredited PPSCN Safe Communities in New Zealand, United States of America and Australia. There are also 15 additional communities in the pipeline at different stages of application development for designation as safe communities.
- Participated in '12th Annual NZ Safe Communities Hui' - Enhancing Community Well-Being and Sustainable Development (Wellington, 5-6 November, 2019).
- Keynote speaker at 'Building Safer Communities - Current and Future Trends' seminar held at University of Sydney Law School (24 February 2020).

## **9. Townsville**

### **City Libraries**

Annette Burns, Coordinator of Learning and Information Services reports that Pivot is the word at City Libraries in Townsville. Our branches have been closed but the team are still working hard to keep meeting the needs of our community. The library now has a production studio in branch and staff have produced Early Years programming including Storytime, Baby Rhyme Time and Toddler Time sessions. More programs are in planning and production.

Behind the scenes, work continues the business as usual demands with 2019 Monsoon grant funded projects including Townsville Stories online platform, Curious Kids STEAM project and the Repatriation of the Local History Collection which was relocated from the library following the 2019 Monsoon.

Our demand for our electronic resources has exponentially increased and we are making plans to resume loans and returns.

Many of these new ways of doing things will become a part of our normal operations moving forward and we continue to plan for what our service will look like in a post-COVID-19 world.

### **City Galleries**

Sarah Reddington, Senior Education and Programs Officer, Townsville City Council Galleries/Planning, Environmental, and Cultural Services, reports that at Townsville City Council Galleries, we have been adapting in response to COVID-19 with our doors closing to the public in March. Two of our main focuses are on ensuring the public still has access to the Galleries' current exhibitions and continued public engagement through workshops.

To provide access to the exhibitions currently on display at the gallery, we engaged a local company in Townsville to create a virtual tour. This virtual tour works much like Google Street View, allowing the public to virtually enter the gallery to access and view artworks, artwork statements, artist biographies, and more through the internet. The virtual tour has been shared on the Townsville City Galleries social media pages and on its website. As we were unable to hold an artist talk in conjunction with one of the current exhibitions, we instead created an artist talk video featuring footage of the artworks on display in the gallery space and audio of the artist responding to specific prompts about the artworks.

We have also adapted our workshops in order to offer these online by creating how to guides and short videos of the making process. We continue to create content for kids, families, emerging artists, and arts enthusiasts of all ages, and continue to employ local artists to share their artistic skills when possible. One of our most popular workshops so far has been a paper poppy activity for ANZAC Day. By utilising materials commonly available in the average household, members of the public were encouraged to create a poppy display at home for ANZAC Day. The activity reached over 16000 people on Facebook with 61 shares. Members of the public shared images of

the poppies they made and their displays for a very different ANZAC Day. Some images are included below.



As we are all challenged by the current restrictions, we continue to adapt and learn in order to provide for the public not only in Townsville, but to all those with access to the internet.

## 10. Wyndham

*Diane Tabbagh, Coordinator Learning Community, Libraries and Community Learning,* reports on many highlights including the adoption of the Learning Community Strategy 2018-2023 by the Council; the joining of UNESCO's Global Network of Learning Cities; another successful Learning Festival ([view a video evaluating the festival](#)); visiting international delegation from Vietnam; publication of Wyndham's Learning Journey on PASCAL International Observatory (<http://lcn.pascalobservatory.org/participants/wyndham-city-council>) and other forthcoming publications. [Read More \(go to Appendix One\).](#)

## Networks

One item on the agenda for 2020/2021 is to map networks that do exist to support Learning as a Driver for Change in Australia. We know that individual regions and towns which are part of the ALCN continue to foster local networks, for example, Gwydir Learning Region, Townsville, Wyndham, Brimbank, and Melton.

A good example of a cross Council Network is *Learn West* which meets regularly to share knowledge. Its membership includes Maribyrnong; Wyndham; Brimbank; Moonee Valley; Melton; Hobsons Bay; Darebin; Maribyrnong; Ballarat; and Hume.

Within the Hume City, the Hume Community Learning Inc (HLC) continues to maintain community strengthen activities with a range of local learning organisations across Hume.

## Communication

### 1. Newsletter

The newsletter is titled "Ripples" to indicate the range of information as it spreads out to Network members and overseas.

The newsletter is one of our main communication mechanisms with our membership. We aim at distributing 4 issues per year and highlight new members, their profiles, their activities, interesting member innovations, challenging articles, news and information.

### **Involvement of members**

As the need emerges, the Executive attempts to involve members as vital strategy to engage with its membership. Urgent items, as they arise, are forwarded to members as information, for assistance or for comment.

## **2. Strategic Plans**

During the past years, several requests for Strategic and Educational plans were handled. Examples of such plans are continually forwarded and will be placed on our website. Some of the best examples are from:

Brimbank (Vic);	<a href="#">Brimbank Lifelong Learning Strategy 2018-2023</a>
Hume City (Vic);	<a href="#">Hume Multiversity</a>
Melton (Vic):	<a href="#">Melton Community Learning Plan 2015-2018</a>
Wyndham (Vic);	<a href="#">Wyndham Learning Community Strategy 2018-2023</a>
Townsville (QLD)	<a href="#">Learning and Recreation in Townsville</a>
Kentish Council, Tasmania:	<a href="#">Kentish Learning Community Strategy 2016</a>
Circular Head Council and Waratah Winyard Council, Tasmania:	<a href="#">Health and Wellbeing Plan</a> 2019-2024
Rockingham (WA):	<a href="#">Education and Training</a>

## **3. Privacy**

However, the Executive is conscious of the privacy issues affecting members. So, to avoid confusion that can arise with ease of electronic communication, circulation to and the point of contact for members is restricted to

- Leone Wheeler – for issues affecting the membership
- Those Executive members listed above

Members' details are distributed only after expressed consent of members.

## **Research**

In 2019, in partnership with RMIT and Hume Community Learning Inc, ALCN engaged an RMIT student to investigate 'How could Stories of Crucible Learning be best represented in a publication by the Australian Learning Community Network?' Leone is investigating how the ALCN can develop a possible eBook or other publication.

Diane Tabbagh and Leone Wheeler have written a paper entitled 'Wyndham City: A Tale of Steady Progress Towards a Sustainable Learning Community' This will be published in the Conference Proceedings for *Adult Education in Global Times: An International Research Conference* that was to be held at the University of British Columbia in June 2020. It is pleasing to

note that the Conference Proceedings will go ahead. In addition, Wyndham also published about their Learning Community on the PASCAL International Observatory<sup>1</sup>.

The Melton Collective Impact Assessment Tool<sup>2</sup> (CIAT), developed as an outcome of a previous research project, *Learning Community Framework and Measuring Impact Toolkit*<sup>3</sup>, continues to be used for measuring the strength and outcomes of Partnerships. For example, CIAT was applied successfully to the evaluation of the Wyndham Learning Community Strategy 2014-2017 to assess the collective impact of partnerships across the Life Stages from Kindergarten through to Senior Years.

We look forward to our partners reporting on other research that has been conducted at the local level and formed the basis of the learning community strategic plans.

## National Regional Conferences

Due to the rising costs of Australia wide national conferences, the Executive has decided on regional conferences. However, in the future the Executive will also investigate the use of Webinars on topics of relevance.

## Smart Cities Forum

A Smart Learning Cities Forum was held on 26 February 2020 in Melbourne, Victoria. It was a partnership event with ALCN, ALA, RMIT European Centre, the City of Melton and the City of Wyndham and the Australian Learning Cities Network - 26 February 2020. The forum examined Smart City developments and linkages with Learning City approaches. All presentations are available at <https://ala.asn.au/smart-learning-cities-forum/>.

We thank our keynote speaker, Professor Mike Osborne, University of Glasgow and PASCAL International Observatory, for his support of the event, and to our panelists from Melton, Wyndham, ALA and RMIT for the effort they made in preparing the presentations.

## External Relations

### 1. International Contacts & Visits

ALCN Inc. is a member of UNESCO's Global Network of Learning Cities and promotes UNESCO's GNLC newsletters and webinars to our members. It is pleasing to note that Australia now has three local government areas that are now members of the GLNC, including Melton City, and City of Wyndham, and Circular Heads in Tasmania. Further Melton City sent Council representatives to the UNESCO Fourth International Conference on Learning Cities held in Medellín, Columbia. We were fortunate to have a report on the outcome of that conference from Mathew Wilson, Manager of Community Planning, Melton City

### 2. Adult Learning Australia (ALA)

Both the ALCN Inc. and ALA continue to collaborate on matters to do with the promotion of lifelong learning throughout Australia. This includes recent meetings (December 2019 and February 2020) to discuss further joint promotion of learning communities in Australia. In addition, ALCN, ALA,

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<sup>1</sup> <http://lcn.pascalobservatory.org/participants/wyndham-city-council>

<sup>2</sup> City\_of\_Melton (2017). "Collective Impact Assessment Tool (CIAT)." Retrieved from <https://meltonciat.com/>.

<sup>3</sup> Wheeler, L., Wong, S., Blunden, P. (2014a). *Learning Community Framework and Measuring Impact Toolkit*. Volume 1. . Sydney, Australian Centre of Excellence for Local Government, University of Technology,. Retrieved from <https://opus.lib.uts.edu.au/handle/10453/42098>

together with the City of Wyndham, the City of Melton and the European Centre of RMIT collaborated on a Smart Cities Forum held in February 2020.

Further meetings, exchanges of information and the promotion of specific conferences will occur as required.

### **3. PASCAL International Observatory**

ALCN Inc. is a member of this international network and this has enabled, as well, individual members, upon registering, to keep abreast of developments in other parts of the world.

Leone Wheeler and Peter Kearns are members of the Board of PASCAL International Observatory. Currently Peter Kearns is leading the inauguration of two new programs directed at the recovery of communities from the coronavirus epidemic. The programs are '[Rethinking Sustainable Learning Communities for Extraordinary Times. An EcCoWell 2 Community Recovery Program](#)' and '[Building Inclusive, Resilient Learning Neighbourhoods in EcCoWell 2 Community Recovery Program](#)'. ALCN member Wyndham City is taking part in this.

Leone Wheeler is developing a program aimed at examining the distinctive learning needs of remote and rural communities to find ways in which learning city initiatives can support learning development and stable community building, especially in times of change due to factors such as climate change, health and migration challenges. Gywdir Learning Region will take part in this program. More information will be provided when the program is launched.

### **4. Other Organisations**

As part of planning a revised annual business plan, the Executive will be asked to consider the importance of building relationships with other key national associations and government departments who share mutual interest. In the past these bodies have included: Australian Library and Information Association, the various State Libraries, Department of Education, Skills & Workplace Relations, and the Australian Council of Social Service.

## **Membership Funds**

These funds were audited through the certificated auditor. This financial statement is recommended by the Executive for approval by members at the Annual General Meeting. The statement is then circulated to members

The previous requirement for forwarding the audited financial details to the NSW Office of Fair Trading has been changed and overall funds of the ALCN Inc. are now the prerequisite level for reporting.

**This report was compiled by the Executive for circulation prior to a motion of acceptance at the Annual General Meeting of the ALCN**

## **Appendix One: Wyndham Learning Community**

### **1. Learning Community Strategy 2018-2023**

The Learning Community Strategy 2018-2023 (LCS) was adopted by Council in February 2019 and a busy year has passed implementing the 18 key Actions.

Highlights included:

- The employment of a fulltime Learning Community Officer in November to assist in the implementation of the Strategy
- Hosted a Principal's Network Breakfast with the theme of "Aboriginal culture driving new ways to learn" in September 2019
- A Transformative Education Showcase celebrating Wyndham's best practice in trauma informed teaching and learning practice in October 2019
- Mapping of best practice in Transitions across the life stages
- Delivered two WynTalks exploring future practice in learning (Craig Reucassel's War on Waste in Wyndham; and Professor Kathy Mills of ACU presenting on the role technology can play in teaching, learning and developing literacies, and the importance of fostering cultural and linguistic diversity within our schools
- Delivered two Department of Justice & Community Safety- funded – 'Citizen's Academy – A walk through justice' and developed a framework for future programs.

### **2. UNESCO Global Network of Learning Cities**

In line with the achievement of LCS Action 12: Engaging, Participating and Leading Globally, Wyndham was recognised as an official UNESCO Learning City in June 2019. The Global Network of Learning Cities aim is to support and accelerate the practice of lifelong learning in the world's communities. As a member of the Network Wyndham can forge links, foster partnerships and peer learning, build capacity to encourage and recognize progress in building a learning city. The UNESCO GNLC also makes an important contribution towards achieving the Sustainable Development Goals (SDGs), particularly SDG 4 ('Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all') and SDG 11 ('Make cities and human settlements inclusive, safe, resilient and sustainable').

### **3. Wyndham Learning Festival**

The Learning Festival is an exciting and innovative project that has arisen out of Wyndham City Council's Learning Community Strategy. Led by Wyndham Community & Education Centre, the theme of the 2019 lifelong and life-wide Wyndham Learning Festival was "Spring into Learning". The Festival aims to encourage learning for all ages, interests and abilities - over 180 free learning events at a range of venues across the City of Wyndham took place from 1<sup>st</sup> to 8<sup>th</sup> September. The Festival grows and evolves each year and develops new partnerships with event holders and financial supporters. 2019 sponsors Vic Poly, AMES Australia and CPB John Holland (Westgate Tunnel) all ran events during the Festival.

Planning is well underway for the 5<sup>th</sup> Festival in 2020 – exactly what this will look like remains to be seen due to COVID-19 – the working group has taken the decision to postpone it until later in the year.

### **4. Smart Learning Cities Forum 26 Feb 2020**

Wyndham was invited to be part of the panel at the Smart Cities Learning Forum, hosted by Australian Learning Communities Network, RMIT and Adult Learning Australia. The question "Are Smart Cities Learning" was posed by the keynote speaker Professor Mike Osborne, Professor of

Adult and Lifelong Learning at the University of Glasgow, exploring how smart city strategies can be integrated into learning city strategies.

Wyndham City Council, represented by Diane Tabbagh Coordinator Learning Community and Dr Adam Mowlam, Manager Smart City Office presented Wyndham's approach to the development and implementation of their Learning City and Smart City Strategies and the opportunities and challenges in this work. Also on the panel was the Manager Community Planning from Melton Council and the CEO of Adult Learning Australia.

## **5. Vietnam Delegation 3 December 2019**

On Tuesday 3 December, staff from several departments across Wyndham City Council collaborated to spend the morning with a government delegation from various regions in Vietnam. The 20 delegates were visiting through a two-month RMIT study program in Australia, and had requested to hear about some of the different work occurring at Wyndham City Council to bring back concepts, networks and innovation to their own local government areas in Vietnam.

Presentations included demographic data and current picture of Wyndham City, including the work in libraries across the LGA and the challenges of our rapid population growth in providing equitable services for all; information about organisational development initiatives at Wyndham as well our new pilot leadership program for staff; and Wyndham City's Learning journey over the past few years with a focus on the Wyndham Learning Community Strategy. One delegate then reflected that she believes this work of proactively making Wyndham a dynamic, conscious learning city is a fundamental public service for equity and was keen to know how Vietnam could develop such work locally. The Smart City Office presented about Wyndham's Smart City Journey, showcasing many innovative technologies being piloted in Wyndham to enhance life for the Wyndham population.

## **6. Presentations Cancelled**

Wyndham was scheduled to present at:

- 2020 UN & Australia Sustainable Partnerships Forum in Melbourne in April 2020
- Adult Education in Global Times, An International Research Conference (AEGT) in June 2020

However, both were cancelled due to COVID-19. The paper co-written by Dr Leone Wheeler and Diane Tabbagh for the AEGT Conference **Wyndham City: a tale of steady progress towards a sustainable learning community** will be published in conference proceedings and has also been submitted to Adult Learning Australia's AJAL for publication.

## **7. PASCAL**

The PASCAL (Place and Social Capital and Learning) International Observatory is a global alliance of researchers, policy analysts, decision makers and locally engaged practitioners. Its focus is on the development and renewal of place, giving special emphasis to the role of social capital and lifelong learning. As a member of PASCAL International Observatory, Wyndham was invited to join the Learning Cities Networks and profile the city online. [Read more.](#)

The Learning Cities Networks (LCN) are interactive policy-oriented groups of stakeholders within cities, sharing ideas and experience directed at innovative responses to the big issues confronting cities.

## Appendix Two: Brimbank City Council

The activities listed support the implementation of the Brimbank Lifelong Learning Strategy 2018-2023, a framework for building better learning outcomes.

The Strategy guided Council actions to improve learning outcomes in Brimbank by:

- Building communities of practice to strengthen collaborative work on lifelong and life wide learning, and
- Target support and resources where needed to achieve equity in learning and education.

Brimbank is developing Communities of Practice (CoPs) to achieve better lifelong learning outcomes through establishing groups of people who share learning priorities. A life stage approach is guiding the work with an initial focus on three life stages:

- Early Years (0-6 years)
- School Years (6-16 years)
- Later Years (60 years and beyond)

Baseline measures are being developed following extensive stakeholder consultations to further measure the effectiveness of targeted planning and the activation of CoP project activities to achieve better learning outcomes.

### ***1. State of play in the West forum: Friday 6 September 2019***

To celebrate Adult Learner's Week, Brimbank City Council hosted a 'State of Play in the West' forum on Friday 6 September, with a focus on discouraged adult learners. The forum enabled exploration of the complexities faced by learning practitioners and adult learning providers to better advocate for discouraged learners in Brimbank. The forum featured innovative research and adult learning models with keynote presenters, Dr Tracey Ollis, Senior Lecturer at Deakin University and Dr Robbie Lloyd, Community Relationships Manager, Skills Link Australia. Other speakers included Glenda Kueng from the University of the Third Age (U3A) and Ernst and Young Consultants who presented baseline data on the state of play of Brimbank lifelong learners. Adult Learners Week is an international celebration of lifelong and life-wide learning, which takes place from 1-8 September 2019.

### ***2. Schools and Community Organisations Exchange Forum – Thursday 28 November 2019***

Brimbank City Council hosted a Schools and Community Organisations Exchange forum, with a focus on social and emotional learning for school aged children. The Exchange enables deep discussion on learning issues for school aged children (6-16 years) and aligns with key priorities in the Schools Years Life Stage.

Keynote speaker, Connie Buckingham, Psychologist and Author of the Friendship Saver Program, facilitated a 2-hour experiential learning workshop addressing the social learning needs of children and young people for teachers and other practitioners. The Australian Early Development Census presented their key findings on how Brimbank children are tracking under the social and emotional development domain. 35 practitioners attended the forum from both school and community representatives.

### ***3. Professional Development session for local tutors and volunteers – Wednesday 25 February 2020***

Brimbank Learning Futures hosted a professional development workshop for tutors from the University of the Third Age (U3A) and Brimbank Neighbourhood Houses. 25 volunteer tutors



attended the session and provided incredibly positive feedback; tutors expressed appreciation for the rare opportunity to network with others and share learning.

The workshop was a great opportunity for tutors to network with one another, ask questions and improve their professional practice for teaching older learners in a safe and supportive environment. This professional development session was co-designed with the tutors and key stakeholders from the Learning Unit's Later Years Communities of Practice group to provide greater access and range for later life learning in Brimbank.

#### **4. Brimbank Learning Futures (BLF)**

BLF delivered 19 workshops on skills development and learning pathways, provided an information and referral service to more than 200 learners and job seekers and 45 people received 1:1 resume and careers support. Three Multilingual Outreach Officers speaking seven languages provide important connections to hard to reach learners and link them to BLF and other programs and services.

#### **5. Response to COVID-19**

In response to the COVID-19 shutdown, **Brimbank's libraries** developed several new programs for children, families and individuals to support learning, literacy, recreation and social connection while people stayed at home. These included online storytimes and after school activity programs, a virtual book group and a **Library To Your Door** service. These new programs have been welcomed by the community with over 1,400 households signing up for the Library To Your Door service within two weeks of the service being launched. Downloads of e-books and e-magazines increased dramatically in March and April 2020.